I. Missions

With respect to admissions and recruitment of students, the mission remains to keep the name of Iowa State University present as a world-class university with a world-class faculty and a very strong and diverse student body.

III. Diversity Efforts
Under Implementation Goal 4.

- Help programs develop appropriate diversity plans in their graduate programs.
- Increase support for programs to ensure a diverse, accessible Graduate College (e.g., Miller Fellowship, AGEP, George Washington Carver Doctoral Fellowship, Graduate College Mentoring Program).

Specific Graduate Programs:
- **GMAP** has a long and productive history of assisting under-represented students meet their goals of entry, retention, graduation, and placement with assistance and support from the seven colleges and their departments.
- **AGEP** is a partnership with the three Regents universities supported by the National Science Foundation (NSF). Its mission is to prepare undergraduate students for the professoriate through enhancement of training for the PhD degree.
- The **George Washington Carver Doctoral Fellowship Program** has as its mission training students to continue the legacy of George Washington Carver. It is designed to prepare under-represented students for the PhD degree of choice.
- **IGS** is not a minority initiative, but an initiative designed to provide graduate flexibility for students who would like to pursue graduate training in more than one academic area.
- **McNair** is a federal program funded through the US Department of Education. Its purpose is to train low-income first-generation students for graduate education with the long-term objective and mission that they will pursue the PhD degree and hopefully become members of the professoriate.
- **Graduate recruitment and outreach** consists of a collection of activities designed to provide academic program support with assistance of leadership from the Graduate College in the arena of recruitment. Goals and objectives are established according to the university mission, Board of Regents directives, and college and program objectives.

- From the Graduate College Strategic Plan 2006-2011:
  
  **Benchmarks for above implementations:**
  - By 2010, 8.5% Board of Regents-mandated enrollment of US ethnic minority students should be enrolled at the graduate level.
  - By Fall 2007, there should be 25 George Washington Carver Doctoral Fellows.
  - By Fall 2007, there will be 25 AGEP Doctoral Fellows.
  - By 2010, 80% of entering doctoral underrepresented students will receive their degrees within 8 years.
• By 2010, 85% of entering underrepresented master’s students will receive their degrees within 2½ years.

Comments: By Fall 2007, there were 10 George Washington Carver Doctoral Fellows and 20 AGEP Doctoral Fellows.

IV. Best Practices and final Comments

The following activities have improved the above mentioned programs:

• The development of a strong AGEP Faculty Council which works directly with students monthly through workshops led by a community of faculty scholars.
• The establishment of a supportive faculty mentoring program.
• Academic department support for incoming students which contributes to changing the culture in the departments and throughout the university.
• An ongoing research component for McNair scholars.
• Increased flexibility for the IGS program directed by sub-chairs for the areas of specialization.
• Community development programs in support of the land-grand college philosophy of taking the university to the community, such programs as the Black Cultural Center, the National Association for the Advancement of Colored People, the Iowa African American Hall of Fame, the Women’s Networking Breakfast, and the Men’s Networking Breakfast, all designed to support the mission of a “people’s college.”
Information from CELT for Diversity Report

Implementation Goal 1

- Corly and Susan working with Todd Holcomb committee on retention
- Emphasis on diversity in CELT newsletter, *Teaching at ISU*: emphasis on diversity on programming (see examples below); emphasis on diversity on weekly emailed news and tip (six items in recent years)
- CELT actively recruits faculty and staff of color to present at workshops and sessions such as the annual Teaching Tips” faculty forum

Implementation Goal 2

CELT offers materials on working with diverse groups and seeks ways to help faculty think beyond their own boundaries or comfort zones. Examples:

