2008 CHS Annual Diversity Report

Diversity Mission/Vision Statement

The 2005-2010 Strategic Plan for the College of Human Sciences centers on four strategic goals, each of which supports diversity, broadly defined. These are:

1) **Academic Excellence.** Enhance the quality and prestige of our faculty, academic programs, research and scholarship, and teaching excellence in our cross-cutting themes; develop interdisciplinary research initiatives, support and sustain current programs of excellence, promote inter- and intra-college collaboration, and add key new faculty lines to lift the college to national and international prominence. NOTE: This strategic goal embodies a commitment to intellectual diversity.

2) **Student Enrollment and Retention.** Develop new initiatives to attract, recruit, admit and retain high quality and diverse undergraduate and graduate students.

3) **Outreach and Engagement.** Strengthen engagement state-wide, nationally and abroad with external audiences in communities, educational institutions, professional organizations, public policy think tanks and other groups through collaborative partnerships; build and support a strong alumni base; and promote opportunities for dialogue and exchanges that enhance learning, research, and quality of life. NOTE: This strategic goal demonstrates a fundamental desire to serve a diverse public.

4) **Build CHS Community Internally.** Increase collegiality and collaboration through enhanced communication and engagement among all college stakeholders with programs that cut across disciplinary lines, strengthen infrastructure, decrease bureaucracy, and enhance outreach to other units/organizations across the university. NOTE: This strategic goal includes supporting communication and community-building among diverse college constituents.

Specific strategic objectives within each goal delineate more clearly how we focus our efforts. Among these are simple objectives aimed at increasing demographic diversity (race/ethnicity, sex, ability/disability,....) as well as more complex ones centered on creating a culture more deeply supportive of diversity.
Departments and other college units must identify staff/faculty applicant pools that are as diverse as possible when hiring. For faculty hires, a diverse set of candidates should be identified and the method by which this is done is reported to the dean for final approval. Chairs must report annually their efforts to recruit and retain diverse faculty and staff. Likewise, chairs are responsible for increasing the diversity of students enrolled in their departments. Strategies to address shortcomings in these efforts are devised conjointly by chairs, deans, faculty, and key staff members such as our multicultural liaison officer, recruitment officer, and advisors. Finally, in their annual evaluations, administrators are accountable for their efforts to support and enhance diversity.

Response to Diversity Statistics

Administration. Among chairs in the college, three are female and three male. Five are White and one Latina. Among deans, three are female and two male. Four are White and one is Latina. In sum, gender balance exists in college administrative leadership (Women: 55%, Men: 45%). We would like to see greater racial/ethnic diversity in these key positions, though (Latina/o: 18%, White: 82%). During the only administrative search this year, the search committee specifically targeted females among the nearly one hundred fellows in the field, sending them recruitment packages and following up with multiple personal contacts. Despite these efforts, none applied. The pool of qualified candidates of color in this field was exceedingly small, but the committee similarly endeavored to recruit them – to no avail.

Faculty. Of the 172 tenured or tenure-eligible faculty reported (October 2007 payroll), women account for 66% (with a higher proportion among tenure-eligible faculty and lower proportion among those with tenure). These figures greatly exceed those for the university as a whole, with women accounting for only 34% of tenured or tenure-eligible faculty. In terms of race/ethnicity, 12% of tenured/tenure-eligible faculty in the college are persons of color and 88% White. While one third of the university’s African American faculty serve in our college, we currently employ fewer faculty who are Asian/Pacific Islander. The overall proportion of faculty of color in the college has risen slightly during the past year from 10.9% to 12.2%. Our college also welcomes and employs LGBTQ faculty, though university data is not collected for this dimension of diversity.

Staff. Among P&S staff in the college, 11% are persons of color (compared with 9% in the university). Higher appointment bases have proportionally fewer persons of color. We not only must improve our racial/ethnic representation in P&S positions, but we especially must endeavor to do so at higher P levels. Of all P&S employees in the college, 85% are women. This surpasses the rate of 52% for the university as a whole. Our Merit staff is comprised primarily of White women. While the racial/ethnic makeup of our Merit staff is similar to that for the university as a whole, we employ a significantly higher proportion of women than does the university (98% versus 64%).

Students. Overall, enrollments of multicultural students in the college match or exceed those for the university as a whole in all categories except for international students. Two departments in particular (AESHM and KIN) have been quite successful in appealing to diverse student populations through special outreach events and strategic recruiting. Another department has worked diligently to increase student diversity through intensive mentoring and other programs, though enrollments have not yet increased accordingly.
Diversity Efforts

The following section outlines college activities over the past year that have addressed the university’s Implementation Plan for Diversity, Equity, and Community, 2006-2011. This list is illustrative rather than exhaustive.

IMPLEMENTATION GOAL 1. Institutional Commitment: Achieve a just environment on campus where everyone feels welcomed, respected, and safe.

- Currently, the college offers a variety of learning communities for undergraduate students across disciplines and ages. Participation is quite strong with over 71% of our students engaged in them at some point during their degree program. The ANTS learning community in particular is unique in the university in that it serves nontraditional students. The Step Forward learning community offers students of color an especially welcoming and supportive opportunity to acclimate to undergraduate life in the college.

