Diversity Report
College of Liberal Arts and Sciences
Joel Geske, on behalf of the LAS Diversity Committee

Spring 2010
DIVERSITY REPORT

I. DIVERSITY MISSION/VISION STATEMENT

From Dean Michael Whiteford, Ph.D.:

As the largest, and arguably the most disciplinarily complex academic unit at Iowa State University, the College of Liberal Arts & Sciences has a special obligation to be leaders when it comes to embracing a diversified student body, staff, faculty and curriculum. There is no easy way to measure how successful we are in achieving our goals. While we feel we are constantly making progress to get to where we would like to be, progress is always slower than we would like. We will never to content to declare complete success. Moreover, the target keeps moving and that is healthy. Reports, such as this one, are opportunities to assess what we have done and where we are going.

I am extremely pleased with the work of this year’s LAS Diversity Committee. The group has seriously taken the charge to challenge the College on issues related to supporting and achieving diversity and I appreciate this. The report begins by offering a new definition of diversity that focuses on the maintenance of a safe, respectful and welcoming environment. It then outlines a series of goals, strategies and action that we plan to use to benchmark and continually assess our progress.

II. LAS DIVERSITY COMMITTEE AND COLLEGE INITIATIVES

The College of Liberal Arts and Sciences has a Diversity Committee made of faculty and staff to oversee the diversity efforts of the college and to advise the dean of the college on diversity issues. The chair of the committee and many members are new this year so this report reflects mainly the work done over the past year. This is not intended to downplay the hard work of the previous committee, but some items may have been overlooked in the transition period. This year’s committee members are:

- Tunde Adeleke: African and African American Studies; History
- Teresa Downing-Matibag: Sociology
- Luiza Dreasher: LAS Multicultural Liaison
- David Fernández-Baca: Computer Science
- Joel Geske: Chair • Greenlee School
- Mark Hargrove: BBMB
- Leslie Hogben: Mathematics
- Lisa Larson: Psychology/ADVANCE
- Elisa Rizo: World Languages & Cultures
- Jamie Solesbee-Rastegar: Sociology
- Horabail Venkatagiri: Psychology
- Alyson Wilson: Statistics

Submitted by Joel Geske, on behalf of the LAS Diversity Committee
To facilitate discussion and to oversee implementation, the College Committee broke into five subcommittees to address the following implementation goals:

**IMPLEMENTATION GOAL 1 -- *Institutional Commitment***
Achieve a just environment on campus where everyone feels welcomed, respected, and safe.

**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.

**IMPLEMENTATION GOAL 3 -- *Research and Scholarship***
Create an academic environment that appreciates and values cultural/social differences through supporting and valuing research/scholarship that focuses on social justice/multicultural issues.

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

**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.

However, simply having goals is not enough. ACTION on those strategies is required. The next section outlines a SAMPLING of specific actions within the LAS College as examples of the larger body of diversity work that is done in this very diverse and large college. Some of these efforts were led by the LAS Diversity Committee and others were led by College staff, individual faculty members or student organizations.

### III. Diversity Efforts

**IMPLEMENTATION GOAL 1 - *Institutional Commitment***:

*ACHIEVE A JUST ENVIRONMENT ON CAMPUS WHERE EVERYONE FEELS WELCOMED, RESPECTED, AND SAFE.*

**STRATEGY 1.1:** REVIEW LAS COLLEGE DIVERSITY WEB PAGE TO ASSESS IF IT IS CURRENT AND WELCOMING.
**ACTION:**
Review the current web site as it was done in 2003-4.

The current definition of diversity presented on the LAS College web site reads:

"Diversity" means more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that involve:

- Understanding and appreciating interdependence of humanity, cultures, and the natural environment.
- Practicing mutual respect for qualities and experiences that are different from our own.
- Understanding that diversity includes not only ways of being but also ways of knowing.
- Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others.
- Building alliances across differences so that we can work together to eradicate all forms of discrimination.

