2007 CHS Annual Diversity Report

(Reporting period: January 1 – December 31, 2006)

Submitted April, 2007
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Introduction

The College of Human Sciences, formed in 2005 by combining the previous College of Family and Consumer Sciences and College of Education, is built on a foundational belief that a rich diversity of College community members, of intellectual engagement, and of social experience are essential to a full and empowering education. As we build the College, we are committed to achieving these kinds of diversity in every aspect of our make-up. Our five-year strategic plan reflects this commitment.1

Success Stories in Student Recruitment and Retention

A common understanding in the CHS is that a broadly-representative student population (as well as that for staff and faculty) is necessary for cultivating wisdom, social understanding, and professional competence. Additionally, the College community simply seeks to offer rich opportunities to those who might not otherwise enjoy such access. To these ends, programs and departments across the College employ a variety of strategies to recruit and retain students from underrepresented groups. These are outlined in Departmental Initiatives, the section that follows.

Students from underrepresented racial/ethnic groups account for 8.1% of all CHS undergraduates. The percentage of undergraduate students of color at the university level is slightly higher at 9%. Several programs in the CHS have made concerted efforts to recruit and retain undergraduates from underrepresented groups. Notable among these are the Textiles and Clothing Program (Apparel, Merchandising, Design, and Production – in the AESHM Department), the Department of Health and Human Performance, and the Department of Food Science and Human Nutrition. Initiatives in the TC Program and HHP Department have been particularly successful in attracting such students. Other programs have much more work to do. In 2006, for example, the University Teacher Education Program (UTEP) admitted all 11 students of color who applied (out of 281 total applications), or nearly 4%. This relatively low percentage is partially a manifestation of a larger national trend in which persons of color have left the education profession in droves.2 In Iowa, fewer than 2% of all teachers are members of underrepresented racial/ethnic groups. Never has

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1 Please see the 2006 CHS Annual Progress Report, specifically Appendix F. We will gauge our progress each year by monitoring key benchmarks listed in this document.

2 When schools nationwide desegregated, teachers of color lost their jobs in vastly greater numbers and proportions than did White teachers. Then during the 1990s as persons of color (taken as a whole) increasingly were able to enter more lucrative professions than in the past, the relatively low-wage work of classroom teaching became much less desirable.
the need been more acute for pre-K-12 students to have access to diverse teachers, however. In response, the UTEP is formulating short- and long-term strategies to counter the trend of diminishing numbers of teachers of color.

Retention data for the CHS is still relatively new (though historical data from the constituent colleges exists). Over the year since its establishment, retention rates (for full-time freshmen who continued through the following fall) have varied by racial/ethnic group: African American students, 67%; Asian/Pacific Islander, 100%; Latina/o, 88%; and White, 83%. These rates all exceed those for the university – except for African American students, with a retention rate of 76% for ISU vs. that for the CHS of 67%. Despite concerted efforts to address this gap, clearly we have work to do. We would like to see improvement in retention rates for all of our students.

At present, 10.7% of all of graduate students in the CHS are members of underrepresented racial/ethnic groups. This is substantially higher than the 6.7% of graduate students of color from across the university. The ELPS Department has been particularly successful in recruiting graduate students of color. Its efforts will be described later in this document.

**Departmental Initiatives.**

**Apparel, Educational Studies, and Hospitality Management (AESHM) Department.**

Family and Consumer Sciences Education and Studies (FCEdS):

- Yvonne Gentzler developed a new course, “the Male Journey,” focusing on the issues that impact male personal and professional development. This is important for recruiting men to a field that is almost exclusively female.
- Faculty regularly have invited diverse guest speakers to their classes and offered multicultural panel discussions. Most FCEdS classes also offer service learning projects - for example, working with new immigrants.
- Leah Keino is developing international programming including study abroad opportunities in non-traditional areas of Africa (Rwanda).

