Overview

The diversity reports included document the efforts by various units that report to the Office of the Vice President for Research and Economic Development. These units include Laboratory Animal Resources, OSPA, Office for Responsible Research, and Institutes and Centers (Bioeconomy Institute, Center for Survey Statistics and Methodology, Institute for Social and Behavioral Research, Institute for Transportation, Iowa Energy Center, Nutrition and Wellness Research Center, Partnerships in Prevention Science Institute, IPRT Science Bound). It is imperative that as the administering unit that our direct reports are accountable in creating an environment that promotes a culture and community indicative of inclusion and diversity, as well as work/life balance. There are a few units such as the Office of Biotechnology, Iowa Center for Advanced Neurotoxicology (ICAN), Iowa Water Center, Research Park, Plant Sciences Institute (PSI), and Iowa State Research Foundation (ISURF) that had limited comments on diversity but reported that staffing was diverse and work/life balance issues are practiced. For example, of the 13 professionals in ISURF, seven are females and six are males. PSI reported flexibility for a half-time communication specialist to build a work schedule that accommodated school-age children’s activities.

This office is dedicated to all aspects of diversity and participates in multiple opportunities to promote a campus community that embraces diversity.
TABLE OF CONTENTS

Laboratory Animal Resources ........................................................................................................ 3

OSPA ........................................................................................................................................ 5

Office for Responsible Research ................................................................................................. 6

Institutes and Centers

    Bioeconomy Institute .............................................................................................................. 6

    Center for Survey Statistics and Methodology ...................................................................... 8

    Institute for Social and Behavioral Research ...................................................................... 9

    Institute for Transportation .................................................................................................. 13

    Iowa Energy Center .............................................................................................................. 15

    Nutrition and Wellness Research Center ............................................................................. 17

    Partnerships in Prevention Science Institute ....................................................................... 17

    IPRT Science Bound ............................................................................................................ 22
Laboratory Animal Resources

I. Mission

Laboratory Animal Resources (LAR) provides animal and veterinary services for Iowa State University faculty, staff, and affiliated organizations that use animals in research, teaching and testing. LAR is committed to delivering these services in a manner consistent with the university program of nondiscrimination and affirmative action, and promoting the concept of developing a safe and supportive climate for all members of the ISU community. Progress towards these goals is reviewed in annual performance reviews.

II. Diversity Efforts

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

LAR continues to provide a supportive environment for all users of our services, including many of foreign nationalities and minorities.

• 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.

LAR does not develop curriculum and is not directly involved in teaching. However, LAR does support other units with program delivery as mentioned in Goal 1.

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

LAR is not involved with research on social justice and multicultural issues. LAR has created an environment that appreciates and values cultural/social differences through supporting and valuing research involving faculty, staff, and students from many cultures.

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

LAR has hired two animal caretakers over this time period. One hire was a male and another was a female. The LAR Director was hired by the VPR&ED office who was a male. None of these hires are known to be minorities. Seventeen student animal caretakers were hired during this time period. Twelve of those are female and five are male. Although information about minority status is not recorded by LAR, at least one student is Pacific American in national origin.
• 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.

LAR has developed an environment that recognizes and celebrates cultural differences and socially constructed difference by maintaining a collegial environment for all people. LAR has received no complaints or concerns regarding this issue.

Additional Information - What measures have been taken to address work/life balance and make flexibility in the workplace an option for employees?

LAR department upholds Iowa State University’s policies and firmly believes in educating their employees about the resources available to them to assist in the family/work balancing act. Between April 2008 and April 2010, seven (7) employees have been approved for FMLA both short and long term. Emergency leave has been granted for use with a sick family member. EAP has been offered for employees who have declared themselves to either be in stressful situations at home or at work.

LAR has provided an altered schedule for staff to allow better availability to child care, and changed a schedule of another to employee to allow him to commute to work with his wife.

• How is the college/unit making use of training sessions involving diversity? How and when are diversity topics included in unit meetings?

