

IOWA STATE UNIVERSITY

Division of Academic Affairs

2019-20 Diversity and Inclusion Report

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1. Introduction

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

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

The programs and initiatives highlighted in this report are an important component in fostering a culture of diversity and inclusion at Iowa State, and support the university's FY2017-2022 Strategic Plan, Goal 4, to *Continue to enhance and cultivate the ISU Experience where faculty, staff, students, and visitors are safe and feel welcomed, supported, included, and valued by the university and each other.*

The need for these efforts, as evidenced in campus and national events over the last year, is great. While we are proud of our accomplishments, we also know that more can and should be done. We will continue to work with students, faculty, and staff to address gaps and emerging needs.

2. New Initiatives and Key Findings

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

2.1 New initiatives

During the 2019-2020 academic year, as a result of continued conversations with students, faculty, staff, and community, Iowa State's academic colleges committed to launch a range of new initiatives over the coming year.

College of Agriculture and Life Sciences

- CALS will enhance diversity, equity, and inclusion by building out initiatives across its curricula, by providing resources and mentoring to faculty, and developing new value-added/high-impact learning activities, curricular and extra-curricular, purposefully including D&I in our new Learning Across America initiative (which is a domestic parallel to Study Abroad). Launched last year, this program is managed out of the college's Office of Academic Innovation and incented with college seed funds and donor gifts. This supports near- and longer-term goals of building out diversity and inclusion across the curricula through significant global, and innovation/entrepreneurship touch points.

Ivy College of Business

- Ivy will support students of color, as well as other students that may identify as underrepresented with mentorship opportunities throughout their time at the college. Incoming freshman and transfer students will be matched to an Ivy junior or senior peer mentor to help them navigate their first year. The college will create activities to build community and a host of resources available to support this community. Junior and Senior Ivy students will gain access to a network of alumni sharing similar professional interests with the goal of finding a good mentor in their chosen field. These professionals will mentor our students to help them build their professional persona and plan their career after graduation.

College of Design

- Our opportunity for impact is more evident in the classroom. At the same time, a consistent approach to addressing the systemic roots of inequity increases our chances of success. Often described as "*the world's shared plan to end extreme poverty, reduce inequality, and protect the planet,*" the Sustainable Development Goals (SDGs) provide that shared, consistent framework, and we plan to publicly keep track in our website of how different parts of our curriculum contribute to their advancement. Recent events highlight the importance of goals 1, 2, 5, 8, and 10: no poverty, zero hunger, gender equality, decent work, and reduced inequalities.

College of Engineering

- Engineering will establish the position of Associate Dean for Equity and Engagement (ADEE.) The ADEE will have primary responsibility for oversight of all programs related to the recruitment and retention of under-represented and underserved

populations within the College of Engineering, including pre-college, undergraduate, graduate, staff and faculty. The ADEE will lead the effort to implement key actions related to Diversity and Inclusion as outlined in the College of Engineering Strategic Plan and will serve as the College's chief diversity, equity, and inclusion officer.

College of Human Sciences

- CHS students are calling for a more inclusive classroom experience. This fall we will implement Mission Inclusion *Redux* to engage faculty in introspection about their syllabi, course content, and teaching practices. This will amplify the ISU inclusive classroom initiative. Two cohorts of CHS faculty have participated in bi-weekly interactive workshops spanning the academic year as part of Mission Inclusion. This "Redux" is designed to increase participation of faculty and will include one or more faculty members from each department/school in the college. This action will move us toward meeting our goal of integrating equity, diversity, and inclusive community strategies into learning experiences – *creating an inclusive classroom experience for all learners.*

College of Liberal Arts and Sciences

- LAS plans to recruit an associate or assistant dean for diversity, equity and inclusion, to lead our existing DEI efforts, develop new programs to support students, faculty and staff and help our efforts become more visible.

College of Veterinary Medicine

- In efforts to build a diverse and inclusive profession, incoming veterinary medicine classes will be expected to complete online DEI training (EverFi) prior to matriculating in August. This will be followed-up by facilitated discussions in the fall led by CVM faculty/staff who have completed the Purdue Certificate Program in Veterinary Diversity and Inclusion.

Graduate College

- Following professional development on racial issues for every member of its staff, the Graduate College will assess its policies, procedures, and programming to identify ways to promote inclusion by diminishing the influence of white normativity. Most policies, procedures, and programming that frame graduate students' academic experiences were conceived over many decades within our campus's predominantly white culture. During academic year 2020-2021, all staff of the Graduate College will enhance their cultural competency and will partner with students and faculty to revise our work practices in ways that demonstrate our commitment to diversity and inclusion.

University Library

- The University Library will take a critical look at its search practices and develop recommendations and procedures for Best Practices in Inclusive Library Searches as part of its efforts to improve recruitment and retention of a more diverse workforce. This work is interwoven with the campus-wide initiative led by ISU ADVANCE and college and library Equity Advisors to standardize faculty search committee training.

U.S. Department of Energy Ames Laboratory

- The Ames Laboratory will teach and encourage empathy in the workplace by increasing all-hands activities to help staff know each other as individuals; teaching listening skills and perspectives; and modeling empathy by leading by example.

Vice President for Extension and Outreach

- ISU Extension and Outreach employs over 1000 state and county employees, who work with 900 elected council members and utilize 8,000 volunteers to offer research based educational programs to all Iowans. Therefore, it is critical that faculty, staff, council members, and volunteers be culturally competent to effectively and earnestly reach all Iowans. ISU Extension and Outreach will migrate key cultural competency training opportunities to an online environment in order to better reach faculty, staff, and volunteers across the state. These training opportunities will include Coming Together for Racial Understanding, Inclusive Excellence, and Navigating Difference. ISU Extension and Outreach is currently exploring making 3-6 hours of Cultural Competency training per year mandatory for all ISU Extension and Outreach professionals and volunteers.

Vice President for Research

- The Office of the Vice President for Research will develop an annual workshop to improve the ability of research mentors and supervisors to build healthy and responsive relationships with advisees, especially those of varying cultures, race and ethnicities, orientations and genders relative to the research supervisor or mentor. Numerous stories have been shared about varying levels of support for and sensitivity towards supervisees and mentees in research projects, particularly with regard to individuals who come from different cultures, racial and ethnic groups, orientations or genders. The workshop will focus on understanding the responsibilities of being a mentor or supervisor for research activities, the sensitivities that can arise in relationships with power differentials, and how to prevent and address situations that may arise in these relationships.

Enrollment Management

- Although enrollment management departments periodically offer diversity and inclusion training, with staff turnover and the current climate issues, Enrollment Management personnel will participate annually in professional development training on issues of diversity and inclusion. Staff will leave this training with actionable strategies on how to be anti-racist in our interactions with students, families, faculty and staff as well as an understanding of how to be an ally and how to personally contribute on a daily basis to creating an inclusive and supportive work/campus environment for our colleagues and students. In addition, directors will discuss these issues routinely in their staff meetings.

Office of the Senior Vice President and Provost

- Retention of faculty of color is a known and on-going challenge at ISU. One of the prime barriers to faculty retention is campus climate. Using the 2017 Campus Climate survey as a springboard, the SVPP Office will bring together a working group comprised of members of our Faculty and Staff Associations to review the campus climate survey results and develop a set of action items (or

recommendations) that specifically target improved climate for faculty of color. The Provost's Office will partner with the faculty-staff associations and colleges to implement these action items. We will also complete Inclusive Classroom training for the remaining 18 departments during the fall 2020 semester.

2.2 Key findings

- The Center for Excellence in Learning and Teaching began offering mandatory annual Inclusive Classroom (<http://bit.ly/isuict>) training for each academic department in January 2020. The training features three modules in a Canvas course that participants complete online, and then participate with their department in a 1 to 1.5-hour in-person session. Forty-one departments completed their training in spring 2020 before the transition to virtual instruction, with the remaining 18 departments scheduled for completion in fall 2020.
- The College of Liberal Arts and Sciences has also extended this training to teaching assistants, recognizing that students from all over campus take courses in the college, and many encounter graduate teaching assistants (TAs) in their labs or classrooms. Many TAs already receive training in how to create inclusive classrooms. For example:
 - New TAs in chemistry participate in a week-long orientation which covers, among other topics, inclusive environments, safety and harassment and discrimination.
 - TAs in English also participate in a week-long orientation which includes presentations and case studies on creating inclusive classroom. In addition, English TAs also take a semester-long course, ENGL 500, which covers topics such as diversity and social justice, managing difficult conversations and providing positive and constructive feedback.
 - The departments of mathematics, and physics and astronomy, also address issues of diversity, equity and inclusion in their TA training, sharing model approaches to ensure all TAs who interact directly with students in courses or labs receive inclusive classroom training.
- Tera Jordan, associate professor of human development and family studies, was appointed to the new position of assistant provost for faculty development in January 2020. In her half-time role, Tera is responsible supporting the on-going development of programs and policies that increase faculty success at Iowa State. These efforts include, but are not limited to, providing leadership for ISU's ADVANCE initiatives; leading the dissemination and strategic utilization of COACHE and other faculty data; renewing our faculty mentoring efforts; diversifying the faculty pipeline; and supporting faculty work-life integration.
- The Office of the Senior Vice President and Provost required that all search committees for faculty and staff in the academic division receive DEI training, including awareness of implicit bias. This training will be delivered primarily by college Equity Advisors and HR partners. The Office also requires all college promotion and tenure committees to participate in similar training, led by the Equity Advisors.
- In the wake of the George Floyd killing, College of Agriculture and Life Sciences leadership identified \$100,000 in funding to support three additional objectives for the college: 1) Enable the development of a positive "leadership shadow" for faculty and staff across the college, most especially among leadership; 2) Support the

recruitment and retention of faculty, staff and students from diverse backgrounds to the college; and 3) Work with faculty to develop the materials and mentors necessary to infuse ideas about diversity, equity and inclusion into curricular and extra-curricular activities in the college.

- At least once each month, College of Design communications and Multicultural Student Services have hosted a public equity and inclusion event, *#InclusiveByDesign*. Fall 2019 topics included freedom of speech, microaggressions, and open discussions on racial justice within the college. Spring 2020 events will focus on cultural identity, advocacy through design, community building, and additional open discussions on racial justice. These events are meant to create space for students, staff, and faculty to build relationships and shift the culture within the college.
- All College of Engineering orientation (ENGR 101) classes have a learning outcome related to inclusion – "Students will recognize that a successful engineer must be able to contribute towards creating an inclusive environment in which all individuals are respected and valued." A module with content and assessment was expanded to all sections in Fall 2019, including videos from alumni and cooperate partners emphasizing the importance of inclusion in the context of being a professional engineer.
- In collaboration with University Museums, the University Library added artistic works by 14 women artists and artists of color. These artists diversify the stories and voices already represented in the library, broadening representation, and better reflecting our student body. Paintings, prints, and photographs reflect contemporary perspectives representing women, nature, and science that hopefully inspire and challenge our students by exposing them to new experiences and ideas. <https://www.lib.iastate.edu/about-library/art/art-in-parks-collection>

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 each year.

