

# IOWA STATE UNIVERSITY

Division of Academic Affairs

## 2020-21 Diversity and Inclusion Report

Jonathan Wickert  
Senior Vice President and Provost  
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### 1. Introduction

Working with partners across campus, the Division of Academic Affairs develops and implements policies and programming to promote diversity, equity and inclusion (DEI) 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. They also 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.*

## 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

Iowa State's colleges and units committed to launch a range of new initiatives over the 2020-2021 academic year.

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

- "Monday Morning Motivations," created in 2020 in partnership with the departments of Entomology and Plant Pathology and Microbiology, is an interactive online club designed to foster connection, and engage undergraduate and graduate students, post-docs, staff, and faculty in the respective departments in ideas involved with diversity, equity and inclusion. Participants listened to a variety of multi-media sources (podcasts, movies, books) before the sessions to stimulate the conversation.

#### *Ivy College of Business*

- The college received a pledge of \$5.4M from Kelley Bergstrom to establish the Bergstrom Achievement Scholarships. These are targeted toward students who will add to the diversity of the Ivy College student body. It is the largest cash scholarship gift in the college's history.

#### *College of Design*

- The College hosted its signature #InclusiveByDesign programming virtually during the COVID-19 pandemic with workshops, pop-up events and "drop-in" community discussions for faculty and staff. Hosted by the College's Multicultural Student Success Office and Diversity Committee, events included a three-day workshop on diversifying the Design curriculum and updating course syllabi.

#### *College of Engineering*

- Engineering hired Connie Hargrave, its first Associate Dean for Equity and Engagement, in 2021. Hargrave has 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. Hargrave will also lead the effort to implement key actions related to Diversity and Inclusion as outlined in the College of Engineering Strategic Plan and serve as the College's chief diversity, equity, and inclusion officer.

#### *College of Human Sciences*

- A teaching group for Human Development and Family Studies graduate students is focused on building inclusive classrooms involving peers helping to review textbooks and readings for representation of diverse voices; examining how attendance and participation requirements may exclude some students; and how personal biases and identities impact teaching.

### *College of Liberal Arts and Sciences*

- The Greenlee School of Journalism and Communication introduced new and enhanced courses, including JLMC140X *Identity, Diversity and the Media* and JLMC 477 *Diversity in the Media*. Greenlee faculty incorporated guest lectures and assignments examining the role of bias in advertising, the power of inclusive storytelling, inclusive reporting, gender and ethno-racial stereotypes in media and the effects of bias in photojournalism.

### *College of Veterinary Medicine*

- In 2020, the college introduced a module on DEI into the orientation program for incoming VM students. Incoming VM classes were provided access to and expected to complete online DEI training prior to matriculating in August. This was then followed-up by facilitated discussions in the fall moderated by CVM faculty/staff and students, most of whom had participated in the Purdue Certificate Program in Veterinary Diversity and Inclusion. In addition, the same program was offered to student leaders during winter break (32 participants).

### *Graduate College*

- The Graduate College is hosting virtual summer welcome sessions for newly enrolling graduate students from underrepresented groups. The goal is to assist in the new students' transition to life as a graduate student at Iowa State University and to the Ames community. Topics discussed to date include building a supportive community and fully understanding the benefits of graduate assistantships and the expectations associated with them.

### *University Library*

- The Library developed an online DEI Learning & Discussions site in Canvas to provide library staff with elective professional development learning opportunities that could be completed from home during the pandemic, through Dec. 2020. The Learning & Discussions site consisted of 5 content modules; in each module, participants chose a reading or a film to read or watch and then posted a written reflection addressing specific questions.

### *U.S. Department of Energy Ames Laboratory*

- The Department of Energy approved an Ames Lab Awareness and Recruitment (ALAR) grant targeted at recruiting at national conferences. Ames Laboratory staff recently attended the Society of Hispanic Professional Engineers (SHPE) and American Indian Sciences and Engineering Society (AISES) conferences.

### *Vice President for Extension and Outreach*

- In the last two years ISU Extension and Outreach has increased staff responsible for education, reporting, and leadership for civil rights and diversity, equity, and inclusion. A shared position with the Office of Equal Opportunity committed 0.5 FTE to ISU Extension and Outreach. This position's responsibility is to provide training to county staff and volunteers on civil rights compliance and to assist counties with requests for accommodations. A second position was increased from 0.45 FTE to full time as a DEI Specialist who serves on the Leadership Team and reports to the Vice

President for Extension and Outreach. This individual will provide leadership for ISU Extension and Outreach as we strive to reach all Iowans. Responsibilities include training, coaching, and supporting staff in developing programming that is inclusive and welcoming; reaching out to historically under-represented communities in Iowa to begin building relationships; and representing ISU Extension and Outreach on University civil rights, diversity, equity, and inclusion issues.

#### *Vice President for Research*

- The Office of the Vice President for Research is exploring how to further enhance the DEI conversation and outreach during the annual Research Day campus event. Furthermore, the Office is holding listening sessions to gather input on how to elevate Ethical, Legal, and Societal Impact (ELSI) and DEI integration and strengthen ties to minority serving institutions via the programs and funding opportunities offered through or supported by the Office.

#### *Enrollment Management*

- The Office of Student Financial Aid has been intentional about hiring student workers that reflect the diversity of Iowa State's student population. 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 is also reviewing its communications to eliminate any barriers students may experience related to completing the financial aid process, particularly those who are new to higher education.

#### *Office of the Senior Vice President and Provost*

- The Center for Excellence in Learning and Teaching completed the first year of mandatory annual Inclusive Classroom (<http://bit.ly/isuict>) training for each academic department in December 2021. The training featured 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.
- Tera Jordan, assistant provost for faculty development, is responsible for 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 (e.g., expand mentoring opportunities, offer faculty mentor orientation, lead 25 faculty's participation in the National Conference on Race and Ethnicity); diversifying the faculty pipeline (e.g., leading the National Science Foundation funded, Association of Public & Land-Grant Universities organized Aspire participation; and leading the Faculty Work-Life Advisory Committee which supports faculty work-life integration.

### **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.

- Several revisions were made to the Faculty Handbook in FY21, in the area of Faculty Evaluation and Review, that explicitly acknowledge faculty work in diversity, equity, and inclusion activities across the breadth of their professional responsibilities. Faculty are encouraged to document their DEI activities and impact as part of evaluation and review processes.
- The Handbook was also edited to include gender-neutral pronouns.
- The Senate continues its work to improve Iowa State’s U.S. Diversity Requirement by looking at ways to review and strengthen the courses offered.

#### **3.2 ISU ADVANCE**

The SVPP office hosts and supports the ISU ADVANCE program. ISU ADVANCE is a prominent vehicle to recruit, retain, and advance all faculty. Our program transforms structures to enrich Iowa State University faculty careers. Our team works with university administrators, faculty, and staff to cultivate policies, practices, and cultures to achieve a diverse and vibrant faculty across the university community. Assistant Provost for Faculty Development Tera Jordan leads ISU ADVANCE.

Through ISU ADVANCE, appointed Equity Advisors in each college work with their respective deans, diversity committees, department chairs, faculty, and staff. Their goal is to promote best practices in recruiting, retaining, and promoting high-quality diverse faculty and develop solutions to campus challenges. They implement best practices for faculty searches and transform policies and practices that help faculty succeed in moving through the ranks and being successful.

ISU ADVANCE also coordinates a Department Enhancement Program that works with faculty in identified departments. It is an innovative action-oriented program suited to improve departmental climates. The Department Enhancement Program features a systematic method for collecting and analyzing data from chairs and faculty about the department climate. The program is useful as departmental leaders and faculty prepare for external program reviews, re-configure departmental structures in response to program development and implementation, develop a greater understanding of their strengths and opportunities for growth and support, and pursue other long-range planning.

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

Iowa State holds an institutional membership in NCFDD. 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, postdoctoral fellows) 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 consistent with our faculty core values. 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 continues to integrate diversity, equity, and inclusion throughout its program. In the summer of 2020 a book group focused on antiracism was formed and engaged individuals across several units, including all WiSE staff. The experience led to unit- and individual-level action plans. Staff shared results of this work through various outlets: webinars, ISCORE presentation, *Inside Iowa State*, and ISCORE-NCORE professional development.

The staff's continued growth and development can be evidenced through the adapted programs and policies to better serve students. Examples include providing emergency scholarships for current students, removing costs and expanding access to ongoing outreach programming such as the Go Further Conference, updating website and marketing materials, and first-year leadership course (LD ST 291B- Equitable Leadership).

### **3.6 University Lectures Program**

Iowa State's Lectures Program hosted and cosponsored many speakers and events during FY2020-2021 that addressed topics related to diversity and inclusion. External speakers included:

- Marji Guyler-Alaniz, *The Story of a FarmHer*
- Dr. Olga Bolden-Tiller, *Level Setting: The Global Food Value Chain Transformed*
- Rowena Crosbie, *Innovation in Human Behavior and Culture*
- Dr. Rattan Lal, Borlaug Lecture; *Carbon Farming for Food and Climate Security: Producing More From Less*
- Dr. Drew Lanham, *Coloring the Conservation Conversation*
- Naima Penniman, *Farming While Black: African Diasporic Wisdom for Farming and Food Justice*
- Gloria Jeff, *Transportation Planning and Equity*
- Dr. Lucia Suarez, *Latinx Studies Matter: Programming in Times of Crisis*
- Dr. Stephanie Kelton, *Modern Monetary Theory: Creating an Economy that Puts Humans Before Corporations*
- Isabel Wilkerson, *Caste: The Origins of Our Discontents*
- Dr. Robert Bullard, *The Quest for Environmental and Climate Justice*
- Marla Thompson, *Diversity Drives Inclusion*
- Gloria Allred, *Women's Rights and Women's Wrongs in the Me Too Era*
- Dr. Shannon Harper, *No Way Out: Severely Abused Latinas, Intimate Terrorism, and Killing to Survive*
- Dr. Ebby Luvaga, *One Woman's Journey: From a Kenyan Village School to an American University*
- Dr. Jackson Katz, *What Men Can Do to Prevent Gender Violence*

- Pedro Gonzalez, *The Conservative Case for Economic Nationalism*
- Dr. Dhamu Thamodaran, *Emerging Issues in Global Markets and Trade*
- Dr. Lisa Son, *The Costs of Activism: A Dilemma for the Individual Asian American*
- Symphony of Diversity, *A Thousand Thunderbolts: Commemorating the 100<sup>th</sup> Anniversary of the Tulsa Race Massacre*

### **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**

During the 2020- 2021 recruitment session, as a result of the pandemic, the University Honors Program shifted its admission criteria away from standardized test scores to a more inclusive process using the Regent Admission Index (RAI). The First-Year Honors Program has seen a 10% increase in the 2021 incoming class. Though statistically, students identifying as underrepresented remain as 17% First-Year Honors Program participants, the *number* of these students rose 13%.

In addition, the lack of standardized test scores required the Honors Program to work with the ISU Comm team to consider a more inclusive placement into ENGL 250H for students without the standard criteria noted on the English Placement Policy. The decision to automatically allow an ENGL 150 exemption and placement into ENGL 250H proved an inclusive admission review. This more inclusive policy allowed the Honors Program to broaden our application review.