Textiles and Clothing (TC):

- Dr. Sara Marcketti and representatives from the Fashion Show travel to Central Campus in Des Moines to promote the show to students from underrepresented groups.
- Advisor, Chris Wise, has participated in “I’ll Make Me a World in Iowa” in the Polk County Convention Center, which specifically targets students of color.
- Advisor, Chris Wise, has participated in the “Jump Start” program on the DMACC campus.
- Yanira Pacheco has taken ISU students to the Des Moines Ebony Fashion Show each spring.
- Yanira Pacheco has hosted a group of DMACC minority students for Behind the Scenes Day associated with the annual Fashion Show. This is an enormously successful recruiting effort for this program.
- Faculty and staff have worked with FCS teachers from DSM Public schools to bring students of color to Behind the Scenes Day.

**Curriculum & Instruction (C&I) Department.**

- Connie Hargrave currently leads the Science Bound Program, which offers enrichment, instruction, and intensive mentoring for high school students of color in the Des Moines Public Schools who may wish to pursue majors and careers in science and math fields.
Educational Leadership and Policy Studies (ELPS) Department.

Eighteen percent and 61% of Educational Leadership and Policy Studies (ELPS) students are students of color and females, respectively. Several of our students of color are funded through the Graduate Minority Assistantship Program (GMAP).

In addition to GMAP, faculty mentor students 1:1 and contact them personally via email, and phone calls. There are also mentor meetings at regional and national conferences which have helped recruit some ELPS students.

Food Sciences and Human Nutrition (FSHN) Department.

Recruitment Activities:
- On-Campus Meetings with Individual Students and Parents
- Experience Iowa State (EIS) Days
- Individual campus visits throughout the year
- Meetings with Admissions Partnership Program (APP) students, fall 2006
- Campus Activities for ISU Students
- Participation in all-university “Majors Fair” in the Memorial Union for undeclared majors (2/23/06)
- Addresses to LAS 101 orientation class for open-option students (n=22, 9/6/06)
- Addresses to HHP 255 orientation class re: Diet & Exercise program (n= 90, 10/6/06)
- Workshops and Activities for Prospective Secondary Students
- Science Bound (2/25/06, n=20)
- Deland Myers’ intensive efforts with the Carver Academy program.
- FSHN Day (3/7/2006, n=25)
- Displays and visits with students at Iowa FFA Leadership Conference (4/9/06 – 4/11/06)
- Displays and visits with students at Odyssey of the Mind (5/26/06)
- Hooked on Science workshop (6/12/2006, n=4)
- Early Outreach Program (6/20/2006, n=60)
- YMCA Teen Camp (4/21/2006, n=25)
- WiSE Road Less Traveled programs (4/6/06, n=12; 4/13/06, n=20; 4/20/06, n=24)
- Science in Agriculture Days
- State 4-H Conference (6/27/06, n=24; 6/28/06, n=25; 6/29/06, n=32)
- Presentations to 3 AP Biology class at Ames High School (8 faculty, 5/8-11/2006)
- FSHN Faculty judging at State Science and Technology Fair of Iowa (SSTFI) for Iowa Section of IFT to present awards to middle and high school students with food science and human nutrition related science fair
- FSHN Faculty judging at the product development competition for the FFA Career Development Event (6/8/2006)
- Mailings regarding learning community and scholarships sent to prospective students
- Updated information on department website

Retention Activities:
- Learning Community
- Facilitators (2 faculty members) for ‘Your Passport to Academic Success’ for 2006 Destination Iowa State.

Human Development and Family Studies (HDFS) Department.

- Faculty of graduate courses work with GMAP.
Health and Human Performance (HHP) Department.

- HHP puts together interactive sessions in the Forker labs for students brought to campus by various multicultural programs (e.g., Early Outreach, College and Upward Bound). For example, this past summer in the Multicultural Recruitment Sessions (13-17 year old students), we had 8 tenure/tenure line faculty, 4 lecturers, and 2 staff participate in programs.
- HHP participates in GWC Summer Intern Program, which brings high school students to campus to participate in research.
- The Department hosted three workshops in conjunction with Women in Science and Engineering’s The Road Less Traveled Program in which approximately 50 junior high and high school girls participated. The goals of these hands-on workshops were to inform students about opportunities in kinesiology and pique their interest in issues addressed by faculty in the department.
- HHP Advisors present career information at EOP summer sessions.
- HHP has created MOST (the Multicultural Student Outreach Team) which is a group of HHP multicultural students who assist the Department with recruitment and retention activities. MOST calls perspective students and mentors current students.
- A special information session on graduate school was hosted by two HHP faculty to encourage undergraduate multicultural students to consider graduate work in HHP.

