

# IOWA STATE UNIVERSITY

Division of Academic Affairs

## 2018-19 Diversity and Inclusion Report

Jonathan Wickert  
Senior Vice President and Provost  
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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 SVPP Office and Faculty Senate co-chaired the Faculty Climate Workgroup to identify and recommend actions to address issues of concern expressed by faculty in the Campus Climate Survey. The Workgroup identified the following action items of highest priority:
  - Create and promote a *Cy for Civility* culture-shaping campaign
  - Develop campus wide policies, guidelines, and practices against bullying
  - Increase access to high-quality child care
  - Enhance departmental interactions among colleagues
  - Launch *Becoming Inclusive: The Equity, Diversity, and Inclusion Initiative*
- Multicultural Liaison Officers (MLOs) from the Ivy College of Business, College of Agricultural and Life Sciences, and College of Engineering – in collaboration with Deere and Company – created the Iowa State University/John Deere Emerging Leaders Program: Interdisciplinary Undergraduate Leadership Experience. The program, offered to a select group of multicultural scholars from each of the colleges, is focused on professional/leadership development, and culminates in a job shadow experience for participants at Deere's headquarters.
- Regional directors in County Services provided training on diversity and Iowa's changing demographics to the 450 county ISU Extension and Outreach employees. This is accomplished through county office conferences and regional workshops sponsored by County Services. This training addresses locating resources and references on state and federal acts, laws, titles, and guidelines; completing civil rights audits; and providing education and services to diverse audiences.
- The Department of Mathematics has been instrumental in providing ongoing math support for student veterans by supporting several ISU Veterans Center initiatives such as math boot camp, math tutoring, and Calc Platoon, a pilot program in which students are incentivized and receive additional calculus tutoring.
- Together with the Office of Diversity and Inclusion, the Vice President for Research began a project to explore faculty interest in creating a more connected research portfolio in the areas of diversity, equity and inclusion (DEI). Initial conversations with the VPDI and campus researchers in Spring 2019 surfaced specific networking themes for further engagement. Continued discussions are planned to develop networks that extend beyond established DEI researchers, take steps to identify funding opportunities, create a digital presence, and team with current interdisciplinary programs to promote partnerships and expand pursuits in inclusion initiatives.
- Two graduate students from the College of Agriculture and Life Sciences led efforts to create a CALS chapter for Students for Cultivating Change, a national organization working to create welcoming spaces and programs for LGBTQIA+ youth enrolled in agriculturally focused programs.

## 2.2 Key findings

- Through two years of the NSF S-STEM-funded *ECSEL* Scholarship Program in the Department of Electrical and Computer Engineering (fall 2016 to fall 2018), the number of undergraduate women in electrical, computer and software engineering has increased by 24%, and the number of racial/ethnic minority students has increased by 25%. These increases are greater compared to an overall increase of 7% for all students enrolled in these degree programs.
- Through external funding, the Program for Women in Science and Engineering partnered with Career Services offices across campus and the Margaret Sloss Center for Gender Equity to offer six American Association of University Women Salary Negotiation Workshops for over 180 students. In addition, WiSE facilitated two seminars sections for the NSF funded ECSEL scholarship program for 54 underrepresented students in Electrical, Computer, and Software Engineering.
- CELT offered the Inclusive Classroom Workshop offered 11 times during FY2019, including to the College of Liberal Arts and Sciences, College of Veterinary Medicine, Department of Psychology, Theatre Program, and Department of Food Science and Human Nutrition. Pre- and post-workshop survey responses provide insight into the knowledge, awareness, understanding, comfort, and contributions to inclusive classrooms of the faculty participants.
- The Ivy College of Business has made significant gains in faculty gender diversity since 2013, ranking third among Iowa State's colleges, with the highest percentage of female faculty among Big XII colleges of business, and the second highest percentage among AAU colleges of business. Three of the four research awards given in the college this year went to women hired in the last three years, a reflection of the high quality of faculty joining the college.
- An external review of diversity and inclusion programming in the College of Veterinary Medicine took place in 2019. Dr. Hilda Mejia Abreu, Associate Dean for Admissions, Student Life, and Inclusivity at Michigan State College of Veterinary Medicine visited Iowa State for two days to identify strengths, weaknesses and paths forward to increase diversity and inclusion programming.
- In FY19, the library implemented the requirement for all permanent library staff to report their diversity, equity, and inclusion (DEI) activities on their annual review materials, along with the requirement that staff supervisors will comment on employee diversity, equity, and inclusion activities in their supervisory reviews. This change emphasizes that DEI work is part of everyone's work responsibilities.
- ISU Extension and Outreach Agriculture and Natural Resources staff provide training to diverse audiences throughout the state, including horticultural programming for Amish, Chinese, and incarcerated populations; programming in Spanish for Dairy Farm employees; and food safety training that enables diverse farmers to sell their products at farmers markets.
- MLOs from each of Iowa State's academic colleges coordinated and facilitated the *Pop Up Shop* for students to obtain professional/business attire for career fairs, conferences, and job interviews; monthly study sessions to provide a supportive academic environment; and monthly professional development workshops.

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

#### **3.1 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 SVPP and Senate co-chaired the Faculty Climate Workgroup to identify and take action on issues of concern expressed by faculty in the recent Campus Climate Survey. The Senate also continued its review of Iowa State’s U.S. Diversity/ International Perspectives courses in FY19.

#### **3.2 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 FY19 (Economics, Greenlee School of Journalism and Communication, Horticulture, University Library), and four additional departments are planned for FY20.

#### **3.3 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.

#### **3.4 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. Through external funding, WiSE partnered with Career Services offices across campus and the Margaret Sloss Center for Gender Equity to offer six AAUW Salary Negotiation Workshops for over 180 students. In addition, WiSE facilitated two seminars sections for the NSF funded ECSEL scholarship program for 54 underrepresented students in Electrical, Computer, and Software Engineering. Finally, WiSE reaches over 15,000 K-12 students annually through its signature outreach programs: STEM Fest, Taking the Road Less Traveled, and Student Role Model Program.

### **3.6 University Lectures Program**

In 2018-19, Iowa State's Lectures Program hosted and cosponsored many speakers and events that addressed topics related to diversity and inclusion, including:

- Autism expert Temple Grandin
- Authors from Chile, Somalia, Ghana, and the Ojibwe Tribe
- Mental health awareness advocates
- Sexuality educator Ericka Hart
- The documentary *Talking Black in America*
- Ferguson Commission member Brittany Packnett
- Chicano activist Jimmy Patino
- Mary Beth Tinker and John Tinker, who won their case in the US Supreme Court for free speech in school
- *White Fragility* author Robin DiAngelo
- Social Justice Training Institute cofounder Vernon Wall
- Two child survivors of the Holocaust, Inge Auerbacher and Celina Karp Biniash
- Indigenous climate activist Xiuhtezcatl Martinez
- Simon Tam, who won his case at the US Supreme Court to have his band name *The Slants* trademarked
- Former president of Mexico Vicente Fox.

The Lectures Program also began providing captioning or a transcript for every recorded lecture or event to increase accessibility options.

### **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 University Honors Program**

The Honors Program initiated several new recruitment strategies in FY2017-2018 that were explicitly focused on increasing minority enrollment in the program. These efforts have resulted in an increase of minority student enrollment, including an increase of 29% in the first year, and they continue to be expanded. Honors also involves the Office of the Vice President for Diversity and Inclusion in its programming, encouraging campus professionals to speak to first-year Honors classes on the importance of developing a welcoming campus environment.

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

CELT, reporting to the Office of the SVPP, continues to promote teaching inclusively through programs, conference presentations, and by providing extensive online resources. CELT also continues to actively engage in diversity and inclusion initiatives on campus.

- CELT offered the Inclusive Classroom Workshop offered 11 times during FY2019, including to the College of Liberal Arts and Sciences, College of Veterinary Medicine, Department of Psychology, Theatre Program, and Department of Food Science and Human Nutrition. Pre- and post-workshop survey responses provide insight into the knowledge, awareness, understanding, comfort, and contributions to inclusive classrooms of the faculty participants.
- Workshops on teaching inclusively were offered in-person and online via Zoom each semester. These topics and resources were developed from Inclusive Classroom Workshop discussions with faculty and staff, including: top 10 tips for creating an accessible course, and building an inclusive and learner-centered syllabus. CELT staff also developed two new workshops/resources based on participant feedback: exploring ways to create a welcoming learning environment, and navigating controversial topics in the classroom.
- CELT hosted an accessibility awareness week culminating with staff from ISU Extension and Outreach sharing their accessibility journey.
- CELT's award-winning seminar series featured faculty and staff speaking on diversity and inclusion topics:
  - Javier Vela, *Among Others: How to Really Make Your Classroom More Inclusive*
  - Nicci Port, *Find your Empowerment: Communities of Change at ISU*
  - Dorothy Masinde, *A Day in the Life of Rural African Women: Bringing Global Experiences into the Classroom*
  - Audrey Kennis, *Real Talk about Inclusion: Do Your Students Feel Safe?*
- CELT staff contributes as active members of numerous university committees, including the VPDI Council, University Committee on Accessibility, and Digital Access Committee. Staff also have leadership roles on the NCORE-ISCORE Project Leadership Team, and the advisory board for the NSF Alliances for Graduate Education and the Professoriate Graduate Inclusion Workshop.

### **3.10 Study Abroad Center**

The Study Abroad Center recruited multicultural students for study abroad opportunities through classroom presentations to all first-year MVP and GWC scholars as well as multicultural student groups. This effort included working with the staff that support these groups to develop more effective relationships, and adopting a more intentional approach in showing diversity in the Center's publications (e.g. brochures, web pages, and posters). The Center also made a concerted effort to publicize, recruit, and support eligible students to apply for a Benjamin A. Gilman International Scholarship. The Gilman Scholarship, sponsored by the U.S. Department of State, awards up to \$5,000 to Pell-eligible students to participate in study abroad programs. Three Iowa State students advised by the Study Abroad Center were chosen for the scholarship in FY2019.

