College of Business
April 2008 to April 2010 Diversity Report

I. Diversity Mission and Vision Statement

The mission of the College of Business (COB), as stated in the college’s 2005-2010 strategic plan, is “conduct and share research and educate tomorrow’s business leaders so they are prepared to deal with multi-disciplinary, global, technological, ethical, and diversity challenges” (bold added). Further, one of the college’s core values and objectives is to “enhance and embrace diversity among our students, staff, and faculty.” To accomplish the mission and this objective, one of the key priorities in the 2005-2010 strategic plan is to “support a collaborative culture” with the accompanying goal, “increase the diversity among faculty, staff, and students.” This goal echoes one of the University goals under the priority of “university life”: “expand the diversity of people, ideas, and cultures, and nurture an environment in which diversity can thrive.”

Progress on achieving the goal, “increase the diversity among faculty, staff, and students,” is specifically measured and tracked annually by the following three measures:

- Increase scholarships to attract more minority students.
- Increase the number of Carver Scholars, National Achievement Scholars, etc.
- Increase minority and female faculty and staff.

Each year we review progress in accomplishing these goals at the administrative levels within the college and discuss ways in which we can improve, not only with respect to these three measures, but in other areas related to diversity, such as exposure of current students to diversity issues, providing an environment which fosters respect for diversity, and raising awareness of diversity issues among the staff and faculty.

At the writing of this report, the College of Business 2010-2015 Strategic Plan is not yet finalized. We anticipate that diversity will be centrally important in the plan.

The COB Diversity Committee addresses diversity issues in the College related to the recruitment and retention of faculty, staff, and students; fosters an environment that welcomes different perspectives backgrounds, and life experiences; encourages all members of the College community to develop mutual respect and appreciation for multiple viewpoints; and promotes the principle of equal opportunity in both the educational and work environments.

II. Diversity Efforts

The College of Business has been generally successful in increasing diversity among the faculty, staff, and students. The college also is involved in several activities that address the other implementation goals of ISU’s Plan for Diversity, Equity, and Community. Our efforts are detailed in the following paragraphs.
Institutional Commitment

Although not specified as a measurable outcome for the college’s diversity efforts, the college is actively working at increasing faculty, staff, and students’ awareness of and engagement with diversity issues. Notable among these efforts are the following.

All COB students are required to understand and be committed to upholding the College’s professional expectations and standards. One of the expectations is directly related to treating others with respect:

- I treat all individuals with respect and dignity.
  - Social expectations include but are not limited to:
    - Addressing others with courtesy, sensitivity, and respect.
    - Respecting others’ property.
    - Contributing to a community in which everyone works together in an atmosphere free from discrimination.
    - Responding appropriately and in a timely manner to all acts of discrimination.

Students acknowledge their commitment to the professional standards and expectations upon entry to the College and again when they apply for admission to the professional program. In addition, the professional standards and expectations are posted throughout the Gerdin Business Building, and faculty members are encouraged to include them in course syllabi.

The Gerdin Citizenship Program includes a requirement for participants to engage in at least two activities where they will interact with others who are different from them. The purpose is for students to learn to appreciate and respect diversity through experience rather than lecture. About 125 students voluntarily opted into this program. After these interactions, students are asked to reflect on the differences and similarities between themselves and others. Students have reported that their experiences have been very meaningful and have helped them look at people and the world in a different way than when they arrived at Iowa State. To date, approximately 250 COB students have participated in the optional citizenship program. This program is supervised by the associate dean for undergraduate programs.

In Fall 2008, the COB Diversity Committee implemented a diversity awareness competition called iChooseDiversity, which was made possible by a $7500 grant from Cargill. Thirteen teams composed of three (3) College of Business students submitted proposals for a project or initiative aimed at fostering diversity at Iowa State and/or in the Ames community. A panel of Cargill managers, COB faculty, and ISU staff reviewed the submissions and three finalists were chosen to present their proposals. The winning team received scholarships and financial support to implement their project, Cyclone Cultural Festival. The initiative was implemented with success in Fall 2009. While we hoped to continue this competition on an annual basis, the economic crisis for both Cargill and the COB made this impossible for now.
Curriculum & Pedagogy

The COB has established general learning outcomes for all undergraduate students in the college, one of which directly relates to diversity:

- Recognize the benefits and challenges of diversity

Diversity content is included in the majority of the 300 and 400-level business courses and there are some specific business courses in which the majority of the content is related to diversity (multicultural, gender, and international cultural differences) (e.g., MGMT 472, Management of Diversity; MKT 448, International Marketing; MGMT 414, International Management; MGMT 367/567, International Entrepreneurship).

In an effort to raise students’ awareness about diversity issues in business earlier in their academic career, beginning in Fall 2009, all COB students are required to take BusAd 201, Careers in Business, which contains a component introducing students to diversity issues in the workplace. This course will generally be taken in the second or third semester at ISU.

The COB Outcomes Assessment Committee collects a direct measure of business students’ ability to recognize the benefits and challenges of diversity annually during spring semester. Students are required to respond to a short scenario with a diversity dilemma in the workplace by writing an essay in which they have to identify the issues and how they would handle the situation as a manager. These essays are then evaluated with a rubric. In Spring 2008, 92% of the essays scored in the satisfactory to good range; 95% scored in the satisfactory to good range in Spring 2009. Assessment data for Spring 2010 is not yet collected.