Respect for others has been discussed at LAR Supervisors and Staff meetings at least yearly. This is planned for June of each year to allow inclusion of summer students.

• What research and curricular efforts support the university commitment to diversity?

N/A

• What resource materials for actively recruiting and retaining underrepresented faculty and staff has the college/unit developed?

None

• How has the college/unit provided mentoring and support for diverse students, faculty and staff?

LAR has provided 20 training session on animal care and use for all LAR staff to improve knowledge, skills and abilities of our staff and students. Most were held over the summer months so students could attend.

• How has the college/unit dealt with issues of accessibility?
It has not been an issue.

• What efforts are underway toward making the climate safer and more inclusive? Please describe any changes made to organizational structures, offices, staffing, services, and/or naming as it improves campus climate.

None.

III. Best Practices/Final Comments

LAR offers employees a supportive atmosphere without fear of reprisal or judgment.

Office of Sponsored Programs Administration

Institutional Commitment (Goal 1):

OSPA is dedicated to providing a just environment on campus where everyone feels welcomed, respected and safe. To assist the university in achieving this goal, OSPA staff will be required to attend university provided training on diversity-related topics.

Increase the representation of historically underrepresented populations (Goal 4):

OSPA tries to increase the representation of historically underrepresented populations in several ways. We look to HR to assist with promoting position openings to historically underrepresented populations. In our searches for student employees, we also seek to employ underrepresented populations. OSPA has been successful in attracting underrepresented populations amongst its staff - we currently employ individuals with Hispanic, American Indian, and Chinese backgrounds.

Inter-group and Intra-group Relations (Goal 5):

OSPA celebrates the achievements and cultural diversity of our staff by enhancing relations among our various groups through social occasions (celebrations, etc.), providing honors and awards, and engaging in discussions related to cultural differences and social constructs. OSPA staff benefit from such interactions by extending their understanding of diversity to our customer base, many of whom are from underrepresented populations.
Office for Responsible Research

Implementation Goal 1 – Institutional Commitment: All Office for Responsible Research employees are required to complete the “Discrimination and Harassment” and “Invite Diversity” training provided in a seminar format or on the Human Resource website.

Measures taken to address work/life balance
A flexible work schedule is allowed for all ORR employees so that they may participate in family activities (e.g., children’s sports activities, attend field trips, time to address immediate family member needs, etc.). The flexibility may include adjusting work hours to accommodate regular events or making up time within a given week for a single event (e.g., working through their lunch hour, etc.) with the requirement that the employee maintain full-time effort for their job responsibilities. (Using vacation always remains an option for employees). ORR employees are also encouraged to pursue educational goals and are allowed to take one course per semester during the day and make up their time.

Bioeconomy Institute

II. Diversity Efforts

The Bioeconomy Institute (BEI) supports diversity in Education, Research, and Outreach and Conferences.

1. Education
   BEI supports a graduate program in Biorenewable Resources and Technology (BRT). The BRT includes men and women from a wide variety of science and engineering backgrounds. They represent a diverse cultural and ethnic background as well.

   The Intensive Program in Biorenewables was held on the ISU campus June 3 – June 15, 2009 and was co-hosted by BEI and the Center for Crops Utilization Research. This two-week program brought 46 students from all around the world together with ISU faculty for a shared learning experience.

2. Research

   Industry Collaborations include Albemarle, Archer Daniels Midland, Cargill, Ceres, ConocoPhillips, DuPont Danisco Cellulosic Ethanol (DDCE), DuPont/Pioneer, General Motors, John Deere, Novozymes, and Toyota.

   Conoco Phillips (COP): COP provides approximately $3M in sponsored funding to BEI each year. Each research project conducted at ISU with COP funding has a COP project leader; the COP project leaders have strong gender, racial, and ethnic diversity.
BEI meets with many international collaborators including Albemarle, Borregaard, Biomass Technology Group (BTG), Cluster Industrielle Biotechnologie (CLIB), Dutch State Mines (DSM), Gent University, and the University of Toulouse.

