June 10, 2008

To: Gregory L. Geoffroy
   President

From: Elizabeth Hoffman
      Executive Vice President and Provost

Subject: Annual Report on Diversity in the Academic Area

Bringing intellectual and demographic diversity to the university continues to be a key goal in the academic area. The units that report to me are making progress in building a diverse, inclusive, and stimulating environment, as you will see in the individual reports to follow.

We remain committed to reaching the goals set out in the Campus Climate Implementation Plan, 2006-2011. The increased accountability that is the result of these annual diversity reports has helped to enhance the climate for diversity in the academic area. In the summary that follows, I will highlight key indicators and innovative practices.
Analysis of data on Administrators, Faculty, Staff, and Students

Below is a summary analysis of diversity among our academic administrators, faculty, staff, and students. Included in Appendices A, B, C, D, E and F is detailed data on the populations in the academic area, prepared by Institutional Research (all information is based on October 2007 counts). We understand that there are many types of diversity; however this report focuses primarily on gender and racial/ethnic diversity. We are limited in our analysis because we do not have access to useable statistical data regarding sexual orientation, religion or disability. What we have learned from the information available is valuable in assessing our progress toward our diversity goals.

Department Chairs. In Appendix A, you will find data on gender and racial/ethnic diversity among department chairs for the past 11 years. As in our previous year’s report, we have focused our analysis of academic leadership on department chairs.

Looking at the data, it is notable that there has been a significant increase in the number of department chairs from a racial/ethnic minority since the previous year, from 3 to 6, all of these Asian/Pacific Islander. In this same time period, there was a significant drop in the percentage of women serving as department chairs. The number of female department chairs decreased by three, from 7 to 4, causing the percentage to drop from 14% to 8%. (It should be noted that one of these female chairs was advanced to an Associate Dean position.) We face significant challenges in recruiting women and under-represented minorities to these leadership positions, and will continue to work with Deans to increase diversity among chairs. As you know, my office will be leading an Emerging Leaders Institute next year, and one key goal will be to use that training opportunity to prepare a diverse group of faculty members for academic leadership.

Faculty. In Appendix B there is information about faculty diversity. While the number of faculty overall has dropped in the past year, there was progress made in regard to racial/ethnic diversity of the faculty. The percentage of female faculty members declined slightly.

University-wide, there was a 1 percent increase over the previous year in the number of faculty from racial/ethnic minorities, from 17.4% to 18.4%. The most notable gains were among Asian/Pacific Islanders. African Americans were the only other minority group to experience a gain during this time with the overall number of African American faculty increasing by one. It is encouraging that the number of minority faculty has steadily increased over the last eleven years, although most of our gain has been limited to Asian/Pacific Islanders. The percentage of women faculty decreased by .2% from 2006 to 2007. While some of this decrease may be attributed to reduced hiring of new faculty last year, the numbers clarify the need to continue our efforts to recruit a diverse faculty. In regard to tenure status, the percentage of tenured minority faculty increased from 16.0% in 2006 to 16.8% in 2007. Tenure-track minority faculty increased by 3.3% during this same time period.
P&S Employees. The number of P&S employees university-wide has continued to rise to a high of 2540 in 2007. Racial/ethnic diversity amongst P&S employees increased only slightly (9.3% to 9.4%) from the previous year (see Appendix C). Also, the percentage of minorities by race/ethnicity has decreased in P-levels 16-19 during this time. The percentage of P-20 employees from racial/ethnic minorities increased slightly from 20.7% to 21.9%. The percentage of women increased at each P-level except P-14 over the year. Most notably, the percentage of women employees at the P-20 level increased from 31% to 37.5% from 2006 to 2007.

Merit Staff. Diversity among merit employees has increased slightly (Appendix D). The percentages of minority merit employees was 3.7% in 2006 and it was 4.1% in 2007. The gender breakdown remained relatively unchanged from one year to the next, with 64.2% women in 2006 and 64.1% in 2007. However, this does continue to signal a downward trend from the 68.5% of female merit employees from 1997-1999.

Diversity among faculty, P&S and merit continues to remain important in creating a welcoming and supportive environment for others from diverse backgrounds. Increases in the percentage of minority faculty as well as increased representation by women and minorities in the highest level P&S positions are positive steps toward more appropriate gender and racial representation.

Student Enrollments. The percentage of students from racial/ethnic minorities did not change from the previous year. However, the number of students increased in all categories except for Asian/Pacific Islander students. The largest increases were seen among international undergraduate and minority students in the College of Veterinary Medicine. Notably, the total percentage of minority students in the college increased from 2.6% in 2006 to 4.0% in 2007 (see Appendix E). In regard to gender, the percentage of female students (both graduate and undergraduate) has decreased slightly overall, with 43.7% in 2006 and 43.2% in 2007. Among graduate students the percentage of females has decreased from 41.5% to 40.2%. The exception to this decline is in the first professional students (Veterinary Medicine), where the percentage of women increased slightly 74.7% to 74.8%.