- Diversity web page on CELT site, [http://www.celt.iastate.edu/teaching/diversity.html](http://www.celt.iastate.edu/teaching/diversity.html)
- Participated in National Faculty Center Institute on diversity issues, University of Arizona, 2004-05
- Newsletter article on Minority Student Retention, Fall 2007
- Diversity presentations in College of Engineering:
- Implementing Universal Instructional Design in Teaching, with Nancy Evans, 2008
- Newsletter article on respect for diverse students (part of set of effective practices), 2005
- Newsletter article on Universal Design, 2004
- Newsletter interview with Stephen Brookfield on his ideas regarding “Cultural suicide” and higher education on Universal Design, 2004
- UTS sessions on classroom diversity with Warren Blumenfeld, 2006, 2007
- UTS sessions on dealing diversity with Susan Cross, 2005
- UTS sessions on Learning Styles., may offered over last several years
- UTS sessions for TAs on issues related to International TAs

Implementation Goal 3, supporting and valuing scholarship that includes focus on social justice/multicultural issues. Examples:

CELT’s Miller Grants:

- 2007-08: Deconstructing Stereotypes, Internationalization, Gaming and Religion, Teacher Education for Complex Classrooms
- 2006-07: Revising the ISU English Placement Test
- 2005-06: Sustainable Engineering and International Development

CELT TEACH Grant:

- Presentation and Seminar on Diversity of Islam and Islamic Peoples, 2005
Implementation Goal 4
CELT has diverse membership, including African-American work-study student, Whitney Searcy, who is first greeter in CELT office during her work house; Yaoling Wang, who brings both racial and cultural diversity to CELT IT office; Lesya Hassall, immigrant from Ukraine, in IT office. Yao Lu, native of China, is working at CELT this term on creativity issues in conjunction with Pappajohn Center.

Figures from PFF program?

Implementation Goal 5
CELT’s Teaching Partners Program brings together ethnically and racially diverse faculty, both tenured and assistant professors, to discuss issues related to teaching.
University Honors Program Diversity Report

The University Honors Program continues to foster an environment that enhances the educational experience for all high ability students by challenging students to broaden their academic experiences both inside and outside the classroom in a supportive and safe environment. Through our mission the Honors Program has continued to work in conjunction with the Office of Admission to “serve as a recruiting mechanism for attracting a diverse group of superior undergraduate students to the university.” (Mission statement for the University Honors Program) The Honors Program has continued to engage in all efforts sponsored by the University to recruit and support minority students at Iowa State University.

The University Honors Program goals and objectives for the FY 09 academic year focus on a wide range of initiatives to support the mission statement of the Program and the strategic plan of the University. We have worked with our new administrative staff to create a shared vision of the University Honors Program as an agent for change, and this has threaded its way through all of our activities throughout this past year. When reviewing goals and objectives for the Freshman Honors Program, we found a fertile ground to promote globalization and diversity for our first year students as a catalyst for “exchanging ideas and considering alternative futures as a basis for launching personalized academic programs and professional careers.” (Revised Goal #1 Freshman Honors Program) Under this goal the objective is to introduce the importance of understanding diversity and globalization as equal to course work in personal development. In the past the Freshman Honors Program introduced the topic of diversity through a lecture on studying abroad, but had no supporting foundation. By focusing on diversity and globalization as a required component of the freshman seminar (HON 121), not only will our first year students get more breadth and depth, but the upperclass students instructing the course by necessity will have to become more engaged.