Federal Funding:

BEI and Iowa State University took the lead on the State of Iowa EPSCoR proposal which was submitted in October 2009. Along with the science, a major thrust of this program is to bring funding into the state and distribute technology. Our proposal includes:
- Statewide assessment of diversity activities/needs and development of a state-wide STEM diversity strategic plan
- K-12 STEM outreach plan to increase the diversity of students pursuing STEM careers,
- a plan to recruit faculty and students from under-represented groups while working with the Diversity Hiring Team, and
- creation of a single point-of-contact that will assist industry and government partners with mechanisms for expanding diversity in STEM areas within Iowa.

BEI submitted a proposal to NSF on April 30, 2009, titled EFRI – HyBi: Consolidated Thermal Pathway to Advanced Biofuels which included the following commitment to diversity.

We will establish a Pyrolysis Educational Program (PEP) to encourage broader participation by underrepresented minorities in the rapidly developing field of thermochemical biofuels. The specific goal of PEP is to introduce faculty from minority-serving institutions to research opportunities in thermochemical biofuels and recruit underrepresented minorities to our graduate programs. Our approach is to annually bring together the faculty and students from our research program and selected minority-serving institutions for a one to two-week long practicum in fast pyrolysis and bio-oil upgrading. This will be a combination of lectures developed from materials used in the previously described BRT 535 -Thermochemical Processing of Biomass course and hand-on laboratory training in the use of pyrolysis reactors, analytical instrumentation, and catalytic upgrading reactors. The program will conclude with a one-day symposium that will bring together a select group of university and industry researchers to learn about the pyrolysis research in our program and to meet the participants of the short course/laboratory training program. PEP will be built upon a program currently under development among Iowa State University, Tuskegee University, Prairie View A&M, and University of Puerto Rico – Mayaguez to encourage student-faculty exchanges with ISU’s Bioeconomy Institute. This program is designed to establish long-term research and education partnerships in biorenewables among the four schools including summer experiences for undergraduates and increased representation of minority students in graduate programs. We will expand the four-way partnership to include the
University of Wisconsin and Northwestern University. We anticipate that two faculty members and three students from each HBCU will be able to participate each year, with expenses paid by our NSF grant.

BEI hosted a one-day minority exchange program, December 9, 2008 for faculty from University of Puerto Rico-Mayaguez, Tuskegee University, Prairie View A&M University, and Alabama A&M. One result from that meeting was a recent invitation from Prairie View A&M University to partner with them on an NSF application to the Centers of Research Excellence in Science and Technology (CREST).

The Center for Biorenewable Chemicals (CBIReC) was funded in 2008 by NSF as the result of a proposal that was submitted by BEI. This program includes a diversity component for which BEI still contributes. It includes Research Experiences for Undergraduate Students and Research Experiences for Teachers, many of which target schools that serve underrepresented groups.

3. Outreach and Conferences

BEI Strategic Plan
Continue support of PWISE and other existing diversity recruiting programs on an as-needed basis.

The BEI Management Team supported travel expenses for Steve Fales to attend the Undergraduate Research Symposium in Puerto Rico, Fall 2009.

This symposium was initiated by UMET’s Science Honor Program to give our students the opportunity to present their scientific research experiences. Since 2000, we have expanded the reach of our meeting to other institutions in the nation with minority participation in the Science, Technology, Engineering and Mathematics (STEM) areas.

Center for Survey Statistics and Methodology

From an organizational perspective, CSSM fosters an environment that values creativity and excellence in quality of work among faculty, students and staff. We value the unique contributions of all center members, and promote an attitude that views all individuals as peers, regardless of employee classification, educational background or cultural affiliation. We currently have several students, staff and faculty of minority status and a good representation
of women at all levels (although there is the traditional split between mostly male software developers and mostly female survey research professionals). We actively try to recruit qualified underrepresented minorities and genders.

