The University Committee on Women (UCW) is a diverse group of women from across the Iowa State University campus. UCW is an active and involved network that responds actively to women's issues including monitoring and increasing the number of women in leadership positions at ISU, with special attention to low numbers of women department chairs, and also continuing work to improve the climate on campus for women students, staff and faculty.

2010-2011 proved to be an active year with a number of guest speakers, excellent sub-committee work and a revised governance of UCW (including new guidelines on membership – accepted in February 2011).

Please note that the 2010 – 2011 membership list is included in the Appendix of this report and all information related to the University Committee on Women may be found on the UCW website: http://www.public.iastate.edu/~ucw/homepage.html.

The 2010-2011 Executive Board consisted of Jennifer Blackhurst, Chair; Chris Fowler, Vice Chair; Julia Graden, Past Chair; and Dawn Bratsch-Prince, Associate Provost (ex officio).

There were a total of five sub-committees this year including:
- College Review & Oversight
- University Status of Women Study and Report
- Workplace Climate
- Mentoring
- Work Life Balance

Each committee summarized their goals and accomplishments (below). Full reports are attached as appendices.

**College Review & Oversight Sub委员会**

Members: Tanya Zanish-Belcher, Chair; Claire Andreasen; Julia Graden; Bonnie Kraus; Suzanne Millman; Lisa Nolan; William Robertson

Tanya Zanish-Belcher is leading a team reviewing the status of women in the College of Veterinary Medicine. A draft of the report is complete and the sub-committee is waiting on some national statistics.
The Status of Women subcommittee will produce a report on the Status of Women at ISU across all employment categories and students. This committee represents a 2 year commitment to gather information and to develop the report. Penny Rice was the chair for 2010-2011 and Tobie Matava will take over in 2011-2012. The last comprehensive Status of Women report was published in 2002. The major findings of that report concerned the lack of coordination and communication among various offices and units on campus related to women’s issues, and poor distribution of women among all ranks of P&S and faculty and in leadership. The committee will assess the progress made in these areas.

Workplace Climate Subcommittee

Members: Michele Farnham, Chair; Cosette Bergman; Cynthia Feller; Linda Young

Goals:

1. Data Collection- meet with Elaine Newell (Ombuds Chair) and/or a labor representative
   - Steps for grievance for faculty/staff versus steps for merit
   - Satisfaction levels
   - Comparison of classifications

2. Invite speakers

Results:

On November 8, 2010, Kristi Darr, Associate Director of Human Resource Services & Elaine Newell, Ombuds Office at Iowa State University spoke at the regular UCW committee meeting.

Kristi Darr briefly reviewed university employment policies and classifications. With regard to the steps for grievance for the different classifications, faculty follow policies in the Faculty Handbook and the Board of Regents and professional and scientific staff follow policies in the P&S section in the Policy Library. Merit employees fall into two categories: non-supervisory/confidential and supervisory/confidential. Non-supervisory/confidential are covered by the AFSCME contract and would contact their local union president for assistance. Elaine Newell advised that faculty, P&S staff, supervisory/confidential merit employees, graduate/professional students, and post-doctoral employees may contact the Ombuds office for assistance. She stressed that she does not file complaints or give advice but is available to discuss all the perspectives of a situation and provide options. Merit employees are not required to join the union and pay dues, but the union is required to represent all merit employees.
Mentoring Subcommittee

Members: Julia Sullivan, Chair; Mary Beth Golemo; Deb Larkin; Lissa Place

Goals:
- Define mentoring vs. networking vs. non-traditional programs. What appear to be preferred formats in how these programs are offered
- Identify existing mentor type programs on campus -- across Student Groups, Academic units, Student Affairs, Business Office and FP&M
- How are programs advertised and how are mentors/mentorships chosen
- Money versus time; supporting a program on limited funding

See attached report.