The numbers of domestic minority students (looking at the composite of all levels) remained steady at 8.5%. The percentages of African American and Hispanic students both increased .1% from 2006 to 2007. Among undergraduate students, there are 9% domestic students of color while at the graduate level there are 6.9%. The percentage of international students (graduate and undergraduate) rose slightly from 2006 to 2007, from 8.3% to 8.6%; at the graduate level there are 31.8% international students.

Student Retention and Graduation Rates by Race/Ethnicity and Gender. In all categories, except for Asian/Pacific Islander students, the number of entering students increased in 2007 as compared to 2006. However, while the overall 1-year student retention rate increased, the retention rates for African Americans, American Indians/Alaska Natives, and Hispanics decreased in this one year period. However, the six-year graduation rate increased for all domestic students of color except African Americans. Female students continue to have higher rates of retention and graduation than male students although the six-year graduation rate for both was down slightly over the previous year.
The full reports detail the efforts undertaken to address diversity as an issue in student recruitment and retention.

Commentary on Academic Unit Activity in Diversity

In Appendices J through V, you will find reports from the following academic units:

- Vice President for Extension and Outreach
- Vice President for Research and Economic Development
- Associate Provost for Faculty Advancement and Diversity
- Associate Provost for Academic Programs/Dean of the Graduate College
- College of Agriculture and Life Sciences
- College of Business
- College of Design
- College of Engineering
- College of Human Sciences
- College of Liberal Arts and Sciences
- University Library
- College of Veterinary Medicine
- Information Technology Services

In these reports are details about the ways in which departments, colleges, and other units are continuing to meet their own diversity goals as well as those goals set forth in the university’s 2005-2010 Strategic Plan. The reports include the particular curricular, research, community, and demographic goals unique to that area and progress towards meeting those goals. The following is a summary of some notable initiatives and accomplishments. Please read the individual reports for full details.

The Advisory Committee for Diversity Program Planning and Coordination. The Advisory Committee for Diversity Program Planning and Coordination (ACD) has been meeting since April 2007. One of the committee’s major activities was the review of the diversity reports that were submitted in spring 2007. In reviewing the reports, the ACD decided that it would be beneficial to provide a template (Appendix W) for colleges and units to use in future reporting. This committee has helped to foster communication by coordinating regular meetings with the college diversity committee chairs and with representatives from the University Committee on Disabilities, the Business and Finance Diversity Committee, and the Student Affairs Diversity Committee. The committee has focused on future goal-setting and on increasing communication and efficiency in diversity efforts.

Highlights/New Initiatives. The following section highlights activities, programs and initiatives sponsored or co-sponsored by the colleges/units that address the five goals set forth in the “Implementation Plan for Diversity, Equity, and Community, 2006-2011.”
Institutional Commitment:

• Extension provides service to diverse populations throughout the state of Iowa. Staff are encouraged to become bilingual and provided financial resources to do so. Efforts are made to have educational materials available in languages other than English.

• Faculty and staff in the College of Liberal Arts and Sciences distribute a weekly electronic diversity newsletter. This newsletter advertises diversity-related news, events and course offerings.

• The new addition to the College of Design will be fully accessible and improvements are being made to the current entrance ramp.

• In Spring 2007, student leaders worked with an associate dean in the College of Business to develop professional expectations and standards for all students. This signed commitment includes the expectation that students will treat all individuals with respect and dignity.

• The College of Engineering will be launching a new student transition program in Summer 2008 called the Summer Program for Enhancing Engineering Development (SPEED).

• The College of Human Sciences Diversity Committee has created a new college award for faculty/staff achievement in supporting diversity.

• The College of Agriculture and Life Sciences employed an ad hoc Diversity Strategic Planning Committee to assess current activities with respect to diversity. The committee devised an implementation plan which includes more scholarships for underrepresented students and research opportunities to work with faculty.

• The Honors Program partnered with the Ronald E. McNair Program to provide underrepresented undergraduate students the opportunity to present their work at the Research in the Capitol event. Half of the ISU delegates were women and 20 percent were from categories underrepresented at the university.

Curriculum and Pedagogy:

• In Fall 2007, the College of Business mapped the content of all core courses and learned that diversity issues are introduced in all but one course.

• The College of Design’s Rome Program continues to be the largest international study program at the university.

• The College of Liberal Arts and Sciences continues to take an active and central role on campus toward diversifying the curriculum. The college is home to the Center for American Intercultural Studies (CAIS) and the Women’s Studies Program.

• In the College of Design, DSN 446/546 students have been working with the working poor and minorities in Sioux City through the local soup kitchens and food bank toward the realization of a local food system that addresses their basic needs.