- The Senate issued a report to improve the inclusive involvement and status of emeritus faculty. A resource website was created upon Faculty Senate recommendation by the Office of the Provost <https://www.provost.iastate.edu/faculty-and-staff-resources/emeritus-faculty-resources>.
- The Senate continues to examine policies and the Faculty Handbook to emphasize developing and sustaining a civil and equitable departmental and institutional climate.
- The Senate’s Documents Committee will review inclusive language use in the faculty handbook, adjusting to neutral pronouns from a recommendation from its Equity, Diversity, and Inclusion Committee.
- The Senate continues its work to improve Iowa State’s U.S. Diversity Requirement by looking at ways to review and strengthening the courses offered.
- Studying Demographics of Senate’s Full and Executive Board to broaden an understanding of who serves from each college.

3.2 ISU ADVANCE

The SVPP office hosts and supports the ISU ADVANCE program to recruit, retain and advance all faculty, and to transform institutional structures to enrich faculty careers. ISU ADVANCE, led by Assistant Provost Tera Jordan, works with administrators, faculty and staff to cultivate policies, practices, and cultures that achieve a diverse and vibrant faculty across the university community.

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 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).

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 faculty development center dedicated to supporting academics in making successful transitions throughout their careers. The resources are free and useful for all employees (faculty, staff, post docs) and graduate students.

3.4 Faculty professional development programs

The SVPP office offers numerous professional development programs for new and continuing faculty at all levels and appointment types, 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 female-identifying students in STEM fields, and their academic success. The program supports students in five academic colleges and more than 50 STEM majors through academic support, scholarships, theme housing, leadership and personal development. WiSE continues to partner with the Margaret Sloss Center for Women and Gender Equity and other units across campus to offer AAUW Salary Negotiation Workshops and the Womxn's Empowerment & Leadership Conference. In addition, WiSE coordinated the student experience for the NSF funded ECSEL scholarship program for 75+ 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, Go Further STEM Career Conference, and Student Role Model Program.

3.6 University Lectures Program

In 2019-20, Iowa State's Lectures Program hosted and cosponsored many speakers and events that addressed topics related to diversity and inclusion, including:

- Ibram X. Kendi, *How to Be an Antiracist*
- Land O' Lakes CEO Beth Ford
- Ethnic studies expert Cati de los Rios
- Discussion of free speech and academic freedom with Henry Reichman
- William Nericcio, *Channeling Mestasy: Latinxers in the Digital Age*
- P.E. Moskowitz, *The Case Against Free Speech*
- Transgender studies expert Z Nicolazzo
- *Gender and Communication on the Campaign Trail*, Kelly Winfrey
- James Zogby, *Arab Voices*
- Alfredo Mirande, *The Evolving Identity of the Latino*
- John Major Eason, *How the Prison Boom Transformed Rural America*
- Nolan Cabrera, author of *White Guys on Campus*
- Debbie Reese, *Indigenous People in Children's and Young Adult Literature*
- Conservative commentator Andrew Klavan
- Legendary Minnesota Vikings player Gene Washington
- *Symphony of Diversity*, Sarain Carson-Fox and Adrian Anantawan

Additional events featuring Novotny Lawrence, Ali Stroker, Bonnie Siegler, Aisha Moore, Nadine Strossen, Ceil Lucas and Joseph Hill were canceled due to the COVID-19 pandemic.

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

Honors has continued to find ways to include diversity, equity and inclusion in its programming. Spring 2020 seminars included the topics of disrupting ableism, gender issues in the family and workplace, feminism and the media, and romance novels as tools for justice.

Students in the First-Year Honors Program are required to attend or watch a Webex Salon on implicit Bias. Honors' Friday afternoon Salon Series allows students to invite faculty from across campus who have influenced them to speak on a topic of their choice. Over the past few semesters, students have been increasingly conscious of hosting sessions on DEI topics.

In spring 2020, Honors received an alumni gift to help further racial education. The purpose of the grant is to fund projects launched by honors students related to the promotion of "racial unity." Grants will be made available in the fall for students who plan projects during the 2021 academic year; the projects should focus on research or activities that promote understanding of people of different races or backgrounds, have tangible or measurable results, and could have a recurring impact.

3.9 Center for Excellence in Learning and Teaching (CELT)

The Center for Excellence in Learning and Teaching (CELT) promotes teaching inclusively through programs (e.g., Inclusive Classroom Workshop and other programs), the newly mandated annual Inclusive Classroom training program, conference presentations, and extensive online resources. CELT actively engages in diversity and inclusion initiatives on campus, including committees, programs, and task forces.

CELT began offering mandatory annual Inclusive Classroom (<http://bit.ly/isuict>) training for each academic department in January 2020. The training features three modules in a Canvas course that participants complete online, and then participate with their department in a 1 to 1.5-hour in-person session. Forty-one departments completed their training in spring 2020 before the transition to virtual instruction, with the remaining 18 departments scheduled for completion in fall 2020.

To date, 1,144 faculty members have responded to the post-workshop survey with 98% agreeing they "recognize why teaching inclusively is important" and 93% stating they have "identified course-specific improvements to foster inclusive excellence in the classroom."

Representative comments include:

- "Creating an environment where everyone feels welcome and open to learning. I will also need to carefully reflect my biases towards certain groups of students and eliminate those biases."
- "I have been engaging many of these topics in my teaching in the past year, but hearing from my colleagues has been great. This has also served as a refresher. It is helping me to reconsider what I've done in the past and what I need to/can change for the future. Thank you for spending time to share your knowledge and passion with us!"
- "Even small things done in the classroom can have a big effect."

In collaboration with Cyndi Wiley, Digital Access Coordinator, CELT is developing additional Inclusive Classroom programming featuring ISU faculty. In fall 2020, for example, CELT will host Jeremy Best from the Department of History on the topic “White Supremacy and Nationalism in Education” and the School of Education’s Noreen Rodriguez’s “Diversifying your Syllabus.”

In light of Covid19, CELT created additional website materials to support inclusive environments, including: “Equity and Inclusion in the Online Environment” <https://www.celt.iastate.edu/teaching/creating-an-inclusive-classroom/inclusion-online/> and CELT’s Accessibility in your Course webpage (<http://bit.ly/celt-access>) and [CELT’s Universal Design for Learning Overview](http://bit.ly/celtudl) website (<http://bit.ly/celtudl>).

We continue to produce peer-reviewed scholarship regarding ISU and CELT’s inclusive classroom approaches, including publications and conference presentations in *The Department Chair; Teaching & learning for social justice and equity in higher education: Strategies and student affairs programs*; and the International Society for the Scholarship of Teaching and Learning Annual Conference.

To support the annual Inclusive Classroom training, CELT has formed an Academic Equity and Inclusive Teaching Board to provide input to the training and CELT resources. The Board has representation from each college as well as student affairs representation.

3.10 Study Abroad Center

The Study Abroad Center held full-staff meetings with colleagues from Multicultural Student Affairs, The LGBTQIA+ Center, and Veterans Center during FY20 to improve communication and collaboration efforts in recruiting diverse students to study abroad.

The Center worked with 10 ISU students who received the Gilman Scholarship during FY2020 application cycle, a significant increase from three students in FY2019. The U.S. Department of State’s Benjamin A. Gilman International Scholarship Program enables students of limited financial means to study abroad which greatly diversifies the participation of underrepresented students.

The Center selected and provided funding for 2 multicultural ISU students to attend the Global Student Leadership Summit for the first time. The summit is an annual conference hosted by Diversity Abroad which allows for returned study abroad participants from diverse backgrounds to participate in professional development workshops to enhance their career readiness and leverage their international experience for career and graduate opportunities. In addition, a Study Abroad staff member served on national Diversity Abroad LGBTQIA+ Task Force which included co-presenting a webinar on sexual health and identity abroad, as well as creating a homestay guide for LGBTQIA+ students and host families.

4. Highlights – Academic Colleges

4.1 College of Agriculture and Life Sciences

- In the wake of the George Floyd killing, CALS leadership identified \$100,000 in funding to support three additional objectives for the college: 1) Enable the development of a positive “leadership shadow” for faculty and staff across the college, most especially among leadership; 2) Support the recruitment and retention of faculty, staff and students from diverse backgrounds to the college; and 3) Work with faculty to develop the materials and mentors necessary to infuse ideas about diversity, equity and inclusion into curricular and extra-curricular activities.
- CALS implemented the Intercultural Development Inventory (IDI) to increase the intercultural competence of CALS undergraduate students. Forty students took part in the survey, which helps individuals and groups make sense of cultural differences and also how they respond to cultural differences. This opportunity will continue to be offered to both faculty, staff, and students in CALS. This same tool is being used in the Dean’s Leadership Seminar course.

4.2 Ivy College of Business

- Ivy continues to have the highest percentage of women faculty in the Big XII colleges of business, and the second highest percentage among Association of American Universities colleges of business.
- Ivy also expanded its efforts to recruit Black and Latino/a/x students by participating in the ISU 4U Promise program, Multicultural Student Visit Day, and Latino Family Visit Day.

4.3 College of Design

- Building on its Diversity Spring Workshop series, the college is dedicating the Friday morning before classes each semester to college-wide faculty and staff workshops on DEI. For January 2020, Dr. Kesho Scott of Grinnell College led a workshop on Decolonizing the Curriculum for staff and faculty. The MSS Office and College Diversity Committee will continue this work at the departmental level during the 2020-2021 academic year.
- To support first generation and or low-income students, college staff launched a campaign to raise money for the Design Closet, which supplies free design materials for students with financial need. The campaign raised over \$3,000 in donations, surpassing its goal of \$2,000, plus an estimated \$600 in supplies for the 2020-2021 academic year.

4.4 College of Engineering

- The college continues to emphasize the importance of importance of being inclusive in the context of engineering to all freshman students via our inclusion-specific learning outcome in the required freshman orientation class (ENGR 101). Activities and course content related includes the use of videos by alumni and industry partners.
- The College Diversity and Inclusion Committee worked to include diversity/inclusion questions in senior exit surveys across the college in Spring 2020 that informs opportunities and action items in this arena. A comprehensive strategic plan for diversity and inclusion across the college is underway.