The subcommittee working on this definition expressed several concerns:

(a) It looks like a meal prepared by too many cooks, each insisting on their own ideological ingredients
(b) It bogs down by overtly defining general things, like having mutual respect for others, that should not need to be spelled out
(c) LAS "definition" of diversity is confusing and verbose
(d) It is more a laundry list of unfocused items related to diversity than a definition
(e) Resources listed under the definition are from outside of the LAS College and ISU and are unhelpful.

The **NEW proposed definition includes the concept of safe, respectful and welcoming environment:**

"Recognizing that a foundation of excellence in liberal arts and sciences education and scholarship is a diverse community of people of all genders, ages, cultures, races, nationalities, religions, sexual orientations, and abilities, the Liberal Arts and Sciences (LAS) College is committed to providing a safe, respectful, and supportive environment where students, faculty, and staff of different life experiences, perspectives, and lifestyles work and learn together. Resources available to the LAS community to understand, appreciate, and put into practice diversity as described above include:

(a) Programs (here provide a link to the programs with a diversity focus)
(b) Courses (here provide a link to all diversity-related courses)
(c) Student clubs and organizations (here provide a link to different student groups that fit diversity as defined above)
(d) LAS administrative units (link to LAS administrative units and administrators with diversity-related work responsibility)
(e) Procedures for dealing with discrimination-related issues and complaints.
ACTION:
Proposed changes will go to college for incorporation on the college web site.

STRATEGY 1.2:  ENCOURAGE THE DEAN TO REQUIRE THAT EACH DEPARTMENT
APPOINT A DIVERSITY REPRESENTATIVE TO MONITOR INDIVIDUAL
UNITS AND BE A DIVERSITY RESOURCE FOR THE UNIT.

ACTION:
The Dean has agreed to ask departments to appoint a representative.

ACTION:
The LAS Diversity Committee will write a responsibility statement for
the departmental representatives, including the tasks that they will be
expected to complete during the 2010-2011 academic year.

STRATEGY 1.3:  PROVIDE ORIENTATION MEETINGS FOR INCOMING STUDENTS OF
COLOR AND FAMILY MEMBERS.

ACTION:
In 2009, 238 individuals attended the luncheons. The goals of the
program are (1) to establish an early connection with incoming students
of color, and (2) to show parents/family members that their students
will be supported in the college. This is what students and families have
said about the program: Very informative, friendly. This was time very
well spent. I feel comfortable being able to go to them at any time. Very
inviting, friendly and encouraging – great support team. It was nice to
be aware of support systems that are available to you.

ACTION:
Discuss the possibility of expanding the luncheon to include majority
students (including students involving diverse gender, religious, ability,
or sexual identity characteristics) to participate in this orientation, to
promote a diversity-inclusive community on our campus.

STRATEGY 1.4:  RECOGNIZE ACHIEVEMENT AMONG ITS DIVERSE STUDENTS

ACTION:
Multicultural Student Services in LAS continues to sponsor its annual
academic recognition banquet for students of color with a 3.0 GPA and
higher. This year, 234 students will be recognized for their academic
excellence at an event taking place on March 28 2010. Students with a 3.9 GPA and higher also have their names engraved on a plaque, which is permanently displayed in Catt Hall. The goals of the program are (1) to recognize academic excellence of students of color in the college and (2) to have successful students in the college serve as an inspiration to other students.

**ACTION:**
Numerous LAS students (and faculty and staff) participate regularly in the annual Lavender Graduation and Small Victories celebrations sponsored by the LGBT Student Services program

**ACTION:**
Participation in the NAACP Dinner (February 2009)

**ACTION:**
Faculty participation in Asian Heritage Month, with APAAC, May 2009

**STRATEGY 1.5:** **ACTIVELY SUPPORT AND BE INVOLVED WITH DIVERSE STUDENTS WITH FACULTY AND STAFF IN LEADERSHIP AND MENTORSHIP ROLES.**

**ACTION:**
The College supports a full time staff member, Dr. Luiza Dreasher as Multicultural Liaison Officer/Academic Adviser to work with and mentor students from a diverse background.