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

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

- CALS graduate students Jacob Yarian and Marcus Jansen led efforts to create a CALS chapter for Students for Cultivating Change, a national organization working to create welcoming spaces and programs for LGBTQIA+ youth enrolled in agriculturally focused programs.
- The Department of Food Science and Human Nutrition successfully renewed — for the fourth time — a grant from the USDA NIFA Higher Education Multicultural Scholars Program for its Cyclone Scholar Program. The program supports, over four years, a cohort of undergraduate students enrolled in the department’s majors. The latest grant brings the total funds received for Cyclone Scholars to \$760,000; 19 students have benefited. The new cohort will begin classes in fall 2019. The department also has a summer research experience for multicultural students, funded by a \$275,760 grant from the USDA NIFA AFRI Education and Workforce Development Program, Research and Extension Experiences for Undergraduates Program. The summer program, over three years, has brought nearly 30 students to ISU from other universities, to promote graduate school, engage in interdisciplinary research and expose them to career opportunities in research, extension, industry and community service.

### **4.2 College of Business**

- In the fall of 2013, we set a goal of increasing Latino/a/x students from under 3% of our enrollment that year to 5%. In the fall of 2018, our Latino/a/x enrollment grew 9% bringing them to that goal at 5.1% of our enrollment. We have reset our goal to 8% of our enrollment.
- The college has made significant gains in faculty gender diversity since 2013, ranking third among Iowa State’s colleges, with the highest percentage of female faculty among Big XII colleges of business, and the second highest percentage among AAU colleges of business. Three of the four research awards given in the college this year went to women hired in the last three years, a reflection of the high quality of faculty joining the college.

### **4.3 College of Design**

- The college’s Multicultural Liaison Officer worked with department chairs to creating department-specific training and workshops that will be offered several times over the next academic year. The workshops will address inclusive teaching pedagogy, implicit bias, explicit bias, identity development, and responding to bias related incidents in the classroom. These efforts continue the work of the 2018 Professional Learning Community on Diversity.
- During summer 2019, seven College of Design students participated in an immersive learning experience with the members of the local craft sector, and the Center for Sustainable Rural Livelihoods (CSRL), in Kumali, Uganda. The students worked alongside Ugandan peers and local artisans to perform a community assessment regarding how design could contribute to their livelihood, economy, and environment; and investigated available skill sets and materials in the craft sector; among other outcomes.

#### 4.4 College of Engineering

- The Department of Aerospace Engineering launched an NSF-REU site titled: *LAUNCH-UAS* program (*Launching Aerospace's Underrepresented Students into the Next Chapter-Unmanned Aerial Systems*). The goal of the program is to promote greater participation of underrepresented students in aerospace engineering graduate programs. Additional information can be found at <https://www.aere.iastate.edu/launchuas/>.
- Through two years of the NSF S-STEM-funded *ECSEL* Scholarship Program in the Department of Electrical and Computer Engineering (fall 2016 to fall 2018), the number of undergraduate women in electrical, computer and software engineering has increased by 24%, and the number of racial/ethnic minority students has increased by 25%. These increases are greater compared to an overall increase of 7% for all students enrolled in these degree programs.

#### 4.5 College of Human Sciences

- With the assistance of an internal grant, the School of Education implemented and delivered H Sci 250: Intergroup Relations in spring 2019. The course, developed by the University of Michigan, is intended to be a 3-credit follow-up to H Sci 150: Dialogues on Diversity for students who want to more fully develop and practice skills related to communication across difference. A single section was offered as a pilot in Spring 2019 with more sections planned for the FY2020 academic year.
- The college was a collaborator for the military families symposium, "Building Awareness: The Military Community and ISU Extension and Outreach" in May, bringing awareness to the programs and resources available to Veterans, their families and communities. ISU Extension and Outreach, and Human Sciences Extension and Outreach in particular, are positioned to provide comprehensive support and programming to military families.

#### 4.6 College of Liberal Arts and Sciences

- The Department of Mathematics completed their first successful year with a new post baccalaureate program. The initiative extends more opportunities into advanced mathematics for underrepresented groups. The first cohort of six students completed the program in May 2019, and all were accepted into graduate programs for fall 2019, including two at ISU and one who will pursue a Ph.D. at the University of Cambridge.
- LAS faculty and staff make significant contributions to diversity and inclusion on campus, through learning in and beyond the classroom. New courses include Spanish/USLS 325x in Marshalltown, a community-based learning course; and a course offering an *Introduction to the Quran*. The U.S. Latino/a/x Studies (USLS) director is collaborating with ISU Extension and Outreach on its Rising Stars internship program. A pilot with USLS was established to support students participating in service learning, working as peer mentors, LAS ambassadors, and learning communities in the context of Latino/a/x issues.

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

- An external review of diversity and inclusion programming in the college took place in 2019. Dr. Hilda Mejia Abreu, Associate Dean for Admissions, Student Life, and Inclusivity at Michigan State College of Veterinary Medicine visited Iowa State for two days to identify strengths, weaknesses and paths forward to increase diversity and inclusion programming.
- The college continues to 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.

#### **4.8 Graduate College**

- While the Graduate College has a long tradition of helping faculty recruit and support diverse graduate students, the college recently reallocated a portion of its existing resources to design a new scholarship program to encourage McNair Scholars from across the United States to enroll in a master's or doctoral degree program at Iowa State. McNair Scholars prepare for graduate school while they are undergraduates by participating in their undergraduate institution's federally funded Ronald E. McNair Postbaccalaureate Achievement Program. Such programs are focused on helping first-generation students and others underrepresented in graduate school to achieve educational goals.
- Hearing of students' campus experiences directly is the goal of new initiatives within the Graduate College. Administrators and college staff launched listening sessions with students from underrepresented groups and hosted small-cohort lunch discussions with diverse groups of domestic and international students. Direct actions to assist students in the short term, as well as longer-term projects to improve campus climate for all students are among the outcomes.

## **5. Highlights – Academic Units**

### **5.1 University Library**

- In FY19, the library implemented the requirement for all permanent library staff to report their diversity, equity, and inclusion (DEI) activities on their annual review materials, along with the requirement that staff supervisors will comment on employee diversity, equity, and inclusion activities in their supervisory reviews. This change emphasizes that DEI work is part of everyone's work responsibilities.
- Five DEI learning sessions featuring local or regional speakers were brought to the University Library during FY19. Three of these sessions were intended for all library staff. Dean Beth McNeil emphasized to all library staff that attendance was strongly encouraged and expected. Two additional DEI sessions were developed for specific library units and targeted topics relevant to their work, though in some cases staff from other units could attend if interested. Attendance was strong and learning outcomes positive for these sessions.

### **5.2 ISU Extension and Outreach**

- ISU Extension and Outreach Agriculture and Natural Resources staff provide training to diverse audiences throughout the state, including horticultural programming for Amish, Chinese, and incarcerated populations; programming in Spanish for Dairy Farm employees; and food safety training that enables diverse farmers to sell their products at farmers markets.
- Regional directors in County Services provided training on diversity and Iowa's changing demographics to the 450 county ISU Extension and Outreach employees. This is accomplished through county office conferences and regional workshops sponsored by County Services. This training addresses locating resources and references on state and federal acts, laws, titles, and guidelines; completing civil rights audits; and providing education and services to diverse audiences. Sean Nelson, extension equality specialist, is housed in the Office of Equal Opportunity to ensure extension program participants, including youth in the Iowa's 4-H program, are well served.

### **5.3 Office of the Vice President for Research (VPR)**

- Together with the Office of Diversity and Inclusion, the VPR began a project to explore faculty interest in creating a more connected research portfolio in the areas of diversity, equity and inclusion (DEI). Initial conversations with the VPDI and campus researchers in Spring 2019 surfaced specific networking themes for further engagement. Continued discussions are planned to develop networks that extend beyond established DEI researchers, take steps to identify funding opportunities, create a digital presence, and team with current interdisciplinary programs to promote partnerships and expand pursuits in inclusion initiatives.

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

- Ames Laboratory's HR and Diversity Office, and Education and Outreach Office supports diverse and talented science, technology, engineering, and mathematics (STEM) pipeline by providing several learning opportunities for students at all levels, including internships, a visiting faculty program, and a variety of specialized events which includes, but is not limited to hosting Science Bound (8<sup>th</sup> grade students) and facilitating Laboratory tours.
- Laboratory staff participates in annual recruiting events at Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), and several other minority association conferences and workshops. Annual grant proposals are submitted by Laboratory staff to the Department of Energy which supports these efforts.

## 7. Expanded Descriptions

### 7.1 College of Agriculture and Life Sciences

- CALS Diversity Programs hosted a half-day cultural competency workshop led by Robin DiAngelo, noted academic and author prior to DiAngelo's campus-wide lecture, "White Fragility: Why Is It So Hard for White People to Talk Racism?" in C.Y. Stephens Auditorium. (The lecture was cosponsored by CALS.) The workshop was open to anyone on campus and attracted 160 participants. DiAngelo, an expert in critical discourse analysis and whiteness studies, facilitated discussion of the socialization that inculcates white fragility and provided the perspectives and skills needed for white people to build their racial stamina and develop more equitable racial practices.
- Susan Lamont, Equity Adviser, led development and submission of a USDA Higher Education Challenge grant proposal. If funded, the grant would provide students from Iowa State and North Carolina A&T University with intensive experiential learning in research, leadership skills and cultural competencies. Goals will be 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) university. Co-PIs include Theresa Cooper, CALS Assistant Dean for Diversity, and North Carolina A&T faculty.
- CALS graduate students Jacob Yarian and Marcus Jansen led efforts to create a CALS chapter for Students for Cultivating Change, a national organization working to create welcoming spaces and programs for LGBTQIA+ youth enrolled in agriculturally focused programs.
- The Department of Food Science and Human Nutrition successfully renewed — for the fourth time — a grant from the USDA NIFA Higher Education Multicultural Scholars Program for its Cyclone Scholar Program. The program supports, over four years, a cohort of undergraduate students enrolled in the department's majors. The latest grant brings the total funds received for Cyclone Scholars to \$760,000; 19 students have benefited. The new cohort will begin classes in fall 2019. The department also has a summer research experience for multicultural students, funded by a \$275,760 grant from the USDA NIFA AFRI Education and Workforce Development Program, Research and Extension Experiences for Undergraduates Program. The summer program, over three years, has brought nearly 30 students to ISU from other universities, to promote graduate school, engage in interdisciplinary research and expose them to career opportunities in research, extension, industry and community service.
- CALS Dean's Office has continued to hold "fireside chats" with multicultural students, students with various abilities and marginalized students to hear their stories and experiences in the college. Students share their personal narratives, articulate what that they believe needs to change in the college to ensure their academic success and speak about those helping to empower them to continue their academic journeys in CALS and on campus. The chats involve the Endowed Dean's Chair, Senior Associate Dean, associate and assistant deans, multicultural liaison officer and undergraduate student retention coordinator.
- CALS Equity Adviser and the Assistant Dean of Diversity developed and led a workshop on cross-cultural communications competencies for cohorts of the National Science Foundation-sponsored Innovation Corp (I-Corp) project.

