Iowa State University
College of Agriculture and Life Sciences

Diversity Report to the Provost
April 2008-April 2010

I. Diversity Mission/Vision Statement

The College of Agriculture and Life Sciences (CALS) is committed to a comprehensive diversity effort focusing on 1) undergraduate and graduate students, 2) a college-wide Diversity Committee, and 3) an expanding program associated with the CALS ADVANCE (and ISU ADVANCE) project for faculty, staff and post-doctoral students. The College provides opportunities for U.S. citizens of underrepresented groups while also strengthening multicultural understanding among students, staff and faculty and relationships with minority-serving institutions.

Our undergraduate and graduate Diversity Programs component is one of the administrative units in the College and is composed of both the CALS Diversity Programs office (Mary de Baca, director), and the Ag Multicultural Programs office (Aurelio Curbelo, Minority Liaison Officer -MLO), see http://www.ag.iastate.edu/diversity/.

In addition, our 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.

An additional component of our CALS diversity effort is CALS ADVANCE, which focuses on recruitment, retention and advancement of faculty women and minorities. Dr. Jan Thompson serves as the Equity Advisor for the college and 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.

Vision Statement for Diversity Programs for the College

The College of Agriculture and Life Sciences has three mission areas: teaching/learning, research and extension/outreach. The College’s 2005-2010 Strategic Plan articulates the importance of diversity of ideas, peoples and culture as one of our core values. Diversity is a core value, one that we strive to make continual advancements in through leadership, committee activities, and engagement of our students, staff and faculty.

The Diversity goals expressed in the College’s 2005-2010 Strategic Plan are:
1. To prepare students for working and living in a diverse, globally interdependent world.
2. To enhance the visibility of outstanding faculty and staff, research accomplishments and graduate and research programs.
3. To expand the diversity of people, ideas and cultures, and nurture an environment in which diversity can thrive.
Vision

The College of Agriculture and Life Sciences (CALS) will enrich the lives of people in Iowa, the nation and the world through excellence in education, scholarship, service and leadership in food, agricultural, environmental and social sciences. We embrace and strive for a living-learning and work environment that is enriched by diversity of its students, staff and faculty with respect to race, gender, ethnicity and nationality.

This past two years CALS has engaged in many diversity activities, programs and services to:
• enrich the educational experience of all students, staff and faculty,
• prepare students for a diverse work environment and challenges associated with diverse clientele as students seek employment all over the U.S. and abroad,
• provide leadership to the people of Iowa, including minorities and immigrants, the fastest growing segments of the state’s population as a part of the land-grant mission,
• strive for student enrollment higher than the current percentage of ethnic and racial minorities in the state of Iowa to more nearly reflect society at the national level, and
• promote opportunities for all students
• foster a more welcoming and supportive work environment for women and minorities
• evaluate and change college and departmental level culture and processes to ensure a more diverse group of outstanding and successful students, staff, and faculty.

Regarding CALS Diversity Goals

a. Have there been changes?

- The biggest change during this two year period is the increase in ADVANCE programs, activities, and services. Through our Equity Advisor’s efforts and those of the CALS-specific Advance Professors in our three focal departments as well as the ISU ADVANCE team, a variety of workshops, training sessions, resource materials, research publications and ADVANCE research-related assessments of the focal departments have been developed and occurred and continue to occur.
- In terms of faculty hires over 2008 – 2009, ten (10) tenure-eligible or tenured women faculty have been hired out of 32 faculty positions – a 31% ratio of women to total. Six of the 32 are faculty of diversity (based on race/ethnicity). This equals 19% minority faculty hires for the college, which is at the ISU mean for faculty employees (based on Oct 2009 headcount).
- We hired another 17 adjunct and visiting professors and lecturers during the two year period. Considering all employees hired with a “faculty” title, 33% are women and 31% are Asian, black and Hispanic.
- In terms of undergraduate students during 2008-2009, the proportions of women and minorities held steady at 46% and 6%, respectively, although the total headcount of women and minorities has increased. If the international undergraduates are added to the minorities undergraduates this pushes the proportion to 7.4% in 2008 and 7.8% in 2009.
- In terms of graduate students during 2008-2009, the proportions of women and minorities held more-or-less steady 40% and 5.5% - 6%, in 2008 and 2009 respectively. When the international graduate students are added the proportion increases to 34%. Only Engineering and LAS have greater proportions.
b. Diversity goals and college goals relate to ISU’s goals

The College’s goals bolster the University’s by serving to:

- Enhance students’ understanding of global, cultural, ethical and diversity issues
- Recruit and retain outstanding faculty
- Increase the number of graduate students
- Enhance the vitality of Iowa’s communities
- Expand the diversity of people, ideas, and culture and nurture an environment in which diversity can thrive

(c. How is progress assessed and reflected?)