**ACTION:**
Dan Rice been the adviser for the Lesbian, Gay, Bisexual, Transgender, Ally Alliance (LGBTAA) student group for the past two years. Last year he was awarded the W. Houston Dougharty Ally Award jointly with Penny Rice at the Small Victories Celebration last April. The Alliance has grown tremendously the past few years and now has over 50 paid members and hundreds of students and faculty on our mailing list. The Fred Phelps protest was testament of how the LGBT community can turn out people for such events. There were maybe 400 people protesting the Phelps appearance at the corner of Lincoln Way and University Ave last summer.

The Alliance has taken large contingents to the past two Midwest Bisexual, Lesbian, Gay, Transgender College conferences in Bloomington, Indiana (18) and Madison, Wisconsin (22). This year the Alliance proposed hosting the 2012 MBLGTACC at Iowa State University and won the bid. In February 2012 the largest college conference of its kind in the country with up to 2000 participants will be in Ames. With fantastic pre-planning and collaboration with the ACVB, University Conference Planning and Management, and the LGBTSS office we hope
to set new records for attendance and transform Ames and ISU into a well-known LGBT friendly community

(Note from Dan Rice on college support) I view my involvement with the Alliance positive for the diversity efforts of the LAS College. I am able to work with this student group because of the generous professional development opportunities allowed me by my immediate supervisor, Jane Jacobson, and the Dean of the College. LGBT students are often some of the most vulnerable students in achieving academic success. Coming out can be very trying personally and academically for students. Having a very visible supportive environment such as the LASAS unit and my involvement with the LGBTAA has been very positive for the diversity efforts of the college.

ACTION:
Kathy Hickok, English, and Joel Geske, Greenlee, serve on the LGBT Student Services Board and helped with recruitment and selection of the new LGBT coordinator. This position has helped with visibility and education regarding LGBT issues on campus.

ACTION:
Leslie Hogben leads a new EDGE mentoring cluster for women junior faculty, post-docs, and graduate students in mathematics and statistics. (EDGE is a national program Enhancing Diversity in Graduate Education (in the mathematical sciences.)

ACTION:
Kathy Hickok, English, Teresa Downing-Matibag, Sociology, and Les Miller, Computer Science serve on the Carver Academy Faculty Advisory Board.

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.

Create inclusive learning environments which facilitate engaged learning among all students.

STRATEGY 2.1: Create a website and related materials (such as a brochure) for faculty/instructors on creating inclusive
CLASSROOM ENVIRONMENTS WHERE ALL STUDENTS FEEL RESPECTED AS INDIVIDUALS AND ARE NOT IMPOSED UPON TO REPRESENT THEIR RACE OR ETHNICITY.

**ACTIONS:**
Develop a related workshop series through CELT, and encourage the Diversity Representatives from each LAS department to attend. Also open the workshop to interested faculty, staff, and students.

Include FAQs on website related to diversity in the classroom.

Engage students in the development of Website. (Diversity Network student organization has expressed an interest in assisting.)

**Issues such as the following would be emphasized:**

* Creating collaborative learning opportunities for students of color and majority students where everyone’s skills, knowledge, and contributions are identifiable and acknowledged. (In order to facilitate such a learning environment, instructors should facilitate student-to-student and student-instructor interaction from the first day of class, and consistently engage students in discussions, problem-solving tasks, and projects throughout the semester. Research shows that when students from diverse backgrounds work together in problem-solving groups or teams, they are likely to reconsider their stereotypes regarding one another’s social characteristics.)

* The importance of asking students for their opinions or perspectives as individual scholars, not as representatives of their racial or ethnic groups.

* The importance of clearly communicating your availability outside of the classroom and encouraging students to visit you during office hours or to make scheduled appointments.

* Awareness of the socio-cultural norms that inform their students’ participation in the classroom, including their interactions with their peers and instructors.

* How to meaningfully address classroom situations where students are discriminated against (by their peers) due to their social characteristics.