Faculty:
2 female, 2 male
3 Asian, 1 Caucasian

Students:
3 female, 5 male
5 Asian, 3 Caucasian

Continuous staff:
9 female, 13 male
1 Asian, 21 Caucasian

X-Hourly staff (interviewers):
22 female, 7 male
4 Hispanic, 25 non-Hispanic Caucasian

Institute for Social and Behavioral Research

I. Diversity Mission/Vision Statement
The mission of the Institute for Social and Behavioral Research (ISBR) is “To support, promote and facilitate state-of-the-art interdisciplinary social science research that will increase our understanding of important social problems and improve the quality of peoples’ lives.”

The diversity and quality of life goals of ISBR include:

- Support social and behavioral science research efforts by collecting and analyzing data from diverse populations.
- Employ staff members (faculty, staff, and students) who reflect diversity in ethnicity, gender, academic preparation and expertise.
- Provide a supportive work environment for all staff members.
- Promote work/life balance among all staff members.

ISBR’s diversity and quality of life goals fit within ISU’s core values of a diversity of ideas, peoples, and cultures, as well as within several of the ISU’s University Goals for 2005–2010 (http://www.public.iastate.edu/~strategicplan/), specifically those listed below:

- Expand the diversity of people, ideas, and cultures, and nurture an environment in which diversity can thrive.
- Achieve a sustainable balance between responsibilities and resources that will allow the university to efficiently and effectively realize its vision.
• Foster an environment in which all members of the university community can contribute their fullest while pursuing satisfying personal lives.

ISBR’s progress toward diversity and quality of life goals are assessed and reflected in ISBR’s ongoing effort to:
• Seek and support diversity in ethnic, gender, academic preparation and expertise of affiliated faculty/scientists and other staff members.
• Engage staff members in diversity training.
• Follow appropriate interviewing/hiring activities and procedures for filling staff openings.
• Include diverse populations for grants submitted to funding agencies.
• Promote and support grant submissions that involve teams of interdisciplinary researchers.
• Provide reasonable and respectful expectations regarding staff work responsibilities and schedules.
• Meet and follow human subject requirements for all grants submitted and implemented through ISBR.
• Encourage staff participation in activities sponsored through the ISU Employee Wellness Programs.

II. Diversity Efforts
As a unit that reports directly to the VPR’s office and is affiliated with several of ISU colleges, ISBR currently does not have an institute-level diversity committee, multicultural liaison officer, or other individual with specific responsibilities in the area of diversity. Prior to her retirement in July 2009, Special Assistant to the Director Nancy Norman handled Human Resource matters related to hiring and employment; she routinely ensured that proper procedures were followed for ensuring diversity, workplace accessibility, and clarity of position expectations. Currently, responsibilities related to Human Resources are shared by ISBR’s Data Unit Director Shirley Huck, Observation Unit Director Janet Melby and Accountant Kim Vo, with oversight by ISBR Director Fredrick Lorenz.

As a social science research institute, the research subject matter, faculty affiliates, and staff employed at ISBR all reflect and contribute to ISU’s commitment to diversity and quality of life.

ISBR’s on-going diversity efforts align most specifically with four of five implementation goals set by ISU. These four university implementation goals, and ISBR’s efforts within each, are identified below:

Implementation Goal 1 – Institutional Commitment: Achieve a just environment on campus where everyone feels welcomed, respected, and safe.
• All ISBR staff members participated in Discrimination and Harassment training during 2008-2009 (in-person or on-line).
• All new staff members are asked to complete on-line Discrimination and Harassment
Several ISBR staff members attended all or part of the Iowa State Conference on Race and Ethnicity (SCORE) in 2008.

Some staff participated in Diversity Seminars provided by 2008-2009 Hilton Endowed Chair Dr. Gloria Ladson-Billings.

All ISBR staff members receive training in protection of human subjects and sign statements to protect the confidentiality of research participants.

Faculty/scientists serve or have served as McNair undergraduate research mentors for minority students (Cutrona, Lorenz, Melby).