- The CALS Diversity Committee, with representation from each of the 15 academic departments, championed the creation of larger representation within departments to address issues of diversity, inclusion and equity. The efforts included creation of governance documents, best practices and the process for creating effective diversity, inclusion and equity committees. The result has been the formation of five new departmental committees:
  - Agronomy formed a nine-member committee to develop programs and processes to create a more welcoming, inclusive atmosphere in the department. The committee was preceded by a number of diversity-focused programs and workshops involving students, faculty and staff, plus ongoing activities that include regular lunches with multicultural students led by the department's recruitment and retention lead and learning community coordinator.
  - Horticulture is forming a new diversity and inclusivity committee, following an ISU Advance Department Enhancement Project review of the department during 2018-19. Faculty developed an action plan drawing on suggestions from the review report.
  - Sociology formed an ad hoc Equity, Diversity and Inclusion Committee that took steps to assess climate within the department. During 2019-20, the department will establish a standing committee to move diversity and inclusion efforts forward.
  - Food Science and Human Nutrition established a formal Equity, Diversity and Inclusion Committee that will begin in fall 2019. The department had surveyed faculty, staff, and students to determine possible discrimination issues and areas of improvement.
  - Agricultural Education and Studies is establishing a diversity, inclusion and equity committee.
- CALS worked with the office of the Vice President for Diversity and Inclusion to broaden the pilot of an online diversity and inclusion training course to the entire campus. Course development is underway and aimed at all members of the university community. CALS will engage with the course as part of its ongoing series on cultural competencies.
- Theresa Cooper, CALS assistant dean for diversity, was the opening keynote speaker at the 20th annual ISCORE Conference in March 2019, setting the stage and tone for the rest of the day's comprehensive forum on race and ethnicity issues. CALS was one of the sponsors of the annual conference. Elizabeth Martinez-Podolsky, CALS multicultural liaison officer, and Audrey Kennis, CALS retention coordinator, served on the 2019 ISCORE Planning Committee. Endowed Dean's Chair Robison introduced a session featuring 12 CALS undergraduates giving presentations.
- Under the direction the Assistant Dean for Diversity, CALS sponsored five students and two faculty members to attend the National Conference on Race and Ethnicity in Oregon. NCORE offered five days of workshops, keynote addresses, special features and breakout sessions. CALS participants will use the knowledge gained to engage CALS faculty, staff and students during the upcoming 2019-20 academic year.
- The CALS Equity Adviser and the Assistant Dean of Diversity participated in the national Association of Research Directors meeting to recruit students and network with faculty from historically black (1890) land-grant institutions.

- George Washington Carver’s living legacy was the theme a special fall 2018 issue of CALS alumni magazine, *STORIES in Agriculture and Life Sciences*. The issue informed readers about CALS current diversity and inclusion programs, highlighted our increasingly diverse student body and emphasized the college’s commitment to creating a culture of inclusion. The issue reached a global audience of more than 47,000 alumni and friends, and was used strategically during meetings with legislators, commodity groups, university administration, faculty and staff, students, prospective students, prospective employees and prospective donors. More than 60 alumni shared feedback, expressing gratitude for the theme, requesting additional information about Carver, inquiring about diversity and inclusion programs and scholarships, and sharing personal news and story ideas. The issue’s essay, “Common Ground: The Shared Language of Agriculture,” written by Assistant Dean for Diversity Theresa Cooper, was published in the *Des Moines Register* in celebration of Black History Month 2019. It was reprinted by the *Jefferson Jimplicute* in Jefferson, Texas, during Black History Month. Magazine content was repurposed on web pages and social media. The issue’s content shared via social media sparked much engagement — one post alone reached 6,571 people with 1,604 engagements, 41 comments and 34 shares. This issue also made a notable impact on increasing the diversity of users of the CALS Facebook page.
- For the third year, the participants (high school, undergraduate and graduate students) in CALS George Washington Carver Summer Research Internship Program were part of an intensive day-and-a-half leadership retreat focused on professional development and leadership. In its third year, off-campus experts — all Iowa State alumni and professionals from underrepresented groups — served as facilitators, mentors and role models for the 25 Carver interns. The retreat included development of personal mission statements, reader’s theater, lightning interviews with mentors and expert panels on setting yourself up for success. Excitement and engagement by CALS alumni continue to grow with this retreat.
- In its third year, students in the CALS Leaders Enhancing 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 CALS-specific projects. During 2018-19, LEAD IT students gave 11 classroom presentations and presented at the 2019 ISCORE conference. LEAD IT student leaders met 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.
- The CALS Multicultural Peer Mentor program for 2019 more than doubled the number of mentors participating from previous years. Student mentors are matched to student mentees based on their backgrounds and goals and serve to guide new multicultural students during their transition to Iowa State. Previous participants have identified this program as the most important factor for supporting their success during their first semester. The program is led by Audrey Kennis, the CALS Retention Coordinator.
- CALS continued to engage faculty, staff, and students in Cultural Competency Lunch and Learn events to increase our collective ability to successfully negotiate cross-cultural differences. Lunch and Learn workshops covered topics; (1) intent vs

impact, (2) microaggressions, and (3) understanding and addressing discrimination in the classroom and on campus.

- The CALS Office of Diversity hosted a Cultural Intelligence Center, LLC, team member for facilitated training sessions on managing unconscious bias. The sessions were a highly interactive half-day workshop designed to help participants explore individual biases as well as the systemic bias present in common organizational practices, processes and policies. Two workshops were held, one focused on undergraduate and graduate students and the other focused on staff, faculty and post-docs.
- CALS Equity Adviser Susan Lamont continued to provide resources and opportunities for faculty and staff throughout the year, including:
  - Held training workshops in best practices and avoidance of implicit bias for each faculty and administrative search committee in CALS.
  - Hosted four Lunch & Learn events for CALS faculty women — tenured, tenure-eligible and non-tenure eligible — to build community and enhance professional development. Topics discussed included stress and essentialism.
  - Helped to organize university-wide ADVANCE workshops by Nancy “Rusty” Barcelo, Special Assistant for Diversity, Equity and Inclusion to the Chancellor of the University of Illinois.
  - Coordinated and supported participation by CALS faculty and staff women in the Iowa Women in Higher Education conference.
- CALS Multicultural Liaison Officer Elizabeth Martinez-Podolsky provided a number of opportunities and programs aimed to increase student success within the college, including:
  - Hosted or co-hosted student field trips to the CALS Horticulture Research Station and University of Iowa Pow Wow.
  - Organized training sessions, including: Womxn of Color Network facilitator training for faculty/staff working with student groups; John Deere Professional Workshops for CALS students; day-long Graduate School Application Retreat for multicultural scholars; cultural sensitivity training to Iowa State Peer Wellness educators and CALS Summer Uganda Program.
  - Co-hosted the ISU Community Fall Break Dinner with more than 175 students.
  - Co-hosted the University Sisters of Color Lunch in conjunction with the CALS Midwest Grape and Wine Industry Institute, attended by 32 faculty/staff of color.
  - Completed a Letters for Veterans Event for CALS veteran students.
  - Presented and co-presented workshops on serving College Undocumented Students to DMACC faculty and staff and presented at the Latinx Educational Excellence in the Midwest Conference.
- The Department of Animal Science Equity, Diversity and Inclusion Committee held a two-day workshop on inclusive climates for graduate students. The workshop was organized in cooperation with the department’s director of graduate education and the ISU Graduate College. The Equity, Diversity and Inclusion Committee subsequently held a similar workshop on inclusive climates for faculty.
- The Department of Animal Science devoted a portion of its monthly faculty meetings to diversity and inclusion topics, including presentations on microaggressions and student perception of inclusive climate by CALS MLO Elizabeth Martinez-Podolsky

and on a new student organization, Students Cultivating Change, which aims to create welcoming spaces and programs for LGBTQIA+ youth enrolled in agricultural programs. The presentations were organized by the department's Equity, Diversity and Inclusion Committee.

- The Department of Food Science and Human Nutrition's Outcomes Assessment Committee held a retreat to discuss incorporating the new diversity outcome into the department's curricula. The department also organized a book club to read "White Fragility" by Robin DiAngelo. Faculty and staff met over a month and a half to discuss the book in preparation for the author's CALS-organized workshop and campus-wide presentation. Another department, Agricultural Education and Studies, is doing a similar summer reading of "White Fragility" and plans a fall retreat for discussion.
- Graduate students in Plant Pathology and Microbiology formed a multi-ethnic, gender-diverse group to organize and facilitate diversity and inclusion activities. The group has organized departmental retreats featuring speakers including Rubella Goswami of USDA NIFA, speaking on her perspectives as a female national program leader, and Ron Walcott of the University of Georgia, speaking from his perspectives as an African-American faculty member and administrator.
- The Department of Plant Pathology and Microbiology hosted Touria Eaton, assistant professor at Lincoln University, a historically black land-grant institution, for a seminar on her research on yield and nutritional quality of tomato, cabbage and lettuce. Eaton's visit offered an opportunity to build stronger connections to a nearby 1890s institution.
- Faculty in the Department of Agronomy and the Department of Genetics, Development and Cell Biology participated in faculty inclusivity workshops organized by Craig Ogilvie of the Graduate College and facilitated by faculty from several other departments. The workshops build from awareness of identities, to implicit bias, to knowledge of microaggressions, to first steps to improve practice. The workshops are provided as part of a National Science Foundation grant to ISU for the Alliance for Graduate Education and the Professoriate, which aims to improve diversity in both the professional STEM workforce and academia.
- The Department of Ecology, Evolution, and Organismal Biology is taking a proactive approach to the recruitment of minority faculty in STEM, which includes inviting outstanding multicultural postdoctoral scientists to campus for seminars on identified focal areas for potential hires. Impressive individuals may eventually be interviewed in the hiring process.
- The Department of Statistics developed and implemented a graduate student mentoring program. The program gives students the opportunity to connect with people like them and encourage students to talk across groups and build diverse friendships. Current graduate students volunteered to be mentors to incoming graduate students. Pairings are made both between similar students and diverse students.
- Highlights from the Departments of Entomology and Natural Resource Ecology and Management include: incorporating ISU Principles of Community into learning communities; a faculty member co-taught a course with American Indian Studies on the intersection of natural resources and native cultures; and a faculty member gave a presentation in Spanish for 250 people on ISU's Latino Family Visit Day.