CHS Minority Liaison Officer.

The CHS is quite fortunate to have the services of the talented Yanira Pacheco-Ortiz, our Minority Liaison Officer (MLO). She has organized or otherwise served as a catalyst for a wide variety of efforts to recruit and retain students from underrepresented groups. In 2006, she was a CYtation Award winner for creating the Step Forward Learning Community for sophomore students in the College of Agriculture and in the College of Human Sciences. Yanira also established the chapter of the National Society of Minorities in Hospitality at Iowa State University and it is the first in the state of Iowa. This is the premier professional organization for minority hospitality students and addresses diversity and multiculturalism, as well as career development of its student members. She also serves on the President’s Advisory Committee on Diversity. A brief survey of some of her initiative-involvement follows.

Multicultural Recruitment Programs.

The College’s Multicultural Liaison Officer (MLO), the Recruitment and Retention Coordinator, and Departments in the College assisted the ISU Admissions Office in hosting ten Des Moines minority middle and high school students visiting campus in a program titled “I Have a Dream Program.” This was a College Bound sponsored program. Also they assisted in hosting two visits of the “Gear Up” program from Des Moines. At this program there were at least 20 middle school students per visit.

During the spring semester the MLO, an academic advisor from the AMDP Department and the Recruitment and Retention Coordinator participated in “I’ll Make Me a World in Iowa.” During this event they interacted with at least 200 prospective minority students from the state. Hands-on activities showcased various majors in our college.

The Multicultural Programs also hosts minority students throughout the year to participate in departmental days. Among these events during the spring semester Multicultural Programs hosted 13 Science Bound students to participate in the Food Science and Nutrition Day. Through a partnership between DMACC and Multicultural Programs, 55 students from various high schools in Des Moines were invited to participate in Behind the Scenes. This program is designed to provide
an in-depth look at the AMDP major for prospective students. The students met with current minority juniors and seniors in our college.

The College’s MLO and the Recruitment and Retention Coordinator have made recruitment visits to community college and high school’s College Day/College Night Programs in several major Iowa communities where there are substantial minority populations, in an effort to increase recruitment of minority students.

In collaboration with the office of Multicultural Student Affairs, the College sponsored the Academic Program for Excellence (APEX) summer program for in-state and out-of-state students. Five students from the College participated in the 2006 summer program. The program runs for eight weeks during the summer. The students finish with seven course credits and participate in academic workshops.

Collaboration with the College of Agriculture occurs with the George Washington Carver Summer Internship Program. This collaboration allowed one high school student and three undergraduate students to be mentored by four faculty members in the Departments of Food Science and Human Nutrition, Human Development and Family Studies, and Health and Human Performance during the summer of 2006. The participating students come from the following institutions: Alabama A&T, Interamerician University in Puerto Rico, North Carolina A&T, and Solen High School in South Dakota.

Increased collaboration with the Office of Admissions has resulted in a higher interest of prospective students from Puerto Rico, leading to the development of recruitment materials in Spanish. During this academic year the college has hosted two campus visits by 15 high school counselors from Puerto Rico in each visit.

The College of Human Sciences participates in the Multicultural Vision Program (MVP), which has an emphasis on recruitment. This program recruits Iowa minority students and provides them with a 4-year tuition scholarship. These efforts resulted in 15 new MVP scholarship awardees for 2006-2007 (out of a total 54 scholarship recipients) coming to the College of Human Sciences.

Recruitment of high achieving minority students has led to six new students from the College receiving George Washington Carver Scholarships for the 2006-2007 year. Currently there are 25 GWC scholarship recipients in the College of Human Sciences.

Retention Efforts.