The overall assessment of diversity efforts depends on the program or activity. For example, the George Washington Carver Internship Program, a major recruitment effort, is assessed through surveys, mid-point and final evaluations by interns and mentors and other data collected in relationship to desired outcomes:

1. Faculty who repeatedly offer to mentor
2. Support from departments for intern stipends
3. Number of interns who enroll at ISU
4. New applicants resulting from recommendations of past intern and collaborating institutions
5. Repeat applicants/interns
6. Mentors and other faculty who include support for GWC Internships in their grant proposals
7. Program management and supervisory experience of graduate students associated with the program and/or mentors

In other programs, such as targeted recruitment to Puerto Rico, Chicago, and Iowa high schools, success is measured by the number of students who apply and enroll. The MLO works with the CALS recruitment officer to measure minority applications and enrollment from targeted areas such as Texas and California. Minority freshman applications and acceptances are up from last January to this January.

In the CALS ADVANCE program and activities both qualitative (for all academic units) and quantitative (for the academic focal departments) assessments are done to determine success of programs, activities, and services and to chart the future set of actions.

d. Faculty and staff are rewarded and/or accountable for diversity plans

- Diversity activities are considered in faculty evaluations by department chairs; also in chair evaluations by the dean. This attention to diversity was the work of the CALS Diversity Committee.
- CALS Diversity Enhancement award goes to faculty each year that have made an outstanding contribution to advancing diversity.
- Diversity staff report regularly to academic and research administrators regarding problems, successes and proposed activities in addition to annual performance reviews.
- The College “matches” the department or faculty contribution to newly recruited minority graduate students.
- All faculty, including those with administrative responsibilities, are required to articulate their diversity related activities as part of their annual performance review. In some departments this extends to staff as well.
II. Diversity Efforts (NOTE Goals 2 and 3 are not central to our mission)

a. Goal 1- Institutional Commitment: Achieve a just environment on campus where everyone feels welcome, respected, and safe.
   • ADVANCE – Diversity director serves on CALS Advisory Committee. Four CALS professors have served in focal departments for collaborative transformation over a three-year period. The CALS Equity advisor attends cabinet meetings to provide touch points to administrators and provides seminars/presentations to non-focal departments to more rapidly extend the knowledge and best practices gained from the focal departments to all academic units in the college.
   • Work/Life Advisory Committee as part of ADVANCE: Agricultural Education and Studies (AGEDS) faculty member serves on committee; presented workshop “Our Life’s Work, Finding time for your passions and pursuits” for ISCORE 2010.
   • MANRRS – Minority in Agriculture, Natural Resources and Related Sciences is open to all students. The organization fosters academic achievement in the agricultural sciences, provides leadership and professional development opportunities, represents all minorities and offers a welcoming environment to members. CALS diversity director advises the MANRRS and chairs the diversity committee of the national organization. CALS MLO also serves as MANRRS advisor and is past graduate student national president. The College hosted the 2008 Regional MANRRS Conference and has hosted two national conferences. MANRRS won chapter of the year award in 2008 and two previous years.
   • Mary de Baca, director of Diversity Programs, received the 2009 One Community, Martin Luther King, Jr. award. The Black Graduate Student Association, with many CALS students, was recognized for its outstanding community service.

b. Goal 2 – Curriculum and Pedagogy: Curriculum guides students to think critically about social justice and faculty to teach inclusively.
   • Social Justice Task Force included a CALS member.
   • Diversity Curriculum -Dialogues on Diversity is conducted for undergraduates to increase awareness of multicultural and women’s issues within the university community.

c. Goal 3 - Research and Scholarship: Creating academic environment that focuses on social justice/multicultural issues.
   • Step Forward Learning Community, conducted by CALS with the College of Human Sciences, increased the level of collaborative learning and individual and community academic achievement in agricultural sciences.
   • The MLO is often confronted with multicultural issues that must be addressed in order for students to do well academically.
   • The Leopold Center targeted Hispanic and other immigrant producers on food safety and marketing issues.
• The College provides one-on-one mentoring of research interns in the eight-week George Washington Carver Internship program focusing on multicultural issues.