4.5 College of Human Sciences

- CHS staff joined CALS staff and other campus partners to form Advocates for Cyclone Success (ACES) which conducted listening sessions to gain an understanding of the variety of needs faced by students particularly those who come from foster care, very low-income families, are homeless or food insecure to name a few. The purpose of the committee is to leverage college and university resources to create institutional support systems.
- FSHN created two experiential learning programs on equity issues in healthcare including experiences at the Pine Ridge Reservation in South Dakota and participating in birth control and childcare educational programs.

4.6 College of Liberal Arts and Sciences

- The Department of Statistics' Diversity, Equity, and Inclusion Committee initiated a Zoom-based mentoring program in which groups of four graduate students, comprised of two incoming students and two experienced students, meet to discuss life as a graduate student in the Department of Statistics. Each pair of experienced students and incoming students in the group will include one international student and one domestic student.
- Faculty continue to make contributions to the ISU community by leading and serving within committees and workgroups such as Unidas, a program of support and development for Latina identifying students, faculty and staff on campus. Michele Schaal, associate professor in the Department of World Languages and Cultures, collaborated with University Libraries on a project "Creating Global Understanding," which incorporated artwork and cultural awareness. Sebastian Braun, director of American Indian Studies, helped develop Iowa State's Land Acknowledgement Statement regarding Native American lands in Iowa.

4.7 College of Veterinary Medicine

- Incoming VM classes will be provided access to and expected to complete an on-line DEI training (EverFi) prior to arriving on campus. This training is followed-up by facilitated discussions in the fall moderated by CVM faculty/staff and students, many of whom are participating in the Purdue Certificate Program in Veterinary Diversity and Inclusion.
- Starting in the spring 2020 semester, the college kicked-off a new initiative to host a function on the first day of every semester focused on DEI. On the first day of spring 2020, the college hosted a town hall to discuss DEI. On the first day of fall 2020 (August 17), Dr. Kiesha Scott will be presenting a seminar Unlearning Isms 101.

4.8 Graduate College

- The Graduate College is connecting with the University of Arkansas Pine Bluff to develop a recruitment pipeline of underrepresented LSAMP students to Iowa State. Students who participate in LSAMP are majoring in STEM fields, involved in research, and preparing for graduate study.
- The College is following up with students who attended last fall's diversity focused listening sessions to inform them of plans for implementation of recommendations for change. Per recommendations from the listening sessions, continue to host time in the fall for students to share their experiences with Graduate College staff titled "Talk Time with the Graduate College."

5. Highlights – Academic Units

5.1 University Library

- The American Library Association (ALA) has selected the Library’s “COVID-19, Race & Racism” guide to include on their own national website’s [Libraries Respond: Combating Xenophobia and Fake News in Light of COVID-19](#) as an exemplar of resources and responses to Coronavirus racism. ISU Library is the only library besides the National Library of Medicine to have been selected for the ALA's recommended list.
- The March 2020 campus closure necessitated finding alternate means to deliver DEI learning sessions and programming to library staff. A DEI Learning and Discussions site was built within Canvas for all library staff to access, consisting of five content modules that address systemic racism, antiracism strategies, cultural competence and representation issues; LGBTQ+ and transgender rights and histories; Black Lives Matter, and more. In each module, participants chose a reading or a film to read or watch and then posted a written reflection addressing specific questions.

5.2 ISU Extension and Outreach

- Some underserved audiences lack technology infrastructure, place of residency, and/or financial resources, which inhibits their ability to access educational programs available to many Iowans. In FY20, Human Sciences Extension and Outreach increased the used of online learning tools and one-on-one consultations via telephone to reached underserved audiences, including people transitioning from correctional facilities, African Americans, Latinx, and people in need of stress counseling and/or information and referral services.
- A diversity grant from Agriculture and Natural Resources Extension and Outreach enabled a project to assess food safety knowledge of underserved refugee populations. Produce growers received food safety training to become certified to continue selling at farmers markets, including refugee farmers from Burundi and Bhutan. Based on results from the training and focus groups, specific guidance was developed related to raw manure application as well as training materials for in-field reminders of food safety principles.

5.3 Office of the Vice President for Research (VPR)

- One OVPR staff member serves on the *Inclusive Excellence Committee* for the National Organization of Research Development Professionals (NORDP) and participates in discussions on racial justice as it relates to research development and administration.
- The NSF Innovation-Corps program at Iowa State University also incorporates an interactive “cultural competency” workshop to enhance the awareness and importance of inclusiveness of all forms of diversity in the innovation economy.

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

- Ames Laboratory worked with Iowa State University's Center for Survey Statistics and Methodology to conduct a culture and climate survey of its employees. The survey was designed to obtain feedback from Ames Laboratory faculty and staff regarding the overall climate and inclusion atmosphere within the Laboratory. The survey was conducted in March 2020. Summary results and recommendations are being reviewed by the Laboratory's Diversity and Inclusion Council and Executive Leadership Council.
- Ames Laboratory's HR and Diversity Office, and Education and Outreach Office supports diverse and talented STEM pipeline by providing several learning opportunities for students at all levels, including internships, a visiting scientist program, and a variety of specialized events which includes, but is not limited to hosting Science Bound (8th grade students) and facilitating Laboratory tours.

7. Expanded Descriptions

7.1 College of Agriculture and Life Sciences

New initiatives

- In the wake of the George Floyd killing, CALS leadership identified \$100,000 in funding to support three additional objectives for the college: 1) Enable the development of a positive “leadership shadow” for faculty and staff across the college, most especially among leadership; 2) Support the recruitment and retention of faculty, staff and students from diverse backgrounds to the college; and 3) Work with faculty to develop the materials and mentors necessary to infuse ideas about diversity, equity and inclusion into curricular and extra-curricular activities in the college.
- Strategic Diversity, Equity and Inclusion Plan. Enhancement of diversity, equity and inclusion within the college remains an important goal and challenge. Increased effort and attention began this spring with a focus on developing a diversity, equity and inclusion strategic plan.
- Theresa Cooper, CALS assistant dean of diversity, hosted two, half-day cultural competency workshops led by nationally renowned diversity and inclusion expert Justin LaKyle Brown, author of *Ugh!?! Not Another Diversity Book!* and the founder and lead trainer at the Diversity Awareness Program (D.A.P). D.A.P’s mission is to promote diversity and cultural awareness in all aspects of life to students, faculty and staff on university campuses through active engagements of discussions on social trends, issues and ideas. Over 200 faculty and staff attended these trainings.
- Cooper and CALS Director of Multicultural Student Success Elizabeth Martinez-Podolsky co-led an inaugural study abroad course to Belize. The focus of this program was on the impact and contributions of indigenous populations in agriculture and the related disciplines; as well as a celebration and exploration of African, Mayan, and Spanish culture. Seven students participated in the course.
- This year seven academic departments were in varying stages of conducting departmental climate surveys. Surveys were developed to help develop a better understanding of the extent to which their departmental climate supports diversity, equity and inclusion, and to inform and improve support, policies, and practices within the college related to diversity, equity, and inclusion, including those to prevent or respond to discrimination and harassment. Specific support for these surveys has been sought from ISU IR and Stats-CSSM.
- Cooper implemented the Intercultural Development Inventory (IDI) to increase the intercultural competence of CALS undergraduate students. Forty students took part in the survey, which helps individuals and groups make sense of cultural differences and also how they respond to cultural differences. This opportunity will continue to be offered to both faculty, staff, and students in CALS. This same tool is being used in the Dean’s Leadership Seminar course.

Updates

- Susan Lamont, CALS equity adviser, led the development of a successful Higher Education Challenge Grant proposal that will provide undergraduate students from Iowa State University and North Carolina A&T with intensive experiential learning in research and development of leadership skills and intercultural competencies. Goals are to enhance success and persistence of members of underrepresented

groups in agricultural leadership and to strengthen Iowa State's relations with a historically black college. Co-PIs include Theresa Cooper and faculty from North Carolina A&T.

- A "Diversity, Equity and Inclusion Committee" mandate was added to CALS' Faculty Governance Document. A measure was approved by the faculty senate stating: "Each department will form a standing Diversity, Equity and Inclusion Committee (DEIC). Members are assigned by the department chair and, in addition to faculty representatives, can include staff and student representation. The DEIC will be chaired by a faculty member who represents the department in the College of Agriculture and Life Science DEIC. The agenda for department faculty meetings must include a regular reporting line from their DEIC. The committee is responsible for developing and implementing strategies to increase and maintain diversity, equity and inclusivity in the department; disseminating diversity- and inclusion-related information and policies to faculty and staff; facilitating diversity, equity and inclusion-related activities in the department; and participating in the execution of plans for integrating diversity and inclusivity into the basic functions of the department." All fifteen academic departments now have a Diversity, Equity and Inclusion Committee.

Highlights

- Lamont provided resources and opportunities for faculty and staff throughout the year, including:
 - Addressing Implicit Bias. Lamont developed and implemented programming to reduce implicit bias in faculty and administrative searches and in promotion and tenure reviews, and to support the development and retention of under-represented groups at Iowa State, including women and racial/ethnic minorities in STEM fields. These activities contribute to Iowa State University Strategic Goal #4. Selected examples follow.
 - Advancing Women in STEM. Lunch and Learn events, facilitated by Lamont, were held each semester for CALS women in three groups (tenured and tenure-eligible faculty; term faculty; postdocs/grad students) to build community and to enhance professional development.
 - Training for the NSF-sponsored, Iowa State University - Innovation Corp Project. Lamont and Theresa Cooper, CALS assistant dean of diversity, led workshops on implicit bias and cross-cultural communications competencies for cohorts of the NSF-sponsored Innovation Corp project.
- Cultural Competency Series events were held each semester for CALS graduate students, faculty, staff and post-docs. The Cultural Competency Series examines dynamics of race, bias, power, inclusivity and privilege in higher education through the lens of cultural competency. Six events were held.
- Faculty events during FY20 included managing dis/ableism, Green Dot bystander training, cultural awareness training, *Championing Change*, and *Unpacking and Understanding Diversity*.
- A Cultural Awareness Seminar, open to all CALS students, was held in October.