* How to meaningfully address your own questions regarding students’ diverse characteristics. Related, how to address issues of difference.
between you and your students and develop relationships which bridge differences.

* As applicable, adapting course curricula to represent the histories and cultures of diverse racial and ethnic groups, including their contributions to society.

**STRATEGY 2.2:** **REWARD STUDENT-ENGAGED FACULTY FOR MAKING THE ON-CAMPUS EXPERIENCE AT ISU DIVERSITY-INCLUSIVE, AND CREATE FORMAL MEANS BY WHICH PROMOTION AND TENURE EVALUATION PROCEDURES RECOGNIZE THEIR EFFORTS.**

**ACTION:**
The Committee, in consultation with Dean Whiteford, recommends developing three College of LAS Diversity Awards, one each for faculty, staff, and students to start in 2010 or 2011. (Curriculum sub-committee is drafting the proposal for these awards, to be submitted to the Dean by April 2nd.)

**STRATEGY 2.3:** **INTENTIONALLY ENGAGE STUDENTS OF COLOR AND MAJORITY STUDENTS IN EXISTING LEARNING COMMUNITIES, AND CONSIDER DEVELOPING NEW LCs WHICH ARE DIVERSITY-INCLUSIVE.**

**ACTION:**
Joel Geske will lead a learning community in the area of Social Justice in Spring of 2011. It will use Facing History and Ourselves materials.

**ACTION:**
Downing-Matibag will have diversity-inclusive LC in fall, 2010, on the topic of Intimate Relationships, with incoming freshmen.

**Resources for Learning Communities and Instructors**
- Facing History and Ourselves
- Intergroup Dialogues, University of Michigan
- Community of Scholars program, University of Michigan
- Dialogues on Diversity, ISU
- Difficult Dialogues, ISU
- Parks Library diversity-related multi-media materials
STRATEGY 2.4: **Sponsor or Participate in Diversity Training Programs for Faculty and Staff.**

**ACTION:**
LAS College sponsored two Diversity opportunities featuring the Facing History and Ourselves curriculum. In the summer of 2008, three LAS Faculty went to New York for Facing History and Ourselves (FHAO) training, funded by an LAS alumna. The outgrowth was to bring the program to campus to reach more faculty. The first FHAO workshop was offered in February 2009 and sponsored by LAS Associate Dean Zimmerman. A second seminar “What do we do with a difference” reached approximately 20 faculty and staff with a three day workshop August 17-19.

**ACTION:**
This workshop will most likely lead to a learning community (still in planning stages) for Fall 2010 and exploratory talks have begun on an Institute of Social Justice for the Summer of 2011 based on the materials.

**ACTION:**
In addition to this LAS sponsored program, LAS Faculty and staff have been active in university initiatives such as Difficult Dialogues (Ms. Tyanez Jones came and visited with our committee) and Dialogues on Diversity.

**ACTION:**
Several college faculty and staff members attended training on the Holocaust “Echoes and Reflections” curriculum training offered by the College of Human Sciences to help bring the topic into their classrooms.

STRATEGY 2.5: **Continued Support for Courses and Programs that Teach About Our Diverse Culture.**

**ACTION:**
LAS is the home to Center for American Intercultural Studies which provides oversight of the LAS College’s programs in U.S. Latino/a, African American, American Indian and Asian American Studies. Its special charge is to support teaching and research on the experiences of the major underrepresented ethnic groups in American society, and it is currently building a curriculum focused on the ways that ethnic and cultural groups in America interact with one other and with the Euro-American community, as well as with others in broader global networks.
We estimate the number of students served by CAIS courses and activities at 5000+ per year or over 10,000 students over the two year reporting period.

**ACTION:**
LAS is also the home to the Interdisciplinary Women’s Studies program which focuses on gender diversity issues. Student numbers continue to grow over the past two years and last year over 1000 students took classes in this area.

**ACTION:**
Jane Dusselier has been leading a large service learning project associated with Asian American Remembrance Day with ~ 60 students. Most are receiving service learning credit (LAS 491).