- The Department of Agricultural Education and Studies conducted a professional development workshop for faculty and staff on advising students with adversity. One in four (1/4) ISU students experience some form of major adversity such as (financial crisis, loss of close family member, sexual assault, etc.) while in college. The purpose of the workshop was to gain deeper understanding of issues and challenges that: (1) negatively impact students and (2) affect retention and graduation rates. Dr. Howard Tyler, Assistant Dean for Student Services and his team gave presentations and lead discussions. The team was composed of students who experienced adversity themselves.

## **7.2 Ivy College of Business**

- The college has grown its multicultural enrollment, from 13.3% of students in FY2018 to 13.8% in FY2019.
- In the fall of 2013, we set a goal of increasing Latino/a/x students from under 3% of our enrollment that year to 5%. In the fall of 2018, our Latino/a/x enrollment grew 9% bringing them to that goal at 5.1% of our enrollment. We have reset our goal to 8% of our enrollment.
- The college has made significant gains in faculty gender diversity since 2013, ranking third among Iowa State's colleges, with the highest percentage of female faculty among Big XII colleges of business, and the second highest percentage among AAU colleges of business. Three of the four research awards given in the college this year went to women hired in the last three years, a reflection of the high quality of faculty joining the college.
- The Ivy College enrolled 1,605 women in FY2019; while a decrease of 9 students from FY2018, it represents the college's third highest number of women students ever, and is up 15% from FY2014.
- The college continues to refine its programs to recruit women students, including the launch of a new Young Women in Business program in April 2019 targeted at girls in grades 8-10. Girls from around the state were invited to participate in the program, which focused on entrepreneurship.
- In February, the Ivy College held its third annual Building Community event, co-sponsored by our student Business Council and Multicultural Student Business Network, to bring together faculty, students and staff to work on ways to improve the climate in our college.
- The second Women in Business Awards ceremony, co-sponsored by our Collegiate Women in Business, was held in March.

## **7.3 College of Design**

- The college funded representatives from Iowa State's chapter of the National Organization of Minority Architecture Students (NOMAS) to attend their national conference. In addition, the Department of Architecture established a scholarship for students in NOMAS.
- The third "Expanding Diversity Perspectives" workshop, offered by the Office of Equal Opportunity, was held during spring 2019. The Diversity and Inclusion committee will continue addressing topics discussed in the workshop by bringing various college and campus presenters to our Friday faculty and staff meetings for supplemental training.

- Jordan Brooks was hired in March 2019 as the college's new Multicultural Liaison Officer (MLO).
- Brooks, along with the college's department chairs, are creating department-specific training and workshops that will be offered several times over the next academic year, addressing inclusive teaching pedagogy, implicit bias, explicit bias, identity development, and responding to bias related incidents in the classroom. These efforts continue the work of the 2018 Professional Learning Community on Diversity.
- Marina Reasoner was hired to support the college's international programs, and collaborates with the new MLO. Reasoner oversees the Global Design Connection learning community.
- In fall 2018, Reasoner and Jen Hogan collaborated with DSN 183 course instructors (Emily Morgan and Carlton Basmajian) to review, update and create a syllabus and course for the learning community. They are also working with Iowa State University Museums staff to create and lead a series of museum and gallery visits that allow students learn the history of the campus art and exhibition, become familiar with the most distinguished artists, and navigate diverse topics through campus art, as well as work with the Des Moines Art Center and ISU Museums to create programs that contribute to students' involvement in architecture and art.
- During summer 2019, seven College of Design students participated in an immersive learning experience with the members of the local craft sector, and the Center for Sustainable Rural Livelihoods (CSRL), in Kumali, Uganda. The students worked alongside Ugandan peers and local artisans to perform a community assessment regarding how design could contribute to their livelihood, economy, and environment; and investigated available skill sets and materials in the craft sector; among other outcomes. This program will also facilitate the development of a contextual survey to evaluate opportunities for additional design initiatives. The survey will explore the role landscape architecture, community and regional planning, and design extension could play in the addressing the challenges Uganda is facing, in collaboration with the local community. As CSRL expands and grows, the college of aims to assist rural communities as they transform into a self-sustaining future, through the investigation of generating sustainable design solutions that will intersect quality of the crafts and the existing skills in this community, to broaden their offerings.

#### **7.4 College of Engineering**

- The college added a learning outcome to its 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 were piloted this year, including videos featuring alumni and industry partners.
- The College of Engineering and representatives from various student organizations hosted the second annual Engineering Leaders of Tomorrow leadership conference, which included a track on Diversity and Inclusion. Geared towards emerging and current student leader development, this conference featured workshops and presentations from campus and corporate partners.
- Unconscious bias training is now regularly provided for the college's Awards and Honors and Promotion and Tenure committees, in addition to all search committees. The goal for 2019-20 is to expand this to departmental committees.

- The Engineering International Student Network completed its third semester of the Engineering Global Friends (EGF) program that fosters the development of cross-cultural community building among international and domestic engineering students. The network also launched the *Cyplore* program in the fall to assist in building community and connection to the college and university among international students.
- The *Academic Program for EXcellence for Engineers (APEX-E)* launched its second cohort of multicultural scholars. The students participate complete a research track with a faculty/graduate student mentor as a part of the APEX summer bridge program; the activity provides students with an introduction to research, builds connections with faculty and graduate students, and ultimately inspires them to pursue research during their degree program and beyond.
- Engineering Student Services added 1.5 FTE to enhance support for international student onboarding, and to support junior- and senior-level programming aimed at closing the achievement gap for URM students.
- The Department of Aerospace Engineering launched an NSF-REU site titled: *LAUNCH-UAS* program (*Launching Aerospace's Underrepresented Students into the Next Chapter-Unmanned Aerial Systems*). The goal of the program is to promote greater participation of underrepresented students in aerospace engineering graduate programs. Additional information can be found at <https://www.aere.iastate.edu/launchuas/>.
- Through two years of the NSF S-STEM-funded *ECSEL* Scholarship Program in the Department of Electrical and Computer Engineering (fall 2016 to fall 2018), the number of undergraduate women in electrical, computer and software engineering has increased by 24%, and the number of racial/ethnic minority students has increased by 25%. These increases are greater compared to an overall increase of 7% for all students enrolled in these degree programs.
- The college's MLO facilitated 30 workshops and presentations on diversity and inclusion in engineering to first-year seminars and college-based student organizations, in addition to delivering a cohort experience for women and URM students through the *Leadership through Engineering Academic Diversity (LEAD)* program in collaboration with industry and campus partners.

## 7.5 College of Human Sciences

- The first cohort of 12 ISU 4U Promise students entered the university in fall 2018. Students participated in a learning community, led by Jennifer Leptien and Kyle Holtman of the Learning Communities Office. Students also all enrolled in a section of H Sci 150: Dialogues on Diversity during the fall semester. As of mid-May 2019, all 12 had successfully completed the first year and 10 were registered for fall 2019 courses. The original cohort of 12 students included 5 students who identified as Latinx, 3 students who identified as multi-racial, 2 students who identified as Asian American, 1 student who identified as White, and 1 student who preferred not to indicate a racial or ethnic identity.
- In Spring 2019, the CHS Student Services office implemented an Emergency Student Support Fund (ESSF). The fund awards up to \$1,000 to students in good academic standing who have accounts receivable holds on their U-Bills that are keeping them from registering for the next semester. In spring 2019, ESSF provided a total of \$5,200 to seven students.

- With the assistance of an internal grant, the School of Education implemented and delivered H Sci 250: Intergroup Relations in spring 2019. The course, developed by the University of Michigan, is intended to be a 3-credit follow-up to H Sci 150: Dialogues on Diversity for students who want to more fully develop and practice skills related to communication across difference. A single section was offered as a pilot in Spring 2019 with more sections planned for the FY2020 academic year.
- CHS was a collaborator for the military families symposium, “Building Awareness: The Military Community and ISU Extension and Outreach” in May, bringing awareness to the programs and resources available to Veterans, their families and communities. ISU Extension and Outreach, and Human Sciences Extension and Outreach in particular, are positioned to provide comprehensive support and programming to military families.
- The School of Education initiated, in partnership with the University Library, a film series and discussion showcasing two social justice-related films each semester for faculty and students.
- In April, the college hosted Dr. Ronald Hallett, professor at the University of LaVerne and noted expert on homelessness and housing insecurity among college students. Dr. Hallett spoke informally with students and faculty in the School of Education’s Education for Social Justice Program, and also provided a presentation to 25 CHS academic advisors and student services professionals.
- The Food Science and Human Nutrition Department created a standing committee for Diversity, Equity, and Inclusion.
- Human Development and Family Studies hosted Dr. Lover Chancellor to engage faculty and staff related to equity, diversity, and inclusion professional development, in particular resources for faculty to utilize in the classroom around issues related to diversity and inclusion. Chancellor held workshops for faculty, staff and graduate students, and gave an address to the university community focused on diversity and inclusion.
- Kinesiology hosted Dr. Hasson (University of Michigan), whose presentation focused on “Using insights from behavioral economics to address physical activity disparities.” Hasson spent two days on campus engaging with faculty, KIN Collective, CHS, and the ISU Committee on Lectures.

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

- The college successfully recruited a senior faculty member to join the ISU as the Lanh and Oanh Nguyen Endowed Chair in Software Engineering, within the Department of Computer Science. Donor funds were used to make the hire, which has helped the department achieve a higher level of diversity – 20% of tenure track faculty are now women, compared to 15% nationally.
- The Department of Mathematics successfully launched a new post-baccalaureate program that prepares students for admission to (and success in) competitive Ph.D. programs. Students in the program, who have received their bachelor’s degrees from smaller colleges and are members of unrepresented populations or first-generation students, participate in coursework and intense mentoring experiences. The first cohort of six students successfully completed the program in May 2019; all were accepted into graduate programs for fall 2019, including two at ISU and one who will pursue a Ph.D. at the University of Cambridge. Students in the program are funded by regular assistantships.