Conclusion:
There is a wealth in variety of programs currently in progress around campus. As members of UCW, the information gained through this sub-committee report can be used to positively affect the colleges and units we respectively represent. Frameworks, best practices and source information can be gained from this document to initiate the development of new programs or add value to existing programs. Taking what has been learned, our recommendation would be that the UCW consider the development of its own mentoring program. The intent would be to strengthen and support its membership roles while adding value to the overall committee service experience.

Work Life Balance Subcommittee

Members: Andrea Henry, Chair; Paula Beckman; Julia Graden; Heather Place

Goals:
1. Look into the impact of technology and the effect, both positive and negative, that the “24 hour on-call work day” has on women in the university.
2. Explore current availability in working from home options at all levels (faculty, p & s and merit). Explore ways those options can be expanded to meet the needs of work/life balance while maintaining accountability for employees.
3. Assess current communication of lactation locations on campus as well as federal lactation location laws. Expand communication of locations as well as childcare services in general. Keep a watch on changes in locations in regards to the laws to make sure requirements are being met.

Results:
A member representing the subcommittee had the opportunity to meet with Kristi Darr, Associate Director of Human Resource Services to discuss the general information on the break time requirement for nursing mothers in the Patient Protection and Affordable Care Act (“PPACA”), which took effort when PPACA was signed into law on March 23, 2010. This law amended Sec. 7 of the Fair Labor Standards Act (FLSA). Under the new law, employers are required to provide “reasonable break time for an employee to express breast milk for her nursing child for 1 year after the child’s birth each time such
An employee has need to express the milk.” Employers are also required to provide “a place, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, which may be used by an employee to express breast milk.” An intern through Legal Services went around this summer and photographed the rooms we currently have as designated lactation locations. The current brochure is out of date and some rooms no longer exist. These are currently being updated plus an electronic interactive map could be useful and should be add to the website. The subcommittee advises UCW to continue to follow up on the improvements to our lactation services at ISU.

A series of guest speaker for the 2010-2011 year included:

- Kristy Darr, Associate Director of Human Resource Services on support for Merit employees.
- Elaine Newell, Ombuds Officer, on support for faculty and P&S employees
- Calli Sanders, Senior Associate Director, Athletics Department on Women in Athletics at ISU
- Tonia McCarley, Chair, Equity Subcommittee of Athletics Council on Women in Athletics at ISU
- Chitra Rajan, Associate Vice President for Research on Leadership Paths for Women
- Tahira Hira, Professor of Human Development and Family Studies, and Executive Assistant to the President on Finances for Women
- Penny Rice Chair, Status of Women Subcommittee on the History of Women at ISU

In addition, UCW membership also met with President Geoffroy and Executive Vice President and Provost Hoffman to discuss issues related to women at ISU.

Looking towards the 2011-2012 year, the University Committee on Women looks forward to continuing to its mission with a new and more streamlined membership. With a focus on the comprehensive University Status of Women Study and Report to be completed in 2012, the College Review Committee will postpone review of the LAS College until 2013. Activities will focus on assessing the 10-year progress with respect to the findings of the University Status of Women Study and Report 2002 study.
Appendix A: Membership: University Committee on Women 2010-2011

<table>
<thead>
<tr>
<th>Name</th>
<th>Representing</th>
<th>Title and Unit</th>
<th>Phone</th>
<th>E-Mail</th>
</tr>
</thead>
<tbody>
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</table>

**Student Representation**

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**Women's Leadership Consortium (WLC) Sustaining Members**

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<tr>
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<td>Karen Zunkel</td>
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</tbody>
</table>
Committee Members:

Members: Leah Berte, Mary-Beth Golemo, Deborah Larkin, Lissa Place, Julia Sullivan (Chair)

Goals for 2010-2011:

- Define mentoring vs. networking vs. non-traditional programs. What appear to be preferred formats in how these programs are offered
- Identify existing mentor type programs on campus -- across Student Groups, Academic units, Student Affairs, Business Office and FP&M
- How are programs advertised and how are mentors/mentorships chosen
- Money versus time; supporting a program on limited funding

Introduction:

Our primary goal of focus was to shine a light on the resources/programs currently available within ISU to support & retain our faculty, staff and students. We were specifically looking for programs, formal or informal, that could be classified under the following definitions and/or categories...