The University Honors Program plans to work with our University Honors Council to change the admission criteria to this more inclusive format permanently. At the end of the fall semester, Honors will do a statistical analysis of students placed into ENGL 250H comparing the two placement policies used this year.

The University Honors Program announced the Chi-Wai Ho Principles of Community Awards. A gift provided by a private donor made available grants to help fund research or activities that promote understanding and mutual respect among people of different races, backgrounds, and experiences.

### **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 DEI 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, finishing the training in December 2021 (offered virtually in fall 2020 due to the COVID-19 pandemic). The training featured 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.

Over 1,300 faculty participants responded to the post-workshop survey: 98% strongly agree/agree that they “recognize why teaching inclusively is important,” with 93% stating that they have “identified course-specific improvements to foster inclusive excellence in the classroom.” Three major themes emerged from data analysis, regarding: the number of helpful resources, opportunity for self-reflection, and discussions on teaching with departmental colleagues.

1. “The **wide range of resources** available to improve the learning environment and the variety of approaches to reach the same goal”
2. “I thought I was being pretty inclusive before the training, but the **self-reflection** checklist really took me by surprise and gave me some ideas on things I could improve.”
3. “Different methods **my colleagues have used** to encourage participation. My colleagues are a big resource and I should engage them more often.”

To support the annual Inclusive Classroom training, the Equity and Inclusive Classroom Advisory Board provides input on training and ideas for future seminars and workshops. The Board has representation from each college as well as student affairs representation.

In tandem with the mandatory Inclusive Classroom training, CELT created an Equity and Inclusion Series to highlight the work of instructors and campus partners, including Student Health and Wellness and Student Counseling Services presentations on: supporting student mental health and well-being and Students in Addiction Recovery: What faculty should know to create supportive classrooms.

The Course Design Institute (CDI) was offered five times to 168 individual faculty. CDI leads faculty through: fundamental course design elements with ISU Template in Canvas, building community, effective assessment strategies and approaches to academic cheating. A session with discussion on fostering inclusive classrooms was added to the CDI.

In light of Covid19, CELT continued to create and update 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>).

CELT staff continued to produce peer-reviewed scholarship regarding ISU and CELT’s inclusive classroom approaches, including publications in the peer reviewed journal *Innovative Higher Education*.

Hengesteg, P. S., Bestler, L., & Marcketti, S. B. (2021). “18 is not a magic number”: Faculty reflections on student development theories in creating inclusive classrooms. *Innovative Higher Education*. <https://doi.org/10.1007/s10755-021-09558-6>

Hengesteg, P.S., Bestler, L., Gwebu, KB, Marcketti, S. B. (2020). “Good teaching is inclusive teaching:” Building reflective practice in departments. *The Department Chair* 31(3), 23-24, 26.

Bestler, L., VanDerZanden, A. M., Gwebu, KB, Couves, K., & Marcketti, S. (In press). An inclusive classroom framework: Ongoing programs to develop faculty awareness and knowledge of strategies. In L. Parson & C. Ozaki (Eds.). *Teaching & learning for social justice and equity in higher education: Strategies and student affairs programs*, Volume III. Palgrave.

### **3.10 Study Abroad Center**

The Study Abroad Center (SAC) has a strong commitment to DEI within study abroad and across Iowa State's campus. Promotional materials address diversity and inclusion; the Center has also worked hard to create scholarship opportunities, extend outreach, and provide support to underrepresented students. Our mission statement and [strategic priorities](#) make creating "accessible and inclusive study abroad programs" a top priority. The SAC [website](#) also prominently features inclusion and diversity, with a section devoted to the discussion of how study abroad is possible for first-generation, LGBTQ, and multicultural students, as well as students with disabilities and veteran students.

SAC launched the [Waltz](#) Study Abroad Affordability Scholarship in Fall 2019. To date, 22 students have received this scholarship to bridge the gap between a regular on-campus semester at ISU and a semester of study abroad. The Center has also continued to work with Pell-grant eligible students who are applying for international scholarships. In the FY2021 application cycle, 11 ISU students received a Gilman Scholarship and one of [ISU's winners](#) of the 2021-22 Fulbright-Student award is a Pell-grant, small-town Iowan. By supporting students of limited financial means, SAC lifts up underrepresented students and contributes to the diversification of study abroad as a whole.

In February 2021), SAC organized a panel discussion, *Study Abroad in Color*, to address the challenges faced by multicultural students during their study abroad experiences.

### **3.11 Institutional Research**

The Office of Institutional Research (IR) partners with offices across campus to provide data that supports decision making about diversity and inclusion. IR has provided data analysis to support the institution's current APLU Aspire and NSF Advance projects focused on increasing the diversity of faculty in STEM fields. IR also created college-level reports based on the Campus Climate survey, allowing deans to identify college-specific action items, and provides input into department/college surveys focused on DEI.

To support colleges and departments in their efforts to identify potential faculty salary equity issues, IR has provided faculty salary and demographic data for analysis. IR is currently developing a faculty salary dashboard for administrators that would allow for easier graphical analysis of potential salary equity issues, including peer comparison data. This past year, IR also provided analysis on the representative diversity of Faculty Senate.

IR staff members have been active participants in and provided data support for various student success initiatives focused on diversity, including the University Innovation Alliance efforts, the 100 Big Ideas effort being led by Enrollment Management, and the ACE Learner Success Lab. Beyond Academic Affairs, IR supported University Human Resources with diversity efforts, including administering a campus survey of child care needs in the face of COVID and compiled survey results of senior leadership's self-assessment of where Iowa State rates on the CUPA Diversity, Equity and Inclusion Maturity index.

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

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

- Dr. Theresa Cooper, Assistant Dean for Diversity, Dr. Carmen Bain, Associate Dean for Academic Innovation, and Dr. Leanna Bouffard, Chair Department of Sociology are working to develop and implement an intercultural competency credential for students in the college. Upon completion of the program, students will be able to: (1) Analyze the challenges and barriers facing different groups in society and workplace, (2) examine bias to better understand and manage it, (3) explore strategies to build inclusive cultures, and (4) apply effective practices to lead for equity and inclusion
- In collaboration with the Office of Equal Opportunity, the college began research and discussion on establishing an Equity and Inclusion Advocate. The advocate is charged with providing impartial guidance to search committee chairs and members throughout search processes. Initial efforts are focused on search committees and will expand as experience is gained.

### **4.2 Ivy College of Business**

- Ivy received a \$4.5 million pledge to establish the Bergstrom Achievement Scholarships, targeting students who will add to the diversity of the Ivy College student body. It is the largest cash scholarship gift in the college's history.
- Climate surveys of students, and faculty and staff, were completed in FY2021. Respondents generally agreed that diversity is supported in the college, and the overall climate of the college is positive. The results also suggest that student, faculty, and staff perceptions of the college's diversity climate have improved in the seven years since the surveys were last conducted.

### **4.3 College of Design**

- Jordan Brooks, director of equity, inclusion and multicultural student success, led a three-day working retreat for faculty and staff on diversifying the Design curricula and services. Faculty participants learned ways to adjust course syllabi, new teaching methods, and developed lessons for their courses. Staff participants identified structural ways in which policies and procedures create barriers and limit access for students of various backgrounds.
- In parallel, the College established the Design United Award for returning undergraduate students who are social and academic leaders in the areas of diversity, equity, inclusion, and social justice, as well as a donor fund to support students with financial needs. Additional funds also increased the capacity of the Design Closet to serve students with limited financial resources and supports.

### **4.4 College of Engineering**

- The college established the position of Associate Dean for Diversity, Equity and Engagement who will oversee the enhancement of the college's efforts in building diversity and inclusion. Dr. Connie Hargrave began in this role on July 1, 2021.
- The American Society for Engineering Education (ASEE) awarded the college with Bronze level recognition, the highest honor currently possible, for its commitment to diversity. The award places the college among the nation's leaders in inclusive excellence and recognizes the various programs and efforts in place to support and promote diversity and inclusion in its personnel and learning experiences.

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

- *¡Salir Adelante! Caminos a Nuestro Futuro* program was completed (closest translation: Moving Forward or Persevering Ahead, Paths to Our Futures). This new culturally tailored, research-based, and evidence-informed curriculum focuses on college and career readiness among Latinx families with youth in middle school. The curriculum was informed by HDFS researchers with more than 1,000 Iowa Latinx parents and youth, and feedback from professionals who work closely with Iowa Latinx families. Twenty Iowa communities have expressed interest in implementing the program in their communities, and 12 communities are actively organizing local teams for program implementation.
- The Fashion Culture, History, and Social Justice Minor (AESHM) was approved and will be offered Fall 2021. The minor will provide students from across the university an opportunity to develop further understanding around fashion history and cultural studies with an emphasis on social justice.

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

- LAS serves a significant role in the university's DEI efforts, as the leader in providing diversity curriculum. Over the past year LAS departments have worked on numerous additions and enhancements. For example, the Department of English began examining all literature curriculum for opportunities to eliminate bias and include more diversity in assigned publications. The Greenlee School of Journalism and Communication introduced new and enhanced courses, including JLMC140X *Identity, Diversity and the Media* and JLMC 477 *Diversity in the Media*. Greenlee faculty incorporated guest lectures and assignments examining the role of bias in advertising, the power of inclusive storytelling, inclusive reporting, gender and ethno-racial stereotypes in media and the effects of bias in photojournalism.
- Monic Behnken, associate professor of sociology and director of the Leadership Studies Program, was appointed as the college's first associate dean for diversity. Several departments, including the Departments of Economics, Physics, World Languages and Cultures, and Music and Theatre established new DEI committees.

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

- 39 faculty, staff and students completed the Purdue Diversity and Inclusion Certificate Program. Another 30 have been enrolled in FY22. A CVM community based DEI book club, open to all students, faculty, and staff, was launched in 2020. The CVM leadership cabinet dedicated a half day to DEI education during its fall retreat. They also are dedicating all "5<sup>th</sup> Tuesdays" of the month during the CY2021 to an educational presentation on DEI, led by individual cabinet members.
- The undergraduate veterinary internship program (UVIP) was established in 2018 to provide critical animal and veterinary experiences to ISU undergraduate pre-veterinary students that are underrepresented in veterinary medicine. UVIP was suspended the summer of 2020 due to COVID-19. Nine students are currently enrolled in the program this summer 2021.

## **4.8 Graduate College**

- The Graduate College is hosting virtual summer welcome sessions for newly enrolling graduate students from underrepresented groups, to assist in students' transition to life to the university and community. Topics discussed to date include building a supportive community, and fully understanding the benefits of graduate assistantships and the expectations associated with them.
- Associate Dean Carolyn Cutrona co-led Dialogues on Disability and Ableism with Steve Moats from Student Accessibility Services and the Exam Accommodation Center. The six-session series explores issues related to diversity in abilities, and complements Cutrona's leadership in accommodating students with disabilities as they accomplish the duties of their graduate assistantship appointments.