During the Fall of 2006 two new learning communities were created to support the retention efforts of minority students. One of them is the Multicultural Learning Community. This LC has been designed for freshman students in all colleges. There are 7 students participating from the College of Human Sciences. The second learning community is the Step Forward Learning Community. This is the first sophomore learning community for students of color in Iowa State University. This was possible through the collaboration between the College of Agriculture and the College of Human Sciences. This LC focuses on the career and professional development of sophomore students. Fifteen students registered to participate in this non-residential LC. It has been funded for the 2007-2008 academic year.

In an effort to increase the number of minority teachers in the Ames School District, a collaboration between the Ames School District, the Ames Committee for Staff Diversification, the UTEP, and Multicultural Programs has been developed. This collaboration has organized an Annual Reception for Future Teachers. The event allows future teachers to meet with administrators, principals, and board members from the Ames School District and discuss about teaching opportunities in Ames.
Throughout the academic year, Multicultural Programs offers opportunities to minority students to develop their leadership potential and career development. Some of these funded opportunities are: 15 participants to the New York, New York Etiquette Dinner; 7 participants to the First Annual Black and Gold Scholarship Program; one table for the NAACP Freedom Fund Banquet; 2 participants for Life 490 Conference; and 12 participants to The Ebony Fashion Fair.

**Class Presentations/Diversity Training.**

During the 2006-2007 academic year the MLO presented workshops, as a guest speaker, related to the students’ majors with an emphasis on diversity awareness. The presentations were in classes in majors such as Health and Human Performance, Early Childhood Education, Apparel Merchandising, Human Development and Family Studies, and Elementary Education. Some of these opportunities include: Common Threads Learning Community, Transport Learning Community; Freshman Orientation class FCEDS 110; ECE Orientation class; CI 215 and 315 sophomore and transfer students’ class; and EXSP 255 class.

**Multicultural Events.**

The College of Human Sciences actively participates in and sponsors the Iowa State Conference of Race and Ethnicity (ISCORE). Some members of our college are active members of the planning committee and various faculty, students, and staff presented at the conference.

The Step Forward Learning Community in collaboration with the IA NAME chapter participated in FACES (Families of Ames Celebrating Ethnicities) by hosting a booth with multicultural activities for children.

Every semester to celebrate the accomplishments of our students of color Multicultural Programs provides sponsorship for the graduation celebration People of Nia Event organized by the Black Graduate Student Association.

**Innovations/Success Stories in Faculty Recruitment and Retention**

The ELPS Department has been particularly successful in building a diverse faculty through the years. Key faculty members and administrators have worked consistently, thoroughly, and thoughtfully to make this a priority and to get results.

**ELPS Department.**

Both the ISU and College of Human Sciences strategic plans include objectives related to increasing faculty diversity. The ELPS faculty supports this goal and has been proactive in seeking out women and persons of color when hiring opportunities have arisen. Potential applicants are recruited at the conferences of the American Educational Research Association, Association for the Study of Higher Education, and the University Council for Educational Administration (UCEA). Vacancy postings are advertised in the Chronicle of Higher Education, posted on the websites of the UCEA, and the National Council of Professors of Educational Administration, and posted on the list-serves of a variety of administrator and professor organizations. Also, ELPS faculty initiates contact with colleagues around the nation, seeking nominations of qualified candidates who will bring additional diversity to our faculty. In addition, after identifying promising female and minority applicants, the search committee chair mails letters inviting these individuals to apply and/or initiates telephone contacts.
Minority and female applicants are given every consideration in the screening and interviewing process. Ensuring that qualified applicants from underrepresented groups are not overlooked, the ISU Office of Equal Opportunity and Diversity must review and approve candidates for on-campus interviews and also approves those individuals to whom we wish to extend an offer. Although employment negotiations are beyond the scope of the ELPS faculty and search committee’s authority, we feel that the department administration has made every effort to jointly fashion enticing incentive packages for minority and female candidates.