- Mentoring
- Networking (i.e. formal or informal, electronic or physical location)
- Transition Support (i.e. faculty, student or staff taking on new duties, or a new position)
- New Employee Support
- Peer to Peer
- Tutoring
- Adviser type role (i.e. career path, new job responsibilities, etc...)

Our intent was that respondents would error on the side of too much information rather than less. If a program held any value(s) within one of the categories listed, we requested the following information. Name of the program(s) as well as the program(s) contact; Name and Email.

Emails were sent on November 1, 2010 to 36 individuals across campus. Coverage included representatives from the 6 undergraduate colleges, Business and Finance division, Student Affairs Division and others. A total of 14 responses were received by December 22, 2010.

Categorization

Programs were identified based on the demographic currently being served.

F=Faculty, P=Professional & Scientific/Merit Staff, S=Student, C=Combination of F, P & S

Programs Available:

Margaret Sloss Women’s Center (MSWC)

- (C) Women’s Center at the Tearoom – coordinate gatherings over lunch at the Tearoom for female students, staff, and faculty. 2-3 times each month, each semester. Some of the lunch gatherings
have been focused on a topic – work/life balance, etc. and some have had an invited guest presenter. This coming spring will have an intentional invitation gathering to bring specific groups of women together over lunch.

- (C) ChickLit – The Margaret Sloss Women’s Center Book Club. Reads 1-2 books a month and meets over lunch in the Sloss House to discuss readings and get to know each other.
- (C) MSWC Professional Development Reading Group – Staff, faculty, and students gather once each month to discuss professional journal and newsletter articles about work/life balance, women’s leadership, etc. This group provides shorter reading for women who want to get together but can’t commit to reading an entire book.
- Provide a variety of support to students, staff, and faculty and have worked with many on transition issues.
- Work with a number of new employees to discuss campus climate for women, work/life balance, networking, finding connections within the Ames community, and other questions new employees have when arriving at ISU.
- Work with many adult learners prior to application/admission into the university to discuss how to be a parent/fulltime employee/ and successful student. We also work with many students regarding their majors and career paths.
- Coach many employees and graduate students job searching on negotiating, resume review, cover letter review, how to find satisfaction with work and home life....etc.

Student Activities

Women’s Leadership Retreat
(C) The first Women’s Leadership Retreat occurred January 2011. This is an annual event meant to bring together undergraduate and graduate students to network with one another and female leaders at Iowa State. This overnight retreat allows participants to hone their leadership skills and it will motivate them to continue in leadership roles at Iowa State and beyond. Topics covered included but were not limited to: Empowerment, Stress management, Negotiation, and managing difficult discussions. Nine groups across campus partner to sponsor this annual event. Contact Jennifer Nissen, garrett1@iastate.edu

Educational Leadership and Policy Studies (ELPS)

- (F) Within the Educational Leadership and Policy Studies Department, each new faculty member is assigned a mentor to assist with transition issues, mentoring regarding teaching and research, and any other issues that may arise. It is an informal program in that there are no guidelines regarding how many times the pair should meet, what they should do, etc. nor are there reports to turn in.

- (S) The student organization, Higher Education Graduate Student Organization (HEGSO) has a mentor program where second year students are matched with first year students to assist them in transitioning. This is an informal program with no set guidelines regarding what the mentor is supposed to do to be of assistance.

- (S) In the masters program, two of the four advisors have established advising groups with their advisees. These groups meet once a month with their advisor to discuss progress through the
program, provide guidance regarding expectations of students, and help to build a community feeling among advisees.

Multicultural Student Affairs (MSA)

- **Academic Program for Excellence (APEX)**
  (S) APEX is an intensive eight week academic excellence summer program for first year multicultural students entering the Iowa State community. The primary objective of APEX is to create an environment of high expectations coupled with the necessary supports for new first year multicultural students; the program builds student’s academic strengths to prepare them for the collegiate environment. APEX specifically provides enrollment in core academic courses as well as enrollment in Psychology 131.