## **5. Highlights – Academic Units**

### **5.1 University Library**

- The Library's DEI Committee launched an Inclusive Policies Review in fall 2020 to examine existing library policies to improve inclusion. Committee members researched and devised a process and rubric to use in reviewing policies. Policy stakeholders agree to the policy review and commit to effecting policy change through recommended updates and edits to their policies. Two formal policy reviews have been conducted to date, with a third in process as of this writing.
- The Library continues to be a leader in advancing open access (OA), which provides equitable access to university research. During FY21, the library added memberships to OOpen and the Directory of Open Access Books, and agreements were made with PLOS and Wiley. The library also supports the LYRASIS United Nations Sustainable Development Goals ebook Fund.

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

- ISU Extension and Outreach established a shared position with the Office of Equal Opportunity to provide training to county staff and volunteers on civil rights compliance and assists counties with requests for accommodations. A second DEI specialist position, reporting to the Vice President for Extension and Outreach, provides leadership in areas including training, coaching, and supporting staff in inclusive program development; reaching out to historically under-represented communities in Iowa to begin building relationships; and representing ISU Extension and Outreach on University civil rights, diversity, equity, and inclusion issues.
- Many dairy farms hire Latino employees that are predominantly Spanish speaking, creating communication barriers between them and predominantly English-speaking dairy owners and managers. A bilingual training program offered by ISU Extension and Outreach helps employees who manage milking to thoroughly understand the milk production cycle, importance of bedding material, animal hygiene, and milking procedure to improve milk quality and udder health. Results from previous surveys indicate employees are more successful in their job and employee retention is higher when the training is in their native language.

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

- A VPR staff member serves on the National Organization of Research Development Professionals (NORDP) *Committee on Inclusive Excellence* and helped to facilitate a “Conversation Roadblock” dialogue series aimed at providing a venue for open sharing and discussions on DEI 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.
- As an Executive Committee member of the Council on Research of APLU, Vice President Peter Dorhout serves on the Safe and Inclusive Working Group, and led two workshops on the role of university leadership in building an inclusive campus. He also serves on the Diversity, Equity, Inclusion, and Respect Advisory Board of the American Chemical Society.

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

- Ames Laboratory conducted a Culture and Climate Survey in March 2020. The survey was designed to understand employees' experiences regarding the laboratory's workplace environment. The Laboratory's Diversity and Inclusion Council collectively reviewed and summarized the results to identify emerging themes and develop actionable recommendations to the Laboratory's Executive Council in support of the Laboratory's strategic plan *Goal 4, Objective 4.1: Hire, develop, support, and retain top talent, diverse workforce and inclusive environment.*
- Through the Culture and Climate survey, employees also shared a desire for more clarity around promotional criteria. Ames Laboratory leadership and staff defined and created expectations and level guidelines for each scientific position. The final leveling guides were shared Lab-wide.

## 7. Expanded Descriptions

### 7.1 College of Agriculture and Life Sciences

#### *New initiatives*

- Cultural Competency Credential for CALS Students. Theresa Cooper, Assistant Dean for Diversity; Carmen Bain, Associate Dean for Academic Innovation; and Leanna Bouffard, Chair Department of Sociology; are working to develop and implement an intercultural competency credential. This student credential will foster communication, professional development, and leadership skills with the goal of increased intercultural competence and awareness. This program will enable and empower participants to become leaders in both public and private sectors, as well as enabling them to aid and support members of minoritized and marginalized groups. Upon completion of the program, students will be able to: (1) analyze the challenges and barriers facing different groups in society and workplace; (2) examine bias to better understand and manage it; (3) explore strategies to build inclusive cultures; and (4) apply effective practices to lead for equity and inclusion.
- Equity and Inclusion Advocate Pilot Program. In collaboration with the Office of Equal Opportunity, CALS administration began research and discussion on establishing an Equity and Inclusion Advocate. The advocate is charged with providing impartial guidance to search committee chairs and members throughout search processes. The diversity and inclusion advocate effort began in CALS as a pilot program for ISU. The advocates began serving on select search committees in Spring 2021 and will ramp-up as experience is gained.
- Theresa Cooper continues leading a team to build collaborative relationships with the Meskwaki Nation and actively looks for ways to partner across the university's teaching, research, and extension mission. Over the course of 2021 our CALS team, in collaboration with the Meskwaki research team will continue to develop a working relationship and opportunities for collaboration.
- Diversity, equity, and inclusion continue to be an important part of CALS strategic communications efforts. The #CALScommunity social media campaign was created in collaboration with representatives from the college's Communications and Student Services offices, Theresa Cooper, and the director of multicultural student success. The campaign celebrates multicultural communities among College of Agriculture and Life Sciences (CALS) students, faculty, staff, alumni and friends; create an outlet to support underrepresented CALS voices; educate audiences on the successes of multicultural students, faculty and alumni; and highlight resources and educational opportunities available through CALS Diversity Programs. Objectives of the program include: (1) Generate a long-term strategy to share DEI content on CALS social media platforms; (2) Show support and solidarity to students, faculty, and staff and alumni of color; (3) Promote the work of CALS multicultural faculty, staff, students, and alumni in leadership; and (4) Create a positive, constructive, and educational dialogue with wider audiences surrounding CALS DEI efforts. Target audiences included current students, faculty, and staff; alumni and donors; and prospective students and their families. Posts were featured on the CALS Facebook, Twitter, and Instagram platforms, and strategically timed to mesh with other relevant college messaging, national cultural holidays and important dates. The campaign team earned an ISU Principles of Community Champion Award for their exceptional efforts to respond to the challenges posed by the COVID-19 pandemic.

- “Monday Morning Motivations,” created and facilitated during summer 2020 by the departments of Entomology and Plant Pathology and Microbiology, consisted of an interactive online club to foster connection, and engage undergraduate and graduate students, post-docs, staff, and faculty in the respective departments in ideas involved with diversity, equity and inclusion. Participants listened to a variety of multi-media sources (podcasts, movies, books) before the sessions to stimulate the conversation.

### *Updates*

- A college climate survey instrument, for students, faculty, and staff, was developed and finalized during Spring 2021 and will be conducted in September 2021.
- CALS leadership funded three new initiatives that support the college’s DEI objectives: 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; 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. Findings from the college climate study, to be held Fall 2021, will help identify the best usage and distribution of these funds and the allocation will follow.
- After serving more than 10 years as the college’s Equity Advisor, Sue Lamont stepped down from this role on June 30, 2021. A new Equity Advisor will be identified via an internal search process, with the search committee co-chaired by CALS Assistant Dean for Diversity Theresa Cooper, and College of Engineering Faculty Equity Advisor and ABE professor, Michelle Soupir.
- A new position, Associate Dean for Personnel and Finance, was created in the college, and filled by former FSHN Chair Ruth MacDonald. The Assistant Dean for Diversity will report to this new position, and together with the Associate Dean for Academic Innovation, to whom the Director of Multi-Cultural Student Success (DMSS) reports, there will be further coordination of DEI activities in the college.

### *Highlights*

As per 2020 changes to the CALS Governance Document, all departments now have active and engaged DEI Committees, with defined access to the Chair. Each department also sends a representative to the college-level DEI committee.

Under the direction of Equity Advisor Sue Lamont:

- CALS women faculty were convened in multiple discussion groups on a variety of topics related to professional development, work-life satisfaction and equity issues.
- Developed an assessment tool with input from faculty experts in inclusive design and in professional audits, and assessed two CALS departments for inclusivity considerations in their physical space.
- In collaboration with ISU ADVANCE, refined and enhanced online training for search committees; refined the revised Flexible Faculty policy document.; and presented, moderated, and participated in a mid-career faculty advancement workshop.
- Conducted faculty listening sessions with Carmen Bain, summarizing DEI-related concerns for the CALS cabinet.
- With Theresa Cooper, planned programming for first cohort of summer fellows in leadership program offered jointly with North Carolina A&T.

#### Department of Natural Resource Ecology and Management (NREM)

- In Fall 2020 the CALS DEI committee hosted an inclusive classroom training.
- The Paul L. Errington Memorial Lecture was given by Drew Lanham, author of *The Home Place: Memoirs of a Colored Man's Love Affair with Nature*.
- The NREM "Reads" initiative is a community-wide common read program within the department to elevate conversations around DEI. In this inaugural year, participants read *The Home Place: Memoirs of a Colored Man's Love Affair with Nature* by Drew Lanham. The initiative seeks to engage the NREM community of learners and scholars in important conversations about inclusion and diversity in the natural resources discipline.
- NREM created a weekly newsletter, "*The Diversity Drop*", to provide weekly bite-sized DEI messaging. The NREM DEI Committee sent one of these short communications each Tuesday to help build a more diverse, equitable, and inclusive department.

#### Department of Agricultural Education and Studies

- Faculty and administrative staff received a 2.5 hours long required training on Best Practices and Managing Bias in preparation to serve on search committees. Two search committees were formed and engaged in the review of applications and interviews for three faculty positions. Each committee applied lessons and best practices from their training, and successfully completed their charges.
- Conducted and completed DEI Environmental Assessment of its spaces. The purposes of the assessment were to, a) gain feedback for management decisions, b) ensure that physical spaces are inclusive and welcoming, and c) provide external assessment from a DEI perspective. This assessment was conducted by Sue Lamont, CALS Equity Advisor.
- Ben Chamberlain, departmental advising coordinator, hosted a session on diverse populations at the University Academic Advising Community (UAAC) Advising Summit, and co-hosted a UAAC professional development session on LGBTQ+ populations.

#### Department of Food Science and Human Nutrition

- Their DEI committee facilitated three seminars; (1) Understanding Ageism, (2) Graduate Student Everyday Self-Care Seminar, and (3) Understanding Xenophobia.

#### Departments of Entomology, and Plant Pathology and Microbiology

- Established a DEI Committee for the first time in 2020. The department conducted a climate survey for faculty, staff, and students to identify areas of improvement with regard to equity, diversity, and inclusion. The survey was administered in fall semester 2020, and was created with guidance from Theresa Cooper, and Angela Shaw from the Department of Food Science and Human Nutrition. The Center for Survey Statistics and Methodology assisted the committee in collating and presenting the results, which will help the departments define priorities for diversity education and training, and then develop a strategic action plan. DEI efforts will also be highlighted in departmental newsletters.