- The STEM Scholars program, led by Corey Welch, is a cohort experience for undergraduate students from underrepresented groups who are majoring in life science disciplines. The program grew to 80 members in FY2019. Many of the participants applied for summer research programs, with a 94% success rate. Seven of the STEM Scholars presented their research at the SACNAS (Society for Advancement of Chicanos/Hispanics and Native Americans in Science) conference in fall 2018, and graduates have been accepted to Iowa State's veterinary medicine program and Yale University. The success of the program led to Dr. Welch being recognized with the McNair Above and Beyond Award.
- LAS faculty and staff make significant contributions to diversity and inclusion on campus, through learning in and beyond the classroom. New courses include Spanish/USLS 325x in Marshalltown, a community-based learning course; and a course offering an *Introduction to the Quran*. The U.S. Latino/a/x Studies (USLS) director is collaborating with ISU Extension and Outreach on its Rising Stars internship program. A pilot with USLS was established to support students participating in service learning, working as peer mentors, LAS ambassadors, and learning communities in the context of Latino/a/x issues.
- The Department of Ecology, Evolution and Organismal Biology launched a targeted recruitment campaign to identify individuals at conferences and presentations who both excel in a focus area of research and who are among an underrepresented population. Invitations for seminars are extended to potential candidates and, if they perform well, they are pursued for hire.
- The Department of Sociology created a new ad-hoc committee on Equity, Diversity, and Inclusion during FY2019. The committee took a number of steps to begin assessing climate within the department and to develop a plan to address these issues moving forward.
- Robbyn Anand, assistant professor of chemistry, expanded a women's professional event that she has hosted in the past to the Midwest Retreat for Diversity in Chemistry. The event will draw graduate and post-doctoral researchers from Iowa, Minnesota, Kansas, and Wisconsin, including presenters, mentors, and participants from academic, industry, and government institutions.
- The Department of Mathematics has also been instrumental in providing ongoing math support for student veterans by supporting several ISU Veterans Center initiatives such as math boot camp, math tutoring, and Calc Platoon, a pilot program in which students are incentivized and receive additional calculus tutoring.
- LAS academic departments invested in targeted graduate student recruitment opportunities, such as the Department of Computer Science hosting a booth at the Grace Hopper Celebration for Women in Computing, and the Department of Chemistry and the Roy J. Carver Department of Biochemistry, Biophysics, and Molecular Biology visiting underrepresented minority institutions.
- Faculty in the departments of Geological and Atmospheric Sciences, World Languages and Cultures, and the U.S. Latino/a/x Studies program secured funding to host internship opportunities for underrepresented high school and ISU undergraduate students.
- The LAS MLO coordinated the first #CelebrateFirstGen event, a campus initiative (and part of a national celebration) sponsored by the Council for Opportunity in Education and the Center for First Generation Student Success. The event will be expanded in 2019 to include a week-long schedule of events.

- Peer support has helped boost student recruitment in the departments of English and Statistics. An adviser in English engaged a currently enrolled transgender student to give a campus tour to a prospective student who designated themselves as transgender, and their family. The Department of Statistics launched a graduate student mentoring program, which pairs incoming and current students who share similar cultural backgrounds. These pairs are then connected with another pair who share a different cultural background, to help them feel comfortable and provide them with opportunities to make diverse friendships. The Department of Psychology also created a group of ambassadors – students with diverse backgrounds – to help with orientation and group activities.
- The Women’s and Gender Studies Program hosts the Transforming Gender and Society Conference annually, bringing students to ISU from colleges and universities across the state to engage in student-led research on issues directly relating to gender, sexuality, and women’s studies. The program also leads a cohort of students to Trieste, Italy, to study abroad and observe how culture, literature, history, cuisine, society, and artistic expression influence and define our identity of “place” in the world.
- The Greenlee School of Journalism and Communication annually presents the Kappa Tau Alpha and Greenlee School Diversity and Inclusion Award to a professional journalist and a Greenlee student to recognize their excellence in journalism and promotion of a just and inclusive society through ethical storytelling that broadens people’s understanding of diverse lives and communities.
- Faculty in the Department of World Languages and Cultures recruited Latinx students through the Latino Family Visit Day outreach event sponsored by the university in collaboration with a local fraternity and sorority. They also hosted MAIZE and UJIMA outreach events to Latino/a and American Indian youth, and Asian American youth, respectively, to engage and attract underrepresented students.
- The Carrie Chapman Catt Center for Women and Politics began its caucus and election season blog, *Navigating Gender in Iowa*, which focuses on gender dynamics in the Iowa Caucuses campaign, when a historic number of women (6) are seeking a major party presidential nomination. This follows last year’s record enrollment in Ready to Run Iowa, a non-partisan program that educates and empowers women to run for office and/or serve in appointed official positions.
- The Catt Center is also updating its website in advance of the 19<sup>th</sup> Amendment Celebration, to include an Iowa suffrage timeline, links to curricula, and enhancing the collection of speeches by suffragists and antisuffragists in the Archives of Women’s Political Communication. There will be a particular emphasis on African American suffragists.

## 7.7 College of Veterinary Medicine

- The college’s Recruitment Coordinator, Deanna Gerber, participated in the ISU4U Promise program. This program creates a pathway to college for students attending King and Moulton elementary schools in Des Moines by connecting students with various colleges at Iowa State. The college participated by providing hands-on demonstrations from our Clinical Skills Lab at College Night, an annual college fair for students from both schools, and during family-teacher conferences at Moulton.

- Continuing to increase the diversity among the student body was a priority for the college in FY19. Compared to FY18, applications increased by 338 (27%), underrepresented applicants increased by 32% and qualified underrepresented applicants increased by 37%. The Class of 2023 includes 22 students (14%) from underrepresented groups.
- The Undergraduate Veterinary Internship Program (UVIP) students continues its second year in 2019. 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). Quality veterinary experience is a substantial barrier to application for many underrepresented students. 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 College of Veterinary Medicine will be a College Champion for ISCORE 2020. This year, administrators, faculty and staff had preliminary meetings with the ISCORE Office to plan for the college's involvement.
- An external review of diversity and inclusion programming in the college took place in June 2019. Dr. Hilda Mejia Abreu, Associate Dean for Admissions, Student Life, and Inclusivity at Michigan State College of Veterinary Medicine visited Iowa State for two days to identify strengths, weaknesses and paths forward to increase diversity and inclusion programming.
- The first Frederick Douglass Patterson Diversity and Inclusion Award for faculty and staff was awarded to Dr. Monica Howard, Director of Student Services. The Frederick Douglass Patterson Diversity and Inclusion Award is awarded annually to the CVM faculty and/or staff who have advanced the college's mission of diversity, equity and inclusion.
- CVM Students, faculty and staff participated in the second annual 'Martin Luther King Jr. Day of Service'. This year, in addition to exposing elementary-aged kids at the Boys and Girls Club of Ames to our traveling 'clinical skills' activities, participants also visited Green Hills Retirement Community with therapy animals and volunteered at the Boone County Animal Shelter.
- 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.
- The college continues to 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 and staff worked towards completion of 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.

- Veterinary medicine faculty continue to lead a two-week fourth-year rotation, Clinical Practice in Diverse Communities, which encourages students to expand their understanding of working in diverse cultural communities. Students participate in and lead topic rounds, which explore cultural immersion, cultural inclusion, health disparities, and more. For a capstone project, students work with Veterinary Clinical Services 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.

## **7.8 Graduate College**

- The Graduate College recruited diverse students for graduate programs across campus at multiple venues in the past year. Forums in southern and northern California, for example, generated contact with hundreds of potential students from underrepresented groups.
- While the Graduate College has a long tradition of helping faculty recruit and support diverse graduate students, the college recently reallocated a portion of its existing resources to design a new scholarship program to encourage McNair Scholars from across the United States to enroll in a master's or doctoral degree program at Iowa State. McNair Scholars prepare for graduate school while they are undergraduates by participating in their undergraduate institution's federally funded Ronald E. McNair Postbaccalaureate Achievement Program. Such programs are focused on helping first-generation students and others underrepresented in graduate school to achieve educational goals.
- Hearing of students' campus experiences directly is the goal of new initiatives within the Graduate College. Administrators and college staff launched listening sessions with students from underrepresented groups and hosted small-cohort lunch discussions with diverse groups of domestic and international students. Direct actions to assist students in the short term, as well as longer-term projects to improve campus climate for all students are among the outcomes.

## 7.9 University Library

- Five learning sessions featuring local or regional speakers focused on diversity, equity, and inclusion were brought to the University Library during FY19. Three of these sessions were intended for all library staff, with attendance strongly encouraged and expected. Two additional sessions were developed for specific library units and targeted topics relevant to their work, though in some cases staff from other units could attend if interested. Attendance was strong and learning outcomes positive for these sessions. One key finding for the ISU Library has been the effectiveness of establishing an iterative process of bringing targeted diversity programming directly to library staff, followed by assessment and development of online guides for further learning, followed by sharing assessment summaries and the online guides with staff. Through this process, staff are kept better informed on overall learning outcomes as well as the value and purpose of diversity learning and its relevance to everyone's work.
- The library's AD for Inclusion & Equity developed and led four library staff groups in month- to semester-long facilitated readings and discussions of the book "White Fragility: Why It's So Hard for White People to Talk about Racism," by Robin DiAngelo. The book defines and examines systemic racism, and deconstructs the presumed neutrality and default position of whiteness. The book emphasizes critical thinking skills, self-reflection, and taking action in dismantling racism, beginning with ourselves. In all, 54 library staff (roughly 50% of permanent staff) will have participated in one of these extended discussion series in FY19.
- In FY19, the library implemented the requirement for all permanent library staff to report diversity, equity, and inclusion activities on their annual review materials, along with the requirement that staff supervisors will comment on these activities in their supervisory reviews. This change emphasizes that diversity is part of everyone's work responsibilities. All evaluation forms used in Merit, P&S, Academic Librarian, and Faculty Librarian evaluations have been updated to reflect this important change. This change aligns the University Library with the ISU Strategic Plan 2017-2022, Goal 4, Action and Metric 4.4.
- The Library's Diversity, Equity, and Inclusion Committee was reconfigured in May 2019 by the AD for Inclusion & Equity. A new charge emphasizing action over a more passive construct of celebrating was developed and approved; regular term appointments were shortened to two years rather than four, and committee membership was increased. All committee members are now charged to get involved in various committee activities over the year. To increase understanding and build a learning community of practice, the committee read and discussed the book "Is Everyone Really Equal" during Fall 2018 to ensure that all committee members were conversant with various diversity topics and research. This training served as a foundation for the committee's subsequent work. Committee activities in FY2019 included:
  - The Committee developed and maintained online guides that offer opportunities for staff to continue their learning. These guides are available and accessible to the ISU community and beyond.
    - Read & Learn - guide for library staff and others listing resources on topics including cultural competence, microaggressions, responding to racism, and more. Accessed 297 times since release in Jan. 2019.