- **Gen 10 - Multicultural Learning Community (GEN-10)**
  (S) The Gen 10 Learning Community builds community among multicultural students not affiliated with other campus programs (i.e., Athletics, WISE, Student Support Services) or enrolled in other learning communities (i.e., George Washington Carver, Hixson, Multicultural Vision Program or through their college/department). The program provides targeted academic success sessions and structured social programming that connects students to the larger ISU community.

- **George Washington Carver Academy (GWC)**
  (S) One hundred full-time tuition scholarships are awarded to incoming minority freshmen directly out of high school who meet specified criteria. The scholarship is renewable for an additional three years (for a total of four years or eight semesters), provided the student maintains a cumulative 2.50 grade point average, and each academic year completes 24 new credit hours.

  Learning outcomes include acclimation to ISU, academic success, identity development, career development, and leadership development. Students are provided with professional development money for use in study abroad programs, registration and travel to professional conferences. GWC specifically requires enrollment in UST 105 and UST 106 for incoming first year students and UST 205 and UST 206 for second year students.

- **Major Programming**
  The events below represent programming designed to engage ISU multicultural students in the university environment.

  **Welcome and Transition**
  (S) This event welcomes incoming first year multicultural students with a keynote speaker and leadership sessions. Students have the opportunity to meet ISU administrators and attend breakout sessions on topics specific to first year academic success. Learning outcomes include acclimation to ISU, career and leadership development through attendance at the various sessions.

  **Multicultural Tailgate and Football game**
  (S) This event provides free football tickets for the first home football game to first year multicultural students and an invitation to the MSA tailgate. Students completed an orientation of the MSA office prior to receiving their ticket. Learning outcomes include engagement in the university community through their participation in campus events that promote the Cyclone identity as well as familiarity with MSA services.
**Spring Welcome Speaker and Reception**
(S) This event prepares students for the spring semester through a motivational speaker. Students have the opportunity to individually meet ISU administrators and discuss topics specific to academic success. Learning outcomes include the development of self motivation skills as well as academic success through one on one attention with ISU administrators.

- **Multicultural Vision Program (MVP)**
  (S) One hundred full-time tuition scholarships are awarded to incoming minority freshmen directly out of high school who are residents of the state of Iowa and who are admissible to Iowa State University, demonstrate financial need and have faced personal or financial challenges. The scholarship is renewable for an additional three years (for a total of four years or eight semesters), provided the student maintains a cumulative 2.0 grade point average.

  Learning outcomes include acclimation to ISU, academic success, identity development, career development, and leadership development. Students are provided with professional development money for use in study abroad programs, registration and travel to professional conferences. MVP specifically requires enrollment in Psych 131 and UST 116 for incoming first year students and optional enrollment in UST 311 and UST 312 for MVP students preparing for seminar leader positions.

**College of Ag and Life Sciences (CALS)**

**Faculty Mentoring**

**Formal Provost New Faculty Mentoring at Department Level**

(F) Each department DEO is responsible for ensuring that their new faculty members are matched with one or more faculty mentors. There are 15 departments in the college.

**Peer to Peer Mentoring of New Faculty**

(F) New faculty meet at least twice per year with the Senior Associate Dean and CALS Peer Mentoring Coordinator to ensure that the formal mentoring program is working, identify gaps in new faculty training and facilitate a cohort –network of peers as a support and social group. The CALS Peer Mentor Coordinator is Dr. Gwyn Beattie.

**Informal Mentoring tied to CALS ADVANCE programming & Promotion & Tenure (P&T) activities**

(F, S) As part of our ADVANCE activities, the college Equity Advisor is responsible for organizing various faculty, graduate student and post-doc events aimed at women in our college. The new Equity Advisor (as of Dec. 1, 2010) for the college is Dr. Sue Lamont. CALS ADVANCE focuses on recruitment, retention and advancement of faculty women and minorities. The Equity Advisor for the college coordinates the CALS ADVANCE activities, programs, and services across the three CALS-specific focal departments (GDCB, Animal Science, and Plant Pathology) as well as the other 12 academic departments and service units.