## 7.2 Ivy College of Business

- Diversifying enrollment has been a major goal of the college. Multicultural enrollment grew to a record 14.6% in fall 2020, from 14.3% in fall 2019.
  - Since fall 2013, Black enrollment has grown 39%, to 2.9% of total enrollment.
  - Latino/a/x enrollment has grown 145% since fall 2013, to 5.2% of total enrollment.
  - The Ivy college has a goal to have women represent 40% of its total enrollment. Fall 2020 enrollment was 32% female; graduate enrollment reached 39.8% female.
- The college received a pledge of \$5.4M from Kelley Bergstrom to establish the Bergstrom Achievement Scholarships. These are targeted toward students who will add to the diversity of the Ivy College student body. It is the largest cash scholarship gift in the college's history.
- The college continues to have the highest percentage of female faculty among Big XII business colleges, and ranks fourth among AAU business colleges. The college also has the third highest percent of female faculty among Iowa State's academic colleges, up from fifth in 2017.
- A student climate survey was completed in fall 2020, the first since 2013. A report on the survey from the college's Diversity Committee concluded that "...students on the whole agreed that diversity is supported in the Ivy College of Business and the overall climate of the college is positive." In addition, "...the results in general suggest that student perceptions of the college's diversity climate have improved in the last seven years."
- A faculty and staff climate survey was completed in spring 2021, also the first since 2013. Results were similar to the student survey, "...indicating that faculty and staff on average agreed that diversity is supported in the Ivy College of Business and the overall climate of the college is positive.." In addition, "...the results in general suggest that faculty and staff perceptions of the college's diversity climate have improved in the last seven years."
- In March, the college held its fifth annual Building Our Community event co-sponsored by the Ivy Student Council and Multicultural Student Network with 120 attendees. The event is a great opportunity to bring faculty, staff, and students together to discuss how best to improve the college's overall climate.
- The college established a mentoring program where upper-class members of our Multicultural Business Network served as mentors for incoming freshmen.

## 7.3 College of Design

- The College's Multicultural Student Success Office and Diversity Committee hosted its signature #InclusiveByDesign programming virtually during the COVID-19 pandemic with workshops, pop-up events and "drop-in" community discussions for faculty and staff.
- Jordan Brooks, director of equity, inclusion and multicultural student success, led a three-day working retreat for faculty and staff on diversifying the Design curricula and services. Faculty participants learned ways to adjust course syllabi, new teaching methods, and developed lessons for their courses. Staff participants identified structural ways in which policies and procedures create barriers and limit access for students of various backgrounds.

- In parallel, the College established the Design United Award for returning undergraduate students who are social and academic leaders in the areas of diversity, equity, inclusion, as well as a donor fund to support students with financial needs. Additional funds also increased the capacity of the Design Closet to serve students with limited financial resources and supports.
- Often described as "*the world's shared plan to end extreme poverty, reduce inequality, and protect the planet,*" the UN Sustainable Development Goals (SDGs) provide a shared, consistent framework for addressing the systemic roots of inequality. The College is tracking on its website of how different parts of the Design curriculum contribute to their advancement. This year, our junior level, interdisciplinary "*option*" studios touched directly and/or indirectly all seventeen goals (link:<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>) with particular emphasis on goals 1, 2, 5, 8, and 10: no poverty, zero hunger, gender equality, decent work, and reduced inequalities.

#### 7.4 College of Engineering

- The College of Engineering (COE) established the position of Associate Dean for Diversity, Equity and Engagement to oversee enhancement of the college's DEI efforts. Connie Hargrave began in this role on July 1, 2021.
- COE received the Bronze level recognition, the highest honor currently possible from the American Society for Engineering Education (ASEE), for its commitment to diversity and places the college among the nation's leaders in inclusive excellence. This award recognizes the various programs and efforts in place to support and promote diversity and inclusion in its personnel and learning experiences.
- COE continues to emphasize the importance of being inclusive in the context of engineering to all first-year students via our inclusion-specific learning outcome in the required first year orientation class (ENGR 101). Activities and course content related includes the use of videos by alumni and industry partners.
- The college's Director of Multicultural Student Success facilitated multiple workshops/presentations on diversity and inclusion in engineering to college-based student organizations' general body and leadership teams, in addition to delivering a cohort experience for women, multicultural, and international students through the *Leadership through Engineering Academic Diversity (LEAD)* program in collaboration with industry and campus partners. In addition, an industrial mentor program with alumni of color was launched in the spring 2021 semester through the LEAD Learning Community.
- The team of College Directors of Multicultural Student Success, in collaboration with John Deere, launched an industrial mentor program in spring 2021 as a part of the ISU John Deere Emerging Leaders Program that was created in 2018.
- Listening and engagement sessions with student organizations supporting multicultural and women students was continued in 2020-21. The sessions provide a forum for college leaders to listen to students, answer questions and collectively identify opportunities for effective actions to build inclusion across the college.
- In February 2021, Justin Brown with Diversity Awareness Program presented an interactive training session on Implicit Bias to college faculty and staff. The training was designed for individuals to identify, reflect, and understand their own implicit

bias as well as their roles as gatekeepers within their community. Faculty and staff also gained a deeper understanding of the many benefits of an inclusive culture and setting a positive example for treating everyone with civility and respect. The event was attended by ~50 faculty and 100 staff.

- The COE Diversity and Inclusion Committee hosted a panel discussion for department chairs and department DEI committees. The discussion included examples of opportunities for to engage in departmental function, shared resources, and ways to create a “culture of care.”
- COE provided funding for 12 faculty and staff from across the college to attend the National Conference on Race and Ethnicity (NCORE).

## 7.5 College of Human Sciences

- The College of Human Sciences (CHS) continues to make strides in DEI initiatives with multi-pronged strategies at the college-level, in the School of Education, and in all four departments. DEI strategies are integrated throughout teaching, research, outreach, and faculty/staff/student professional development.

### *Student Engagement*

- The global pandemic forced a pivot to virtual programming for much of Multicultural Student Programs within CHS. A virtual APEX experience was offered. The Connect Four Learning Community held virtual sessions, social gatherings, one-on-one meetings with peer mentors and staff and resource presentations, and provided welcome packets and meal cards to participants. A new, residential component to the Connect Four Learning Community will be offered for the 2021-2022 academic year.
- The Fashion Culture, History, and Social Justice Minor (AESHM) was approved and will be offered Fall 2021. The minor provides students from across the university an opportunity to develop further understanding around the culture and history of the fashion industry.
- Amy Popillion (HDFS) convened a group of faculty, staff and graduate students and led a teaching group focused on inclusive teaching, and teaching during a pandemic. The efforts were successful, based on engagement of members across the department, and this group will continue moving forward.
- A teaching group for HDFS graduate students formed and focused on building inclusive classrooms involving peers helping to review textbooks and readings for representation of diverse voices, examining how attendance and participation requirements may exclude some students, and how personal biases and identities impact teaching.

### *Research*

- Ellen McKinney (AESHM) collaborated with a Louise Rosenfeld Research Intern (undergraduate student) on the gallery exhibit, *Contemplate Japan: Kimonos* at Brunner Art Museum. Findings from their research were shared in a gallery talk at the museum, written exhibit materials, the exhibit catalogue, a presentation at a professional conference, and acceptance of a refereed manuscript to a scholarly journal.

- Eric Olson (AESHM) was the guest editor for the inaugural special issue, *Diverse, Inclusive, and Accessible Meetings and Events*, *Journal of Convention & Event Tourism*, 21(4), 259-364.
- Eric Olson, Jamie Beyer, Ritanne McClain, Ching-Hui Su, Chin-Hsun Tsai, and Eulanda Sanders (AESHM) completed, distributed, and disseminated the *Making Iowa State University Meetings & Events More Inclusive, Diverse, and Accessible: A Toolkit for ISU Meeting and Event Planners*.
- Ruth MacDonald (FSHN) completed two USDA-Multicultural Scholars Program (MSP) funded projects:
  - Cyclone Scholars: Preparing Multicultural Students for Careers in Obesity and Chronic Disease Prevention
  - Cyclone Scholars: Preparing Multicultural Students for Careers in the Global Food System
- Kimberly Greder's (HDFS) research related to experiences of rural Iowa Latino/a immigrant parents during the COVID-19 pandemic resulted in two publications focused on findings from Latino/a immigrant parents regarding food, family mealtimes and activity.
- Jeongeun Lee's (HDFS) research includes minority older adults and older adults with limited resources such as housing affordability and mental health among minority older adults, LGBT older adults' loneliness and activities to combat loneliness.
- Katherine Richardson Bruna (SOE) received supplemental funding 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. One of the many outcomes of this research/outreach project is a 44-page graphic novel *Mosquitoes SUCK!* published by The University of Lincoln Press in 2021.

### *Outreach*

- *¡Salir Adelante! Caminos a Nuestro Futuro* program was completed (closest translation: Moving Forward or Persevering Ahead, Paths to Our Futures). This new culturally tailored, research-based, and evidence-informed curriculum focuses on college and career readiness among Latinx families with youth in middle school. The curriculum was informed by HDFS researchers, more than 1,000 Iowa Latinx parents and youth, and feedback from professionals who work closely with Iowa Latinx families. Twenty Iowa communities have expressed interest in implementing the program in their communities, and 12 communities are actively organizing local teams for program implementation. Two external grants and a letter of intent were submitted to support program implementation.
- Suzanne Bartholomae (HDFS) and Family Finance Extension created a video, *Supporting Iowans in Improving Financial Security*, for Iowa State University Extension and Outreach, which was shown at six regional meetings in Iowa during September 2020. The Family Finance team reached approximately 5,681 individuals (including 85 youth) with inclusive and accessible financial education programming and one-on-one support. Almost 21,000 Iowans were reached indirectly with relevant, timely financial management information using alternative platforms such as a blog, mass media and web-based publications; this group is also leading ISU Extension and Outreach's Financial Security Recovery Initiatives.

### *Professional and Community Development*

- AESHM held optional virtual workshops on DEI topics for staff, faculty, and graduate students during summer 2020. Faculty members Kelly Reddy-Best and Eulanda Sanders also took leadership roles in programming for professional organizations and guest editing special issues for top journals in the apparel, merchandising, and design disciplines.
- FSHN faculty and staff participated in a book club reading “Stamped from the Beginning” by Ibram X. Kendi.
- FSHN EDI Committee facilitated speakers including Intent vs. impact, Ageism by Sarah Francis and Jennifer Margrett, FSHN Graduate Student Everyday Self-Care seminar.
- KIN faculty and staff collaborated with the Kinesiology Graduate Student Association for a four-part speaker’s series focused on DEI in the learning environment, workplace, and professions, as well as research studies focused on underrepresented populations. Sessions included:
  - October 23, 2020 – *Know Yourself: the beginning of understanding diversity, inclusion, and equity.*
  - March 5, 2021 – *Sedentary behavior, physical activity, sleep, and CVD risk in pregnancy.*
  - April 9, 2021 – *Why do individuals with Down Syndrome have low fitness levels – are they unmotivated?*
  - April 23, 2021 – *Diversity and mentorship in research.*

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

The College of Liberal Arts and Sciences (LAS) is dedicated to all aspects of diversity, equity and inclusion and continues to encourage and support efforts in this area. LAS serves a significant role in the university’s DEI efforts, as the leader in providing diversity curriculum.

Over the past year LAS departments have worked on numerous additions and enhancements:

- The Department of English began examining all literature curriculum for opportunities to eliminate bias and include more diversity in assigned publications.
- The Greenlee School of Journalism and Communication introduced new and enhanced courses, including JLMC140X *Identity, Diversity and the Media* and JLMC 477 *Diversity in the Media*. Greenlee faculty incorporated guest lectures and assignments examining the role of bias in advertising, the power of inclusive storytelling, inclusive reporting, gender and ethno-racial stereotypes in media and the effects of bias in photojournalism.
- The Department of Political Science offered courses that explore the relationship between macro political structures and diversity, equity and inclusion and a course that measures, develops and assesses the growth of critical consciousness and thinking skills and capacity throughout the course.