Faculty members serve or have served as major professors or committee members for minority and international students.

Observation Unit Director (Scientist) serves on GMAP-AGEP-GWC-McNair Faculty Council created in Fall Semester 2009 (Melby).

Data Unit Director (Program Coordinator) serves on ISU’s Internal Review Board (Huck).

ISBR’s summer mentored faculty research experience included a minority scholar in 2008.

ISBR faculty affiliate Carolyn Cutrona (former ISBR Director) served as faculty advisor to the Gay-Lesbian-Bisexual-Transgendered (GLBT) student group and testified at the Iowa Legislature on GLBT issues.

Academic areas represented among Principal Investigators who have submitted grant applications through ISBR include: Psychology, Human Development Family Studies, Sociology, Statistics, Kinesiology, and Political Science.

ISBR faculty/staff have collaborated on grants submitted through Human-Computer Engineering.

Work space accommodations to promote accessibility have been made for individuals with physical limitations, including individuals with allergies and back problems.

A “break room” is available to all staff and visitors.

Implementation Goal 3 – Research and Scholarship: Creating an academic environment that appreciates and values cultures/social differences through supporting and valuing research/scholarship that focuses on social justice/multicultural issues.

The Institute has two on-going flagship projects: The Iowa Family Transition Project (FTP), a 20 year panel study of over 500 rural Iowa families, and the Family and Community Health Study (FACHS), a 12 year panel study – the largest in the nation – of rural African American families in Iowa and Georgia.

Funding was sought from National Institutes of Health to study Latino Families (grant not funded).

Subcontract was submitted for observing Mexican American mother-child interactions (funded).

An investigator initiated a web-based survey of Gay-Lesbian-Bisexual-Transgendered youth.
Implementation Goal 4 – Increases the representation of historically underrepresented populations among faculty, staff, and students.

- Among Principal investigators who submitted grants through ISBR during 2008-2010, 3 of 10 were from a country of origin other than the United States.
- Of full-time staff members (clerical, professional, scientific), 4 of 20 were African American or from a country of origin other than the United States.
- Among Graduate research assistants and postdoctoral students employed, 5 of 15 were from a country of origin other than the United States or African American.
- Of undergraduate students employed, 2 of 10 were African American.
- Of Extra-Hourly (XH) staff, 2 of 15 were African American.
- Faculty affiliate Carolyn Cutrona (former ISBR Director) hosted ISBR tours for job candidates interviewing for faculty positions at ISU.
- Current ISBR Director Fredrick Lorenz is employing an international student as a P&S Research Associate.

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.

- Significant support is being provided for ISBR staff member diagnosed with cancer who is needing to use FMLA and Disability Leave (i.e., donated vacation leave, moral support, work accommodation, etc.).
- Supported the use of vacation/sick/FMLA leave for employees who became new parents, who underwent surgery, and who have dealt with responsibilities of caring for ill parents.
- Fall Convocation 2009 with recognition of all staff members for years of service.
- Institute-wide holiday pot-lucks (typically twice per year).
- Active efforts to create and/or promote cross-disciplinary research teams; for example, grant submissions included investigators from a wide variety of areas: (1) Challenge Grant that involved Human-Computer Engineering, Textiles, Education, and Human Development Family Studies; (2) Human Nutrition, and (3) Panel Study.
- Institute-wide celebration of retirements (Gamboa, Davis, Norman) and position changes (Cutrona).
- Nomination of ISBR faculty-affiliates and staff members to receive university and college awards.
- Allowance for flexible work schedules and ability to work remotely when needed/requested.