**ACTION:**
We continue to offer courses on the Holocaust (WLC and B. Pleasants)

**STRATEGY 2.6:**  **CREATE APPROPRIATE NEW DIVERSITY COURSES FOR ISU STUDENTS.**

**ACTION:**
The LAS College continues to be the largest provider of diversity courses that are required for all students in the university. A *sampling* of new courses added this year include:

- WLC 201x and 202x: Intermediate Arabic
- WS 325X: Portrayals of Gender and Sexualities in the Media
- WLC 370x: Topics in World Languages and Cultures in English Translation
- LAS 328x: Asian American Cultural History
- POLS 333X: Democracy and Diversity in America
- Econ 387x: Economies of China and India

**STRATEGY 2.7:** **PROVIDE LEADERSHIP ON INCLUDING TOPICS OF DIVERSITY IN COURSES.**

**ACTION:**
Create sample syllabi copy that focuses on diversity and inclusiveness in the classroom so faculty in the college can use the language in their syllabi. Similar statement for accessibility and how to request accommodations. This is being created by the committee for distribution.
IMPLEMENTATION GOAL 3 -- RESEARCH AND SCHOLARSHIP

CREATE AN ACADEMIC ENVIRONMENT THAT APPRECIATES AND VALUES CULTURAL/SOCIAL DIFFERENCES THROUGH SUPPORTING AND VALUING RESEARCH/SCHOLARSHIP THAT FOCUSES ON SOCIAL JUSTICE/MULTICULTURAL ISSUES.

STRATEGY 3.1: PROVIDE A WORKING DEFINITION OF RESEARCH AND SCHOLARSHIP ON DIVERSITY

ACTION:
Proposed definition “The goal is to foster and disseminate scholarly work and engage in scholarly conversation as they relate to national, regional, linguistic, sexuality, gender, religious, ethnic, socioeconomic, and disabilities groups.”

STRATEGY 3.2: IDENTIFY AND PROMOTE THE LAS RESOURCES THAT FOSTER RESEARCH ON DIVERSITY-RELATED ISSUES IN THE ISU COMMUNITY

ACTION:
The members of the committee identified a series of venues that foster this type of research in LAS. We found that there are organizations of “Area Studies” (based on geographic, linguistic and cultural areas) already in existence but with no significant budget to have an impact to provide grants to support research. Funding to be pursued through the college administration.

ACTION:
Departments, such as linguistics, anthropology, sociology, religious studies, and psychology have programs that deal with issues of diversity. In addition, programs such as Women Studies are key to foster communication and exchange among colleagues.

ACTION:
The college is home to the Center for Excellence in the Arts and Humanities (CEAH) The members of this committee consider the refurbishing of the CEAH website to be a positive step towards making grant options for diversity more visible to all researchers interested in diversity-related research programs within LAS.
STRATEGY 3.3: **Providing Grant Writing Training Across the College, So That Faculty Researching on Issues of Diversity in All Disciplines of LAS are are Informed of Funding Opportunities.**

**ACTION:**
Conversations have started with Dean Whiteford to provide funds for a grant writing workshop devoted to diversity issues.

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STRATEGY 3.4: **Encourage LAS Faculty to Apply for Diversity and Women’s Enrichment Grants at ISU and Diversity Oriented Grants Outside the University.**

Recent examples include (but the list is by no means complete):

**ACTION:**
- **Leslie Hogben (Math)**
  Diversity Grant: *Partnership between the Mathematics Departments of Iowa State University and the University of Puerto Rico, Rio Piedras*
  To support exchange visits to finalize the partnership between the Mathematics Departments of ISU and the University of Puerto Rico, Rio Piedras and to support faculty research exchanges during the first 15 months of the collaboration. The partnership goal is to enhance graduate and undergraduate education at both universities, and the primary ISU goal is to diversify the graduate program. **Collaborators:** Department of Mathematics, AGEP, and Graduate College.