• The College of Engineering held a workshop entitled “Planning Inclusively for Classroom Diversity” which was attended by about 40 faculty members. In preparation, the Associate Director of CELT observed classroom practices and later shared insights to improve teaching effectiveness.
Research and Scholarship:

- The next Helen Lebaron Hilton Chair in the College of Human Sciences will work with researchers in the 2008-2009 academic year to assist them in furthering their scholarship on multicultural issues.
- In the College of Design, one CRP faculty member worked on a project studying the effects of HIV/AIDS on poverty in Sub-Saharan Africa.
- A faculty member in the College of Business is researching issues related to husband/wife teams in family-run businesses and the impact of gender and race on boards of directors.
- The College of Engineering obtained funding for a Federal project establishing a partnership with two schools with two minority-serving institutions. These partnerships provide access to students of color for internships and graduate school.
- The Center for Excellence in Learning and Teaching (CELT) provided grant funding in 2007-2008 for Deconstructing Stereotypes, Internationalization, Gaming and Religion, Teacher Education for Complex Classrooms.
- In the College of Veterinary Medicine, the efforts of one graduate student mentor resulted in receipt of a NIH-F31 Minority Pre-doctoral fellowship.

Increase the representation of historically underrepresented populations among faculty, staff, and students:

- The College of Agriculture provides funding for underrepresented graduate students through the Graduate Research Assistantships Match (GRAM) program. This financial assistance for students of color helps to create a more diverse academic environment.
- Participation in the College of Human Sciences’ scholarship programs has notably increased. The amount of scholarship money awarded increased by 63% and the number of applicants rose 59%. Students of color are amply represented among scholarship recipients.
- The College of Design hired an American Indian woman as their MLO in September 2007. In January 2008 her position expanded to include recruitment of students from underrepresented populations. Recent hires also included an African American program coordinator.
- In the College of Engineering, twenty-four prospective students of color attended an Evening with Engineering. This event provided students and their parents with information about academic and social support.
- An Administrative Fellow working with the ADVANCE program has been working to develop materials on faculty searches to lead to more diverse hires.
- Extension employs higher percentages of females in each pay grade in the P&S system as compared to the university. Extension’s merit staff is 14.4% minority and the university, as a whole, is 4.1%.
Inter-group and Intra-group Relations:

- For Native American Heritage Month in November, the MLO in the College of Design held an educational film series attended by students across the university.
- The College of Agriculture and Life Sciences partnered with the ADVANCE program to lead a workshop examining the subtle bias that occurs in faculty dealings. This consisted of a “readers theatre” followed by a focused discussion.
- Center for American Intercultural Studies personnel in the College of Liberal Arts and Sciences set up a VEISHEA 2008 display titled “Diverse and Excellent Achievements”, which featured outstanding individuals from diverse backgrounds.
- The MLO from the College of Human Sciences, in conjunction with others from the Multicultural Student Services Coordinating Team (MSSCT) and Dining Services, coordinated a Soul Food Lunch in several dining centers during Black History Month.
- The University Academic Advising Committee planned a half-day seminar/workshop open to the ISU community related to serving students with mental health issues.

*Best Practices/Innovations.* The template provided for the creation of the diversity reports encouraged colleges and units to share their best practices. This was to give the colleges and units an opportunity to reflect on those efforts that had worked particularly well. It is also an opportunity to share ideas that other colleges and units may adapt for their own purposes. Some highlights from these sections are listed below.

- The College of Agriculture and Life Sciences has cultivated strong ties with minority serving institutions to facilitate recruitment of graduate students from historically underrepresented populations.
- The College of Business has implemented a Gerdin Citizenship Program in order to increase the involvement of freshmen and sophomore students in the college. In this program, students are required to interact with people who are different than themselves.
- The College of Liberal Arts and Sciences has a new director of recruitment who will be helping to recruit students from underrepresented groups.
- The ELPS Department in the College of Human Sciences has been proactive in seeking out women and persons of color when hiring. Thirty-three percent of core faculty members are persons of color. It is one of the most diverse programs of its kind in the country.
- The University Library Diversity Committee provides search committee chairs with a diversity packet with information on appropriate interview questions and diversity initiatives.

*Executive Vice President and Provost’s Continuing Commitment.* The implementation of annual diversity reporting has led to enhanced results and increased accountability. The Office of the Executive Vice President and Provost has set an example in several ways. There has been ongoing support of the ADVANCE program and the campus visits of scholars and consultants such as Dr. Cathy Trower and Dr. Jo Ann Moody. Also important has been the funding of other diversity initiatives through the Diversity Grants and Women’s Enrichment Grants. Funding for diversity, recruitment, retention, and partner accommodation was recently restructured in order to be more responsive to the changing needs of the departments.