III. Best Practices/Final comments

ISBR endorses and is committed to facilitating progress toward implementing the diversity goals of ISU. During the past two years we have been especially successful in ensuring that all staff members complete Harassment and Diversity Training and Human Subjects Training. We have
been conscientious in following university guidelines for equal-opportunity employment. We have actively sought to promote diversity at ISU by providing tours for minority applicants for faculty positions and by serving on university-level committees related to minority students and to the protection of human subjects. We have mentored minority/international undergraduate, graduate, post-doctoral students, and new young professionals. We have participated on, and promoted the creation of, interdisciplinary researcher teams. The study participants and interviewers for our two hallmark research projects (Family Transitions; Family and Community Health Study) continue to reflect diversity. The retirement of ISBR’s Special Assistant to the Director (Nancy Norman) and the lag time in receiving feedback on a submitted position description to cover these duties has added some efficiency constraints in handling Human Resource matters.

Institute for Transportation

I. Diversity Mission/Vision Statement
Based on ISU’s Campus Climate Implementation Plan (CCIP), InTrans has adopted the goals set forth in the “Implementation Plan for Diversity, Equity, and Community, 2006-2011.” However, some of the goals identified in the plan are not applicable to InTrans because of its main foci being on research and extension, and not on topics related to curriculum development.

II. Diversity Efforts
GOAL 1 - Institutional Commitment: Achieve a just environment on campus where everyone feels welcomed, respected, and safe.
At InTrans I promote an inclusive environment by maintaining open communications to identify needs that of individuals and how to best address them. My personal commitment is to provide a work environment that does not tolerate discrimination of any form – whether it be related to race, gender, religion, sexual preference, marital status, culture, physical appearance, or such issues that individuals are judged on without regard to their ability to contribute to the organization. I have meetings with students and staff typically on a quarterly basis where the topics of discussion often include diversity related topics. Further, as needed and appropriate, along with the Center and Program Director and Associate Directors (Unit Leaders) at InTrans, I meet with any individuals who may need to be counseled on this institutional commitment and goal. In instances where individuals expressed concern, I address them as expeditiously as possible, and work with other units at ISU (e.g., Human Resource Services, Public Safety, etc) to seek advice and support as needed.

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.
Not applicable.
**GOAL 3. Research and Scholarship. Creating an academic environment that appreciates and values cultural/social differences through supporting and valuing research/scholarship that focuses on social justice/multicultural issues.**

Our research, education, and outreach efforts focus on transportation systems related topics. The topics of our activities are based by the scope of work identified in the sponsored projects and grants supporting our efforts. Included in some of these activities are topics related to equity and accessibility. We have teams of diverse individuals participating in such activities. We value the diversity of opinions and approaches that the team members bring in the conduct of such activities.

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

We collectively strive to reach out and recruit the best candidate for each position at InTrans. In doing so, we work hard to identify qualified individuals from diverse backgrounds, and encourage them to pursue such opportunities. Several of our hires over the past two years are women and from under-represented minorities. The following is a breakdown of the percentages of women in various categories of individuals (employees) participating in activities at InTrans.

### InTrans Personnel by Gender

<table>
<thead>
<tr>
<th>Salary-Base</th>
<th># Employees</th>
<th>% Women</th>
<th>% Men</th>
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<tbody>
<tr>
<td>A</td>
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<td>0%</td>
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<tr>
<td>B</td>
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</tr>
<tr>
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<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>166</strong></td>
<td><strong>31%</strong></td>
<td><strong>69%</strong></td>
</tr>
</tbody>
</table>

As of December 2009, 166 individuals were employed by InTrans. This includes 51 women and 115 men.

Over 10 national origins are represented by the individuals working at InTrans.

In addition to recruiting individuals at InTrans, we have efforts to encourage students in the K-12 system and in undergraduate programs to pursue studies/careers related to transportation. These include InTrans personnel partnering with other units on/off-campus (e.g., to participate in career fairs, and Girl scout merit badge activities, science/engineering competitions such as the LEGO league, and Discover Engineering), and hosting our own events (e.g., publications and other outreach efforts). Specifically, the GO! Magazine, an online magazine, has had significant success in attracting national attention. It is targets 14–20 year olds, especially Hispanics and women, and to inform them about the variety of jobs and careers available in transportation, and how to pursue such careers. In a typical month the magazine has about 15,000 visits.
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.