- Is Everyone Really Equal - companion guide with resources for learning more about the topics covered in the book, including culture and socialization, privilege and oppression, ableism, sexism, racism, and more. Accessed 2648 times since release in Oct. 2018.
  - White Fragility – companion for the library’s book discussion series. Accessed 1701 times since release in Jan. 2019.
- The Committee took on responsibility for developing relevant book exhibits in Parks Library. Exhibits help the ISU community appreciate the strength and breadth of the library’s diverse collections, which they otherwise might not encounter. Exhibits included Latinx Heritage Month, Sept.-Oct. 2018; Indigenous Heritage Month, Nov. 2018; Black History Month, Jan. 2019; AAPIDA Heritage Month, April 2019; Arab American Heritage Month, April 2019. In FY19, the Committee also extended the library’s Heritage Month activities to include a film night for four of the Heritage Months. Working in collaboration with ISU Multicultural Student Affairs, relevant films were selected and shown in the library; post-film discussions were led by MSA staff members Torrell Foree and Trishell Copeland. Assessment shows that Film Nights were popular with student attendees; the Committee plans to continue these in FY20.
- Other book exhibits during the year included: Green Dot week, Fall 2018; Stand Against Racism, a book exhibit in conjunction with YWCA’s national Stand Against Racism week, Spring 2019; and a book exhibit for LGBTQIA+ Pride month, June 2019.
- ISU 4U Success Program – Several Committee members actively participated in this pre-collegiate college-bound program, representing the University Library and attending school resource fairs and other events.
- Recruiting a More Diverse Workforce: The Committee is currently engaged in two projects that will help the library widen its applicant pools: the compilation of a list of campus offices and partners that may help the library recruit and retain a more diverse student employee workforce, and the compilation of an annotated list of national diversity-related library organizations and groups that may help library search committees advertise positions more broadly and with groups relevant to librarians of color and other marginalized groups in the profession. Both should be completed in June 2019, with roll-out and follow-up to continue in FY20.
- In May 2019, the second phase of library restroom renovations began, which will create five fully ADA-compliant men’s restrooms on the Lower Level, Floor 1, Floor 2, Floor 3, and Floor 4. These restrooms are expected to be completed by the start of Fall 2019.
- In May 2018, the University Library began assessing its new Residency Program after the departure of the first Resident Librarian. After assessment and strengthening program design and coordination, in Spring 2019 the Library began advertising for a new resident. As of early June, search results are not yet announced but are expected to be positive.
- The Library is one of several campus sites that has created dedicated space for nursing mothers. Construction on a new and improved lactation room was completed in Sept. 2018. The new room provides a clean and conveniently located private space that features comfortable seating and a sink.

- In May 2018, the University Library began assessing and reshaping its new Residency Program after the departure of the program's first Resident Librarian. The program has been designed as a 3-year professional experience focused on developing relevant professional work experience, opportunities for professional development, mentoring, and exploration of other library units through rotations. The third year is dedicated toward the completion of a meaningful professional practice or research project. This three-year program allows the University Library to play an active part in diversifying the profession and mentoring new professionals. The University Library is a member of the national Association of Colleges & Research Libraries (ACRL) Diversity Alliance.
- During FY19, several library units participated in the Project Search program for young adults with disabilities, and hosted several workers. The goal of the program is to provide participants with relevant work experience and skills that may assist them in securing jobs. The library worked with three Project Search participants, and hopes to continue in FY20.
- The library's Student Employee Handbook was updated in FY2019 to better inform student employees on reporting any grievances or harassment with patrons or staff. The Handbook now includes easy reporting steps and contact information for library Human Resources and ISU EO staff; it also emphasizes the non-retaliation mandate that protects employees who report. This update is an important step in improving campus climate, and helps student employees understand their rights should a problematic situation arise.
- The Library continues to strengthen its collections related to race and ethnic studies; women's and gender studies' LGBTQ+ studies, and related areas in support of Iowa State's academic programs. New titles acquired in FY2019 include: two films by Guatemalan director Luis Argueta: "Abrazos" (2014) and "The U-Turn / La Vuelta en U" (2017), completing his trilogy of films that began with "AbUSed: The Postville Tragedy" (2010), a documentary on the 2008 ICE raid that took place in Postville, Iowa; "Manos a la Obra: The Story of Operation Bootstrap" (2005); "Plena: Canto y trabajo / Plena is Work, Plena is Song" (2002), and "Palenque: Un Canto" (2011); "100 Years: One Woman's Fight for Justice for Native Americans" (2016); "Young Lakota" (2013); "Dolores" (2018); "Hip Hop Beyond Beats and Rhymes" (2006); "The Last Colony: Puerto Rico's Unique Relationship with the United States" (2015); "Sin País" (2015).
- The library is helping transform scholarly communication by entering into several open access agreements with scholarly publishers that will expand access to many Iowa State research articles to anyone in the world with an internet connection. In addition, the Associate University Librarian for Scholarly Communication and Collections serves on an international working group examining the impact of APC-based open access agreements on authors in low- and middle-income countries; APCs, or article processing charges, pass publication fees onto authors or their institutions, which may prohibit some authors from publishing.
- Data Repository: The information architecture of DataShare, the library's new data repository, has intentionally been designed by the Data Services Librarian to increase the visibility and representation of disciplines that are often obscured in traditional models, including research on and by members of underrepresented and marginalized communities.

- Digital Press: ISU has the first library publishing program to have a diversity statement and include diversifying the voices, identities, and perspectives represented in the scholarly record as part of the Digital Press's mission.
- The library's collaborative open educational resources (OERs) Miller Grant program is supporting the development of two diversity-relevant OERs. One project is in American Indian Studies, and focused on improving student empathy for modern indigenous populations by engaging with depictions of Native Americans in modern American culture; the second OER project will examine inclusive and accessible design for an Interior Design course.
- Librarian Jasmine Kirby coordinated and led Iowa State's first-ever iteration of this international and well-known storytelling diversity, equity and inclusion event, working with a number of library and campus staff, March 2019. Assessment data shows attendees thought the event was effective in helping them learn about the impact of DEI issues on themselves and others; attendees also recommended that the ISU Library offer this event again.
- In FY19, ISU library staff developed and/or participated in a number of library and ISU programs and workshops including 4-H Ujima / AAPI Pre-Collegiate Student Workshop; Activist Agriculture: Farm Protest in Iowa, 1929-1969; Story County Blast Back to School Fair & Passion Academy, sponsored by Black Faculty & Staff Association; Brain Awareness Week Film Night; Green Dot Week Film Night & Panel; LGBT+ life at ISU: Special Collections & University Archives pop-up exhibit & class session; LBGTQIPA+ Community Welcome; ISU Library Monday Monologues: Daily Dialogue: Truth, A Live Storytelling Event, and Iowa Odyssey, or How We Got to Here; Library research orientation for visiting Veterinarians from Ghana, Ethiopia, Kenya, Tanzania, and Uganda.
- Library research instruction sessions for DEI-focused courses or with DEI themes included:
  - BIOL / WS 307: Women in Science and Engineering
  - CI 601: Foundations of Educational Inquiry (with some multicultural themes)
  - HDFS 581C: Lessons from Denmark: Exploring Life-Satisfaction, Happiness, and Hygge in the Happiest Nation on Earth
  - HPC 582: History of Education in the United States
  - Human Sciences 150: Dialogues in Diversity
  - JL MC 201: Reporting and Writing for the Mass Media
  - JL MC 302: Intermediate Reporting & Writing for the Mass Media
  - Res Ev 550: Introduction to Educational Research (with some multicultural themes)
  - Res Ev 615: Current Topics in Research and Evaluation (with some multicultural themes)
  - Sp Ed 330: Introduction to Instruction for Students with Mild/Moderate Disabilities
  - SPAN 445: Latinx Memoirs
  - US LS 325: Iowa Latinos and the Immigration Experience
  - UST 100: International Student First Year Experience
  - UST 105: Carver Scholars
  - UST 301: Introduction to Academic Research (McNair Scholars)
  - UST 321: Construction of Race & Ethnicity in the US (ISCORE Scholars)
  - WGS 402 / 502: Feminist Research

## 7.10 ISU Extension and Outreach

### *Agriculture and Natural Resources Initiatives*

- Hired a veteran to fill the Southwest Farm Management position.
- The program continued to engage women in FY2019, who are under-represented in the agricultural sector. Examples of programming include Boots in the Barn (cattle management), Women Managing Grain, Women Managing Cattle. A Women in Ag Leadership conference was held in November, and Extension and Outreach also hosted a women's breakfast at the Integrated Crop Management conference.
- Agronomy in the Field is a program for increasing capacity of agronomic and conservation principles for women farmers, landowners, retailers, agency staff and other interested women. The objectives include: 1) increase agronomic skills of women landowner and farmers to strengthen and validate their decision-making skills for sustainable crop production and 2) provide exposure to conservation practices and water quality challenges to improve environmental sustainability. The program is in year 5 and to date the program has developed 10 local cohorts for women and has reached over 300 women via field sessions, classroom sessions, newsletters and social media connections. During the 2018 growing season and winter of 2018-2019, over 50 women actively participated in one of the 3 summer cohorts located in Iowa and the statewide web conference sessions during the winter. Agronomy in the Field is continuing for its fifth season at four locations currently reaching almost 115 women via in-field meetings and newsletter recaps. The statewide contact list for the program now has nearly 350 subscribers and the social media page for the program has almost 150 followers.
- Gender balance on cooperative boards of directors includes discussion questions on strategies to and advantages of increasing Coop board diversity. The goal is to bring to the board diversity of perspective, and one way to achieve that is through gender diversity.
- Strived to select committee members and committee chairs based on gender and ethnically diverse participants.
- ISU Extension and Outreach Agriculture and Natural Resources staff provide training to diverse audiences throughout the state, including horticultural programming for Amish, Chinese, and incarcerated populations; programming in Spanish for Dairy Farm employees; local foods programming; and food safety training that enables diverse farmers to sell their products at farmers markets.

### *Advancement Initiatives*

- The Advancement unit showcases Iowa's diversity through stories and images shared through videos, news releases, website, social media posts, etc. When selecting images, the team considers age, gender, race/ethnicity, diversity of ideas, etc., so that materials, taken as a whole, present an appropriate mix.
- The eAccessibility Initiative is a comprehensive effort to increase accessibility through digitally accessible documents. Two curricula and Moodle courses were developed, more than 15 regional workshops were offered face-to-face, and nearly 200 ISU Extension and Outreach staff and faculty have completed the training.
- Training curricula, materials and templates have been adopted by the University of Tennessee, Cornell, Idaho, Alaska, and Vermont, as a road map for their own accessibility efforts. The unit also educates Iowa State staff on the importance of digital accessibility and universal design.