LAS faculty bolstered the college's reputation as leaders in scholarly experts in many areas of DEI. Iowa State's Office of the Vice President of Diversity and Inclusion hosted a virtual campus conversation during Summer 2020, which included Brian Behnken, History; Sebastian Braun, American Indian Studies; and Brad Dell, Theatre. The college contributed to both local and global DEI conversations, with upcoming and published works from faculty in a wide range of departments, including, to name a few, history, sociology, political science, English, women's and gender studies and world languages and cultures.

Several departments, including the Departments of Economics, Physics, World Languages and Cultures, and Music and Theatre established new DEI committees, and the Department of English created a new DEI coordinator position. Many departments created book clubs centered around DEI topics and authors, and the Department of World Languages and Cultures launched a student-led diversity initiative, "The Voices of WLC." Students are working on a publication that will include student-submitted stories and experiences in a variety of mediums, and also created their own book club.

Additional key initiatives:

- The appointment of Monic Behnken, associate professor of sociology and director of the Leadership Studies Program, as the college's inaugural associate dean for diversity, equity and inclusion. In addition to her scholarly achievements, Monic has built a reputation as a leader in DEI work, as the most recent recipient of the Martin Luther King Achievement Award from the Office on the Status of African Americans in the Iowa Department of Civil Rights and multiple Iowa State awards, including the ISU Award for Inclusive Excellence and the YWCA Women of Achievement Award. Monic, who began her official role July 1, has a clear vision and plan for this work.
- The Department of Geological and Atmospheric Sciences completely revised its graduate program application process to improve the diversity of applicants, particularly those shown to be disadvantaged by standardized testing. The department eliminated GRE requirements and modified the application process to a two-stage approach. After attending an NSF-funded "Unlearning Racism in Geosciences" program, faculty and students also created an action-oriented diversity and inclusion plan and revised field work safety plans; created mentoring agreement forms; created a diversity library of resources; created a climate survey; and drafted plans for reporting diversity issues working with communities of color.
- The Department of Genetics, Development and Cell Biology launched a new virtual "Promising Postdoc Seminar Series," which invites underrepresented and highly promising young scientists in the biological sciences, from across the country, to deliver seminars and interact with department faculty and students.
- The Department of Music and Theatre leveraged a donor-funded position to give students and faculty the opportunity to learn from and collaborate with Tiffany Johnson, ISU Theatre's 2021 LAS Dean's Artist in Residence. Johnson is the artistic director of Pyramid Theater, Iowa's only Black theatre organization. She guest lectured more than 30 times, directed two ISU Theatre's productions, and was a featured speaker in the ISU Symphony Orchestra's second annual Symphony of Diversity concert, which commemorated the 1921 Tulsa Race Massacre. Johnson will begin a three-year appointment as an assistant professor of practice in the theatre program in August. Photos from the productions can be found [here](#).

- LAS' STEM Scholars program, which supports and helps develop leadership in underrepresented students enrolled in science, technology engineering and math majors, has a membership of 143 members; 61% are minorities, 60% are low income, 71% are first generation and 72% are female. Fourteen STEM scholars graduated this year, and 11 were accepted to professional programs and/or secured employment. Twelve STEM scholars are performing paid summer research this summer, and many others will begin paid or unpaid research work in the fall. Toni Sleugh, a STEM Scholar, received a National Science Foundation Graduate Research Fellowship award.

## 7.7 College of Veterinary Medicine

- *Student pipeline development:* The undergraduate veterinary internship program (UVIP) was established in 2018 to provide critical animal and veterinary experiences to ISU undergraduate pre-veterinary students that are underrepresented in veterinary medicine. UVIP program was suspended the summer of 2020 due to COVID-19. Nine students are currently enrolled in the program this summer 2021.
- *Building a diverse and inclusive profession:* In 2020, CVM introduced a module on DEI into the orientation program for incoming veterinary medicine students. The students completed an on-line DEI training prior to matriculating in August. This was then followed-up by facilitated discussions in the fall moderated by CVM faculty/staff and students, most of whom had participated in the Purdue Certificate Program in Veterinary Diversity and Inclusion. In addition, the same program was offered to student leaders during winter break (32 participants).
- *Raising the DEI knowledge base:* 39 faculty, staff and students completed the Purdue Diversity and Inclusion Certificate Program. Another 30 have been enrolled in FY22. A CVM community based DEI book club was launched in the summer of 2020. This activity is open to all faculty, staff and students. The CVM leadership cabinet dedicated ½ day to DEI education during a fall retreat. They also are dedicating all “5<sup>th</sup> Tuesdays” of the month during the CY2021 to an educational presentation on DEI led by individual cabinet members.
- *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. Dr. Kiesha Scott presented a seminar “Unlearning Isms 101,” on the first day of the Fall 2020 semester. On the first day of classes in Spring 2021, Dr. Jean-Yin Tan presented on “Diversity in Veterinary Medicine: The Story of one Minority Equine Veterinarian.”



## 7.8 Graduate College

- The Graduate College is hosting virtual summer welcome sessions for newly enrolling graduate students from underrepresented groups. The goal is to assist in the new students' transition to life as a graduate student at Iowa State University and to the Ames community. Topics discussed to date include building a supportive community and fully understanding the benefits of graduate assistantships and the expectations associated with them.
- Associate Dean Carolyn Cutrona co-lead Dialogues on Disability and Ableism with Steve Moats from Student Accessibility Services and the Exam Accommodation Center. The goals of this six-session (12 total hours) series were to explore issues related to diversity in abilities and to contribute to social change. This activity complements Cutrona's leadership of the Graduate Colleges services for accommodating students with disabilities as they accomplish the duties of their graduate assistantship appointments.

## 7.9 University Library

FY21 was a challenging year due to campus closure, with a small core of essential staff working onsite to maintain services such as library material access for the ISU community and our Interlibrary Loan patrons. Despite these challenges, the Library continued to provide DEI-related professional development learning opportunities to library staff, the university community, and our national and global partners. Below is a summary of initiatives, achievements, and outcomes by Library staff in FY21.

### *Recognition and Hiring Initiatives*

- Colleagues and individuals nationwide continued to use the Library's DEI Book Discussions model and online materials for use at their own institutions. The best-selling books *White Fragility* and *How to Be an Antiracist* continued to generate the most interest.
- The University Library participated in the campus-wide effort to provide standardized search committee training for all faculty search committee members, which consists of Canvas web-based training modules followed by a session conducted by the unit's Equity Advisor. The library uses this model for its academic librarian search committees as well as other P&S searches at P807 level and above. Thirty library staff members serving on search committees will have completed this training in FY21; the practice will continue in FY22.
- The library also adopted a [Best Practices in Inclusive Library Searches](#) document developed by Susan Vega García, the library's assistant dean for Inclusion & Equity. This document has been used by multiple search committees to help guide their inclusive practices throughout the search process.

### *Library Staff Programming & Training*

In FY21 the Library continued to provide educational opportunities for library staff with the goal of raising and strengthening DEI awareness, understanding, and cultural competence skills. Activities included DEI presentations, discussion series, DEI online learning sites, and other professional development opportunities coordinated by the assistant dean to help staff become more conversant with DEI issues.

- **DEI Sessions for All Library Staff.** These sessions are led by invited guest speakers who deliver presentations on specific DEI topics, followed by Q&A. Attendance of library staff at all levels is not mandatory but presented as learning opportunities. The COVID-19 pandemic disrupted the library's typical practice of offering 3-4 such sessions; one library-wide DEI session took place online during FY21: Dr. Isabel Espinal presented her research addressing the lack of diversity among academic libraries nationwide; positive steps toward strengthening and diversifying the profession were presented. This session had the highest attendance of all other DEI programs and learning opportunities promoted to library staff during FY21. Among all DEI programming that the University Library conducts and promotes, data show that the DEI Sessions consistently reach the widest number of library staff at all classifications. For FY22 the Library will continue this important programming.
- **DEI Book Discussion Series.** The Library continued its successful DEI book discussion series in FY21 as a means of learning, reflecting, and discussing together difficult issues related to diversity, equity, and inclusion. The FY21 series included:
  - *Gender: Your Guide: A Gender-Friendly Primer on What to Know, What to Say, and What to Do in the New Gender Culture*, by Lee Airton (Two series: one for the Library Management Team (LMT) in Fall 2020, another for library staff in Spring 2021).
    - This book focused on rights and issues of transgender and nonbinary individuals and how to transform our environments to become more gender-friendly and inclusive. Small group work within Zoom greatly enhanced this group's participation in discussions. The Spring 2021 series took place within Canvas with written reflections replacing oral discussions, resulting in much greater participation and deeper learning outcomes. Both groups gave favorable feedback on the effectiveness of conducting these series online rather than face-to-face.
  - *Is Everyone Really Equal?* by Ozlem Sensoy and Robin DiAngelo, Fall 2020
    - Since 2018, this text is used for training DEI Committee members and ensuring all are exposed to a wide array of DEI and social justice issues pertaining to ability, race, class, gender, and other topics. Nine library staff are members of the DEI Committee, which is comprised of library staff members who volunteer to serve on the committee.
  - *How to Be an Antiracist*, by Ibram X. Kendi, Summer-Fall 2020
    - The DEI Online Learning and Discussions site (see below) was built within Canvas for all library staff to access and provided elective professional development opportunities. One of the modules was a read-at-your-own-pace asynchronous discussion of *How to Be an Antiracist*. Three library staff members completed the entire book and participated in written reflections within Canvas, facilitated by the assistant dean.
- **DEI Online Learning & Discussions site in Canvas.** This online site was developed in 2020 to provide library staff with elective professional development learning opportunities that could be completed online from home during the pandemic; the site continued to be available to library staff through Dec. 2020. The Learning & Discussions site consisted of five content modules that addressed race, gender, class, cultural competence and related issues. In