New faculty members are matched with mentors. In addition, new tenure-track faculty members have a reduced teaching load the first semester. They have access to the services of a Graduate Research Assistant, who typically is a PhD student. The ELPS Department also restricts the number of departmental, college, and university committee service responsibilities for untenured faculty. Finally, additional funds are allocated to support untenured professors’ travel to professional conferences. The ELPS Department chair holds at least two formal conferences with each faculty member each year, providing feedback on progress in the areas of teaching, scholarship, and service and identifying any areas in which additional support may be needed.

Currently, the Department of Educational Leadership and Policy Studies has eleven tenured full-time faculty, seven tenure-eligible full-time faculty, four non-tenure-track full-time and one non-tenure-track part-time faculty. Thirty-nine percent of our core faculty members are persons of color making our program one of the most diverse in the country. Fifty percent of adjunct faculty members who teach in the current Educational Administration program area are female.

Of further note, the ELPS Department successfully worked out a retention package for an Asian/Pacific Islander faculty member this past year.

Administration.

The CHS enjoys gender balance among chairs and deans. Women account for 50% of all chairs, which stands in stark contrast with the rate for the university: 7%. Women also hold half of associate dean positions. And, of course, Cheryl Achterberg is our dean. Women lead many centers and other administrative units as well, including the Center for Designing Food to Improve Nutrition, the Center for Research on Botanical Dietary Supplements, the CHS Student Services, the Center for Technology in Learning and Teaching, and the Center for Visual Learning in Textiles and Clothing. However, persons of color are less well represented among College administrators. There are only two among eleven Chairs and Deans.

Profile of Faculty Recruitment

Four new faculty members were hired in 2006. These two women and two men represent gender-balance in tenure-line positions.

1) Ryan Gildersleeve, Assistant Professor, Department of Educational Leadership and Policy Studies (ELPS). Ph.D.: UCLA. Gildersleeve’s research, training, and professional academic experiences are interdisciplinary and address issues of educational equity as inquiry into qualitative methodology. His cross-cutting research agenda focuses mainly on social justice issues of access and equity in higher education among immigrant families and children.

2) Steve Hertzler, Assistant Professor, Department of Food Science and Human Nutrition (FShN). Ph.D.: University of Minnesota. Hertzler’s research foci include determining the glycemic index of foods and how that index affects the absorption of nutrients and sugars.
3) Jennifer Margrett, Assistant Professor, Department of Human Development and Family Studies (HDFS). Ph.D.: Wayne State University. Margrett conducts research on couples’ education interventions for healthy aging. She has served as a National Institute of Mental Health Post-Doctoral Fellow at the Penn State University Gerontology Center.

4) Amy Welch, Assistant Professor, Department of Health and Human Performance. Ph.D. (anticipated August 2007): University of Leeds, UK. Welch’s research interest is the connection between exercise and cognition.

In 2006, women accounted for 76 out of 119 tenured or tenure-track faculty members in the College, or 64%. This stands in stark contrast with 381 women in tenured or tenure-track faculty positions out of 1313 in the university as a whole, or 29%. Essentially, we employ proportionally twice as many women in tenure-line positions than does the university. Of course, this pattern is deeply connected with long-standing national employment patterns in the fields represented in the College of Human Sciences. Finally, the CHS employs significantly more women in non-tenure-line faculty positions than does the university: 75% vs. 52%. In part, this fits with the College’s profile of having greater proportions of women in faculty positions. However, these data also remind us that we must be vigilant to ensure better gender balance across all faculty positions and guard against clustering in lower-wage work.

Persons of color are less well represented among our tenure-line faculty than are women. Nonetheless, sustained efforts on the part of committed faculty and administrators have yielded some promising trends. Already, 2007 has produced some successful hires among underrepresented racial/ethnic groups.

- In 2006, the College employed six African American tenured or tenure-track faculty out of a total of 119, or 5%. At the same time, 22 African American faculty served in tenure-line positions in the whole university out of 1313, or under 2%.

- In the CHS, 2 Latino/a faculty held tenured or tenure-track faculty positions, or less than 2%. The figures for the university are comparable: 28 Latino/a tenure-line faculty out of 1313, or 2%.

- Proportionally fewer Asian/Pacific Islander tenure-line faculty serve in the CHS than the university. Six, or 5% of our faculty are Asian/Pacific Islander – in contrast with 14% for the university.

