May 4, 2007

To: Gregory Geoffroy
   President

From: Elizabeth Hoffman
   Executive Vice President and Provost

Subject: Annual Report on Diversity in the Academic Area

The academic area has made great strides in its diversity efforts during FY07. In line with Iowa State’s 2005-2010 Strategic Plan, colleges and other academic units have stepped up efforts to recruit and retain a diverse and excellent faculty, staff, and student body. Such efforts have been supported by a range of new initiatives, from dual-language web sites to diversity-focused awards, from department-level diversity symposia to college-wide surveys on diversity.

As a part of the Campus Climate Implementation Plan (CCIP), you have asked each Vice President to submit an annual report with progress on diversity issues. This current report will stand as the second annual report from the academic area. While this report is in direct response to item 1.2 of the CCIP, the materials covered will touch on all five of the goals in the climate plan. It is heavily concentrated in responses to three of the goals: #2 on Curriculum and Pedagogy, #3 on Research and Scholarship, and #4 on Increasing the Representation of Historically under-represented Populations among Faculty, Staff, and Students.

Each academic unit has taken an approach to diversity that reflects its responsibilities, expertise, and needs, although the overlap in approach is evident. Each of these individual reports is attached (Appendices G through S) for you to register the dedication and commitment among units that report to me. In this cover memo, I would like to summarize the kinds of information you will find and suggest some shared themes. We are making progress toward our diversity goals, and I believe we are on a productive track both in defining the issues and in increasing our effectiveness in addressing them.

**Analysis of data on Administrators, Faculty, Staff, and Students**

We would like to begin our report with an analysis of diversity among our academic administrators, faculty, staff, and students. In Appendices A, B, C, D, E and F, you will find detailed data on the populations in the academic area, prepared by Institutional Research (all information is based on October 2006 counts). While numbers do not tell the entire story of diversity (they do not, for example, provide information on differences in sexual orientation, physical ability, or religion), they do provide an important context, defining progress, stagnation, and opportunity.
**Department Chairs.** In Appendix A, you will find 10-year data on gender and racial/ethnic diversity among department chairs. We have focused our analysis of academic leadership on chairs, since research shows that diverse departmental leadership offers one of the best paths to creating environments that promote excellence and inclusiveness simultaneously.

We do not yet have satisfactory diversity among department chairs. We have had no more than 8 women among the 50-some chairs at any one time during the last ten years; and while we have had a small number of Asian/Pacific Islanders as chairs, we have had very few other under-represented US minorities in these leadership positions. My office will be designing a leadership institute next year, and one goal will be to use that training opportunity to prepare a diverse group of faculty members for academic leadership. I will continue to work with the Deans to identify diverse faculty who should be encouraged to consider the chair position.

**Faculty.** Appendix B contains information on diversity among our faculty. These numbers are reported annually in slightly different form to the Regents, yet it is important as a part of this report to note progress in diversity by both gender and race/ethnicity. Over the last decade, we have seen progress in these numbers, although we clearly have additional opportunity for improvement.

Among tenured faculty university-wide, the percent of women has increased from 18.4% in 1997 to 25.7% in 2006. And although the percentage of tenure-track female faculty members has gone down (from 41.9% in 1997 to 39% in 2006), the absolute number of tenure-track women has increased from 111 to 128. Among tenured faculty, the percent of minority faculty has also increased, from 8.9% in 1997 to 16.0% in 2006. Our most diverse population of faculty is in the non-tenure-eligible ranks, where the percentage of women has increased from 49.5% in 1997 to 52.3% in 2006. The percentage of non-tenure eligible minority faculty has also increased from 7.7% to 13.6% in 10 years.

While the progress tracks differently in each college, data over the decade show the efforts by colleges to diversity the faculty ranks. In the College of Agriculture, for example, the numbers and percentages of both women and minority faculty are up over ten years, with the percentage of both under-represented groups nearly doubling in that time frame. Increases with similar proportions are also reported in Business and Veterinary Medicine. Numbers of women have increased marginally in Engineering, although the College report provides evidence of enhanced efforts to sustain and build on current numbers. Liberal Arts and Sciences and Design also track progress their faculty. Human Sciences and the Library continue to play important roles in supporting diverse faculties, with the percent of females at 67.8% and 65.8% respectively. While the number of minority faculty continues to grow overall--with the most notable gains among Asian/Pacific islanders--the number of African American, American Indian/Alaskan Native, and Hispanic faculty remains low.

**P&S Employees.** As the number of P&S employees has risen across the university during the last ten years (from 2067 in 1997 to 2458 in 2006), the diversity in the group has also
increased somewhat: diversity by race/ethnicity has increased from 7.9% to 9.3% and the percentage of women has increased from 46.8% to 51.7% (see Appendix C). The percentage of minorities by race/ethnicity has increased in most P-levels during this time. The percentage of women has increased at each P-level during this time, although the total percentages are still highest at the lower levels (P11 to P14).