- each module, participants chose a reading or a film to read or watch and then posted a written reflection addressing specific questions. The assistant dean supervised the site and responded to all posts and, in many instances, library staff responded to each other's writings as well, promoting discussions. While the site was closed in Dec. 2020, staff continue to provide positive feedback on the model; many staff who had not participated previously in DEI discussion-based programs embraced the site's written reflections component, preferring written discussions over oral discussion on the issues.
- **DEI Calendar.** The Library established a calendar for DEI events, workshops, webinars and programs relevant to library staff. The calendar helped organize these opportunities and help staff select items of interest to them.
  - **Professional Development Webinars, Online Conferences & Courses.**
    - Webinars: FY21 saw exponential growth in the number of staff at all levels choosing to participate in a wide variety of DEI-focused professional development webinars and other online learning opportunities sponsored by various professional organizations in librarianship and higher education.
      - 37 staff reported a combined total of 115 webinar viewings sponsored by the following organizations: ACRL Choice; American Indian Library Association (AILA); Ames History Museum; ASERL; Chronicle of Higher Education; HERC; Iowa Dept. Of Education; IRDL; ISU CELT; ISU Univ. Committee on Disabilities; ISU Univ. Committee on Women & Sloss House; MindSpring Mental Health Alliance; National Library of Medicine; NCORE; REMCo & STEM-LINC, and webinars from various universities
    - Online DEI Conferences:
      - *Building Inclusive Organizations*, Fall 2020, sponsored by Ames Chamber of Commerce and ISU Diversity, Equity & Inclusion Office
      - *Data4BlackLives*, Summer 2020
      - *Des Moines Inclusion Summit*, Fall 2020
      - *Gathering at the Crossroads: Native American and Indigenous Studies Virtual Symposium*, Spring 2021, sponsored by Five College Consortium
      - *ISCORE*, Spring 2021: At least 33 library staff attended ISCORE, marking the highest number of library staff attending this conference to date. Megan O'Donnell, Erin Thomas, and Susan Vega García delivered presentations; Greg Bailey and Dawn Mick served as conference volunteer facilitators; and Harrison Inefuku served on the conference planning committee.
      - *National Conference on Race & Ethnicity (NCORE)*, Summer 2021
      - *White Privilege Symposium: Equity, Liberation & Justice through Education*, Fall 2020
      - *Workplace Racial Equity Symposium*, sponsored by Denver Public Library, July 2020
      - Also, a number of library staff attended library conferences that included DEI-relevant sessions, including ALA Annual Conference, ALA Midwinter, ACRL, and Upper Midwest Digital Collections Conference. In addition, Hilary Seo and Katie Wampole both presented on panels at the Spring 2021 ACRL Online Conference.
    - The Library provided funding for staff to attend two online workshop series:
      - *AMIGOS: Equity, Diversity & Inclusion in Libraries: Progress and Promise*

- *Fostering an Antiracist Library Culture, Library Journal*
- Online Courses, Series & Certifications:
  - *Ames ACCESS: Victim Assistance Training/certification*
  - *ISU Intergroup Dialogues Series*
  - *LinkedIn Learning Modules: Diversity, Inclusion, and Belonging (DIBS); Managing Bias; Accommodating Disabilities:*
  - *Mental Health First Aid USA*
  - *TALIH Black History in Iowa Online Course*

### *Library's DEI Committee, FY21*

Important outcomes of the Library's active DEI Committee during FY21 included:

- *Ames Pridefest, Fall 2020:* The Library co-sponsored the Ames community's Pridefest celebration through funding a zine activity. During FY21, events were held online throughout Fall 2020 due to the pandemic. Fall 2020 marks the second year the library has supported Pridefest.
- *DEI Recruiting: Hiring Resources List:* The DEI Committee maintained 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. In FY21, this spreadsheet served as the fundamental resource for numerous library search committees in identifying job advertising sites. Spreadsheet use and assessment of results will continue in FY22.
- *Inclusive Policies Review (IPR):* The DEI Committee launched a project in Fall 2020 to methodically review existing library policies for bias in the effort to improve inclusion. Committee members researched and devised a process and rubric to use in reviewing policies. Policy stakeholders agree to the policy review and commit to effecting change through recommended updates. Three formal policy reviews have been conducted to date; this work will continue in FY22.
- *Heritage Month Book Exhibits & Film Nights:* The DEI Committee has traditionally collaborated with ISU Multicultural Student Affairs staff to produce book exhibits and host film nights for national heritage months, including Latinx Heritage Month, Indigenous Heritage Month, Black History Month, APIDA Heritage Month, and Arab American Heritage Month. During the pandemic, the library continued much of this work online. All book exhibits moved online and film nights for students became online film showings for library staff. DEI Committee members created exhibits for heritage months and added exhibits for Pride Month, Disability Inclusion Week, MLK Day of Service, and Women's History Month; an existing exhibit for Juneteenth was updated for FY21.
- *Individual Online DEI Committee Exhibits*
  - [LGBTQ+ Pride Month](#)
  - [Latinx Heritage Month](#)
  - [Disability Inclusion Week](#)
  - [Indigenous Heritage Month](#)
  - [MLK Day of Service 2021, Jan. 2021](#)
  - [Black History Month](#)
  - [Women's History Month](#)
  - [Arab American Heritage Month](#)
  - [APIDA Heritage Month](#)

- [Juneteenth Guide](#)
- To collate the increasing number of DEI-relevant online book exhibits, the [DEI Online Exhibits](#) guide was created to provide easy access.
- *Teleparty documentary showings:* While the campus was closed due to the pandemic, the Committee hosted several film showings for library staff and others via Netflix Party, including *I Am Not Your Negro*, shown via Netflix Teleparty in conjunction with MLK Day of Service; and *All In: The Fight for Democracy*, shown via Amazon Prime in conjunction with Women's history month.

#### *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.

- ISU Lectures Series, Campus & Community Events
  - Ames Pridefest
  - Women of Achievement Scholarship
  - Symphony of Diversity
- National DEI Organizations and Conferences
  - Joint Conference of Librarians of Color
- ACRL Diversity Alliance membership: 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.

#### *Collections*

- The University Library continues to build and maintain its strong DEI-related collections. To compensate for the temporary loss of Parks Library Fireplace Reading Room, where new DEI titles were frequently shelved, staff created an online [DEI Books](#) guide in July 2020 provide greater visibility of these books.
- Noteworthy Acquisitions:
  - Arab American Titles: Increased holdings of relevant titles for [Arab American Heritage Month Online Book Exhibit](#), April 2021, working with Serena Qamhieh and the MENASA student group from the University of

- Iowa. These included graphic novels, fiction, a selection of young adult titles, and more.
  - Encyclopedia of Women and Islamic cultures 2010-2020; Vol. 1: Family, Law, Religion, and Theory; Suad Joseph, General editor. Brill, 2020.
  - Religions in America: This important subject-focused database with a significant amount of LGBTQ and Black American material.
  - STEM titles: Seven books by or about engineers and physical scientists from underrepresented groups were identified and added to the library's collections. This effort led to increased awareness among staff on issues that influence supply, production, and purchasing of these materials.
- Noteworthy Special Collections Oral History Collections:
  - Voces of a Pandemic Oral History Project, collaboration of Daniel Hartwig & Lucía Suárez, director of ISU Latino/a Studies Program, which created 5 oral histories.
  - Voices in Color: Hartwig, Daniel and Audrey Kennis. "An Interview with Audrey Kennis." Voices in Color Oral History Project.
- Open Access initiatives: The University Library continues to be a US leader in advancing open access (OA), which provides equitable access to ISU research. During FY21, the library added memberships to OOpen and the Directory of Open Access Books, and agreements were made with PLOS and Wiley. The library also supports the LYRASIS United Nations Sustainable Development Goals ebook Fund. A Libraria report on OA in the social sciences co-funded by the Library was released: Herman, Kate. (2021, May 31). Exploring mutuality: A report on independent open access publications in the social sciences (Version v1). Zenodo. <http://doi.org/10.5281/zenodo.4795689> Subscriptions to Open Models (barrier free to publish and/or read) that were added in FY21 include:
  - Pluto Journals - Includes several DEI/area studies related titles <https://www.plutojournals.com/journals/>
  - Berghahn Open Anthro - Includes, Anthropology of the Middle East, Migration and Society
  - MIT Press Direct to Open
  - Central University Press Opening the Future

#### *Library Instruction, Workshops, and Presentations*

- ISU Courses
  - BIOL / W S 307: Women in Science and Engineering, Fall 2020, Sayali Kukday & Renu Srivastava; librarians Megan O'Donnell & Erin Thomas
  - U ST 110 International Students First-Year Seminar, Navya Mannengi; librarian Cara Stone
  - WGS 402/502, Spring 2021, Ann Oberhauser; librarian Susan Vega García
- Workshops, Presentations, Exhibits
  - "A Home Away from Home: The George A. Jackson Black Cultural Center." Exhibit by Greg Bailey, Curator. Haylee Greene, Graphic Design. Parks Library, Iowa State University. May 2021-Present.
  - AAUW Start Smart salary negotiation workshop, facilitated by Cara Stone, Feb. 2021
  - Monday Monologues: The Power of Peaceful Protest, [n.d.], coordinated by Susan Gent

### *Research, Scholarship and Presentations*

Library staff contributed to the professional discourse on diversity, equity, and inclusion through articles, presentations and panel sessions at conferences, poster sessions, oral history interviews, and more:

- Dieckman, Christopher, Wesley Teal, and Harriet E. Wintermute. "What's in a Name? Decolonizing North American Indigenous Peoples Subject Headings in Iowa." Poster session at ALA Virtual, June 2020.
- Hartwig, Daniel and Audrey Kennis. "An Interview with Audrey Kennis." Voices in Color Oral History Project, Ames, IA, 2020.
- Hosei, Mihoko (moderator); Adriene Lim; Denise Pan; Hilary Seo and Lorelei Tanji. "Breaking the Odds: Asian Women Leaders on Academic Research Libraries." ACRL Conference, April 2021.
- O'Donnell, Megan and Erin Thomas. "Diverse STEM Reading: A Layer Cake of Problems :-/" Presentation at ISCORE 2021, March 3, 2021. (A revised edition was also presented at the ILA ACRL online conference, May ILA/ACRL, May 2021.
- Puente, Mark (moderator); Rhea Ballard; Patrick Dawson and Hilary Seo. "Developing Leadership Skills and Interest for Mid-career Library Professionals Who Identify as BIPOC." ARL Leadership and Career Development Program, July 2020.
- Rastogi, Tanvi and Susan Gent. "Bringing Black Arts to the Public Library." State Library of Iowa Innovative Libraries Online Conference, January 2021
- Seale, Rachel. "A Brief History on Cultural Centers at ISU," Cardinal Tales: The blog of Special Collections and University Archives at Iowa State University, 17 February 2021; Available:
- Vega García, Susan A. "Toward More Inclusion at Your Library." Presentation at ISCORE 2021, March 2021.
- Cásarez, Adriana, Juliana Espinosa, Otero, Alessandra Otero, Danica E White, and Katie Wampole. "Latinas in the LIS World: An Interactive Discussion on DEI." Peer-reviewed panel discussion at ACRL 2021 Virtual Conference, April 2021.
- Cásarez, Adriana, Juliana Espinosa, Otero, Alessandra Otero, Danica E White, and Katie Wampole. "Latinas in the LIS World: A Roundtable Discussion on Diversity, Equity, and Inclusion." Panel discussion at the People of Color in Library and Information Science Summit, July 2020 (conference canceled).