- Students in CALS' Leaders Enhancing Agriculture, Diversity, Inclusion and Trust (LEAD IT) collective continue to serve as diversity liaisons to student organizations and academic departments and assist in the development and implementation of CALS-specific projects. During 2019-20, LEAD IT students presented at the 2020 ISCORE conference and facilitated eight classroom presentations in the departments of animal science, horticulture, economics, sociology, agricultural and biosystems engineering, and Science Bound.
- 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 equity adviser and assistant dean of diversity jointly organized an intensive leadership retreat for George Washington Carver summer interns, most of whom are members of underrepresented groups in agricultural sciences. This event engaged Iowa State alumni from underrepresented groups to serve as role models, presenters and mentors.
- CALS departments formalized DEI Committees and conducted climate surveys in FY20:
 - The Department of Horticulture formed a seven-member standing DEI committee representing faculty, staff, undergraduate and graduate students in horticulture and the global resource major. The committee actively identified and shared relevant resources with faculty and students and is taking steps to survey the department's constituents for their experience in the areas of diversity, equity and inclusion and to develop action plans to promote diversity, equity and inclusion within the department.
 - The Department of Ecology, Evolution and Organismal Biology formed a DEI Committee consisting of faculty, staff and graduate students. The committee is comprised of a diverse group faculty, staff, postdocs and grad students. The committee developed a climate survey which it plans to administer Fall 2020. The department is also beginning to collect graduate student demographic data to better track trends in diversity in the department. The graduate student population in 2020 consists of approximately 36 individuals, 17 of whom are female and 8 report belonging to an underrepresented racial or ethnic group.
 - The Department of Economics created a DEI committee in the Spring 2020 and plans to begin work on a departmental diversity plan fall 2020. beginning to get to work on developing a diversity plan.
 - Joshua L. Rosenbloom, professor and chair, has been appointed as the chair of a newly established diversity committee by the Economic History Association (the largest professional association of economic historians in the U.S., with a large international membership).
 - The Department of Sociology is in the process of revising our governance document to establish a DEI standing committee and incorporate a DEI values statement. We are also developing an DEI professional development strategy that will help faculty, staff and students to work purposively on steps to increase our capacity to address racism, improve our departmental and campus climate and become a more diverse and inclusive department.

- Department of Natural Resource Ecology and Management formalized their DEI committee spring 2020, assigned leadership roles and established membership requirements. The department the governance document was updated relating to the formation of the committee and reporting expectations at faculty meetings. Results from the climate survey conducting in spring 2020 results set the agenda for the committee and will be presented to the faculty in fall 2020.
- Department of Agricultural Education and Studies formalized an existing departmental DEI Committee.
- Department of Food Science and Human Nutrition adopted the FSHN Equity, Diversity and Inclusion task force as a standing committee by a majority vote by the FSHN faculty.
- Department of Agronomy finalized the departmental climate survey. The survey will be distributed to faculty, staff and students during fall 2020.
- The Department of Plant Pathology and Microbiology (PLPM) established a six-member Diversity, Equity, and Inclusion Committee in spring 2020.
 - The PLPM-DEI Committee is coordinating a Departmental Climate Survey for faculty, staff, and students to identify areas of improvement at issues of equity, diversity, and inclusion. With the results of the Survey, they will be able to define priorities for diversity education and training that they should focus on during 2020/21 academic year
- The Department of Agricultural Education and Studies conducted a review of departmental branding and promotional materials regarding diversity and inclusion aspects. The department also planned and conducted a year-long, multi-stage professional development program on White Fragility.
- The Department of Animal Science sought to promote the importance of religious diversity. Prior to both the fall and spring semesters, a list of major religious holidays (and link to full calendar) was sent to all faculty along with a copy of current syllabus statement policies.
- The Department of Agricultural and Biosystems Engineering (ABE) Student Services created and administered ABE Students of Color Network (ABESCN) for underrepresented ABE undergraduates. The program was supported through a one-year, \$3,000 John Deere Innovation and Diversity grant awarded to the advising staff. Funding allowed advising staff to meet with students of color throughout the year for lunch and discussions centered in equity and inclusion, planned by Student Services.
- ABE faculty revised a previously adopted classroom code of conduct which was included in the Spring 2019 syllabus for all courses and has been mounted in all ABE classrooms. Faculty also approved the addition of a diversity-related criteria to annual faculty reporting. ABE student advisors added diversity training for peer mentors and incoming students in their introductory courses.
- Dean Daniel Robison is a member of this university-wide Aspire iChange Team.
- In November 2019 the LEAD learning community was geared toward the success and retention of 1st year multicultural students in various engineering disciplines. 66 students and 10 peer mentors participated represent the largest cohort to date.
- EDIC Chair James Wright attended regular meetings with Des Moines Public School group leaders to discuss underrepresented student “Pathways to Higher Education” program development. DMPS is working on an ISU scholarship/tuition funding proposal.

- The Passion Academy is an 18-week program, administered by Iowa State University faculty and staff members of color, the program provides 6th and 7th grade students of color (Black/African Descent, Latinx, Asian/Pacific Islander, Native American, or Multiracial) in Ames Middle School an opportunity to explore new career options, learn new professional skills, and connect with people within the Ames community. ISU faculty, staff, and students of color as well as professionals from Ames and surrounding communities shared their career journey and provided a lesson on a specific professional skill.
- Science Bound Saturdays. In partnership with the Iowa State University Science Bound program, The Department of Agricultural and Biosystems Engineering, Diversity and Inclusion Committee, hosted students from area high schools for three weekend events held throughout both fall and spring semesters.
- The CALS Development Team initiated dialogue with internal and external sources to better understand experiences stakeholders have as prospective students, as current students, as former students, as graduates and as donors. Theresa Cooper, assistant dean for diversity, facilitated a dialogue on experiences, scenarios and ways the development team can support students of color. They established leaders within their team to articulate efforts and be accountable. The office's goal is to maximize the impact of philanthropy in the college and support college priorities related to diversity, equity and inclusion.
- CALS Director of Multicultural Student Success Elizabeth Martinez-Podolsky provided a number of opportunities and programs aimed to increase student success within the college, including:
 - Emergency DMSS scholarship administered to students needing assistance with their U-Bill.
 - CALS Academic Program for Excellence APEX summer bridge program for incoming freshman, multicultural students.
 - Pre-College visits from the Chicago High School for Agricultural Sciences, custom visits, Science Bound and 4-H programs.
 - Professional Development Workshop Series held in collaboration with the directors of multicultural student success from the College of Business and the College of Education. Martinez-Podolsky co-wrote and was awarded \$2,000 funding from the John Deere Foundation to support a professional development workshop series for multicultural undergraduate students.
 - Organized training sessions including Womxn of Color Network facilitator training for faculty/staff working with student groups; day-long Graduate School Application Retreat for multicultural scholars; and cultural sensitivity training to Iowa State Peer Wellness educators and CALS Summer Uganda Program.
 - Pop-up Shop offering free business attire was co-facilitated by Martinez-Podolsky and had 508 students attend.
 - Co-hosted the ISU Community Fall Break Dinner with more than 150 students.
 - Latinx Educational Excellence in the Midwest Conference, Martinez-Podolsky presented and co-presented workshops on serving undocumented students.
 - Club Advising. Along with Theresa Cooper, CALS assistant Dean for Diversity, co-advise the Iowa State Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS) chapter which has seen an 50%

increase of its membership, representing multicultural students in agriculture and the related disciplines.

- Theresa Cooper serves as a key representative of Iowa State University at Historically Black Land-Grant Institutions and 1994 Tribal Institutions. As CALS liaison to our land grant partners, Theresa advises and assists, students, faculty, and administrators in forging collaborations with Iowa State across the teaching, research, and extension enterprises. Activities include:
 - Tuskegee University: Provide support for the dean of the College of Agriculture and, Environment and Nutrition Sciences (*CAENS*), and other college faculty in teaching, research, and extension opportunities with CALS Deans, faculty, staff, and students; serve on the planning committee for the Tuskegee George Washington Carver Lecture Series; conducting a workshop presentation at the Professional Ag Workers Conference on the value of attending graduate school.
 - North Carolina A&T University: Annual “Iowa State Day” visits to campus for graduate recruitment.
- Along with two undergraduate students, Theresa Cooper represented Iowa State at the First Americans Land-Grant Consortium (FALCON). FALCON was created in 2004 to help address the limited human capacity at the 1994 Land Grant Institutions (Tribal Colleges and Universities). It provides a peer-to-peer network that supports 1994 administrators, directors, faculty, extension educators and students in fulfilling their land grant mission. This was Iowa State’s first year participating in the event.

7.2 Ivy College of Business

- The Ivy College became only the second full-time MBA program ranked in the top 50 by US News & World Report to have women make up at least 50% of the entering class.
- Diversifying enrollment has been a major goal of the college. Multicultural enrollment grew from 13.8% in fall 2018 to a record 14.3% in fall 2019.
- 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%. We have again exceeded that goal by growing Latino/a/x enrollment from 5.1% in fall 2018 to 5.3% in fall 2019.
- The college revised its Young Women in Business event to focus more on juniors and seniors in high school. Of the 49 seniors who attended our fall event, 27 (55%) enrolled for fall 2020.
- Ivy also expanded its efforts to recruit Black and Latino/a/x students by participating in the ISU 4U Promise program, Multicultural Student Visit Day, and Latino Family Visit Day.
- The college also took a lead in scheduling diversity programs for faculty. In Fall 2019, every faculty member went through EEO training, initiated as part of departmental retreats. In the spring semester, the Department of Management and Entrepreneurship was the first department at Iowa State to go complete the required inclusive classroom training program; all faculty in the college have completed the training.
- In February, the Ivy College held its fourth annual Building Community event, co-sponsored by our student Business Council and Multicultural Student Business Network. The event achieved record attendance in 2020.

- Ivy continues to have the highest percentage of women faculty in the Big XII colleges of business, and the second highest percentage among Association of American Universities colleges of business.