- College celebrations and other events honor the contributions of our students and faculty. The College Welcome Picnic continues to grow each year, serving over 900 persons this past fall, up from 600 the previous year. Our college’s undergraduate commencement ceremonies attract about 500 students each year.

- The college also sponsors or co-sponsors a wide range of events that focus on issues of multiculturalism or diversity. These include ISCORE, invited lecturers, and visiting scholars.

IMPLEMENTATION GOAL 2. Curriculum and Pedagogy. Develop a curriculum that guides students to think critically about social justice issues and provides faculty with the tools to teach inclusively.

- The CHS Curriculum Committee has defined a new undergraduate core curriculum that includes social justice/responsibility among its five areas of focus. College forums are now underway with the expectation that faculty will vote on the core during the Fall 2008 semester.

- The ELPS Department has formally begun its Social Justice concentration in the Higher Education program, enrolling its first cohort of students this year.

- The college has fundamentally reconfigured its International Experiences Program. Among many other projects for this new program, Nana Osei-Kofi, the director, is leading a college-wide effort to assure that international experiences are thoroughly integrated with curriculum.

- The college continues to provide leadership and instruction for Dialogues on Diversity, a class supported by the Provost’s Office and that serves the university community. Typically, 120 students enroll in this course each semester, which seeks to develop deeper student understanding of individuals from diverse
cultures; multicultural perspectives; and the roles of race, ethnicity, and socio-economic status in an increasingly diverse Iowa and nation.

IMPLEMENTATION GOAL 3. Research and Scholarship. Creating an academic environment that appreciates and values cultural/social differences through supporting and valuing research/scholarship that focuses on social justice/multicultural issues.

- The college Diversity Committee has successfully nominated our next Helen LeBaron Hilton Chair, a nationally distinguished scholar who has written extensively about educating teachers/faculty to engage sensitively, supportively, and well with multicultural students. During the 2008-09 year, she will work closely with students, staff, and faculty. She will focus much of her time with us by working with researchers in the college to assist them in furthering their scholarship on multicultural issues.

- Scholars throughout the college conduct research on issues connected with social justice/multicultural issues. Their efforts are too numerous and varied to list in entirety, but clearly, faculty engage in this work in every department. Clusters of researchers focus on issues such as persons living in poverty, the elderly, disabled individuals, persons who speak languages other than English, persons with diverse sexual and/or gender identities, persons who suffer from food insecurity, multicultural aspects of food, textiles and clothing as cultural expression, religious diversity, and the education of diverse persons of all ages around the world. In short, diversity is central to much of the scholarship (and service) of the college.

IMPLEMENTATION GOAL 4. Increase the representation of historically underrepresented populations among faculty, staff, and students.

- The college’s scholarship program has expanded notably over the past year. The number of undergraduate scholarships offered increased from 182 to 248 (36% jump) while the total amount of scholarship money awarded grew from $264,000 to $430,000 (63% increase). Aggressive efforts to inform students about scholarships have produced results, too. The number of applicants from last year to this rose sharply, from 339 to 538, or 59%. Students of color are amply represented among scholarship awardees.

- The Extension to Families program has expanded the diversity of its field staff over the past few years. It also has successfully expanded its services to predominantly Latino and African American communities in the state.

- Our Multicultural Liaison Officer, Yanira Pacheco-Ortiz, has continued to organize a number of effective and engaging programs for multicultural students. Among these are: taking our students to the Des Moines Ebony Fashion Show each spring, hosting a group of potential multicultural students at the Behind the Scenes Day associated with the annual Fashion Show, and serving as a key campus liaison for recruiting students from Puerto Rico.

IMPLEMENTATION GOAL 5. Inter-group and Intra-group Relations. Create a just environment that recognizes and celebrates cultural differences and socially constructed
differences (i.e. gender, race, disabilities, sexual identity, etc.) by enhancing relations within and among groups.

- The CHS Diversity Committee has created a new college award for faculty/staff achievement in supporting diversity.

- Our Multicultural Liaison Officer, in conjunction with staff/faculty/students around the college, has produced and/or contributed to a number of events designed to expand multicultural awareness, including: Latino/a Heritage Month events, soul food lunch, a book discussion of *First in the Family* (first generation students), and a study abroad experience for the Step Forward learning community.

**Best Practices/Final Comments**

The College as a whole particularly seeks faculty members from underrepresented groups. The Educational Leadership and Policy Studies Department has shown truly exceptional leadership in proactively seeking out women and persons of color as hiring opportunities have arisen. It has advertised positions in an array of venues likely to attract the attention of a broad applicant pool. Department faculty have recruited vigorously at key conferences and meetings as well as made concerted one-on-one contacts with allies likely to suggest promising candidates. After strong female and minority applicants have been identified, the search committee chair mails letters inviting these individuals to apply and/or initiates phone contact. Once a female and/or minority applicant has been selected for a position, the department and college administration has made every effort to jointly fashion enticing incentive packages. Without question, the ELPS Department has been spectacularly effective with such efforts. Thirty-three percent of core faculty members are persons of color, making the program one of the most diverse of its kind in the country, not to mention on campus.