- None of our faculty in the CHS are American Indian/Alaskan Native.

Overall, 14 out of 119 CHS tenure-line faculty members are persons of color, or 12%. The university employs 244 tenure-line faculty members of color, or 19%. Finally, non-tenure-line faculty of color account for 9.4% of all persons holding such positions in the College. This is less than the percentages of faculty of color in tenured or tenure-track positions.

Faculty members in the CHS are diverse in a number of other dimensions beyond gender and race/ethnicity. Some are openly LGBT. Several also have engaged in research that centers on sexuality and gender. Because of a lack of national or state protections for LGBT persons (or their allies) as well as complex social constraints, obviously we are unable to produce statistics. We enjoy the services of faculty members who are differently able, as well. Here again, we do not have the capacity to provide statistics, but we can assure representation. Finally, our faculty members increasingly are drawn from across the country and world, rather than mainly from the Midwest, as has been true in the past.
Profile of Diversity in Endowed Chairs, Professorships, ISU Awards

Currently, there are no endowed chairs or professorships in the CHS with the unique exception of the Helen LeBaron Hilton Chair for a visiting professor to the College. Our Distinguished Professors are Diane Birt and John Schuh. University Professors include Larry Ebbers, Dan Robinson, Patricia Murphy, Ann Thompson, Pam White, and Lester Wilson. Members of the CHS community who received university awards in 2006 include:

- International Service Award, Jay-lin Jane, Professor of Food Science and Human Nutrition
- Louis Thompson Distinguished Undergraduate Teaching Award, Jean L. Parsons, Associate Professor of Apparel, Educational Studies and Hospitality Management
- ISU Award for Early Achievement in Extension or Professional Practice, Ruth E. Litchfield, Assistant Professor of Food Science and Human Nutrition and State Nutrition Extension Specialist
- ISU Award for Early Achievement in Research, Panteleimon Ekkekakis, Associate Professor of Health and Human Performance
- Regents Award for Faculty Excellence, Barbara L. Licklider, Professor of Educational Leadership and Policy Studies

Gender balance is evident across our distinguished and university professors as well as our ISU award winners.

Other Notable Diversity Efforts

Social Justice Concentration.

Nancy Evans and Nana Osei-Kofi, in collaboration with other members of the ELPS Departmental and college faculty, have developed a concentration in social justice that will be offered in the Educational Leadership doctoral program officially beginning in Fall, 2007. This concentration will enable students to focus their requirements on social justice topics and take additional courses in social justice related areas both within the department and in other departments across the university. The concentration will have a strong experiential as well theoretical component. Program faculty also are considering offering an undergraduate interdisciplinary social justice minor, which would provide opportunities for our doctoral students to teach and mentor undergraduate students. Initial enrollments in the new concentration will range from 12-18 graduate students.

Dialogues on Diversity.

The CHS has provided leadership and teaching faculty for the Dialogues on Diversity class, University Studies 15, for many years. Dialogues on Diversity is supported financially by the Provost’s office for the entire university community. It serves approximately 120 students in five sections per semester and promotes collegial relationships between people of diverse backgrounds. The format for the program consists of engagement in open-ended discussions about diversity issues, critical thinking, inter-cultural competence, and the development of individuals as change agents to improve campus climate. The Dialogues on Diversity Class seeks to develop deeper 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.
Cultural Celebration Leadership.

The College of Human Sciences was one of the main sponsors for the university-wide celebration of Martin Luther King Jr. Holiday Celebration and Black History Month. The College sponsored various university-wide ethnic celebrations such as Diwali Night. It also was the lead organizer for the university-wide celebration of Latino Heritage Month, in collaboration with the Latino/a Heritage Month Committee. The College assisted the University Lectures Committee in sponsoring renowned speakers such as Maria Arana for the Latino Heritage Month, and Jonathan Farley and Leonard Pitts for Black History Month.

Diversity, Equity, and Community Committee.