7.3 College of Design

- The College of Design changed the Multicultural Liaison Officer position to a new Director of Equity, Inclusion, and Multicultural Student Success (DMSS). The DMSS will work alongside college leadership to advance efforts to improve equity and inclusion for faculty and staff as well as support and create strategies improve college climate for systemically marginalized students.
- The COD Equity Advisor, DMSS, and Senior Associate Dean collaborated to present a new structure and direction for the College Diversity Committee, focused on five content areas:
 1. Support efforts to develop equitable ways to develop and review faculty and staff performance in COD
 2. Review and support efforts to recruit diverse students, staff and faculty
 3. Review and support policy and procedural changes which mitigate barriers for diverse student populations
 4. Support faculty and departmental efforts to diversify design curriculum in a manner which represents the knowledge and contributions of artist and designers beyond a Eurocentric, cisgender, heterosexual, white, male perspective
 5. Gather training and resources to improve faculty mentorship of diverse and systemically marginalized students
- The college's Diversity Committee will begin a book read and discussion of Bettina Love's, *"We Want to Do More Than Survive: Abolitionist teaching and the Pursuit of Educational Freedom,"* to support the development of the committee and its members.
- Multicultural Student Success established the *#InclusiveByDesign* series. *#InclusiveByDesign* is a collection of college discussions, workshops, and experiential events which engage students, staff, and faculty with the topics of diversity, equity, and inclusion as it relates to art 7 design. More information can be found at <https://www.design.iastate.edu/faculty-staff-resources/culture-diversity/inclusivebydesign/>.
- Building on its Diversity Spring Workshop series, the college is dedicating the Friday morning before classes each semester to college-wide faculty and staff workshops on DEI. For January 2020, Dr. Kesho Scott of Grinnell College led a workshop on Decolonizing the Curriculum for staff and faculty. The MSS Office and College Diversity Committee will continue this work at the departmental level during the 2020-2021 academic year.
- The Director of International Programs and DMSS developed DEI workshops for faculty and staff in the college's Rome Program. The DMSS traveled to Rome in spring 2020 to observe the program, connect with the faculty and staff, and lead the workshops.
- To support first generation and or low-income students, college staff launched a campaign to raise money for the Design Closet, which supplies free design materials for students with financial need. The campaign raised over \$3,000 in donations,

surpassing its goal of \$2,000, plus an estimated \$600 in supplies for the 2020-2021 academic year.

- The DMSS continues to support and facilitate the *“Building up In Leadership in Design Learning Community”* (BUILD) and the *“Academic Program for Excellence”* (APEX).

7.4 College of Engineering

- The college continues to emphasize the importance of being inclusive in the context of engineering to all freshman students via our inclusion-specific learning outcome in the required freshman orientation class (ENGR 101). Activities and course content related includes the use of videos by alumni and industry partners.
- The College Director of Multicultural Student Success (DMSS) facilitated multiple workshops/presentations on diversity and inclusion in engineering to first year seminars and college-based student organizations’ general body and leadership teams 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.
- Listening and engagement sessions with student organizations supporting our multicultural students was launched in 2019-20. This provides a forum for college leadership to listen to students, answer questions and collectively identify opportunities for effective actions to build inclusion across the college.
- The College Diversity and Inclusion Committee worked to include diversity/inclusion questions in senior exit surveys across the college in Spring 2020 that informs opportunities and action items in this arena. A comprehensive strategic plan for diversity and inclusion across the college is underway.
- The process to hire a new Associate Dean for Equity and Engagement is underway. This position will focus on leading the college efforts related to diversity and inclusion, leading the development of pre-college programs that develop interest in and connectivity with our engineering programs, and additional responsibilities.

7.5 College of Human Sciences

- The College of Human Sciences continues to engage in professional development and community building within units and across the college around important diversity, equity and inclusion topics. A significant amount of the curriculum, research, and outreach efforts integrate DEI issues by nature of the college’s work in human sciences.

Curriculum

- AESHM integrated content related to *Black Lives Matters* into a course and facilitated a collaborative exhibit with the Ames Public Library where students demonstrated their leadership and social justice skills explaining topical issues related to apparel, merchandising, and design to a large and diverse audience.
- FSHN launched a new course, *American Food Culture*, meeting the US diversity requirements.
- FSHN created two experiential learning programs on equity issues in healthcare including experiences at the Pine Ridge Reservation in South Dakota and participating in birth control and childcare educational programs.

- HDFS graduate student Maria Alcivar assisted in the development and piloting of a new curriculum to promote career and college readiness among Latino youth and their families. *¡Salir Adelante! Caminos a Nuestro Futuro (Pathways for our Future)*. Alcivar won the Association of American Colleges and Universities Future Leaders Award for this curriculum and related work on inclusion.
- KIN restructured *Introduction to the Discipline of Kinesiology* (KIN 252) to include a new objective introducing students to relevant societal issues and research within the discipline of Kinesiology.

Research

- AEHSM masters student Dyese Matthews produced an exhibit, *Collegiate Fashion and Activism: Black Women's Style on the College Campus*. The exhibit was available at the Mary Alice Gallery, as well as virtually.
- HDFS faculty delivered *Abriendo Caminos*, a USDA AFRI funded integrated research, extension and education project focused on promoting Latino family health, with specific emphasis on preventing and reducing obesity among Latino youth. Between 2017 – 2019, 82 families (122 parents and youth) participated in the project. Fifty-three extension program specialists, community partners, undergraduate and graduate students, and faculty members collaborated to implement the project in four communities. After the USDA funding ended, the program continued to be conducted in one community (Perry) during Fall 2019 and reached 10 families and 30-plus individuals.
- Dr. Angela Prince (SOE) supervised graduate student research related to improving outcomes for students from vulnerable populations in central Iowa. In a partnership with North High School in Des Moines, the research team conducted interviews with students of color who completed their first year of postsecondary education at Predominately White Institutions. At Fort Dodge Middle School, paraprofessionals in a self-contained special education program for students with behavior disorders received training that decreased participating students' time spent out of class and increased the amount of time spent in core academic classes.
- Dr. Katherine Richardson Bruna (SOE) received supplemental funding of \$155,445 to extend her 1.25 million NIH Science Education Partnership Award for research on the public health education of historically underserved youth using ambitious and culturally responsive science education approaches. The project is an interdisciplinary and cross-institutional endeavor bridging cultural studies of science education and pathobiological sciences content (provided by PI at University of Wisconsin, Madison) related to mosquitoes and mosquito-borne disease. The curriculum developed by this project, *Mosquitoes & Me*, has been approved by the ministries of education and health in Ecuador for use in school and community-based programming where research on its implementation will soon begin.

Outreach

- The Event Management faculty in AESHM launched *Making Iowa State University Meetings & Events More Inclusive, Diverse, and Accessible: A Toolkit for ISU Meeting and Event Planners*, which also provides information for individuals outside of campus.

- Dr. Christa Jackson (SOE) led a weeklong STEM InCYte Camp for 48 students during summer 2019. The camp held on the ISU campus provided underrepresented youth exposure to ISU as well as authentic STEM experiences.
- Science Bound (SOE) expanded to the Osceola/Clarke Community School District. Over 470 8th-12th grade students participate in the Science Bound program with more than 140 Science Bound High School graduates now enrolled at ISU.
- SOE outreach project included a NIH-funded Urban Ecosystem Project's Teaching and Learning with Insects Course and subsequent Mosquitoes & Me 2019 Summer camp, 13 preservice teachers experienced additive preparation regarding ambitious and culturally-responsive science teaching which they implemented to provide academically-rigorous summer programming to historically-underserved ISU 4U Promise youth, increasing their own cultural competency and general self-efficacy.

Professional and Community Development

- CHS staff joined CALS staff and other campus partners to form Advocates for Cyclone Success (ACES) which conducted listening sessions to gain an understanding of the variety of needs faced by students particularly those who come from foster care, very low-income families, are homeless or food insecure to name a few. The purpose of the committee is to leverage college and university resources to create institutional support systems.
- Multicultural Programs created a Canvas Community for all CHS Multicultural students to provide a space for announcements and access to important information they can access as needed.
- AESHM established a new ad hoc Social Justice Committee to address social justice in the classroom, research, and the culture of the department. The AESHM Student Services team initiated programming F19 around diversity, equity, and inclusion.
- FSHN created a new standing committee for Equity, Diversity, and Inclusion. A task force led by Drs. Angela Shaw and Donna Winham, conducted a survey to determine the discrimination concerns of students, staff, and faculty in the FSHN Department. The survey was designed around personal experiences and observed experiences. Results were used to provide recommendations for the FSHN EDI Committee next steps which included a speaker for the FSHN spring retreat titled "Intent vs Impact".
- SOE coordinated the Helen LeBaron Hilton lecture series in 2019-2020. The series, "From the Margins to the Middle: Education for Social Justice" examined deep-seated societal bias and pathways to more inclusive and equitable educational opportunities. Four nationally recognized experts visited campus to present a campus lecture and engage with faculty, staff, and students.

7.6 College of Liberal Arts and Sciences

- The College of Liberal Arts and Sciences is dedicated to all aspects of diversity and inclusion and continues to encourage and support efforts in this area. We are pleased at the success of last year's initiatives, and have renewed our support of programs like the Department of Mathematics post baccalaureate program and our STEM Scholars program, which supports underrepresented students in majors within and beyond LAS.
- LAS departments continue to develop new courses to help foster DEI:

- A faculty member in World Languages and Cultures offered a community-engagement course in which the students led a bilingual census awareness campaign in Perry, Iowa.
- The Greenlee School of Journalism and Communication introduced an experimental course, Identity Diversity and the Media, that focuses on identity and diversity as they relate to media in journalism, advertising and public relations.
- The Women's and Gender Studies program received funding from the Vice President for Diversity and Inclusion's Big XII Violence and Discrimination Awareness and Prevention Fund to create workshops on non-binary workplace attire and gender and sexual diversity pedagogy.
- Our faculty continue to make contributions to the ISU community by leading and serving within committees and workgroups such as Unidas, a program of support and development for Latina identifying students, faculty and staff on campus. Michele Schaal, associate professor in the Department of World Languages and Cultures, collaborated with University Libraries on a project "Creating Global Understanding," which incorporated artwork and cultural awareness. Sebastian Braun, director of American Indian Studies, helped develop Iowa State's Land Acknowledgement Statement regarding Native American lands in Iowa.
- The Leadership Studies program initiated a collaborative program with WiSE to offer first-year women in STEM majors a course on equitable leadership. The goal of this course is to develop leaders who are experts at navigating difference and skilled at finding equitable solutions to common problems. The course creates a foundation for developing skills and attitudes that make the students develop into culturally responsive, antiracist, innovative leaders. It is a three-credit course that meets the criteria for the university's diversity designation.
- After hiring or advancing four tenure track or term faculty members in FY20, the Department of Genetics, Development and Cell Biology now has more female faculty members (18) than male faculty members (16), for the first time in the department's history.
- This year Iowa State University and the College of Liberal Arts and Sciences formally recognized the contributions of Simon Estes to Iowa State and to the world by renaming Music Hall to the Simon Estes Music Hall. The naming both highlights the accomplishments of an African American and helps provide a more welcoming campus for students of color.
- ISU Theatre is hosting Joi Wright, an ISU Theatre alum, as the 2020 Arts Equity Consultant Guest Artist. Joi will work with faculty, staff, and students on matters relating to equity, diversity, inclusion, representation, and justice. She will lead a performing arts class, advise the new Student Engagement Ambassadors program, and consult with faculty on recruitment and programmatic innovations. The Student Engagement Ambassadors program engages four student leaders to work with theatre faculty and campus leaders to create collaborative and community-building partnerships between ISU Theatre and multicultural groups across campus and throughout the community.
- The Carrie Chapman Catt Center for Women and Politics collaborated with the Iowa Office on the Status of Women and the Central Iowa Community Museum to create a traveling display, "Toward a Universal Suffrage," an exhibit that features six African American Iowa suffragists who worked to secure voting rights for all Iowans. This

exhibit was part of the “Hard Won. Not Done” 19th Amendment Centennial Commemoration kickoff held in the Memorial Union on February 14, 2020 and was displayed at ISCORE. It is now traveling around the state to public libraries and museums.