**Merit Staff.** Diversity among merit employees has also changed since 1997 (Appendix D). The percentages of minority merit employees was 4.0% in 1997 and it was 3.7% in 2006. The gender breakdown has also shifted slightly, with 68.5% women in 1997 and 64.2% in 2006.

Diversity among faculty, P&S and merit remains important, as increased diversity in all of these employee groups enhances our ability to support students of all backgrounds and to create communities that welcome diverse persons and cultures.

**Student Enrollments.** The diversity in student numbers has not changed dramatically over the last ten years (see Appendix E). Among undergraduates, the percentage of women has changed only slightly, with 43% in 1996 and 43.5% in 2006. Among graduate students the percentage of women also has increased slightly during the same time frame, from 40.7% to 42.1%. The most notable change has been in the first professional students (Veterinary Medicine), where the percentage of women has grown from 57.8% in 1996 to 74.7% in 2006.

We have made slight progress in increasing our numbers of domestic minority students (looking at the composite of all levels), moving from 6.8% in 1996 to 8.5% in 2006. The largest gains have been among Hispanic and Asian/Pacific Islander students. Important differences exist among the various student groups, however. Recruiting domestic students of color to the College of Veterinary Medicine is particularly challenging, with only 1.6% students of color in 2006. Among undergraduate students, there are 9% domestic students of color while at the graduate level there were 6.7%. The percentage of international students has dropped during the period, from 10.3% to 8.3%.

Changes in student demographics have varied by college; and reports by individual colleges detail their efforts to respond to opportunities and challenges in student recruitment in their disciplines. Partnerships with the Graduate College and Student Affairs have been particularly strong in these recruitment efforts.

**Student Retention and Graduation Rates by Race/Ethnicity and Gender.** We have included figures on retention and graduation rates because they track our successes in creating supportive academic environments (Appendix F). Over the ten-year time-frame, university-wide, we can track progress among nearly all groups when segmented by gender and race/ethnicity.
Commentary on Academic Unit Activity in Diversity

In Appendices G through S, you will find reports from the following academic units:

- College of Agriculture
- College of Business
- College of Design
- College of Engineering
- College of Human Sciences
- College of Liberal Arts and Sciences
- College of Veterinary Medicine
- University Library
- Vice President for Research and Economic Development
- Vice President for Extension and Outreach
- Information Technology Services
- Associate Provost for Academic Programs
- Associate Provost for Faculty Advancement and Diversity

These reports provide compelling detail about the large variety of ways in which departments, colleges, and other units have enhanced their efforts to contribute to the university’s “diversity of ideas, peoples, and cultures” (2005-2010 Strategic Plan). Appropriately, each unit has defined particular curricular, research, community, and demographic goals and put in place initiatives and assessments to move forward. Below is a summary of some cross-cutting issues and accomplishments. I also urge you to read the individual reports for full details.

Recruitment and retention. It remains a university priority to recruit and retain an excellent and diverse faculty, and unit level activities are persistent and increasingly progressive. By diversifying the faculty, we have the most effective tool for reaching our goals of expanding “the diversity of people, ideas, and cultures, and nurturing an environment in which diversity can thrive” (2005-2010 Strategic Plan). Each college reports on its own approach to the issue, but some highlights include the following:

- Reports from the colleges offer details on the intense recruiting going on at the department level. And while top candidates did not accept offers in all cases, there were considerable efforts to do the hard work of recruiting diverse finalist pools. Specific narratives from LAS, Engineering, and Human Sciences, and Agriculture suggest the hard work that goes into each search to produce diverse pools of applicants. The year’s faculty hiring in the College of Business demonstrates notable success, with three of four hires being female.
- The department of Educational Leadership and Policy Studies has 39% faculty of color, and leads the way in successful recruitment efforts.
- The College of Engineering is setting up a web site to track contacts with potential recruits.
- The ISU ADVANCE Program will play a major role in working with the colleges of Agriculture, Liberal Arts and Sciences, and Engineering on several related
fronts: to design strategies to make department climates welcoming of women and men; to develop effective recruitment and retention strategies for faculty; to administer an external mentoring program for female faculty of color in STEM; to coordinate conversations for the entire campus about creating more flexibility in faculty careers.

Hiring of diverse staff is also a priority in academic units. A strong example is the success in various Extension programs that report strong hiring of under-represented minorities.

**Cross-college and cross-unit partnerships and networks.** The reports offer ample examples of ways academic units are partnering with one another as well as with units in Student Affairs to recruit and retain students. These partnerships include the George Washington Carver summer intern program; several programs (like The Road Less Traveled) directed out of the Program for Women in Science and Engineering; the MVP scholars program; AGEP; APEX; GMAP; the Step Forward Learning Community (a new partnership between Agriculture and Human Sciences); Multicultural Student Affairs; and the multicultural learning community. It will be important for us to continue these efforts in student recruitment and retention.