- **Luiza Dreasher and Teresa Downing-Matibag (Sociology)**
  Diversity Grant: Co-wrote and received a diversity grant to investigate factors leading to the academic success of students of color at Iowa State. The goals of the study were to (1) identify factors that contribute to the academic success of students of color at Iowa State University (2) use the study findings to develop a series of recommendations to the larger university community, and (3) gain an understanding of any powerful experiences (both positive and negative) these students might have encountered either inside or outside the classroom. Data from this study was shared with members of the Multicultural Student Services Coordinating Team and the work group of the University Academic Advising Committee who submitted a white paper to the
Provost on Measurable Contributions of Academic Advising to Recruitment, Retention, and Academic Success at Iowa State University. Dreasher and Downing-Matibag are currently in the process or writing recommendations and will continue to share study findings with the larger university community.

ACTION:
Joel Geske (Greenlee)
Diversity Grant: Develop a new course in Portrayals of Gender and Sexualities in the Media. It was offered the first time in Spring 2010 with 75 students enrolled and has successfully been added as WS325x for on-going offering. Collaborators: Women’s Studies.

ACTION:
Julie Snyder-Yuly
Diversity Grant: Women Impacting ISU Calendar 2010
To continue production and distribution of the Women Impacting ISU calendar for 2010 as a tribute to women students, faculty and staff who distinguish themselves at Iowa State through their contributions, leadership, and impact on the experiences of other women at the university. Collaborators: Carrie Chapman Catt Center for Women and Politics, College of Liberal Arts and Sciences and others.

ACTION:
Christiana Langenberg and Margaret LaWare
Grant: Living Out Loud, See What I’m Saying? To develop a course and a web-based resource for faculty that focuses on the study of direct speech used by women in both literary characters and in public speeches. The course goal is to be able to use direct speech (“voice”) as a teaching tool to highlight the different strategies and styles that are used by women in conversation, in narration, storytelling and public speech, and to understand sources of empowerment through strategic use of language. After testing in a 300-level honors seminar, the direct speech resources will be incorporated into classes taught in English, Speech Communication and Women’s Studies and entered in an accessible database. Collaborators: Department of English, Speech Program, and Women’s Studies.

STRATEGY 3.5: DEVELOP AN “AREA STUDIES COLLOQUIUM” (ONCE OR TWICE A YEAR)

ACTION:
In the planning stage at the college diversity committee
STRATEGY 3.6: PROVIDE FUNDS FOR FACULTY TO PRESENT AT NATIONAL CONFERENCES THAT FOCUS ON DIVERSITY ISSUES.

ACTION:
Dean Whiteford is open to funding. Example: Provided registration funding for Diversity Committee Chair Joel Geske to attend the American College Personnel Association PRISM conference here at Iowa State.

IMPLEMENTATION GOAL 4 – INCREASED REPRESENTATION

INCREASE THE REPRESENTATION OF HISTORICALLY UNDERREPRESENTED POPULATIONS AMONG FACULTY, STAFF, AND STUDENTS.

STRATEGY 4.1: PROVIDE BEST PRACTICES IN HIRING GUIDELINES FOR DEPARTMENTS

ACTION:
Best Practices for Hiring and other web-based resources for LAS College Faculty was done in 2008-9 as reported by former Diversity Chair, Eugenio Matibag. It is suggested that LAS partner with the ISU ADVANCE program to provide training to chairs and search committees for the 2010-2011 hiring season. National ADVANCE website provide an abundance of resources and local ADVANCE program has developed materials for its specific focus departments (including some in LAS) that could be used for all departments.

STRATEGY 4.2: PROVIDE CULTURAL MENTORING FOR NEW FACULTY, STAFF AND STUDENTS.

ACTION:
Example: The Indian Student organization assists students coming from India to feel welcome at ISU. The student is met at the airport, housing/roommate matches can be made, etc. Implement a similar program for students of other cultures and provide faculty with a cultural mentor as well as a professional mentor. We are discussing ways we can facilitate other groups offering such services and helping groups coordinate.
ACTION:
Discussing the feasibility of a web site that highlights services and products of interest to diverse faculty, staff and students. For example, where to go for hair cuts, where to find particular foods, physicians that are LGBT friendly, etc.