- The Department of Statistics’ Diversity, Equity, and Inclusion Committee initiated a Zoom-based mentoring program in which groups of four graduate students, comprised of two incoming students and two experienced students, meet to discuss life as a graduate student in the Department of Statistics. Each pair of experienced students and incoming students in the group will include one international student and one domestic student.

7.7 College of Veterinary Medicine

- *Building a diverse and inclusive profession:* Incoming VM classes will be provided access to and expected to complete an on-line DEI training (EverFi) prior to arriving on campus. This training is followed-up by facilitated discussions in the fall moderated by CVM faculty/staff and students, many of whom are participating in the Purdue Certificate Program in Veterinary Diversity and Inclusion.
- *Raising the DEI knowledge base:* 39 faculty, staff and students were enrolled and are currently completing the Purdue Diversity and Inclusion Certificate Program.
- *Student pipeline development:* The undergraduate veterinary internship program (UVIP) was established to provide critical animal and veterinary experiences to ISU undergraduate pre-veterinary students that are underrepresented in veterinary medicine. The summer of 2019 welcomed the 2nd cohort of UVIP students. The UVIP program was suspended the summer of 2020 due to COVID-19.
- *Celebrating DEI:* Starting in the spring 2020 semester, the college kicked-off a new initiative to host a function on the first day of every semester focused on DEI. On the first day of spring 2020, the college hosted a town hall to discuss DEI. On the first day of fall 2020 (August 17), Dr. Kiesha Scott will be presenting a seminar Unlearning Isms 101.

7.8 Graduate College

- Three members of the Graduate College staff associated with the AGEP CIRTL Alliance grant will facilitate two sessions aimed at building capacity for more in-depth knowledge of identity, privilege, and equity.
 - Session One – Hour-long virtual conversation introducing staff to understanding identity; will include readings, conversations, and homework.
 - Session Two – Two-hour workshop that will include active learning with individual and group participation.
- The Graduate College will host a series of two/three virtual recruitment events during the fall recruitment season targeted at underrepresented students. Prospective students from the following resources will be invited to participate:
 - Students who expressed interest in Iowa State last year with an entry term of fall 2021
 - McNair Scholars from the 2020-21 National McNair Directory
 - Students from the National Name Exchange database of students from underrepresented groups

- Collaborate with the Assistant Dean of Diversity in CALS to continue the development of the relationship with the College of Agriculture (Department of Animal Science) at Tuskegee University that began in December 2019. Host a virtual recruitment event specifically for prospective students interested in Animal Science.
- Connect with the Arkansas LSAMP program at the University of Arkansas Pine Bluff (HBCU in Pine Bluff, Arkansas) to collaborate on the development of a recruitment pipeline to Iowa State. Students who participate in LSAMP are majoring in STEM fields, involved in research, and preparing for graduate study.
- Continue the new diversity funding initiatives from FY20: the George Jackson Award, the Tuition Award for Diversity for master’s students, and the McNair Scholarship. A total of 32 new students received one or more of these new awards in fall 2020.
- The Graduate College is communicating with students when they accept their offer of admission because many arrive on campus not knowing that they have received diversity funding from the Graduate College.
- The College is following up with students who attended last fall’s diversity focused listening sessions to inform them of plans for implementation of recommendations for change. Per recommendations from the listening sessions, continue to host time in the fall for students to share their experiences with Graduate College staff titled “Talk Time with the Graduate College.”

7.9 University Library

FY20 was year two of the Library’s concerted effort to address diversity, equity, and inclusion issues and cultural competence in the workplace through intentional programming, professional development learning opportunities, and policy change. The library is beginning to see evidence of positive organizational change and how library staff view DEI work as part of everyone’s responsibilities. Since that time, one of the most important changes that have taken place among library staff is the recognition that DEI work and learning is relevant to all of us and is part of everyone’s responsibilities.

Awards and National Recognition

- Librarian Harrison W. Inefuku received the Iowa State University Award for Inclusive Excellence in Spring 2020 in recognition of his many years of diversity and inclusion work on campus. The ISU VPDI Office selects one faculty member and one P&S member for this honor each year.
- The Association of Research Libraries (ARL) recognized ISU Library’s DEI work through its article “[Iowa State University Library Staff Build Cultural Competence to Improve Equity, Inclusion](#),” Feb. 14, 2020. This article was published on the ARL website reaching an international audience.
- The American Library Association (ALA) has selected the Library’s “COVID-19, Race & Racism” guide to include on their own national website’s [Libraries Respond: Combating Xenophobia and Fake News in Light of COVID-19](#) as an exemplar of resources and responses to Coronavirus racism. ISU Library is the only library besides the National Library of Medicine to have been selected for the ALA's recommended list.
- In the escalation of anti-Black racism protests beginning in late May 2020, numerous national colleagues and individuals have contacted the Library

requesting to use or adapt our DEI Book Discussion Series model and materials for use at their own institutions. These include the University of Iowa Libraries; Emory University Library, University of Texas Austin, Meredith College, Des Moines Performing Arts, First Presbyterian Church of Philadelphia, and many others. While the Library uses a CCBY Creative Commons license that encourages re-use along with citing the source, this list represents some of the organizations that have explicitly asked for permission or consultations on how to implement a similar model. Books generating the most interest were *White Fragility* and *How to Be an Antiracist*.

- The [White Fragility](#) Book Discussion online guide received 32,309 views during FY20, 24,928 of which have occurred since June 1, 2020. Similarly, the [How to Be an Antiracist](#) guide received 34,642 views since it was first published in Dec. 2019, with 31,094 views since June alone.

Library Staff Programming & Training

In FY20 the Library continued to provide educational opportunities for library staff with the goal of raising and strengthening DEI awareness, understanding, and cultural competency skills. These consisted of DEI presentations, discussion series, DEI online learning sites, and other professional development opportunities for Library staff to become more conversant with DEI issues. This programming is coordinated by the library's AD for Inclusion & Equity.

- DEI Sessions for Library staff are led by invited guest speakers who deliver presentations on specific DEI topics, followed by Q&A. Attendance of all library staff at all levels is encouraged and expected. Three such sessions took place in FY20:
 - Implicit Bias (2 programs), Stephen Biggs, Philosophy & Religious Studies, Oct. 29 and 31, 2019; All library staff. Topic: A two-part series (2 sessions) giving thorough background and active-learning introduction to implicit bias, racism, and how our brains work in knee-jerk situations to favor bias. Post-session, the AD for Inclusion & Equity and members of the library's DEI Committee developed an online resource guide on [Implicit Bias](#) to provide further resources on the topic.
 - Digital Accessibility, Cyndi Wiley, Digital Accessibility Coordinator, Feb. 27, 2020; All library staff. Topics: Introduction to digital accessibility; ableism, inclusion, and online accessibility best practices and resources.
 - Each sessions had an attendance of approximately 70, or roughly 60% of all permanent library employees. Each session was assessed via an anonymous Qualtrics feedback survey; data show strong positive learning outcomes and strong positive attitudes on session effectiveness.
 - Plans for a fourth DEI Session for Spring 2020 were suspended due to the pandemic and subsequent campus closure in mid-March 2020. Among all DEI programming that the Library conducts, library surveys show that these DEI Sessions consistently reach the widest number of library staff at all classifications. For FY21 the Library will explore online delivery to continue this important programming.
- The March 2020 campus closure necessitated finding alternate means to deliver DEI learning sessions and programming to library staff. A DEI Learning and Discussions site was built within Canvas for all library staff to access. Participation was elective but encouraged as work that could be completed from home. The site consists of 5

content modules to choose from that address systemic racism, antiracism strategies, cultural competence and representation issues; LGBTQ+ and transgender rights and histories; Black Lives Matter, and more. In each module, participants chose a reading or a film to read or watch and then posted a written reflection addressing specific questions. The AD for Inclusion & Equity supervised the learning site and responded to all posts, resulting in discussions and feedback. A dedicated core group of library staff participants developed; the most popular module generated more than 100 discussion posts from March-present. As noted with the online DEI Book Discussion series, the model has clearly engaged staff in deeper learning. The Library will continue to explore this model in FY21.

- The Library hosted an offering of CELT's Inclusive Classroom Workshop on Feb. 26, 2020, with 24 librarians attending. Several faculty members from other university departments also attended.
- FY20 saw tremendous growth in the number of staff participating in DEI-focused professional development webinars and other online learning opportunities. These were sponsored by professional organizations in librarianship and higher education including the American Indian Library Association, the Asian/Pacific Americans Library Association, the Black Caucus of ALA, ALA Office of Diversity, Literacy and Outreach Services, ALA's Social Responsibility Resources Taskforce, SAA Native American Archives Section, EDUCAUSE, NADOHE, WEPAN, and the CUNY Accessibility Conference.
- Many library staff attended the ISCORE conference in Spring 2020. Several library staff completed DEI-related modules in Learn@ISU, and two librarians earned certificates in Diversity and Inclusion Skills through completing a series of online courses from the nationally known Library Juice Academy.