**College Diversity Committees.** Each college as well as the University Library has a diversity committee. Those committees with longer histories (Agriculture, Library, Liberal Arts and Sciences) have used these groups to guide and review college diversity efforts. The Library Committee has long played a central role in hiring, placing a Diversity Representative on each search committee. But newer college committees have also begun to have an effect. A few highlights:

- The College of Human Sciences committee hosted two seminars, on “Minority Student Recruitment and Retention” and on “Creating Classrooms that Embrace Diversity.”
- The College of Agriculture and the College of Design committees both conducted a diversity survey. College of Design results are still being tabulated. College of Agriculture results highlighted key issues: for example, the need for a consistent definition of underrepresented groups, and the need for appropriate incentives for diversity.
- The College of Engineering created its own resource guide for recruiting faculty, modeled on the university guide.

**Leadership.** The College of Human Sciences and the Greenlee School make special note of the diversity in their leadership. The College of Agriculture has continued its leadership in MANRRS, at both the student and staff level. Diversity in leadership has also been highlighted in the academic area support of the Third Annual Iowa Women’s Leadership Summit, in university sponsorship of the Iowa Network for Women in Higher Education, and in our participation as an institution in the Keeping our Faculties of Color Conference IV in April 2007.
On-going best practices. Some units have established practices and processes that have become a regular part of expectations for excellence. While you will see these reflected in each of the reports, here are a few notable examples:

- CIRAS has a civil rights and diversity plan from which each staff member sets annual goals.
- In the Extension Families program, several on-going projects have expectations that knowledge of Spanish is a key to community work.
- ITS continues to make special efforts to recruit women to apply for open positions.
- Web pages are becoming an important marker of a sustained commitment to diversity. Currently the Provost has a web page (recently reorganized) as do the Colleges of Agriculture, Business, Engineering, Human Sciences, and Liberal Arts and Sciences. Diversity resources are also available on the Design, Extension, and Library web pages.
- Networking breakfasts are used in Business and Engineering.
- Partnerships with K-12 as well as community colleges are supporting recruitment efforts.
- International efforts continue to be a key part of curricular and research efforts in all academic units.

The detailed list of faculty activities in EEOB documents how faculty investments in diversity span all areas of responsibility, including teaching, mentoring, advising, research, professional practice, and service.

Diversity and Students. Much of the academic investment in diversity is directed towards students, either in curriculum or in the focus on programs and people committed to the university’s goals in diversity. Various staff and faculty have taken key roles in these activities, with the MLOs (Minority Liaison Officers) taking a leading role in most colleges. Details abound in the reports of individual units, and listed here are a small sample of such activities.

- The College of Veterinary Medicine has seen a 250% increase in the number of minority students accepting admissions.
- The College of Engineering is seeking to expand its curricular offerings in biology to attract a more diverse student body. It has also supported a new course in “Technology, Globalization, and Culture.”
- The College of Human Sciences has developed a new course, “The Male Journey,” to attract more men into courses and curricula that have traditionally been populated by females.
- The College of Design offered a graduate course with projects focused on designing educational experiences for children with developmental disabilities and an undergraduate course in which students worked with Native Americans in the United Houma Nation, victims of Hurricane Katrina.
- The Office of the Provost funded the Multicultural Learning Community which enrolled 30 students.
• The College of Agriculture demonstrates that careful attention paid to particular students has led the students to successes both on campus and off.
• The Department of Educational Leadership and Policy Studies has just developed a concentration in Social Justice and this will be available to graduate students beginning in Fall 2007.
• In the College of Liberal Arts and Sciences, there are new courses with a focus on diversity in departments of Economics, Political Science, and BBMB. In addition, the Department of Music hosts a “diversity” concert twice a semester.

Innovations. While all innovative approaches to diversity cannot be listed in this report summary, I would like to close with a list of particularly innovative ways we have found to make diversity a part of our everyday academic efforts.

• The Department of Statistics has made sustained efforts to create a strong co-hort of minority students in its graduate program, and has added new courses and individualized mentoring to help the students succeed.
• The College of Agriculture has a series of awards and student scholarships, including its annual Diversity Enhancement Award.
• The College of Engineering established the Engineering Diversity and Graduate Student Affairs office (EDGSA). EDGSA, in collaboration with CELT, presented a workshop series, “Enhancing the Climate in Engineering”.
• The College of Business regularly invites minority alumni to return to campus to speak to students and faculty.
• The Department of Psychology hosted an annual diversity conference this April in collaboration with ISBR and the Multicultural Student Program Advising Council. The event was developed around the visits of two national experts on the Latino/a experience in the US.
• The Step Forward Learning Community, a partnership between Human Sciences and Agriculture, is designed to support sophomore students of color.
• The Graduate College established an AGEP Faculty Council to guide the growth and success of this program on campus.

Conclusion. We have found the responsibility to report in this comprehensive manner an important reminder of the diversity goals we have set for ourselves. There is clear progress in our climate as well as in our diversification of people and academic agendas. There is, of course, more to accomplish. I plan to work with others in the academic area to do more specific goal setting in an effort to encourage additional progress.