**Informal Mentoring tied to CALS P&T activities.**

(F) As part of our annual faculty promotion and tenure preparation activities, the college Peer Mentor Coordinator, the CALS Equity Advisor, the Associate Deans for Academic and Global Programs and the Senior Associate Dean lead a “mirroring” session for
faculty (new and not so new) who have attended our 1 to 2 P&T sessions. The mirroring session is a great success because any question, concern or suggestion about the P&T process is welcomed and discussed in a safe environment.

College Diversity Committee
Represents every department, promotes and facilitates diversity activities at the departmental level, including interdepartmental cooperation and individual faculty, student and staff awareness and involvement in diversity programs.

Staff Mentoring

Informal Mentoring tied to CALS Administrative Specialists
(P) On a regular basis, the Director of CALS Budget and Finance Office, Josie Six, organizes and hosts an Ag Roundtable meeting for all Administrative Specialists in the college (departments, centers and service units). Josie ensures that new and non-new staff discuss new policy and procedural changes, discuss HR issues, etc.

Student Mentoring

Undergraduate and graduate Diversity Programs
(S) CALS has a unique undergraduate research experience entitled “Science with Practice (SWP).” SWP matches a student with a CALS faculty member whereby the students becomes part of the research enterprise of the faculty member. Mike Retallick is the professor in charge of this important student research mentoring program.

Faculty Networking

(F) As part of CALS ADVANCE –the Equity Advisor formed a women-to-women – senior CALS faculty network to provide a support group for younger and new women faculty.

The Senior Associate Dean (Joe Colletti), Director of Budget and Finance (Josie Six) and Research Coordinator for CALS (Roxy Clemens) meet with the CALS Center and Initiatives Directors 2 to 3 times each semester to facilitate across-center research, extension and educational activities.

The College Diversity Committee, representing every department, promotes and facilitates diversity activities at the departmental level, including interdepartmental cooperation and individual faculty, student and staff awareness and involvement in diversity programs. CALS Diversity Committee improves communication within and among departments in collaboration with the Diversity and MLO directors. The CALS Diversity Committee members help to identify mentors for the GWC Internship Program. They suggested departments show diversity on their web pages and conducted a faculty survey to assess involvement in diversity activities. The chair of the CALS Diversity Committee serves on Provost’s Diversity Committee for greater awareness of campus-wide issues.

(F) The CALS Faculty Research Exchange Visit (part of our Diversity Programs) provides limited support to faculty to strengthen ties with minority serving institutions by visits there or hosting colleagues to visit ISU. Visits have produced both minority graduate student enrollment and joint proposals and foster ongoing relationships. As an example, a professor in Food Science and Human Nutrition hosted a colleague at University of Arkansas Pine Bluffs; they obtained a grant...
to pursue food safety research and recruited a GWC intern and a graduate student. Our soon to be recruited Assistant Dean for Diversity and Graduate Programs will be responsible for the entire suite of Diversity Programs.

**Student Networking**

(S) CALS through its Career Services unit (Mike Gaul) sponsors two career fairs – one each in the fall and spring semesters. These are the largest and second largest agricultural-oriented career fairs across the nation.

(S) The CALS Multicultural Liaison Officer (MLO), Diversity Director, Dean and Senior Associate Dean and students participate regularly in NAACP banquet, I’ll Make Me a World in Des Moines, Hispanic Heritage Month, Black History Month, American Indian Symposium, Social Justice Summit, Martin Luther King, Jr. Celebration and other festivals and events honoring and acknowledging students.

The College continues outreach to 1994 Tribal Colleges and Universities and exhibits and recruits at the American Indian Higher Education Consortium (AIHEC) annual meeting.