Library's DEI Committee, FY20

Outcomes of the Library's reconfigured DEI Committee during FY20 included the following:

- Annual Evaluations and DEI Efforts Requirement. This library-wide policy requiring all staff to report their DEI efforts on annual evaluations began with DEI Committee work in FY19. This policy aligns with the ISU Strategic Plan 2017-2022, Goal 4, Action and Metric 4.4. The policy was approved in Spring 2019 and implemented in FY20 for all library staff annual reviews. The AD for Inclusion and Equity was involved in the roll out of this process, along with members of the Library's Management Team.
- Ames Pridefest 2019. Through the DEI Committee's work, the University Library co-sponsored and participated for the first time in the annual Ames Pridefest. DEI Committee members and additional library staff volunteers helped staff the Library's booth during the event. The Committee designed and distributed free buttons to promote the library, created a booth display of LGBTQ+ classic book and photo opportunities, and distributed information about the ISU Library's strong LGBTQ+ collections. The DEI Committee and the Library will support Pridefest again in FY21.
- Library Hiring Resource List. The Committee completed its list of national DEI-related library organizations and groups to help library search committees advertise positions more broadly to groups relevant to librarians of color and other marginalized groups in the profession. This action aligns with the library's ISU

ADVANCE Departmental Enhancement Project report and the Library's own DEI Plan to recruit and retain a more diverse workforce at all levels. In FY20, librarian searches began using this spreadsheet. Spreadsheet use and assessment of results will continue in FY21.

- Online Resource Guides. The chair and members of the DEI Committee created and maintained a number of important DEI online resource guides:
 - COVID-19, Race & Racism: This guide has earned national recognition from the American Library Association as an exemplar, as described in section I.
 - Juneteenth: In response to a patron request, this guide was developed to promote awareness of this important holiday celebration. The guide assembles information, resources, and recipes related to Juneteenth.
 - Confronting Racism: In response to a request from the leaders of the ISU Colegas Faculty & Staff Association, this resource page of readings on anti-Black racism was jointly compiled.
- Heritage Month Book Exhibits & Film Nights: The Committee put together book exhibits and, with ISU Multicultural Student Affairs staff, hosts film nights for national heritage months. These included Latinx Heritage Month, Sept.-Oct. 2019; Indigenous Heritage Month, Nov. 2020, Black History Month, Jan. 2020; AAPI Heritage Month, April 2020; Arab American Heritage Month, April 2020, in collaboration with ISU Multicultural Student Affairs staff. Other book exhibits during FY20 were for Disability Awareness Week, Women's History Month, and LGBTQ+ Pride Month, June 2020. The APIDA, Arab American, and LGBTQ+ book exhibits took place online due to campus closure; usage data show that all online book exhibits generated interest through a comparatively high number of views.
 - Film nights co-sponsored with Multicultural Student Affairs included showings of *AbUsed: The Postville Raid* (Latinx Heritage Month) and *I Am Not Your Negro* (Black History Month). A subsequent "film night" for APIDA Heritage Month took place as a Netflix Party, due to the pandemic, with DEI Committee members hosting a showing of *Tigertail*.
- Spark Discussion Group: Two Committee members led this discussion group based on ISU student posts as part of "The Spark" project initiated by ISU Multicultural Student Affairs, with the intent that ISU community members might better understand the perspectives of students of color.
- Netflix Party film and documentary showings: During the period of campus closure due to the pandemic, members of the DEI Committee hosted several DEI film showings for library staff and others via Netflix Party; these included three episodes of *Gentefied*, and the powerful documentary *13th*.

Library Residency Program

- Librarian Katie Wampole was hired as the library's second participant in the Residency Program and began work at ISU Library in August 2019, with Assessment as her chosen area of concentration. The Resident Librarian Program is part of a national model for increasing representation of librarians of color in the profession. As part of this initiative, the University Library is a member of the national Association of Colleges & Research Libraries (ACRL) Diversity Alliance. This three-year residency program allows the University Library to take an active part in diversifying the profession through recruiting and mentoring librarians of color who are new to librarianship and providing them with deep professional

development experiences and leadership opportunities to develop their careers and enhance retention in the profession.

Additional DEI Program Support

The Library supports University events, student organization activities, and national DEI organizations and conferences through funding, memberships, and providing resources and publicity. Examples from FY20 include:

- The Library provided funding for the following University lectures and campus events:
 - US Latino/a Studies Program, 25th Anniversary Symposium, Fall 2019. (The Library also coordinated and hosted a Latinx Documentary Film series in Fall 2019 as part of the 25 Year Anniversary event.)
 - Ames Pridefest, Fall 2019
 - Ibram X. Kendi, MLK Legacy Series Keynote Lecture, Spring 2020
 - Faviana Rodriguez, Art on Campus, Spring 2020
 - Black Student Alliance, to support attendance at 43rd Annual Big XII Conference for Black Student Government held at the University of Oklahoma, Spring 2020
- National DEI Organizations & Conferences: The Library provided funding for the following national DEI initiatives and conferences:
 - ACRL Diversity Alliance. The Library is a partner in this national leadership group for the development and promotion of Residency Librarian programs; the Library's Residency Program is affiliated with this national initiative to recruit librarians of color to academic librarianship.
 - IDEAL National Conference. In Spring 2019 the University Library committed to Hero Sponsorship of this important conference focused on DEI in libraries. In addition to conference sponsorship, the Library committed travel support for eight library staff to attend the conference, including some who had not attended a diversity in libraries conference before. Three library staff also presented at the conference.

Collections

- The University Library continues to build and maintain its strong collections related to diversity, race and ethnic studies, women's, gender, and LGBTQ+ studies, social justice and antiracism areas. In FY20, over 1170 books alone were added to the library's collections in these areas. Many of these new books have been shelved temporarily in the Parks Library's Fireplace Reading Room for greater visibility. Campus community members have commented positively on the breadth of scholarly works on display in this space by and about people of color, LGBTQ+ individuals, and issues pertaining to social justice and other marginalized groups. During Fall 2020 it is anticipated that the Fireplace Reading Room will be emptied of books as one of several means to lessen foot traffic through this space; it is hoped that this will be a temporary situation.
- In FY20, metadata librarians and members of the Library's Discovery User Experience team worked to improve outdated Library of Congress Subject Headings for "Aliens" (changed to "Noncitizens") and "Illegal aliens" (now "Undocumented immigrants"). In process is a similar project on using Iowa-

- related North American Indigenous Peoples' terms for themselves (e.g., Meskwaki) rather than outdated Library of Congress Subject Headings. It is expected that another project on LGBTQ+ terms will follow in FY21.
- ISU Digital Press has added ISCORE conference abstracts and presentations online. Available: <https://www.iastatedigitalpress.com/iscore/>
 - The Library has added several new open access agreements that allow Iowa State authors to more easily share their research with the world. The new agreements include Oxford University Press, Cambridge University Press, the Association of Computing Machinery, the American Physiological Society, Annual Reviews Subscribe to Open, and Berghahn Open. Under the new agreements, ISU authors can publish their articles open access without paying additional charges.
 - As part of its continuing efforts to ensure open dissemination of knowledge and to expand access to voices from marginalized communities, the library added its support for the open collections of Reveal Digital. Digitized primary source material from libraries and archives often ends up on commercial proprietary platforms that limit access to those who can pay. Reveal Digital, part of the ITHAKA organization that includes JSTOR, operates on an open funding model that allows its collections to be released open access. Collections in process include several with a DEI focus.
 - Special Collections and University Archives staff are actively pursuing a number of new oral history projects to continue efforts to diversify their collections. These projects include an interview with Michimasa Hirata; the Voices in Color Oral History Project; the ISCORE Oral History Project; and two COVID-19 Stories collections, one related to Agriculture, Food and Rural Stories, and one related to Chronicling Race and Ethnicity.
 - Tracing Race at ISU Digital Initiatives. Under development in FY20, this new project aims to sponsor creation of new digital scholarship on race at ISU, working with ISU community participants. Outcomes included development of a project brief and planning materials, assessment of Special Collections and University Archives collections in support of the initiative, and formation of an advisory committee. Work will continue in FY21.

Research, Scholarship and Presentations

Library staff contributed to the professional discourse on diversity, equity, and inclusion through articles and presentations at conferences:

- Anderson, Linda, & Susan A. Vega García. "Library Usage, Instruction, and Student Success across Disciplines: A Multilevel Model Approach." *College & Research Libraries* [Online], 81.3 (2020): 459-491. https://lib.dr.iastate.edu/libadmin_pubs/10
- Elder, Abby K. & Katz, S. (2020). Diversity and inclusion. In "The OER Starter Kit Workbook." CUNY Manifold. Retrieved from <https://cuny.manifoldapp.org/read/the-oer-starter-kit-workbook/section/7ec0f446-b9f6-4fe6-a9c3-ee7175736846>.
- Inefuku, Harrison W. "Letter to the Editor." *American Archivist* 82, no. 2 (Fall/Winter 2019): 624–627. <https://doi.org/10.17723/aarc-82-02-24>.
- Acheson, Rachael, Amy Bishop, Greg Bailey, and Daniel Hartwig. "Bridging Cultural Gaps in Special Collections & University Archives." Iowa State

- Conference on Race and Ethnicity, Ames, IA, March 6, 2020. Available: <https://www.iastatedigitalpress.com/iscore/article/id/10505/>
- Davis, Greg, "Measuring Welcomeness." (2019). Library Information Technology Services Conference Proceedings, Posters, and Presentations. Available: https://lib.dr.iastate.edu/libit_conf/2
 - Dieckman, C., Teal, W., Wintermute, H., (2020, June 24-26). What's in a name? Decolonizing North American Indigenous Peoples subject headings in Iowa. Poster session; American Library Association Virtual Conference.
 - Scates-Kettler, Hannah, et al. Panel Presentation, 2019 DLF Forum: Celebrating 5 years of Assessment Work (for the Cultural Assessment Working Group).
 - Stone, Cara. Diversity and Inclusion Unconference Session, Iowa Library Assoc. Conference, Oct. 2019.
 - Vega García, Susan A. and Inefuku, Harrison W. Reading Race: Using Book Discussions to Start Dialogues on White Fragility and Other Racisms. IDEAL 2019 Conference, Columbus, Ohio, Aug. 6, 2019. Available: https://lib.dr.iastate.edu/libcat_conf/5/

Committees

Library faculty and staff served on numerous intra-Library, university, regional and national DEI committees during FY20.

7.10 ISU Extension and Outreach

Iowa State University Extension and Outreach developed a strategic plan focused on diversity, equity, and inclusion in January 2016. The plan focused on strategies to embody diversity and inclusion in our programs, practices, and people. The four strategic directions of the plan were:

- Embedding Diversity and Inclusion in Organizational Culture.
- Modeling and Marketing Diversity and Inclusion Awareness and Respect.
- Leveling the Field to Recruit and Hire.
- Linking Our Values and Resources with DEI.