When the College of Human Sciences was formed, it created the CHS Committee on Diversity, Equity, and Community. Over the past year, its goals have been to enlarge the participation in the college and university communities in diversity-related activities; establish a website; explore involvement of college members in diversity-related teaching, research, and service; and examine issues in the recruitment and retention of minority students.

This year the CHS Diversity, Equity, and Community Committee presented two seminars open to the ISU community. These well-attended seminars were organized by members of the committee. Panel presenters were faculty and staff from CHS. The seminars were titled, “Minority Student Recruitment and Retention” and “Creating Classrooms that Embrace Diversity.”

Enhancing Global Understanding.

Since the formation of the CHS, international experiences and collaborations either have been arranged by individual programs (with assistance from centralized university resources) or with the aid of the College’s International Programs Coordinator. Individual programs have included travel to Peru to study international nutrition (FSHN), Malaysia and Singapore to study sports in international contexts (HHP), Thailand to explore a thriving portion of the international hospitality industry (AESHM), and Mexico to provide study in educational anthropology (C&I). In addition, the UTEP regularly coordinates several international student teaching placements so that promising students may spend half of their student teaching experience in another country, including sites in: Italy, New Zealand, the Czech Republic, Norway, Australia, and Spain. The Turkish Student Internship Project fosters international collaborations by bringing Turkish teachers to Ames who, in turn, show American teachers and students international perspectives on teaching and learning. Finally, the CHS International Program Coordinator has been instrumental in organizing Dean’s Leadership Seminars in Australia (May/June) and Austria (December/January) each year.

International experiences that the CHS currently offers students integrate well with curricular programs and otherwise enhance the overall College environment. However, currently only around 5% of all students in the College participate in any international experience. Because international experiences are greatly valued by the CHS community and only will grow more important with time, and because international experiences must be well-connected with the formal curriculum, the International Experiences office will be re-configured in 2007 to foster growth of possible experiences, an increase in support for students who might wish to study abroad, and enhanced curricular and other support for faculty seeking to establish or maintain international experiences. To accomplish these ends, the program will be headed by a faculty member rather than by a P&S staff person without faculty status.
Extension to Families.

This program is explicitly working to increase the diversity of its staff. In 2006, this unit recruited and hired one new Latino field staff person in Woodbury County, joining two African American staff members hired the previous year (Waterloo and Des Moines). Extension to Families intends to market and recruit for another Latino field specialist position in Ottumwa this fall. The Expanded Food and Nutrition Education Program continually markets and recruits program assistants to work with Latino and African American audiences. Finally, Extension to Families sustained funding for a Latino program specialist in Perry after grant funding ended.

Enhancing Science Instruction for English Language Learners in Iowa Project.

This project prepares Area Education Agency Science Consultants from across the state, and teams of teachers from selected Iowa school districts, to effectively implement science instruction that supports English language learners. The project involves summer workshops, ongoing in-school support for teachers, printed and digital support materials, and assistance with family science nights and other family outreach activities. This project is a collaborative effort between the Department of Curriculum and Instruction (faculty members Joanne Olson and Katie Bruna), the Department of English, and the Iowa Department of Education.

Social and Educational Equality.

Social and Educational Equality (SEE) through Research and Technology. This group of faculty, staff, and graduate students in the Departments of Curriculum & Instruction and Educational Leadership and Policy Studies met every two weeks during the academic year to explore topics connected with multiculturalism as a lived experience, as a field of activism, and as a subject for research and instruction. These sessions, geared toward mutual enlightenment as well as providing support for work that sometimes can be quite challenging, included topics such as schooling in Cuba, the essence of special education for Black males, Christian privilege, history of LGBT educators, and the history of Japanese community colleges.

Multicultural & International Curriculum Studies.

The C&I Department’s Multicultural & International Curriculum Studies (MICS) program area focuses on offering undergraduate and graduate courses that enhance students’ understanding of diversity broadly-defined. Program faculty members across the department, but particularly in the MICS area, devote their research to diversity-related topics including anti-racist pedagogy, the history of sexuality and gender in K-12 education, connections between homophobia and sexism, feminist theory, social justice, and multicultural gender fair teacher education.