ACTION:
Consider ways that majority faculty can better connect with faculty from diverse backgrounds. At the UNI Diversity Summit, Downing-Matibag learned that single minority faculty often experience difficulty meeting prospective partners and making close friends on predominantly white campuses. This issue compels some minority faculty to re-enter the job market. Can the College offer opportunities for single faculty to mingle informally? Do we have a “young professionals” organization in Ames, for example, that might provide fun activities for young single faculty to meet one another and other professionals in the community?

STRATEGY 4.3: PROVIDE CAREER MENTORING AND LEADERSHIP OPPORTUNITIES FOR UNDERREPRESENTED POPULATIONS.

ACTION:
Luiza Dreasher, MSS director for the college, is one of only ten internationally who has been selected for NACADA’s 2009-2011 Class of Emerging Leaders. The purpose of the Emerging Leader Program is (1) to provide an intentional and focused mentoring experience to those selected to the program so they can assume a leadership position in the organization, and (2) to meet NACADA strategic plan of diversifying its membership and leadership.

ACTION:
Bruce Allen, Pre-Law Advisor, works closely with Multicultural Student Services in LAS to promote the Prelaw Undergraduates Scholars Program to underrepresented student populations in LAS. This federally funded program provides a unique opportunity for these students to attend one of many summer, pre-law preparation programs at designated law schools. The program provides transportation costs, a stipend, and room and board during the four-week program. Currently, three students of color in LAS are in the process of submitting applications. Other programs being promoted include the National Black Pre-Law Admissions and Preparation Conference and Law Fairs aiming a increasing diversity among those interested in attending law school.

Submitted by Joel Geske, on behalf of the LAS Diversity Committee
ACTION:
Encourage students and faculty to participate in University programs that support diversity. For example, about half of the student researchers and faculty mentors in the McNair program are from LAS.

STRATEGY 4.4: ACTIVELY RECRUIT STUDENTS TO INCREASE DIVERSITY.

ACTION:
The Committee is working with Adin Mann and Thelma Harding of the Graduate College and Mark Imerman of LAS to present one or more workshops on recruiting under-represented students on the graduate and under-graduate levels. Mark as already agreed to attend the meeting, Adin has been invited, so planning has begun. The workshop (or part of the workshop) on graduate recruiting will be led by faculty from departments such as Statistics and Mathematics that have recently been successful at such recruiting through building pipelines with colleagues at minority-serving institutions.

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.

STRATEGY 5.1: WORK WITH ORIENTATION AND INTRO LEVEL COURSES TO
EMPHASIZE DIVERSITY.

ACTION:
Luiza Dreasher serves as a member of the LAS Employer Partners Council. As such, she has presented on diversity issues in the workplace and the state of diversity at Iowa State. She has also presented on the impact of stereotyping and creating inclusive environments at Iowa State at the invitation of LAS 101 instructors. The goal of her presentations is to provide diversity education to incoming freshman.
STRATEGY 5.2: Provide leadership and work with existing organizations such as Student Services, the Dean of Student’s Offices and Multicultural Affairs.

ACTION:
Kathy Hickok, English, has served over the past several years as Professor in Charge of the Carver Academy.

STRATEGY 5.3: Provide social opportunities for diverse groups to meet and interact.

ACTION:
Teresa Downing-Matibag, sociology organized several “Blender Party” events where students interested in diversity and social justice met to interact with persons different from themselves promoting friendship and collaboration across diverse groups get together on an informal basis. The student organization which organizes these events (and which Downing-Matibag advises) is also creating a website to promote diversity on our campus.

ACTION:
Joel Geske, Greenlee School, organizes a monthly “Fourth Friday Family” pot-luck for faculty, staff, students and community members who are LGBT and allies. Geske was recognized with the LGBT Community Development Award in May 2008 for this effort.