As identified in the response to Goal 5, InTrans is a fairly diverse organization based on gender and ethnic backgrounds of individuals. Members of the organization recognize and value this diversity. An example of this is how individuals and groups at InTrans get together frequently in formal and informal settings. Formal settings include meetings, seminars, symposia, and occasional social events. Informal settings include meal events, gatherings at the water fountain / kitchenette, and outside of the work place. InTrans also has several units and we promote formal and informal interactions among these groups. These interactions include quasi-structured meetings / gatherings, as well as spur of the moment discussions. There also are many examples of individuals partnering across “units” to address research, education, and outreach activities conducted by Intrans.

Iowa Energy Center

The Iowa Energy Center: The Iowa Energy Center (IEC) was created by the Iowa General Assembly and signed into law by Governor Terry Branstad in 1990. The IEC is funded by an annual assessment on all gas and electric utility revenues in Iowa and is administered by Iowa State University. The Iowa General Assembly also assigned an Advisory Council to the IEC in the enabling legislation to advise on policies, programs, and budget. The mission of the IEC is to advance Iowa’s energy efficiency and renewable energy use through transformative research, education, and demonstration projects. The IEC fulfills this mission by conducting and sponsoring energy projects in Iowa. The IEC sponsors projects through a yearly competitive grant process to Iowa’s academic institutions and not-for-profit organizations. In addition to the administrative offices located off campus at 2521 University Boulevard, the IEC manages an Energy Resource Station facility at Des Moines Area Community College in Ankeny and a Biomass Energy Conversion Facility in Nevada, Iowa. The IEC currently conducts business with five professional and scientific employees and three merit employees in collaboration with one Post-Doctoral research staff member and a varying number of technical support staff (currently five) provided through yearly grant agreements with DMACC in Ankeny and the Center for Building Energy Research at ISU.

Kevin Nordmeyer, AIA, LEED AP, became Director of the IEC on March 1, 2009. Dr. Thomas Barton served as Interim Director from March 2008 - February 2009. Floyd Barwig served as Director for more than a decade prior to March 2008.

I. Diversity Mission / Vision Statement

There currently are no Iowa Energy Center Diversity Goals in place given the recent transitional history of the center as noted above. As the new Director of the Iowa Energy Center, I have been leading a new strategic planning effort during my first several months to help provide a
new vision for the future. This planning will be completed for implementation beginning July 2010. This vision not only will provide strategic direction for the work we will conduct and sponsor, but will provide direction for how we will conduct business as well. Since the IEC is not an academic center affecting curriculum, pedagogy, and students, the main diversity goals will be centered on:

- Maintaining a just environment where those working at the Iowa Energy Center feel welcomed, respected, and safe. (relates to Implementation Goal 1)
- Promoting the concepts of inclusion and participation (relates to Goal 4)
- Connecting our work at the IEC to underrepresented populations to increase interest and awareness in STEM fields. (relates to Goal 5 and partially Goal 3)

Progress will be assessed through mechanisms such as staff reviews, grantee surveys, and underrepresented population participation in IEC sponsored or co-sponsored science events and grants.

II. Diversity Efforts

As illustrated above in the background description, the IEC is a research center with a public mission to translate energy research to the public through demonstration and education projects in an effort to increase energy efficiency and renewable energy use. Direct engagement with faculty and students with curriculum and instruction is not formally part of the IEC mission. And, as noted above regarding leadership transitions in the past two years, there currently are no diversity plans in place or specific diversity efforts completed in the last two years. In addition, staff at the IEC have been in their positions for 8 - 10 years or more typically with minimal to no recruitment during that time due to salary caps placed on the IEC by the enabling legislation. However, two years ago, the General Assembly removed the salary cap from the legislation and there is current need for a few positions within our work demand and budget scope. Therefore, we are currently in the interview phase for a new communications specialist and will potentially need an education program coordinator, and research scientist. With these positions, we will follow ISU’s Non-Discrimination and Affirmative Action Policies. In addition, we also look to collaborate with graduate students and post-doctoral individuals on our own future energy research efforts. We will also develop these positions within ISU’s spirit of inclusion and participation.