### *Professional & Institutional Service: Library, Campus, Regional, National Committees*

- **Library's DEI Committee:** Rachael Acheson, Miranda Cantrell, Harrison Inefuku, Kahlee Leingang, Scott Marron, Charla Prange, Laura Sullivan, Katie Wampole, Susan Vega García, chair
- **Greg Bailey:** Project STAND (Student Activism Now Documented), Orientation Committee member. (Project STAND is a radical grassroots archival consortia project between colleges and universities around the country that aims to create a centralized digital space highlighting analog and digital collections emphasizing activism in marginalized communities.)
- **Sonya Barron:** ISU International Faculty and Staff Association, co-executive officer

- **Dan Coffey:** ISU CELT Academic Inclusion and Equity Board, member
- **Greg Davis:** Association of Research Libraries Research Library Impact Framework Committee, Visiting Program Officer. (One aspect of this framework investigates how libraries contribute to equitable student outcomes and an inclusive learning environment.)
- **Abbey Elder:** UNESCO OER Dynamic Coalition Working Group for Capacity Building, member (Building the capacity of stakeholders to create, access, re-use, adapt, and redistribute OER for use across all UNESCO countries and languages)
- **Susan Gent:** Ames/Story County MLK Day Committee, member
- **Matthew Goddard:** ISU Digital Accessibility Policy Working Group, member
- **Harrison Inefuku:** Library Publishing Coalition's Diversity and Inclusion Task Force, member (rotating chair); ISU Asian American and Pacific Islander Faculty and Staff Association, co-chair; ISCORE Planning Committee, member; ISU Faculty and Staff Affinity Council, member; ISU Library DEI Committee, member
- **Rosie Rowe:** The International Association of Sound and Audiovisual Archives (IASA) DEI Committee Chair, ISU's Queer and Trans people of color staff, faculty, and student group, Womxn of Color network retreat planning committee member, ISU Digital Accessibility Policy Committee, member
- **Rachel Seale:** ISU AAPI Faculty & Staff Association Social/Networking chair; Society of American Archivists (SAA) Archivists & Archives of Color Section, Iowa representative; (ISU) Supporting Inclusive Spaces Through Experience and Recognition (SISTER), member
- **Hilary Seo:** American Librarian Association (ALA) Social Responsibilities Round Table, member
- **Laura Sullivan:** ISU Library DEI Committee, member, Digital Library Federation Assessment Interest Group's Cultural Awareness Working Group, Member
- **Rano Marupova:** ISU CELT Academic Equity and Inclusive Classroom Advisory Board, member
- **Cara Stone:** ISU Project SEARCH Steering Committee, member; Jean E. Coleman Library Outreach Lecture Working Group, Office for Diversity, Literacy and Outreach Services (ODLOS), member; ALA AILA, ACRL Academic Library Services to International Students Interest Group, member; Managing Editor, International Journal of Information, Diversity, & Inclusion (IJIDI), managing editor and Social Media Team member
- **Wesley Teal:** Iowa Library Association's Diversity & Inclusion Committee member; American Indian Library Association, member; ALA Rainbow Round Table, member
- **Tammy Troup:** Digital Library Federation's Cultural Assessment Working Group, Selection Task Force
- **Susan A. Vega García:** ALA AILA, APALA, BCALA, REFORMA, Rainbow Round Table, SRRT; ISU ADVANCE Equity Advisor for University Library; ISU Colegas Faculty & Staff Association; ISU Committee on Disabilities; ISU Latino/a Studies Program Steering Committee, ISU Library DEI Committee, chair; ISU Library Tracing Race Advisory Committee; ISU SISTERS, ISU VP DEI Council, member

## 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 Diversity, Equity, and Inclusion.

### *Agriculture and Natural Resources Initiatives*

Farm, Food, and Enterprise Development (FFED) efforts for diversity, equity, and inclusion include:

- FFED supports Farm to School and Early Childhood Education through collaboration and facilitation of a statewide coalition, annual event, and additional training. This year, the team received a Farm to ECE Implementation Grant (FIG) from the Association of State Public Health Nutritionists to support a strategic planning effort aimed at understanding diversity, equity, and inclusion within the space of farm to school and early care and education work. This also includes stipends to schools and early care providers to source local foods in 2021.
- Through Local Food Leader and Community Food Systems certification programs, FFED highlights best practices, literature, and additional curricula that explore practices of diversity, equity, and inclusion within food systems. This includes an equity workshop within Local Food Leader examining personal identities, using activities like the “wheel of difference” from *Navigating Difference*, and coming together to understand areas of inequity across the food supply chain. This part of Local Food Leader continues to be the most highly acknowledged workshop, after which participants report knowledge change and successful implementation of programming.
- FFED also maintains a resource webpage for food system practitioners on inequities in the food system: <https://www.extension.iastate.edu/ffed/resources-2/food-systems-equity/>.

A bilingual training/education program is improving practices that affect milk quality:

- Many dairy farms hire Latino employees that are predominantly Spanish speaking, creating communication barriers between them and predominantly English-speaking dairy owners and managers. It is important for employees who manage milking to thoroughly understand the milk production cycle, importance of bedding material, animal hygiene, and milking procedure to improve milk quality and udder health. Results from previous surveys indicate employees are more successful in their job and employee retention is higher if the training is in their native language.
- This project builds on past success of the Calf Care and Handling training videos and provide producers and employees with tools to make positive changes in milk quality, cow health and well-being, employee education, and retention through on-farm training workshops and educational videos. The project team, including Iowa State University Extension and Outreach dairy specialists, is currently developing and editing the video trainings, infographics, and online quizzes that will be available in English and Spanish. These resources address the “why” of animal care

and milk quality. The team expects 2,500 requests for the materials in Iowa, Nebraska, and throughout the U.S. to be used in training new and existing employees. Long-term expected outcomes include improved understanding of milking practices, increased milk yield and components, employee retention, and overall dairy farm profitability.

Boots in the Barn and Calving Clinic bring education to women:

- According to the 2017 Census of Agriculture, there were 4192 cattle farms principally operated by women, an increase from the 2012 census. In recent years, the number of women attending beef programs and requesting assistance in Iowa has increased significantly. Research tells us that women often prefer to learn in small groups and with hands-on opportunities. They like to ask questions of presenters without feeling intimidated by male attendees, so programs designed for women only are very effective.
- In 2017, the Boots in the Barn program was designed specifically for women involved in beef and dairy production. Since then it has been held eight times across the state with various program topics, all for women only. Topics for each session were determined by local committees. One common topic throughout all sessions was calving assistance with the use of a model cow. Other topics included: financial management, nutrition, health care and biosecurity, consumer messages, grazing and pasture management, genetic selection tools and Expected Progeny Differences (EPD's), reproduction, synchronization tools, record keeping and benchmarking, beef preparation and nutrition facts, and controversial issues.
- In the spring of 2020, 171 evaluations were sent to past participants. Seventy-two percent of participants who responded made changes to their operation's cost of production and health/biosecurity, and more than 60% made changes to their nutrition program, calving assistance, pasture management and recordkeeping as a result of attendance. Twenty-eight percent of participants valued the program at \$1-5/cow, 10% valued it at \$6- 10/cow and 5% valued it at more than \$10/cow, with an average of about \$8.50/cow. The average herd size was 74 cows, putting the economic impact at \$630 per participant.

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

- Diversifying and expanding the reach of 4-H to youth and adults was identified as one of four strategic directions during the Iowa 4-H Strategic Planning process. A survey of counties to identify successful DEI efforts is in process.
- Efforts of the five champion groups to prepare staff to more effectively work with diverse youth continued. New initiatives included leading Spanish language sessions called *Café con Amigos de Extensión*, which enabled staff members to hone their Spanish speaking skills to better engage with families from Latinx communities. Over 40 participants met to practice 4-H and extension terminology, consider enrollment and volunteer processes, and more. Thirty staff members also participated in the 21 Day Racial Equity Habit Building Challenge. In partnership with NAMI, 165 staff participated in the Ending the Silence workshop. In addition, six monthly lunch and learn sessions were hosted featuring 4-H professionals and partners from across the U.S.
- The champion groups also launched a youth engagement opportunity, *Teen Influencers for Equity and Inclusion*, in Spring 2021. These 25 high-school aged youth

members from across the state are engaged in an Iowa 4-H Champion Group and also focus on leadership development in areas of equity, inclusion, and diversity within Iowa 4-H Youth Development.

- Educational and resource development throughout the year emphasized inclusion of all Iowa youth in the 4-H program, specifically around the adaptation and accommodation process. Bookmarks were distributed to all 4-H staff that outline the accommodation process. Six new inclusion resource guides were developed to educate staff and volunteers on youth with different abilities and disabilities. These inclusion guides were used as the basis for the spring staff training series that was delivered to all Iowa 4-H staff.
- Sixty two Iowa 4-H campus and field staff participated in a professional development session facilitated by 4-H colleagues from Ohio State and Minnesota Extension around Practices for Inclusion of Individuals of All Genders and Sexual Orientations. The session also included a section on LGBTQ+ 101 led by a colleague from the Office of the Vice President for Diversity and Inclusion. The goal of the session was to build confidence and understanding for staff to support LGBTQ+ youth and/or responding to resistance or questions they receive from volunteers or families.

#### *Human Sciences Extension Initiatives*

- Human Sciences Extension implements the Remote Work Certificate course as an affiliate of Utah State University Extension. The course combines online work and interactive workshops to equip individuals with the tools and skills needed to work virtually. These skills can open employment possibilities for Iowans no matter where they live – including the Meskwaki Settlement in Tama, Iowa. Human Sciences Extension partnered with the Settlement’s resident-photographer and additional contacts, creating photographs to replace those in the original marketing materials. This effort produced marketing materials that represented the Sac and Fox Tribes of the Mississippi in Iowa. The Meskwaki Settlement is providing 10 scholarships for high school seniors to complete this course. In addition, Meskwaki Workforce Program (Tama, Iowa) will pay for anyone on the Settlement wishing to take this course in preparation for remote employment. (See <https://www.meskwaki.org/workforce-development-and-isu-extension-and-outreach-offer-remote-work-certificate-course/>.)
- A three-day Strengthening Families Program: For Parents and Youth 10-14 facilitator training was held for 22 bilingual family liaisons with the Des Moines Public School District. The evidence-based program helps families learn to manage emotions, set goals, avoid peer pressure, make better decisions, and create better relationships. Bilingual family liaisons serve as cultural brokers, and, as described by the school district, they 1) provide a wide range of services to refugee and immigrant families; 2) connect families with community resources; and 3) equip families with tools to advocate for their children, ensure their success in school, and access post-secondary education options. Many of the liaisons are themselves refugees and immigrants, using over 10 languages to develop meaningful relationships between the district and the families and communities they serve: Spanish, Dinka, Arabic, Burmese, Karen, Karenni, Kunama, Tigrinya, Nepali, Somali, Swahili, and Vietnamese.

### *Community Economic Development*

- The ISU Extension and Outreach Community and Economic Development (CED) program and the Iowa Small Business Development Center (SBDC) formed a partnership to provide small business consultation and assistance to underserved minority-owned and operated small businesses and entrepreneurs across the state. SBDC teamed up with four CED staff with Spanish language skills and extensive business assistance experience to provide one-on-one consultations to minority entrepreneurs, educational programming that includes financial literacy training, and promotion of Shop Iowa among minority-owned and operated small businesses. The partnership also delivered 50 Business Recovery Kits, translated into Spanish, to communities and entrepreneurs.
- The team assisted with the statewide SBDC Photo Box project, in which a photo box was given to every community within the state as well as additional partners. The photo boxes are free to use for all businesses to help increase their exposure online and to increase their online sales and presence. The partnership efforts were focused on Sioux City, Denison, Storm Lake, Perry, Marshalltown, Ottumwa, Mount Pleasant, Columbus Junction, West Liberty, Des Moines, Cedar Rapids, Quad Cities, and Waterloo, but outreach to and referrals from other communities were supported. CED and SBDC team members created additional opportunities to expand the reach of both programs across the state, thus increasing the impact upon the Iowa business economy.
- The Farm, Food, and Enterprise Development (FFED) food systems team invests in diversity, equity, and inclusion through weekly professional development. They rotate readings to explore what diversity, equity, and inclusion means within food systems, how it impacts the team's work, and how to be more intentional in outreach efforts, language, and general cultural understanding.

