Diversity Mission/Vision Statement

As the College of Human Sciences strives to expand human potential and improve the lives of others, we develop our individual capabilities to accept, grow, and project new ideas that will help create a better society for all. Diversity is at the core of what we do in the College of Human Sciences; and we work to create a stimulating, holistic, nourishing environment for students, alumni, faculty, and staff of all backgrounds. We examine ways in which both intentional and unintentional assumptions about diversity influence issues of equity.

The 2005-2010 Strategic Plan for the College of Human Sciences (CHS) has not changed since the last diversity report. However, a College Strategic Planning Committee is currently developing a new 2010-2015 Strategic Plan and the CHS Full Faculty Convocation focused on gaining input for the new Strategic Plan. The new plan will be finalized and presented to Dean Pamela White in summer 2010.

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. The CHS Diversity committee is currently considering ways to include diversity goals in faculty personal responsibility statements and staff position descriptions when relevant in order to address the progress in annual performance evaluations.

A CHS award has been created and Professor of Human Development and Family Studies, Dr. Mary Jane Brotherson received the 2009 CHS Diversity Enhancement Award, newly established to recognize outstanding performance in enhancing diversity in departmental, college, or university programs at Iowa State University.

Patricia Leigh, associate professor in Curriculum and Instruction, was presented with the 2009 Dean’s Research Recognition Award for a research paper titled “Historical Perspective on Analog and Digital Equity: A Critical Race Theory Approach.” Dr. Leigh delivered a
college lecture and received recognition for research relating to the technological inequities facing African-Americans.

**Diversity Efforts**

The following section outlines college activities over the past two years 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.**

- The 08/09 CHS Diversity committee hosted three well-attended **Diversity Forums** for the college during spring semester 09. Recommendations were made of how to enhance the college climate for acceptance of diversity. The current 09/10 CHS Diversity committee is working to implement the recommendations. College of Human Sciences students, faculty, and staff centered conversations around the idea of providing diversity workshops and classes for all faculty and staff. It was also suggested that interested faculty members could mentor second-year multicultural students in order to foster strong relationships and provide students with academic and career guidance, similar to first-year learning community experiences.

- CHS is currently participating in a Provost office initiative called **Difficult Dialogues**. A CHS faculty member and a CHS student joined a team from ISU that attended a 2009 summer institute on difficult Dialogues at the University of Missouri. CHS was chosen as a pilot college to implement Difficult Dialogues. The CHS Diversity committee is working with the university steering committee to implement the program. A Provost Diversity grant proposal was written by the CHS Diversity committee to develop a year-long CHS faculty learning community around the topic of difficult dialogues. We are waiting to hear if it was funded.

- **Carlos E. Cortés**, an expert on social change, diversity, and the popular media, presented a university lecture about ways the popular media are influencing people's views on diversity, Monday, Nov. 10, 2009 in the Memorial Union Sun Room. Students enrolled in Iowa State's social justice concentration in the CHS department of Educational Leadership and Policy Studies selected Cortés to speak, as part of a lecture series on equity and economic justice and higher education.

- A scholar and advocate for improving lives through higher education spoke on Monday, Sept. 24, 2009 from 2:30-4:30 p.m., in 2019 Morrill Hall. **Vivyan Adair**, associate professor of women’s studies at Hamilton College in Clinton, NY and director of the Access project, talked about poverty and the promise of higher education. The talk was part of the kick-off of the social justice concentration offered to graduate students by the Department of Educational Leadership and Policy Studies in CHS.

- The **CHS Learning Community** programs continue to grow. Eight learning communities serve 375 CHS students. A central CHS Learning Community Coordinator was assigned this year. Multicultural students are enrolled in all learning communities. The Adult Non-Traditional Students learning community in
particular is unique in the university in that it builds community amongst adult nontraditional students.

- Several CHS faculty and students presented at ISCORE in 2009 and 2010.

**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.

- **Social Justice Concentration:** Instituted fall 08, the social justice concentration in the Department of Educational Leadership and Policy Studies at Iowa State is designed to provide students with the opportunity to engage in rigorous study of higher education in connection with social justice. Students study the dynamics of privilege and oppression at the individual, group and systemic levels. They also learn skills for helping to change policies and practices that effect social and economic justice. The program has developed a graduate certificate and is continuing to grow in enrollments.

- The CHS Curriculum Committee defined five new undergraduate core learning outcomes that include social justice/responsibility among its areas of focus. The CHS faculty voted to accept the new core outcomes in spring 09. The CHS Outcomes Assessment committee is currently working to implement social justice at the introductory, intermediate and advanced levels in the curriculum of each of the college majors.

- The college continues to provide leadership and instruction for Dialogues on Diversity, a class taught through Curriculum and Instruction 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. Currently a two-credit second course, Dialogues into Action is under development to reinforce and apply the information learned in Dialogues on Diversity.

- Nineteen courses across the CHS departments are identified as meeting the U.S. Diversity undergraduate requirement for ISU students. These include such courses as Ethnicity and Learning, Human Sexuality, Aging and the Family, Housing and Services for Families with Special Needs. Fourteen CHS courses are identified as meeting the International Perspective requirement for ISU undergraduates.

- Susan Maude, an associate professor of Human Development and Family Studies and specialist in early childhood education (ECE), received support to incorporate the Crosswalks program into the university’s ECE program. Crosswalks is designed after a U.S. Department of Education model and aims to infuse cultural, linguistic, and ability diversity (CLAD) into ECE teaching strategies, curriculum, and program practices.