CONCERN:
Key concerns and goals to work on include making the community of Ames and the college a welcoming place for all faculty, staff and students. If a person coming to Ames and the campus does not feel part of community of friends as well as the larger community, he/she is not likely to stay. Key community services are lacking or may be difficult to find. The idea of a “cultural mentor” may be one solution as is the idea of a website that helps people find cultural specific products and services in the central Iowa area. The idea of offering informal gatherings for single faculty to mingle with diverse young professionals from ISU and the Ames community is another idea which would promote a welcoming environment for diversity. These are projects that will take some time and coordination between university and community to achieve.
III. Best Practices and Final Comments

A new committee chair and some new committee members were added to the LAS Diversity Committee for 2009-2010. In many ways this year started by looking at existing programs, comparing programs with the university implementation goals and creating a new strategic plan for the College. The result is the document presented here with clearly defined goals and strategies to reach those goals. Some of the areas have more “action” in them than others. The areas with fewer actions will require attention over the course of the next year.

Perhaps the best practice in this process was the division of the committee as a whole into two and three person subcommittees to deal with each Goal. Each subcommittee looked at the college in light of the goal for ways we were already meeting the goal and recommended new ways to reach the goal as well. This led to an organized, strategic way of looking at our diversity programming in a way that is consistent with university goals.

One of the strengths of the college is curriculum efforts. As the largest and most diverse college, we are tasked with providing much of the general education courses and providing many of the diversity and international perspectives courses. Even in times of budget constraints, new courses are being included in the curricular options.

Another College strength is leadership in the mathematical sciences to diversify graduate education in STEM.

The next year or two promise to be difficult because of budget issues. The Diversity Committee is committed to working to ensure that the diversity of faculty, staff and students in maintained and that diversity remains a strong part of the curriculum. The Diversity Committee recommends that the College’s commitment to and success in promoting diversity on our campus be noted by the Provost’s office in its budgetary decisions, especially given that the College of LAS teaches more student clock hours, many of which are diversity-related, than any other college at Iowa State University.
IV. APPENDIX

ADDITIONAL SAMPLES OF DIVERSITY ACTIVITIES IN LAS COLLEGE

WHAT’S HAPPENING IN THE LAS COLLEGE? (AS OF 6 FEBRUARY 2009)

COMPILED BY E. MATIBAG, FORMER LAS DIVERSITY CHAIR

• Band of Brothers/Circle of Trust, in collaboration with ACDPP (Melanie Smith) and Committee on Lectures (Pat Miller)
• Updating of Best Practices for Hiring and other web-based resources for LAS College Faculty
• Diversity Grants Project “The Legacy of Our Larger Community” (Divinity O’Connor; subcommittee of Gene, Melanie & Jason); Factors of Success for ISU Students of Color (Luiza & Teresa)
• Participation in the NAACP Dinner tonight (6 February 2009) at the Scheeman Center (Gene & Teresa)
• Participation in the visit of Dr. Gloria Ladson-Billings (on ethnic studies, multicultural education, & diversity) (CAIS-Affiliated)
• Intercultural programming at CEAH (“Iowa in the Global Community”, 2009-2010) (Gene)
• Participation in Common Readings project of MLC and LAS 161x (Gene)
• Meetings with Santos Núñez Galicia, new Director of MSA and Assistant Dean of Studies (CAIS)
• Continuing work on program searches (USLS and AF AM)
• Third-year review of Am Ind faculty member
• Support for the Iowa Initiative (Teresa, with Christie Vilsack)
• Continuation of CAIS as academic unit; move to establish representation on the Dean’s Cabinet (Gene?)
• Planned participation in the Diversity Conference at Indian Hills Community College, Ottumwa, 3 April 2009 (Gene & Teresa)
• ADVANCE Conference, 10-11 October 2009, Scheeman (Lisa?)
• Iowa Mosaic Diversity Conference, 20 October 2009, Scheeman
• A Day of Remembrance, sponsored by CAIS and Asian Am Studies, 19 February 2009, Sun Room (Gene; Jane Dusselier)
• Faculty participation in Asian Heritage Month, with APAAC, May 2009