• The College houses the George Washington Carver Endowed Chair – a new position to promote research and address diversity issues. Andrew Manu, Department of Agronomy, was named the first GWC Endowed Chair.

• The Center for Integrated Animal Genomics (CIAG), lead by Distinguished Professor, Dr. Max Rothschild, is supported by CALS as special research initiative. CIAG provides partial financial support for faculty who agree to take on a minority intern through the CALS diversity program for summer interns. Also, Dr. Rothschild and a few other CALS faculty send graduate school program information to all 1890 and 1994 schools to recruit African American and Native American students to our life sciences oriented graduate programs.

• A modest number of CALS faculty and staff engage directly in research of diversity. Drs. Neal and Jan Flora and Ms. Mary Emery all in the Sociology department (CALS side) have several active research projects involving Latinos and Native Americans (see Appendix A for examples of the diversity research by CALS faculty and staff).

• Goal 4 – Increase representation of historically underrepresented populations among faculty, staff and students.

  Recruitment

• The Autopistas Americas Recruitment Tour to Puerto Rico in collaboration with Office of Admissions and Graduate College has increased GWC internship applications and undergraduate enrollment.

• Chicago High School Recruitment Program resulted in increased undergraduate enrollment in the college each year.

• George Washington Carver (GWC) Internship Program resulted in 2008 enrollment of four of the five high school interns. Presently on campus there are 16 graduate students who previously participated in the GWC program for non-ISU students. Of the nearly 350 interns over its 17-year history, about 20% enrolled as undergraduates or as graduate students. New in 2009 was on-line application for the GWC Internship Program. Around 125 applications were received for 15 spots in the program. See Appendix B and C for intern and mentor roster for 2008 and 2009.

• An Iowa High School Recruitment Tour is conducted along with the college recruitment office.

• MANRRS exhibited at 2009 and 2010 national MANRRS conferences with 60-75 student inquiries regarding graduate studies at ISU.

• The Diversity Programs director serves on the Science Bound advisory board; the college seeks a greater role in this successful program to recruit high school students to ISU in areas of science.

• CALS will host Ag-Discovery this summer, a recruitment program targeting middle and high school students with a particular focus on minorities. The two-week experiential learning program will feature a broad array of agricultural sciences, encouraging students to continue their science studies in high school, seek meaningful summer internships in life sciences and explore careers in the field of agriculture. The program is supported through USDA in collaboration with the CALS and Vet Medicine.
• The Equity Advisor led or several workshops for department DEOs and faculty search committee chairs on subtle bias and best recruitment practices.

Retention
• Graduate Research Assistantship Match supports 10 to 14 assistantships annually for newly recruited graduate students when matched with support by department or grant funds or ISU Graduate Minority Assistantship Program. Over the years, the drop out rate is minuscule with this group of graduate students. See Appendix D, E, and F for graduate students receiving GRAM funding for spring 2008, 2009, and 2010.
• We have grown our scholarships for undergraduates, in particular the Kolschowsky Scholarships, the Pioneer Hi-Bred International scholarships through the Latino Network and the African American Network and the Dean’s Multicultural Scholarship. This has helped to increase CALS attraction for undergraduate minorities.
• The undergraduate Learning Community increases the level of collaborative learning as individuals make the transition to college.
• Academic Advising for undergraduates increases student expectations and responsibilities. MLO recommends tutoring or other help as needed to minority students experiencing problems.
• MLO and others in the college meet with APEX (Academic Program for Excellence) first-year students of color involved with the eight-week summer transition program and in follow-up activities.
• The Equity Advisor led workshops for pre- and post-tenure faculty regarding the Promotion and Tenure process. She also provided guidance to DEO and P&T Committee Chairs regarding best practices for P&T review.

Awareness
• CALS Diversity Committee improves communication within and among departments in collaboration with the Diversity and MLO directors. The CALS Diversity Committee members help 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.
• The CALS Faculty Research Exchange Visit 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.
• The Equity Advisor is a regular member of the Dean’s CALS Cabinet meetings and has provided several lengthy presentations about ADVANCE activities and resources to further diversity goals related to faculty (and staff and post-doctoral students).
e. Goal 5: Inter-group and Intra-group Relations: Create a just environment that recognizes and celebrates cultural differences within and among groups.