- Working with the Diversity Officer, Advancement received funding to add closed captioning to archived Extension and Outreach videos, as well as audio descriptions and transcripts for individuals with visual impairments.
- Advancement specialists follow accessibility guidelines when developing new or updating existing resources on the County Services and MyExtension websites.
- Advancement staff assist county offices with recommendations for improved accessibility through remodels or moves.
- Advancement specialists include information and reminders about inclusive language and images with county staff and field specialists during one-on-one and regional trainings. They also share best practices for tagging photos, using appropriate font sizes for PowerPoint slides and other presentations, appropriate use of colors for colorblind users, etc.
- Advancement staff support development of 4-H recruitment and organizational overview materials in Spanish.

#### *Community and Economic Development (CED) Initiatives*

- CED specialists provided education, outreach, and/or facilitation to 240 people in minority populations.
- During the past year, CED specialists assisted 30 entrepreneurs from underserved populations in starting businesses.
- ISU Extension CED specialists facilitated JUNTOS sessions in Sioux City. JUNTOS is an activity-based program in which Latino youth and their parents learn strategies for succeeding in school and for setting goals following high school. Seventy-seven Latino parents and youth attended these sessions.
- In spring 2018, two CED specialists piloted Leading Communities: A Place-Based Leadership Program in Storm Lake to include members from a diverse array of cultures and backgrounds in the workshop series. The pilot included material that focuses on the characteristics of social capital in immigrant and receiving communities, reflecting on how communities can intentionally build social relationships and networks across ethnic differences that can serve as assets in community development. In all, 29 people participated, representing 18 organizations and seven countries of origin, including the United States, Mexico, El Salvador, Burma, Laos, Thailand, and Micronesia.
- CED hired a minority business coordinator based in Des Moines to better meet the needs of underserved populations. In partnership with the Evelyn K. Davies Center, the minority business coordinator facilitates the Master Business Bootcamp, which provides coaching and mentorship that directly improves a small-business organization's growth, clientele expansion, marketing plans, and accounting and tax knowledge. The coordinator also facilitates the More to the Core Nonprofit Bootcamp, a program designed to support nonprofit professionals by providing them with industry expertise and connecting them to other nonprofit leaders in the community. In FY 2018, the minority business coordinator trained 12 small-business owners, six of whom were minority business owners.
- CED staff delivered Navigating Difference training to 142 people in five communities/counties.

### *County Services Initiatives*

- Council elections were held across the state in 2018. Regional directors worked with nominating committees to seek candidates who represented the community. This diversity included minorities, age, gender, urban, rural and from locations across the county.
- The “Guide for Success,” a general handbook written to share an overview of ISU Extension and Outreach, was printed and distributed to all 900 council members. Section 4 of the guide contains general information on diversity and inclusion.
- Orientation programs for newly elected council members were held at 14 different locations across the state. Civil rights, diversity, and inclusion were part of the orientation training for new council members. The “Guide for Success” was used as a part of the training.
- The civil rights and diversity committee for County Services reviewed teaching materials used during the organizational meeting for extension council members. The training covered Title VI, Title VII, Title IX, and the Disabilities Act of 1990 and The Age Discrimination in Employment Act of 1967.
- The accommodation policy and processes were updated and posted to the county services website. Council members were made aware of the policy, process, and procedures when special accommodations are needed.
- County extension councils were asked to review and modify, as needed, position announcement plans utilized by the extension district. Councils were asked to identify and expand on methods used to make job announcements. Councils are expanding the use of social media to announce position openings. County Services and the Iowa Extension Council Association have established a link on the association website where all positions may be posted, including summer internships. Measures have been taken to encourage members of underrepresented groups to serve on advisory boards and as volunteers.
- Each year county extension districts are selected to complete an internal civil rights compliance report. This year all counties selected, completed, and filed the report with ISU Extension and Outreach Human Resources. Regional directors prepare and share a response to the internal audit. Comments are shared with staff and council members on strengths and areas where improvement is needed.
- County personal committees conduct annual performance reviews with staff. Each staff member is asked to identify one civil rights goal for the upcoming year. Staff share outcomes on the goals established in the past year.
- Personnel committee members working cooperatively with staff members identified one civil rights training opportunity. This was added to the professional development plan for each county staff member.
- The personnel handbook and the fiscal policy of each extension district was updated. One addition to the fiscal policy included a bidding process as outlined in the code of Iowa for city and county government. The fiscal policy encourages councils to recruit and consider contractors who are minorities. The law firm of Whitfield and Eddie has written guidelines, which would include steps to solicit participation by minority owners of companies to participate in the bidding process.
- To raise the awareness of diversity and inclusion, county extension council members and staff are encouraged to sign up for the professional development program Navigating Difference offered by ISU Extension and Outreach Professional

Development. All regional directors participated in the EQ-I professional Development program offered by the University of Minnesota.

- County Services partners with the colleges of Iowa State University through internship programs. Students from underrepresented audiences are actively recruited to carry out programs in the counties. One example is the Rising Star Internship Program.
- County Services, working with the Iowa Department of Agriculture and Land Stewardship, the Area Agency on Aging, and local Iowa farmers market managers, has expanded the Farmers Market WIC and Seniors Program to nearly every county in Iowa. This is a program that provides certificates to WIC families and seniors who meet income guidelines. Eligible participants receive certificates that can be redeemed at certified farmers' markets for fresh fruits and vegetables.
- Regional directors attend the Iowa Employment Conference, which is held in the spring and fall in Altoona. Many of the topics offered by the conference addressed affirmative action and diversity training.
- Regional directors provided training on diversity and Iowa's changing demographics to the 450 county ISU Extension and Outreach employees. This is accomplished through county office conferences and regional workshops sponsored by County Services. This training addresses locating resources and references on state and federal acts, laws, titles, and guidelines; completing civil rights audits; and providing education and services to diverse audiences.
- The strategic plan for ISU Extension and Outreach is shared during staff and council meetings. The strategic plan establishes goals and outcomes for diversity and inclusion, recognizing the changing demographics of Iowa. The strategic plan outlines steps that will be taken for inclusion over the next three years.
- County Services, collaborating with the ISU Extension and Outreach diversity officer, updated guidelines and procedures for citizens requesting special accommodations. This included funding and to provide special services on the county, regional, and state level. This amended plan is being implemented across all regions.
- County Extension Policies Section 7.A Civil Rights and Accessibility Policies is reviewed annually and updated as the State and Federal Guidelines change or additional information is made available.
- Key speakers have presented during regional director meetings, including the ISU Extension and Outreach human resources specialist and diversity officer, representatives from the Law Firm of Whitfield, Eddy, and LMC, insurance provider for County Services. The purpose of the presentations has been to provide regional directors with updates and training related to diversity, underserved audiences, and the impact on personnel, volunteers, and program delivery.
- County Services has been working with ISU IT on the completion of a database for personnel who serve in the field. The database will allow regional directors and ISU Extension and Outreach administration to manage resources and staffing decisions in the field. The database will allow for real-time reporting of who is working in the field and the subject matter area, position title, and responsibilities, as well as who is leaving employment with counties. This will allow administration to implement pilot projects and evaluate recruiting efforts. With Iowa's changing demographics, we will be able to monitor employment and whether staffing reflects these changes.

#### *4-H Youth Development Initiatives*

- In 2018, Iowa 4-H served 16,755 youth of color, down from 18,158 in 2017. As a result of this small decline, 4-H is ramping up efforts to serve youth of color in the following ways:
  - In 2018, Iowa 4-H started to better evaluate recruitment and retention of underserved youth and volunteer audiences through hiring of a new stakeholder and partnership development program coordinator. Focus group and evaluation survey methods are in development, to be implemented in 2019.
  - Iowa 4-H created a Recruitment, Retention, and Engagement Pilot, focusing efforts on connecting with untapped audiences in four Iowa communities (Ames, Marshalltown, Meskwaki Nation, and Cedar Rapids). The pilot coordinator also supports recruitment and retention efforts of youth and volunteers, and college and career readiness programming with underserved audiences. Iowa 4-H intends to scale up this effort over three years with the addition of up to four additional coordinators.
- Since 2016, 4-H has been using the 4-H Youth Development Data for Decision Makers (DDM) for counties, <http://indicators.extension.iastate.edu/ddm-4-h>, in partnership with Community and Economic Development. New in 2018, a statewide DDM report (<http://indicators.extension.iastate.edu/ddm-4h-state>) is available for download through the ISU Extension and Outreach Indicators Portal. These reports aggregate and compare enrollment and participation in 4-H programs to youth populations at the county and state level. The reports visually show how 4-H is doing at the county and state level in serving underrepresented youth and in recruiting volunteers.
- Since 2015, Iowa 4-H has been convening culturally based youth leadership accelerators (CYLA), now called 4-H Connect. Accelerators are designed to be a launching pad for underrepresented and underserved youth by using cultural strengths and culturally based narratives to introduce 4-H programs to youth. 4-H Connect gives youth a one-day, hands-on experience of the Iowa State University campus, as well as a residential camping experience at Clover Woods. In 2018, 215 youth attended the accelerator.
- In 2018, as further outreach of the CYLA model, new partnerships were formed with Northwestern College in Orange City, Buena Vista University in Storm Lake, Grandview University in Des Moines, and Simpson College in Indianola, to bring underserved and underrepresented youth from nearby communities to college campuses to participate in classroom and laboratory learning environments. These day-long experiences are in part planned by past youth participants who now serve in leadership roles. Youth who attend overwhelmingly responded in evaluation surveys that this exposure to post-secondary education opportunities expanded their personal goals for education and career development after high school. The Northwestern and Buena Vista events are called GRiT (Getting Real Together). The Grand View and Simpson events are called RISE.
- Storm Lake youth who attended the Maize CYLA in 2017 formed the Storm Lake High School 4-H Club. In 2018, members of the club attended Maize for the first time, and are now serving on the 4-H Connect (newly named) planning committee.