Research & Scholarship

While there is no special directive or expectation that College of Business faculty will engage in diversity-related research, there are currently 16 research projects by COB faculty members that examine cultural and/or social differences. Some of this research examines race and gender issues within U.S. business and/or consumers, while some of the projects focus on cross-country comparisons. As we continue to network globally, we anticipate that cross-cultural research will continue to be a focus of COB faculty.

Diversity Representation Among Faculty, Staff, and Students

Although “historically underrepresented populations” typically refers to minorities based on race or ethnicity, we choose to consider diversity more broadly including females and internationals.

Representation of diversity among faculty, staff, and students in the College of Business is generally on a par or slightly better than the University’s averages. In Fall 2009, 9.4 percent of COB undergraduate students represented minorities; an additional 12 percent were international students; at the graduate level, 7.5 percent were represented minorities, and 24.3 percent were international students. There has been a significant increase in international students in the last
two years, and we expect this trend to continue. One area of diversity in which the College lags, however, is the percentage of females, particularly in the undergraduate student population. Nationally, the percent of female undergraduates in business schools is 42.9% (The AACSB Guide to Business Education 2009). The COB’s lowest percentage of female undergraduates was 34.7% in 2007—since then, female enrollment has seen a slight increase to 36.5% in Fall 2009. To address this issue, in Fall 2010, the college will host a one-day conference for Iowa high school girls on campus—the purpose of this conference is to raise awareness about the benefits of business careers for women and the COB at Iowa State. We plan to make this an annual event in an effort to recruit more females to the COB.

Currently, 30.3 percent of the faculty (NTE and T/TT) are women; 28 percent are international; and 2 percent are diversity. Six percent of the staff is diversity; 88 percent are female (however, 25% of undergraduate advisors are male, which we believe brings diversity into that office). Efforts to hire diversity candidates in the past couple of years have been successful. Of the 22 faculty hires made since the beginning of FY09, 45.5% are diversity hires (women, race, and/or international). Seven new staff members have been hired in this same period of time, and all were diversity hires (women and/or race).

Inter-group and Intra-group Relations

The Multicultural Business Network is a COB student organization with the specific purpose of providing support, networking opportunities, and professional development for multicultural business students. Minority students also receive support with respect to career development and placement services. Each semester, in conjunction with the Business Career Fair, the Multicultural Business Network co-hosts a networking breakfast with the Career Services Office. A resume book for minority students is put together and made available to all recruiters attending this event. Student support for minority students is also specifically provided by the college’s multicultural liaison officer (MLO).

For the past three years, the College has hosted a reception each fall for all international business students. The purpose of this event is to network and meet faculty and staff in the college. This has become an increasingly important event given the growing international student population.

The COB promotes awareness and respect for diversity through its Gerdin Citizenship Program, as described in the institutional commitment section of this report. However, given the growth in international students in the college, we believe we need to take a more proactive approach to creating an environment that recognizes and celebrates cultural differences that will have a lasting impact on all COB students. The COB Diversity Committee has begun to address this issue—its first step is to conduct a survey of faculty, staff, and students in the college to obtain feedback on the culture.

New minority faculty, like all new faculty in the college, receive mentoring from a colleague for their first three years at Iowa State. The purpose of this relationship is to provide whatever support the new faculty member needs that will help him/her be successful at Iowa State. We have also implemented a Faculty Development Program, which requires that each new faculty
member, in conjunction with his/her department chair and mentor, develop a customized plan with respect to research, teaching, and service that will contribute to his/her success.

Since April 2008, the College of Business has contributed $242,577 to support diversity efforts and activities. These monies supported the SOARS program (Sloss Women’s Center) ($150), Multicultural Business Network and multicultural recruitment/support efforts ($4,685), international student reception ($2,254), networking breakfast for multicultural students and recruiters ($7,938), study abroad scholarships for female and minority students ($35,500), academic scholarships for female and minority students ($162,050), and scholarships to support international internships ($30,000). Despite budget constraints, our financial commitment to the support of diversity has increased over the last two years.

III. Best Practices/Final Comments

The College of Business has been very successful meeting the measureable outcomes related to diversity in its strategic plan and student learning outcomes. Moreover, the COB does relatively well at attracting and retaining diverse faculty and students. Over the past two years, there have been some very specific activities that have been successful in supporting diversity, including the networking breakfasts, the iChooseDiversity competition, and the Gerdin Citizenship Program. The COB Diversity Committee has become more active in addressing ways in which the college can be more supportive of students, faculty, and staff. The high school girls’ conference currently being planned will reach out to females.

Nonetheless, the college needs to improve in having a culture in which recognizing and celebrating diversity are uppermost in everyone’s minds. This is particularly important as our diversity numbers grow. The COB Diversity Committee is addressing this issue now. We hope that as the budget improves, we will be able to increase our financial support of diversity efforts.

Contact

Kay M. Palan
Associate Dean for Undergraduate Programs, College of Business
kpalan@iastate.edu; 4-9526