Overall the University Honors Program took a step to strengthen its efforts to bring a more global perspective to the program. This year we offered more University Honors Program seminars that met the both the US Diversity and International Perspectives requirement. Last May the University Honors Program offered its second mentoring workshop, which provided mentoring training aimed at graduate students and research staff who mentor undergraduates in the research process across all colleges. The workshop includes a unit on diversity that builds awareness of race, gender, and ethnicity conflicts that may arise in research teams. Our continual effort to engage more faculty and undergraduates in research has led to a number of collaborative efforts to promote diversity at Iowa State University. This year, with the addition of a full time administrator to coordinate undergraduate research, the Honors Program has been able to build a strong collaboration with the Ronald E. MacNair Post baccalaureate Achievement Program. Through this partnership, Honors was able to provide several high ability students from under-represented categories with an avenue to present their research in a formal setting, through the Research in the Capitol Program and the University Undergraduate Research Symposium. This year of the 20 students volunteering to represent Iowa State University at the Research in the Capitol event, 20 percent were from categories under-represented at the University and 50 percent where women. We think it sends a strong signal of Iowa State’s commitment to diversity when its under-represented categories of students are “over-represented” in venues celebrating scholarly achievement.
Other areas of outreach have included collaborating with Office of Equal Opportunity and Diversity and other areas to support grants that would work with outreach to Perry Middle School and Marshalltown high to help prepare young women for careers in the STEM fields. Another grant would support diversity training for academic advisors across campus.
Diversity Efforts

Program for Women in Science and Engineering (PWSE)

PWSE’s primary focus is to increase the representation of women in science, technology, engineering, and math (STEM) fields. Since women continue to be under-represented in these fields, all of the programs and initiatives of PWSE are focused on meeting diversity objectives of the university –specifically Implementation Goal 4. PWSE offers programs that impact the recruitment and retention of undergraduate women. Signature programs include PWSE Student Role Models (undergraduates that visit K-12 classrooms and programs across the state), Taking the Road Less Traveled Career Conferences (for 6-12 grade girls), multiple learning communities for undergraduate women in STEM, and summer research experiences for undergraduates in STEM. PWSE partners with numerous organizations (both internal and external to ISU) on a variety of other programs. Examples of new initiatives during the 2007-08 academic year:

- A new sophomore year learning community, including a new sophomore year seminar course offered both fall and spring semester.
- Increased collaborations with three community colleges (Des Moines Area Community College, Iowa Valley Community College District, and Western Iowa Tech) to identify pilot programs for K-12 outreach and the better serve/connect community college students with interests/potential in STEM areas. Examples of initial steps – visits to campuses and meetings with STEM faculty and student/academic affairs staff, special visits, ICN session linking students at ISU and community college student, etc.
- Discussions with the Department of Education, the Women in Science and Engineering at the University of Iowa, and the Iowa Commission on the Status of Women on developing statewide initiatives or linkages related to women in STEM.
- Initiated discussions with NSF Advance, ISU Lectures Program, and Bioeconomy Institute to plan on bringing in female leaders in bioeconomy and other areas as guest lecturers.
- Partnered with engineering faculty and the Office of Equal Opportunity and Diversity to submit grant request to develop outreach programs (to be offered Fall 2008) to Marshalltown and Perry (two cities with high immigrant populations).

Exact numbers for the 2007-08 year are not finalized, but it is anticipated that K-12 outreach programs will reach nearly 7000 student and learning communities reaching 200 undergraduates.

Diversity Efforts – Karen’s non-PWSE role

Support of the U.S. Diversity/International Perspectives Requirement
Developed a template submitted to curriculum committee to standardize the process for students requesting substitutions. This will also increase the visibility of meeting the U.S. Diversity or International Perspectives in non-traditional methods; which may be a of particular interest to no-traditional students.
Also proposed a change to the curriculum committee in the process for reviewing and accepting U.S. Diversity and International Perspectives courses from transfer institutions to make these options more visible to students and to automate their application in the degree audit system.

Continue to review and grant substitutions and waivers for U.S. Diversity and International Perspectives requirement for students with unusual circumstances.

Review of all University Studies courses meeting U.S. Diversity or International Perspectives requirements to ensure the courses still meet the intended outcomes as specified by the faculty senate.

Other Support of Diversity
University of Academic Advising Committee – planning a half-day seminar/workshop open to the entire ISU community to be offered in May 2008 related to serving students with mental health issues.

Webinars and brown bag discussion sessions for advisors on advising diverse populations.

Since transfer students often represent a more diverse population than direct from high school students, the related to the development of the articulation website for transfer students from Iowa community colleges has diversity impacts for the university.