- To better inform and prepare Iowa 4-H Youth staff to serve all Iowa youth, a two-day professional development Cultural Immersion Retreat was held at Clover Woods. Partners representing youth-serving organizations shared information on serving youth of all races, ethnicities, and gender identities. Field teams were given an opportunity to plan outreach efforts and strategize about partnership development in their areas.
- As a result of the Cultural Immersion retreat and nationally chartered committees, youth staff were asked to volunteer to work on vulnerable population groups. In 2018, the first such group was formed – the LGBTQ+ Youth Champions. This cohort meets monthly to engage in discussion and review of current efforts, create a logic model and charge for the group, and strategize ways Iowa 4-H can be more inclusive of LGBT+ youth. Additional champion group formation is underway.

#### *Human Sciences Extension Initiatives*

- Human sciences specialists responded to a request from One Vision of Clear Lake and Fort Dodge for professional development in cultural competency for their staff. In all, 269 staff members participated in the training, 143 in Clear Lake, and 126 in Fort Dodge.
- Human sciences specialists presented at two national conferences to share how Human Sciences Extension and Outreach is addressing civil dialogue issues utilizing the *Ouch! That Stereotype Hurts* program. The two conferences were the 2018 National Land Grant Diversity Conference held in Kentucky and the 2018 Public Issues Leadership Development Conference held in Washington, D.C.
- A member of the Human Sciences Extension and Outreach management team participated in the Iowa State Conference on Race and Ethnicity and the National Conference on Race and Ethnicity, and shared information from the events with the College of Human Sciences and Human Sciences Extension and Outreach Diversity and Inclusion Committees.
- Human Sciences Extension and Outreach collaborated with community partners to recruit and train 55 volunteers to provide free tax preparation services to low and moderate income families through the Volunteer Income Tax Assistance (VITA) program.
- A human sciences specialist facilitated two groups working to build financial skills (Big Money Savings Group and Oakridge English as a Second Language, an English Savings Group) in partnership with Solidary Foundation and Oakridge Neighborhood (Polk County).
- The human sciences specialist in Region 20 collaborated with community partners to provide a four-session financial education series for individuals at the Mt. Pleasant Corrections Center. Topics included goal setting, planning for the future, strategies for improving credit scores, and appropriate use of credit. One hundred fifty men participated in the program.
- A human sciences specialist developed a partnership between ISU Extension and Outreach and the Meskwaki Nation community, providing family finance education in the community. A 4-H youth development staff member is now collaborating with the specialist and they are working together to provide youth and family education.

- A human sciences specialist and a faculty member in the Department of Kinesiology offered a virtual singing group for individuals with Parkinson’s Disease. The Parkinson’s program rollout occurred in summer 2018 with 15 human sciences specialists trained to offer the program throughout Iowa.
- A county-led program (Linking Literacy with Food: Read, Learn, Eat!) was presented in Spanish to professionals in the field of early reading and language development to help kids become “school ready” and increase their academic success.
- The Abriendo Caminos program, part of a multi-state research project to prevent obesity in families from Mexico, was offered in Allamakee County.
- Through the Ouch! That Stereotype Hurts program, human sciences specialists: provided a public program sponsored by the ARC of Ames and the Ames Public Library; provided the program as part of the Human Sciences Extension and Outreach child care education offerings; and conducted training in more than 10 Iowa communities. *The training* teaches participants six techniques to respond to difficult situations and promote feelings of inclusion.
- The Polk County office, in collaboration with the Juntos: Together We Can staff members, partnered with the Iowa Department of Natural Resources, City of Des Moines, and Latino Center of Iowa to provide a Vamos a Pescar Family Fishing and Canoeing Experience with 19 participants.
- The Polk County human sciences educator partnered with Orchard Place to provide the Strengthening Families Program: For Parents and Youth 10-14. The program was provided in English and Spanish to 12 participants. This evidence-based curriculum helps prevent teen substance abuse and violence and aggressive behavior at home and at school and strengthen parent/youth communication skills.
- Human Sciences partnered with the Iowa Department of Human Services to bring learning exchanges to Iowa (e.g., Race: The Power of an Illusion). A diverse audience of community members, law enforcement, judicial staff, social workers, educators, foster parents, and housing staff gained information about institutional and structural racism and its impact on decision-making, policy and practice.
- A human sciences specialist and the college projects specialist established a Military Coalition, and as a result, the Iowa State University Department of Military Sciences hosted a Healthy Relationship Education Training for Army ROTC senior cadets. Planning is underway for a Military-Extension and Outreach Symposium.
- The Region 13 human sciences specialist conducted the ServSafe® Food Safety Manager Certification course five times (N = 28) for Spanish audiences in partnership with National Restaurant Educational Foundation and the Iowa Restaurant Association. The course meets the Certified Food Protection Manager requirement.
- The Latinos Living Well program was conducted in Muscatine County. Latinos Living Well provides Human Sciences Extension and Outreach an opportunity to offer low-cost, research-based diabetes education for rural-residing Latinos.
- Human sciences staff partnered with the Heritage Area on Aging and Johnson County Livable Community to coordinate education in Johnson County for Older Caregivers Month in May. Twenty-two people attended the Caregiving Symposium and participated in Staying Independent: A Healthy Aging Series, Powerful Tools for Caregivers, and Finances of Caregiving.

### *Professional Development Initiatives*

- Extension and Outreach has 14 certified trainers to deliver the Navigating Difference cultural competency training program. This 18-hour, five module curriculum is a self-reflective, experiential learning experience that provides an introduction to, and builds a foundation of understanding around, cultural competency. During the last three years, 344 ISU Extension and Outreach staff and faculty have completed the training. The program has also been offered to the staff and administrators in the City of West Des Moines, City of Ames, United Way of Central Iowa, Siouxland Community, and 10 additional external organizations.
- As a result of these efforts, Iowa State has been selected to host the first Midwest Navigating Difference Train-the-Trainer (T3) workshop. Participating institutions include ISU, Purdue, Illinois, Kansas State and Clemson universities.
- Ongoing professional development for our certified Navigating Difference trainers included: Navigating White Privilege workshop to help trainers better understand and engage in discourse around privilege in general and the historical context around white privilege; two textbooks on diversity, equity, and inclusion; and participation in online Iowa State courses on anti-Black racism in Iowa, and American Indians of Iowa.
- Additional learning opportunities included:
  - Coming Together for Racial Understanding, a national extension curriculum developed by the Cooperative Extension Service Rapid Response Team.
  - Understanding Implicit Racial Bias: Rewiring Our Perceptions and Intentions. This program, developed by the Iowa Department of Human Services, builds on concepts learned and discussed in Navigating Difference and Coming Together for Racial Understanding.
  - Monthly articles and learning opportunities in our Professional Development newsletter Diversity and Inclusion column. These micro-learning opportunities are available online and accessible whenever an individual has an opportunity to participate.
  - During New Staff Orientation, Extension and Outreach provides an introduction to cultural competency through cultural awareness.

### **7.11 Office of the Vice President for Research (VPR)**

- Together with the Office of Diversity and Inclusion, the Vice President for Research began a project to explore faculty interest in creating a more connected research portfolio in the areas of diversity, equity and inclusion (DEI). Initial conversations with the VPDI and campus researchers in Spring 2019 surfaced specific networking themes for further engagement. Continued discussions are planned to develop networks that extend beyond established DEI researchers, take steps to identify funding opportunities, create a digital presence, and team with current interdisciplinary programs to promote partnerships and expand pursuits in inclusion initiatives.

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

- Ames Laboratory's Director and Human Resources and Diversity Office staff participated in the fourth annual National Laboratory's Director's Council (NLDC) Diversity and Inclusion workshop. The two-day workshop was titled 'Engage, Educate and Empower' and hosted by Argonne National Laboratory and Fermi National Accelerator Laboratory. Each of the 17 National Laboratories were represented including National Laboratory Directors, Human Resources Directors, and Diversity and Inclusion Managers. Thought provoking addresses and best practices sharing included topics regarding sexual harassment of women in STEM fields, social media risks to science programs, the #metoo movement at National Laboratories, and panel discussions.
- In FY2018, a Green Dot education campaign launched at Iowa State University aiming to decrease power-based personal violence on campus by utilizing education, outreach, and development as mechanisms for increasing awareness and competency around bystander intervention skills. The Laboratory offered a training session in FY 2019 to all students, faculty and staff to learn more about 'Green Dot', and key takeaways included tips to help prevent power-based violence in the work environment and community.
- The Laboratory HR and Diversity staff have identified an opportunity to plan and sponsor a STEM Fest event in partnership with the ISU Women in Science and Engineering Program (WiSE). It offers all ages an opportunity to learn from mentors about STEM fields through hands-on activities provided by Ames Laboratory, University departments and student organizations, and various industry partners. The Laboratory is interested in continuing the partnership with WiSE on this event.
- The Laboratory hosted over 100 eighth grade Science Bound students from targeted Iowa school districts: Denison, Des Moines, and Marshalltown. The participating Des Moines school districts were identified in the "My Brother's Keeper" initiative. This is an annual event where students are welcomed to the Laboratory by Human Resources and Diversity, and Education and Outreach staff members, and presented with historical highlights of DOE and the Laboratory. Then they rotate between five stations for scientific demonstrations facilitated by Laboratory scientists, postdoctoral research associates, and graduate and undergraduate students. The stations typically include: 1) LENS demonstration; 2) Materials Preparation Center; 3) Materials; 4) Thermal Changes; and 5) Magnets. Each year minority and female staff scientists are encouraged to participate in this event so minority and women participants are able to better relate and connect to a potential mentor. This event continues to be successful, and will be continued to be offered. Further, the Laboratory Education and Outreach staff have identified an opportunity to strengthen Laboratory awareness to Science Bound undergraduates on the Iowa State University campus through three activities: Science Bound Lunch & Learn, Science Bound seminars, and Science Bound research talks. Ames Laboratory scientists, students, and staff will interact at activities for Science Bound undergraduates, providing information on the Lab's cutting-edge science programs and opportunities to participate in internships such as the Science Undergraduate Laboratory Internship (SULI).

- The Department of Energy approved a third ALAR grant which targeted students at an HSI college but also included recruitment at two national conferences, the Society for Advancing Chicanos/Hispanics & Native Americans in Science (SACNAS) and Society of Hispanic Professional Engineers (SHPE) which assists minority students and professionals in recognizing their potential in STEM fields.
- 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 small business goals in the following categories: Small Business (SB), Small Disadvantaged Business (SDB), Women-Owned Business (WOB), Certified Historically Underutilized Business (HUBZone), Veteran-Owned Business (VOB), and Service-Disabled Veteran-Owned Business (SDVOB).
- 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.