CALS has over 40 student clubs, most of them associated with a department or major, but some are special interest clubs. These clubs provide great opportunities for professional and social networking.

(S) CALS’ George Washington Carver (GWC) Internship Program provides a robust learning environment for about 20 high school and college students each summer. Our MLO and Director of Diversity Programs coordinate this 18-year-old diversity program.

(S) Our Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) chapter has been and is actively engaged in providing professional networking opportunities for its members. Annually MANRRS member attend a regional and national conference and more locally are engaged with the African American Museum of Iowa. In the recent past MANRRS has, conducted video recordings accessible for student use for the “African American Voices” project.

**Faculty Support**

New Department Chairs (DEOs), new Center/Initiative Directors, and new administrator are provided an orientation to the college. Cathy Good is primarily responsible for scheduling these and the orientation covers all aspects of the college, with particular enhancement as needed. Resources such as graduate assistants are provided as needed to support faculty taking on various administrative assignments such as the Equity Advisor. Joe Colletti is responsible for these activities.

**Staff Support**

Josie Six and Kathey Schuckert provide ad hoc advising and support for staff moving to higher and or different jobs within and outside of the college.
Kathey Schuckert provides specialized counseling to P&S staff that, because of budget cuts, are losing their position. In particular, she advises the P&S person with respect to the Outplacement Program for ISU.

Resources such as graduate assistants are provided as needed to support faculty taking on various administrative assignments such as the Equity Advisor. Joe Colletti is responsible for these activities.

**New Faculty Support**

(F) The Senior Associate Dean (Joe Colletti) and Cathy Good, Coordinator of Federal Programs co-develop and lead a set of fall and spring semester new faculty orientation sessions. Typically, we invite lecturers and adjunct faculty to these sessions as well as all faculty new to the college. The set of orientation sessions cover the ABC’s of being successful in all aspects of their position responsibilities – research, teaching/learning and extension/outreach.

**New Staff Support**

CALS does not have a formal program, rather we do ad hoc one-on-one training as needed. This training is mainly in the budget and finance and human resources areas. Josie Six, Director of Budget and Finance and Kathey Schuckert, HR Director are primarily responsible for these activities.

CALS is developing for 2011 implementation a “Certified Grants Facilitator” program to complement and extend the SPECS training provided by OSPA and SPA. Josie Six is leading this new program.

**College of Business**

**Student Mentoring**

- (S) Business Learning Teams (BLTs) are ways for students to get to know other students in the College of Business during their first semester at ISU. There are BLTs for all new students including traditional freshman, transfer students and international students. Every student in a BLT has a peer mentor who is an upperclassman in business that is there to answer questions and organize events such as study groups. BLT peer mentors attend BUSAD 101 or 102 class with the new students and also see their students outside of class. Peer mentors also assist students when registering for classes the first time on their own.

- (S) Business Career Services has a group called ‘Alumni Career Partners’ which is a sub group of the ‘College of Business Alumni & Friends’ group on LinkedIn. The Alumni Career Partners are all alumni who are interested in helping current undergraduate and graduate College of Business students with issues related to careers. We refer students to individuals in this group (no students are a part of the group) to engage in activities such as Informational Interviews, Job Shadows, City or Region information, etc. This group currently has 110 College of Business alums willing to coach students on Careers in Business.
• (S) Multicultural Business Network (MBN): The goal of the MBN is to provide professional opportunities for multicultural students within the College of Business to connect with Businesses. The MBN provides Professional and Educational Guidance, Company Visits, Employer Networking Opportunities, and overall Student Support.

Student Peer Mentor

• (S) In order to be eligible to be a peer mentor a student must be a College of Business student and have participated in a Learning Community at ISU. Our peer mentors in the College of Business go through training in the spring and then meet as a group once a week in the fall. In addition to working with their students in the fall many of them keep in contact with students throughout their time at ISU. Peer mentors are essential to sharing information about events and organizations at ISU.