**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.

- **Nancy Evans,** a professor of higher education in Educational Leadership and Policy Studies (ELPS), delivered the keynote address at the "Digging Deeper" conference for college and university professionals, on Jan. 6, 2009 in Lincoln, Nebraska. In addition to the opening

- Iowa State University ELPS professor, Laura Rendón delivered the keynote address at the “Strengthening and Valuing Latino/a Communities: An Iowa Conference,” held at Grand View College, Des Moines, October, 2009. Rendón, who is nationally recognized for research on first-generation college students and Latino college students, challenges conventional university teaching in her recent book: *Sentipensante (Sensing/thinking) Pedagogy: Educating for Wholeness, Social Justice, and Liberation*.

- As part of her ELPS doctoral capstone project, Jessica Ranero used her first-hand knowledge of the Iowa Latino community to better understand issues related to college access and help those in an underrepresented population make higher education a reality.

- As part of her ELPS dissertation research, Penny Rice, Director of the ISU Women’s Center, interviewed young men from the ISU campus about their perceptions and experiences as a social justice ally.

- Kim Greder, Associate Professor of Human Development and Family Studies and Families Extension, has been involved with the *Rural Iowa Latino Families Project* – a research partnership that examines the well-being of rural Iowa Latino immigrants.

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

- Flo Hamrick, associate professor in Educational Leadership and Policy Studies, leads the *ISU ADVANCE Scholar Programs* funded by the National Science Foundation, designed to enhance the recruitment, retention, and advancement of women faculty of color in STEM disciplines. The objective is to facilitate networking, collaborative, and mentoring relationships between ISU STEM women faculty of color and eminent scholars in their respective disciplines or fields.

- Our *Multicultural Liaison Officer*, Yanira Pacheco-Ortiz, continued to organize a number of effective and engaging programs for multicultural students in 2008-2009. Among these were: 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. In August of 2009 she left her position as her family moved to Maryland.

- In March 2010, CHS hired Denise Williams as the new Diversity Coordinator in Student Services. We were extremely pleased to be able to fill this position given the current budget situation and are enthusiastically looking forward to new emphasis on diversity recruitment and programming within CHS.

- 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 making the program one of the most diverse of its kind in the country, not to mention on campus.

**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 **2008-2009 Helen LeBaron Hilton Endowed Chair for CHS** was held by Dr. Gloria Ladson-Billings, a nationally distinguished scholar who has written extensively about educating teachers/faculty to engage sensitively and supportively with multicultural students. During her campus visits she spoke with students across the Iowa State and CHS spectrum of undergraduate to graduate students. In addition she met with ISU and CHS administrators and faculty, Ames School District personnel, and CHS advisors. She led a diversity forum for CHS that focused on critical race theory and pedagogies. The entire college engaged in a book discussion led by Dean Pam White on Dr. Ladson-Billings’ 2001 book, *Canaan: The Journey of New Teachers in Diverse Classrooms*. Dr. Ladson-Billings also spoke to several CHS classes during the year and met with the ISU Division of Student Affairs. In addition she gave a public lecture, “The World is Neither Flat Nor Round: The Power of Research Paradigms”.

- A team of CHS Families Extension staff in Story County provided leadership/coordination for a series of **Community Conversations on Diversity** (8 hours of conversation, 100 participants) in Ames, fall 2008. This resulted in creation of six action teams and partnership with the City of Ames to hire AmeriCorps Vista Volunteers to continue the work. As part of this effort, Everyday Democracy (formerly Study Circles Resource Center) provided facilitator training for community volunteers in Ames; Study Circles Discussion Guide created by Ames is now being used as model guide by Everyday Democracy; the process and resources used in Ames were shared with Families Extension field staff in one other rural community confronted with similar issues about diversity.

- **CHS Families Extension** offered the evidenced-based Strengthening Families Program for Parents and Youth 10-14 (series of seven 2-hr workshops that is proven effective to reduce substance abuse) in two at-risk communities; clientele include Latinos and African American families.

- Lori Patton, assistant professor in Educational Leadership and Policy Studies, has been named a **2009 Institute Fellow of the Association for the Study of Higher Education**. Patton is developing a program with other educators from across the country to help create equity-minded racial justice educators for student affairs.
- Faculty in the Department of Apparel, Educational Studies & Hospitality Management in CHS developed a display, **Ethnic Textile Traditions of Iowa Immigrant & Native Populations**, in the Mary Alice Gallery, Morrill Hall, Iowa State University, September-November, 2009.

- The **CHS 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 during 2008-2009.

- International **student teaching partnerships** are established with England, Italy, Mexico, New Zealand, Norway and Puerto Rico. Field study opportunities are established with England, France, Italy and Mexico. A new **service learning program** is developing in Rwanda. Peru, India and Thailand have strong **academic programs** operating in conjunction with CHS. A **new director of International Studies** was recently hired with the intent of increasing international activities within the college.

**Best Practices/Final Comments**

The College of Human Sciences is proud of its commitment to Diversity. In particular, the establishment of core learning outcomes for CHS undergraduates which include social justice, critical thinking, communication and self reflection have the potential to make a powerful impact on curriculum in all of our majors. The graduate concentration in Social Justice is also an exciting new endeavor that we hope to expand. The Outcomes Assessment committee is currently developing implementation and assessment plans that will ensure student learning experiences at the introductory, intermediate and advanced levels. And many of the research interests of faculty have resulted in publications and presentations that promote diversity. Because our Minority Liaison position was vacated during fall semester 2009, programming was reduced. The recent hiring of a new Diversity Coordinator in the office of Student Services will address this need and enhance our emphasis on diversity and multicultural efforts. The CHS Diversity committee is committed to finding ways to increase our recruitment and retention efforts for students but also for diverse faculty, administrators and staff.

Report submitted by Corly Brooke, Associate Dean for Undergraduate Programs, Diversity, Equity and Community, College of Human Sciences, Iowa State University.