- MANRRS student representative on the Ag and Life Sciences Student Council plays an important role in visibility and integration with agricultural science students and as a campus organization.
- The college supports two or more faculty/staff members’ attendance at the Agricultural Research Directors Symposium, a bi-annual event at which faculty and students of the 1890 institutions present research. CALS exhibit and participation yields not only potential graduate students, it strengthens ties with the 17 universities and their agricultural sciences faculty and administrators.
- ISCORE/NCORE planning committee and participation helps create inclusive environments to improve racial and ethnic relations; conference attracts university and non-university participants.
- NSF-REU and NSF-IGERT collaboration with internship programs campus-wide in order to match up schedules, logistics, share applications from underrepresented students and discuss management and administrative decisions.
- Graduate Minority Assistantship Program (GMAP) collaborates with departments for the financial match. Our CALS Graduate Research Assistantship Match (GRAM) program provides matching stipend (and tuition in some cases) to diversity graduate students.
- MLO collaborates with other MLOs on campus-wide issues and programs.
- Study Abroad for Diversity increases international opportunities for underrepresented students, exposes minority students to rural and urban communities, institutions of higher learning and provides social and cultural experiences. Students help establish program of activities for international experiential learning and conduct a service project in the visited country.
- CALS faculty member serves on University Disability Committee.
- Diversity Programs collaborates with Agricultural Research Services of USDA through the Plant Germplasm and Genomics Outreach to American Indians. The five-year program, funded through NSF pairs from four to six American Indian students with mentors through the George Washington Carver Internship Program. Activities of the Outreach to American Indians program can be viewed at [http://www.lawrencelab.org/Outreach/](http://www.lawrencelab.org/Outreach/). A proposal has been submitted to continue the program for another five years.
- CALS seeks to increase opportunities for graduate students in the agricultural sciences through the George Washington Carver Fellowship program and other university programs such as AGEP, NSF-IGERTS, and NSF-REU.
- The CALS 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.
• MANRRS, as members of the African American Museum of Iowa, conducted video recordings accessible for student use for the “African American Voices” project.

III. Best Practices/Final Comments

The College of Agriculture and Life Sciences attracts and provides support to underrepresented students through recruitment and retention programs. The George Washington Carver Internship Program and the Graduate Research Assistantship Program (GRAM) are in their 18th year of successfully enrolling and graduating students from ISU. Of the combined Experiment Station and Academic diversity operating budgets totaling $188,000 for the 2009-2010 year, 30% is spent on recruitment programs, including the GWC Internship Program; 65% provides GRAM assistantships to 10-14 graduate students plus other retention programs and 5% is spent on campus, faculty and student diversity awareness activities. Additional financial resources are, of course, made for the 1.5FTE of staff in the CALS Diversity Programs and the 1/3 FTE faculty ADVANCE Equity Advisor.

The oldest and more developed part of the CALS program is our undergraduate and graduate Diversity Programs. It is student centered in its approach, but with emphasis on diversity awareness and strengthening institutional ties with minority serving institutions, particularly through the Faculty Research Exchange Program. The Multicultural Office (with MLO), Diversity Programs Office, CALS Diversity Committee and MANRRS provide the foundation for the diversity programs, activities, and services in the College.

The newest component of our CALS program is CALS ADVANCE, which has achieved accomplishments with respect to recruitment, retention and advancement of women and minority faculty members in the three focal departments. We have committed to continuing the college Equity Advisor beyond the NSF-funded project life to ensure sustainability of programmatic, policy, and process transformations at the departmental and college levels.

We are planning a major re-organization of our entire suite of diversity programs, activities, and services to better integrate and coordinate across and among them and make greater and enduring impacts with respect to diversity. This will mean a better link and relationship among the undergraduate, and graduate, Diversity Programs, CALS Diversity Committee, CALS ADVANCE and other ISU diversity programs, activities and services. Also, we are planning on having an Assistant Dean for Diversity to have overarching responsibilities for the re-organized CALS Diversity Programs. Finally, assuming better budget years are ahead, we still have a plan (see the strategic planning elements outlined in the 2007 report) to significantly increase our investment in our diversity programs, activities and services for students, staff, and faculty.

CALS Contacts:
Ms. Mary de Baca, Director, Diversity Programs (through June 20, 2010)
Mr. Aurelio Curbelo, MLO
Dr. David Acker, Associate Dean Academic and Global Programs
Dr. Joe Colletti, Senior Associate Dean