Government of the Student Body

Peer to Peer:

Cy Gold Financial Literacy

○ (S) This program is currently being established by GSB through the Financial Counseling Clinic to create a peer to peer student financial education program. This program will give students mentors to help them understand finances and how they ultimately lower their student debt. Students will work with each to discuss many aspects of Financial Literacy and help each other manage their money.

Learning Communities

Learning communities by design provide mentor and networking opportunities for students participating in these groups within an academic focus or special interest

Support is provided to the faculty and staff working with Learning Communities

Dept of Residence

(P) There is a ‘buddy’ system in place for newly arriving Hall Directors. Each new Hall Director is assigned a seasoned Hall Director as a buddy who is responsible for welcoming them, spending time with them, and ensuring they have someone who will respond to any question (no matter how silly or non-job related it may seem) without judgment.

Recreational Services

Through the nature of the facilities and programs available, recreational services give faculty, staff and students the opportunity to informally network through event and program participation.

Facilities, Planning and Management (FP&M)

(P) Facilities Planning & Management offers several departments that “buddies” a new employee with someone such as in Custodial and Grounds. In the Grounds department, new staff will be mentored by
a seasoned trades’ person if they desire to learn that trade, such as tree trimming, etc. FP&M also has an active departmental Diversity Committee. Contact Kris Pruismann (kprusma@iastate.edu).

Alumni Affairs

CySpace (this site on our Web site provides alumni and students access to a complete alumni directory listings business information, etc.), and alumni and student have access to discounts to over 90 businesses. Alumni can also register for a permanent Gmail account.

If alumni are over the age of 50, they can become a member of OLLI (Osher Lifelong Learning Institute) and attend classes and member-only lectures.

Graduate and Professional Student Senate (GPSS)

(S) Iota Sigma Pi- Aurum Chapter (Women in Chemistry National honor society, ISU chapter)

Current President: Selena Russell

Vice President of Student Affairs (VPSA)

Student Affairs holds a Welcome/Overview session for staff new to the Division about 4-6 times per year. Dr. Hill gives an overview of the Division’s structure, mission, and programs, and staff participate in a group exercise to talk about how they can work together to serve students. Sessions are coordinated out of the VPSA office and Martha Tanner is the program contact.

(P) A related initiative is the CyBuddy program, coordinated by Richard Reynolds. Richard introduces the program at the Welcome/Overview and asks new staff if they would like to be assigned a “CyBuddy” who is a current Student Affairs staff member. Those who wish to participate are matched with someone and they meet at least three times during the academic year. ISU Dining provides guest cards so each pair can share three meals at campus facilities

Office of Executive Vice President and Provost

(F) Faculty – ISU ADVANCE: Supported by the National Science Foundation through an ADVANCE Institutional Transformation Award. The goal of the ISU ADVANCE Program is to investigate the effectiveness of a multilevel collaborative effort to produce institutional transformation that results in the full participation of women faculty in science, technology, engineering and math fields in the university. This is a program that helps by providing discussion topics and guidance ideas to actively mentor Associate Professors on the path to being Full Professors.

What our Peers Offer:

In reviewing networking opportunities within our peer institutions, there were two identifiable elements not commonly applied within existing programs on campus.

- A program attribute to consider would be an open application format to replace or enhance the current method of ‘director/supervisor recommendation’ for participation.
- A second attribute would be to add structural components into existing programs through the use of established time frames and designated goals to achieve. In short, formalize the current informal programs to aid in assessment of program impact.
Conclusion:

There is a wealth in variety of programs currently in progress around campus. As members of UCW, the information gained through this sub-committee report can be used to positively affect the colleges and units we respectively represent. Frameworks, best practices and source information can be gained from this document to initiate the development of new programs or add value to existing programs.

Taking what has been learned, our recommendation would be that the UCW consider the development of its own mentoring program. The intent would be to strengthen and support its membership roles while adding value to the overall committee service experience.

Other Resources:

How Do You Teach Networking?
By James M. Lang
An English professor finally learns the importance of networking.

http://chronicle.com/