### *Professional Development*

The ISU Extension and Outreach Professional Development unit partners on digital accessibility efforts.

- Professional Development and IT staff offered workshops on virtual learning platforms to assist staff in their efforts to meet clients where they were, using Adobe Connect, Webex, and Zoom so staff could choose the platform most conducive to their work and audiences.
- Converting Professional Development workshops from in-person to virtual impacted staff not only related to COVID-19, but also county staff with limited travel flexibility, increasing reach and participation for our Mentor Academy, DiSC workshops, and more—a practice that will continue even as the unit transitions back to in-person offerings.
- Three virtual classes were held to support staff in creating accessible digital documents in MS Office, reaching 30 participants. To date, 43% of the digital publications in the Extension Store are accessible. Documents remediated in 2020 totaled 225 titles or 2252 pages. The Digital Accessibility Team also worked with the Extension OEO Specialist and ISU Legal Counsel to create an Extension and Outreach accessibility statement, and statements regarding standards, measures to support accessibility, and reporting accessibility issues.

- In the past year, 12 monthly articles in the Professional Development newsletter discussed digital accessibility, providing practical tips and action steps for extension staff to ensure materials and offerings are available and accessible to all.

The ISU Extension and Outreach Professional Development unit offers opportunities to increase cultural competency.

- *Coming Together for Racial Understanding*, a supplemental cultural competency professional development experience, was also converted to an online format and delivered to 41 participants in FY21. Participants stated that the experience was non-judgmental and helped them understand their own perspectives. They appreciated the open environment to talk about racial differences, and to explore further resources about topics surrounding racial/societal difference. They hope to continue learning and understanding and to become an ally for those within target groups.



- “Privilege, Power, and Difference,” by Allan G. Johnson, examines systems of privilege and difference in society. It was used for a book group facilitated by Professional Development staff with 12 participants in summer 2020 with plans to offer again. Afterward a participant commented, “I have a deeper appreciation for everyone’s unique perspective and I plan/hope to be more willing to give space for other people’s voices.”
- Three Learning Circles of six sessions each were offered for 4-H staff in spring/summer 2020 focusing on topics related to racism, economic disparity, gender identity and sexual orientation, and ableism as they impact inclusivity efforts for youth programming; 28 participants were reached over the three groups.
- ISU Extension and Outreach partnered with the North Central states for a session offered to staff systemwide: Changing Our View of Identity in a Time of Change—a Starter for Agency Diversity Education.
- ISU Extension and Outreach staff served on panels for P&S Council professional development offerings in fall 2020 and spring 2021 focused on diversity, equity, and inclusion best practices within the workplace and ways to promote cultural competency.
- In the past year, 12 monthly articles in the Professional Development newsletter included practical tips and action steps extension staff could take related to building an inclusive organization.
- Extension and Outreach has developed a partnership with the Iowa Department of Human Services to offer two workshops to our staff: *Understanding Implicit Racial Bias* and *Race—The Power of Illusion*. Twenty four staff participated in the first meeting virtually in 2021.

- *Navigating Difference*, a cultural competency professional development experience adopted by ISU Extension and Outreach in 2016, was converted from a three-day, in-person experience to an 18-hour online experience over five sessions. Twenty-four staff participated in the online format in Fall 2020; 22 are signed up to participate in Fall 2021.



- The online option has increased our ability to share this curriculum with external partners as well. 2020-21 partners include: Central Latino of Council Bluffs; Cedar Valley Catholic Schools, Waterloo; Scott County grant in Bettendorf for community members; Service Area 6 Public Health in Northeast Iowa; and IMPACT Action Partnership in Des Moines. More than 230 people across Iowa took part in virtual and in-person *Navigating Difference* trainings.
- Approximately 400 ISU Extension and Outreach staff have participated in *Navigating Difference* since its inception in 2016.
- Under the leadership of Dr. John Diaz, University of Florida, we are part of a national DEI Implementation Workgroup to assess the effectiveness of *Navigating Difference* and to identify the core cultural competencies needed by Extension educators. The results will be used to assess and prioritize training needs for Extension educators so they are able to effectively engage and teach multicultural audiences.

### 7.11 Office of the Vice President for Research (OVPR)

- As part of its mission to create opportunities for staff to understand issues related to DEI, the office facilitated participation of 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 and participates in DEI discussions as they relate to research development and administration.
- The NSF Innovation-Corps program at Iowa State also incorporates an interactive “cultural competency” workshop to enhance the awareness and importance of inclusiveness of all forms of diversity in the innovation economy.
- Gathering input on how to best enhance ELSI, DEI and build collaborative relationships with minority serving institutions.
- The corporate relations team is consistently hearing from companies that they would like to learn more about what ISU is doing with respect to DEI. They are interested in new opportunities to invest in recruitment of a diverse student body.

## 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.
- Increasing the number of and amount of nonresident scholarships to new students contributed to a more diverse class.
- The distribution of federal Higher Education Emergency Relief Funds and institutional completion grants assisted numerous students of color in continuing their pursuit of an Iowa State degree.
- The Office of Student Financial Aid supported Student Support Services Program in completing its annual report application for the Federal TRIO grant competition.
- EM supports DEI by producing data and dashboards, annually and upon request, in support of institutional priorities related to DEI and DEI student recruitment and success efforts.

### *Personnel and Training Efforts*

- Student Financial Aid is reviewing all student communications to eliminate language that students without prior higher education experience may find difficult to understand and which may create a barrier to completing financial aid processes.
- Enrollment Research and Analytics is participating in a data equity training series in September and October being offered by UIA in partnership with We All Count. The Data Equity Framework is a systematic process that provides tools, checklists, and practices foster greater equity, and to account for varied lived experiences.
- The Registrar invites DEI speakers from across campus to All-Staff Meetings as a professional development opportunity to enhance and culture and climate on campus, and to review any policies or procedures that currently create unnecessary barriers for their respective student population.
- Admissions and New Student Programs formed a DEI committee. The committee holds trainings on culturally-relevant events and activities, such as Juneteenth, the role of Greek letter organizations in Black culture, and LGBTQ history, as well as providing education and timely conversation about issues impacting staff and students in our office. Additional training session was held in fall 2020 to improve inclusiveness of the office.

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

- In March 2020, the Laboratory administered the Laboratory-wide culture and climate survey in partnership with Iowa State's Center for Survey, Statistics and Methodology. The Laboratory's D&I Council collectively reviewed and summarized the results, identified emerging themes, and provided actionable recommendations to the Laboratory's Executive Council in August 2020. The Laboratory Executive Council then tasked the D&I Council with further refining and scoping goals for FY21. The D&I Council crafted specific goals and actions to address each of the themes. In addition, the D&I Council grouped their goals into four main areas: 1) Workplace, 2) Workforce, 3) Education Programs, and 4) Engagement. The identified areas, goals and action items will be carried out in DOE FY21 and FY22 (10/01 – 09/30). The D&I Council continues to work closely with the Laboratory's Executive Council to establish and scope future DEI actions. All of the categories and goals support the Laboratory's strategic plan *Goal 4, Objective 4.1: Hire, develop,*

support, and retain top talent, diverse workforce and inclusive environment. Further, they provide clarity and understanding of how DEI impacts and advances the Laboratory's mission.



- Through the Culture and Climate survey, employees also shared a desire for more clarity around promotional criteria. Ames Laboratory's Chief Research Officer and Director of Human Resources and Diversity are assembling a committee of scientists to provide input and definition around expectations for each level. Once drafted, the leveling guides will be shared with other researchers for additional input and feedback prior to finalizing. Once finalized, the guides will be shared Lab-wide. In addition, the Scientific Technical Review Process (STRC), which is used for promotion at the Scientist III and IV levels is being reviewed to determine how to make the process more efficient for all involved. Feedback will be an important piece of this review to ensure the process is clear and not adding any unintentional barriers. Promotions are a vital way to retain and reward top talent, and we are committed to providing transparency and consistency to the process.
- In the midst of the pandemic, the Ames Laboratory Coronavirus Recovery Team deployed a variety of measures in the virtual environment to keep employees engaged in DEI and well-being topics. The Recovery Team consisted of leads in the areas of Communications, Environmental Health and Safety, Facilities, Human Resources and Diversity, IT, and Occupational Medicine. The team convenes multiple times a week under the direction of the Laboratory's Chief Operations Officer. An employee engagement survey and numerous communications were issued out to employees through the Laboratory's monthly internal newsletters, Insider and Laboratory Director's Message. Communications highlighted the responses and resources available through the Department of Energy, Iowa State University and Ames Laboratory, and other state and federal agencies. The Recovery Team also devised and delivered an *All Hands COVID Resources Panel Discussion*. This consisted of a virtual panel discussion for employees to learn of resources offered by Iowa State University and the Laboratory in response to the COVID-19 pandemic. Presenters touched on a number of topics affecting the inclusion and well-being for our staff. The panel discussion consisted of subject matter experts from the following areas of expertise: ISU WellBeing, Employee and Family

Assistance (EFR contractor), Childcare and Return to Learn, Employee Leave and Alternative Work Arrangements, Disability Accommodations, and Ames Laboratory Planning and Recovery. The virtual discussion was recorded and made available on the Laboratory's internal website employee dashboard. Approximately 120 employees participated in the live virtual event.

- The HR and Diversity and Education and Outreach offices support a 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. Some of the specialized events were postponed or held virtually due to the pandemic. The Student undergraduate internships (SULI) program was adjusted by offering remote research projects to SULI students, when possible. Participating students and scientists/mentors came up with innovative ways to carry this out successfully. Quick actions proved effective as Ames Laboratory was able to operate safe internship programs. Many protocols were put into place, including providing increased COVID-19 related student training, requiring detailed COVID-19 safety plans from each participating mentor, and adjusting living conditions to allow each student to have their own apartment. These measures will continue for summer 2021 internship programs.
- The Department of Energy approved an Ames Lab Awareness and Recruitment (ALAR) grant targeted at recruiting at national conferences. In 2020, Ames Laboratory attended the Society of Hispanic Professional Engineers (SHPE) and American Indian Sciences and Engineering Society (AISES) conferences.
- In FY20, Ames Laboratory had 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 created and presented an action plan in FY21 to address the opportunity areas and further enhance our strengths. The presentation included the Laboratory's notable strengths, weaknesses, and current and future actions.
- Ames Laboratory D&I Council participated in the 2021 National Conference on Race and Ethnicity conference. The week-long conference was held virtually in June 2021. In FY22, the D&I Council will develop a Professional Development Action Plan for the Laboratory based on learning objectives and outcomes gathered from the NCORE conference. The action plan will be provided by the ISU NSCORE/ISCORE Office, and is a tool used by ISU campus partners to further implement and carry out diversity, equity and inclusion initiatives.