Agriculture and Natural Resources Initiatives

- Food Safety Education for Underserved Refugee Farmers. A diversity grant from Agriculture and Natural Resources Extension and Outreach enabled a project to assess food safety knowledge of underserved refugee populations. Produce growers received food safety training to become certified to continue selling at farmers markets. The food safety training included farmers from refugee communities. A focus group was conducted in January 2020 with a group of 18 farmers (14 Burundi and 4 Bhutan) and three interpreters were provided [two for Burundi (Swahili and Kirundi spoken) and one for Bhutan]. As a result of the training, significant knowledge was gained (pre- to post- knowledge assessment) in all the learning objective areas except raw manure application. Based on these results, we developed specific guidance related to raw manure application as well as training materials for in-field reminders of food safety principles.

Professional Development

- ISU Extension and Outreach Professional Development began providing Washington State University's *Navigating Difference* Cultural Competency workshops utilizing

extension-trained facilitators from across our organizational staff in March 2016. Navigating Difference is a three-day, 18-hour immersive learning experience series designed to help ISU Extension and Outreach professionals expand their skills in working with diverse audiences. The curriculum consists of five modules originally designed for extension professionals: Cultural Awareness, Cultural Understanding, Cultural Knowledge, Cultural Interaction, and Cultural Sensitivity. The curriculum has been adapted to external audiences and we have provided professional development to businesses and organizations around the state to provide one or all of the five module trainings:

- From 2016 to 2019, 18 workshops for staff and faculty were hosted by ISU Extension and Outreach Professional Development and delivered by our certified Navigating Difference extension trainers, with 372 individuals attending.
- From 2016 to 2019, four full, 18-hour workshops for external partners (such as City of West Des Moines Administrators, United Way of Central Iowa, etc.) and four workshops of the first module, Cultural Awareness (City of Ames employees), were hosted by ISU Extension and Outreach Professional Development and delivered by our certified Navigating Difference extension trainers, with 124 individuals attending.
- We have converted this curriculum to a virtual platform while ensuring the exercises are maintained as much as possible, so participants feel comfortable and a part of a group that is learning together.
- In our efforts to offer a scaffolded approach to learning about cultural competency, building on the fundamentals of *Navigating Difference*, the Professional Development unit has created a one-day workshop, *Coming Together for Racial Understanding*, based on this national initiative. Participants in the program will learn to:
 - Identify barriers to communication and interaction.
 - Counter bias and prejudice.
 - Connect discrimination and oppression with real life experiences.
 - Recognize, acknowledge, and affirm the pain and joy of being in target and non-target groups.
 - Build trust across racial and other differences.
- In 2019 ISU Extension and Outreach Professional Development hosted two CTRU workshops in Dallas County and Black Hawk County with 28 staff participating.

4-H Youth Development Initiatives

- During 2019, Iowa 4-H adopted the National 4-H Program Leaders Working Group (PLWG) Champion groups model and created groups at the state level. Professional development for the Access, Equity, and Belonging Committee (AEBC) or Champion Group prepares staff to more effectively work with diverse youth (with different abilities and disabilities, from the LGBTQ+ community, from refugee/immigrant groups and racial ethnic communities, with different mental health needs, and youth transitioning in and out of the foster care system).
- Critical new partners and service providers who worked with diverse communities guided our AEBC team efforts. New partnerships included One Iowa, Iowa Safe School, Please Pass the Love, Family Education Program at Heartland AEA, Iowa Department of Human Services, Four Oaks, Amp, YMCA, Evelyn K. Davis Center for

Working Families, the Department of Iowa Human Rights (Latino Affairs and AAPI), and the University of Iowa. ISU campus-based partnerships included the Office of Diversity and Inclusion, the Office of Equal Opportunity, Project Stomp, Human Sciences Extension and Outreach, and Community and Economic Development Extension and Outreach. The new partnerships increased Iowa 4-H's capacity to deliver programming with new audiences.

- Since January 2019, 90 members of the Champions Group, from several of Iowa's 99 counties, have had over 150 hours of conversations. Forty-five 4-H staff attended the Youth Mental Health First Aid training to better serve all youth.

Human Sciences Extension Initiatives

- Some underserved audiences lack technology infrastructure, place of residency, and/or financial resources, which inhibits their ability to access educational programs often enjoyed by many Iowans. In fiscal year 2020, Human Sciences Extension and Outreach increased the used of online learning tools and one-on-one consultations via telephone to reached underserved audiences. The audiences were people transitioning from correctional facilities, African Americans, Latinx, and people in need of stress counseling and/or information and referral services. Program participants gained access to research-based educational opportunities that helped them learn and grow as they worked to improve their decision-making skills and well-being.
- The Family Finance (financial literacy), Expanding Food and Nutrition Program/Supplemental Nutrition Assistance Program Education (nutrition education), and Iowa Concern and related hotlines (stress counseling and/or information and referral services) were the focus of educational programming. Iowa Concern and related hotlines reached 21,619 Iowans as one example. Iowa Concern has three staff who speak Spanish fluently and uses Language Line interpreters, which provide over 250 interpretation languages in order to meet the communication barriers between staff and contacts.

Community Economic Development

- In fall 2018, the City of Cedar Rapids and key partners including the Cedar Rapids Metro Economic Alliance, Greater Cedar Rapids Community Foundation, Catherine McCauley Center, Intercultural Center of Iowa, and YPN applied to participate in the Gateways for Growth program. The purpose of this effort was to develop an action plan to ensure that foreign-born residents have the education, preparation, and connections necessary to reach their ultimate potential and to play a key role in developing the economy of Cedar Rapids. The city partnered with the Community and Economic Development unit of Iowa State University Extension and Outreach to conduct interviews and focus groups, facilitate a strategic planning session, and author "Welcoming Cedar Rapids," an action plan with key findings, goals, and action steps. ISU Extension and Outreach also used its extensive network of contacts within the immigrant and minority business community of Cedar Rapids to nourish a robust public input process.

7.11 Office of the Vice President for Research (VPR)

- As part of its mission to create opportunities for our staff to understand issues related to diversity, equity and inclusion, the Office of the Vice President for

Research facilitated participation of many of its staff in the Thomas L. Hill *Iowa State Conference on Race and Ethnicity*.

- One OVPR staff member serves on the *Inclusive Excellence Committee* for the National Organization of Research Development Professionals (NORDP) and participates in discussions on racial justice as it relates to research development and administration.
- The NSF Innovation-Corps program at Iowa State University also incorporates an interactive “cultural competency” workshop to enhance the awareness and importance of inclusiveness of all forms of diversity in the innovation economy.

7.12 Enrollment Management

- Recruitment of a diverse incoming class remains a priority. Enrollment Management (EM) continues to develop and deploy application generation and yield strategies to address the needs of multicultural students and their families.
- EM supports DEI by producing data and dashboards in support institutional DEI efforts:
 - The Enrollment Research Team (ERT) supported Student Support Services Program (SSSP) in completing its application for the Federal TRIO grant competition. SSSP supports 250 low-income, first-generation students and/or students with disabilities with individualized services focusing on teaching, service, counseling and research.
 - In collaboration with Institutional Research and the Director of Student Affairs Assessment, ERT developed a low income indicator to assist faculty, academic advisers and student support staff in their work to close the achievement gap for low income students. By identifying these students, faculty and staff are better positioned to effectively advise and intervene with students at risk of leaving Iowa State due to financial hardship. Financial support and financial counseling should improve retention among this student group.
 - ERT developed student success dashboards to assist colleges in identifying and monitoring achievement gaps. The dashboards provide student success metrics, DFW rates, leavers’ data, and college and major transition data, each with filters for the various achievement gap groups.
- The Office of Student Financial Aid has been intentional about hiring student workers that reflect the diversity of Iowa State’s student population. This is particularly important since having financial aid explained by a peer with whom the student can identify often brings comfort to what can be a confusing process.
- The Office of the Registrar invited speakers from across campus to All-Staff Meetings as a DEI professional development opportunity. Speakers included the Director of the Veterans Center, Director of The Center, Director of Student Accessibility Services, Director of Multicultural Student Affairs, and Director of the Margaret Sloss Center for Women and Gender Equity. Speakers are asked to talk about the work they do within their respective centers; the experience of the students they serve; ways in which the Office of the Registrar can better partner with them to enhance and culture and climate on campus; and any policies or procedures that currently create unnecessary barriers for their respective student population.

- Leadership in the Office of Admissions has participated in training to learn ways they can take action in their daily work to address, prevent, and combat covert and overt racism both within and outside of their department. In addition, Admissions' leadership team is participating in a "Dear White Bosses" series through an admissions DEI professional network, ACCEPT.
- A number of Enrollment Management staff serve on the University's Demonstration Safety Team, and regularly engage in related conversations.

7.13 U.S. Department of Energy Ames National Laboratory

- Ames Laboratory worked with Iowa State University's Center for Survey Statistics and Methodology to conduct a culture and climate survey of its employees. The survey was designed to obtain feedback from faculty and staff regarding the overall climate and inclusion atmosphere within the Laboratory. The survey was distributed to employees on March 2020 and was finalized in mid-April 2020. Summary results and recommendations are being reviewed by the Laboratory's Diversity and Inclusion Council and Executive Leadership Council. As part of its 2017-2021 strategic plan, the Laboratory aims to continue enhancing the employee experience and this survey will help inform our path forward and the Laboratory's goals for the Department of Energy's FY2021.
- Ames Laboratory's Director and Human Resources and Diversity Office staff participated in the fourth annual National Laboratory's Director's Council Diversity and Inclusion *Courageous Leadership Summit and Immersion* workshop. The two-day workshop was hosted by Sandia National Laboratory. Each of the 17 National Laboratories were represented including National Laboratory Directors, Human Resources Directors, and Diversity and Inclusion Managers.
- The Laboratory HR and Diversity, and Education and Outreach staff continued its partnership with the ISU Women in Science and Engineering Program, and planned to sponsor the STEM Fest event. This event 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 after the current pandemic.
- 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 and a tempered breaking demonstration. 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: elements; materials preparation; rare earth materials; thermal changes; and 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.
- 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.

- The Department of Energy approved an Ames Lab Awareness and Recruitment grant targeted at recruiting at national conferences. In 2019, Ames Laboratory attended the Society of Hispanic Professional Engineers and American Indian Sciences and Engineering Society conferences.
- Ames Laboratory has undergone a peer review on our annual Diversity and Inclusion Plan. The feedback included strengths and weaknesses for Ames Laboratory, all of the Office of Science National Laboratories, and the overall process. Ames Laboratory is creating a plan to address the opportunity areas and further enhance our strengths.