Our center has been part of the development of the Iowa NSF EPSCoR Grant Application submitted by ISU, UNI, and UI. This grant is intended to build capacity in wind, solar, bioenergy, and energy efficiency research in Iowa. Part of this effort includes engaging with the broader impacts including diversity, workforce development, public outreach, and industry engagement. Our center anticipates engaging in communities in Iowa as part of this five-year grant effort. Within these communities, we will be working in homes, businesses, and K-12 schools on energy efficiency research and education. The K-12 work will center on engaging students to increase awareness and interest in STEM education. In addition, the EPSCoR Diversity effort will include establishing a STEM Mentor program and Career and Education Conferences.
focused on increasing participation of underrepresented groups within Iowa. Even if this grant is not awarded to ISU/Regents, the IEC plans to conduct an annual conference and to also utilize communities as laboratories in an effort to engage research with the public in general and to increase awareness and participation of under-represented groups in Iowa.

III. Best Practices / Final Comments

As the new Director of the IEC, I am just beginning to refocus the efforts of this center that has been operating for the last two decades. Part of that refocusing includes aligning all policies with that of Iowa State University including the Implementation Plan for Diversity, Equity, and Community. Immediate goals for our center are to incorporate the diversity goals outlined at the beginning of this report and to develop specific strategies and assessment mechanisms. In addition, we are particularly excited about the potential for public engagement on multiple levels with the Iowa NSF EPSCoR efforts and developing long-term IEC programs that engage research efforts with the general public.

Nutrition and Wellness Research Center

The Nutrition and Wellness Research Center supports an annual Summer Scholars Program in which the center matches half of the posted stipend of possible summer internships. Two of the possible internships are the Program for Women in Science and Engineering Summer Research Internships and the George Washington Carver Internship Program, which support women and minority students, respectively. The 2009 summer scholars were Kara Strand, Katie Paige, Heather Ware, and Lily Taylor.

ISU faculty who run research projects through the NWRC will often require a certain age group of gender for data collection, for example, post-menopausal women, people age 60 to 80 years old, or children. Advertisements for studies are published in campus and community newspapers and sent out through email to university students.

Partnerships in Prevention Science Institute

I. The Partnerships in Prevention Science Institute’s [PPSI] Diversity Policy reflects that of Iowa State University’s Equal Opportunity and Diversity policy, accessed from the Equal Opportunity and Diversity website, http://www.hrs.iastate.edu/hrs/node/45/, on 2/23/10. The definition of diversity, vision and mission statement of ISU, along with the goals that aim to accomplish the mission, are as follows:
**Definition of Diversity**

ISU defines diversity as that quality of its physical, social, cultural and intellectual environment which embraces the rich difference within the multiplicity of human expression and characteristics including:

- Age, Cultural, Ethnicity, Gender Identification and Presentation, Language and Linguistic Ability, Physical Ability and Quality, Race, Religion, Sexual Orientation, and Socioeconomic Status.

**Our Vision**

Equal Opportunity and Diversity cultivates a more inclusive, global community by encouraging students, staff, and faculty to engage one another in creative and respectful interactions.

**Our Mission**

We proactively champion fair and equal treatment of current and potential students, staff, and faculty by monitoring compliance with Federal, State, and University guidelines.

**Goals**

We will accomplish our vision and mission by:

- Gathering and interpreting data to facilitate understanding of our Affirmative Action responsibilities in accordance with Federal government and University policies.
- Promoting Iowa State as an employer and university of choice by engaging in innovative recruiting methods and integrating into our local and global communities.
- Administering the Discrimination and Harassment policy to address actions, limit allegations, educate students, faculty, and staff on preventative measures, and raise awareness of potential acts.
- Advancing the understanding and knowledge of the unique differences displayed throughout our campus and community by engaging in spirited dialogue and providing education opportunities.

**PPSI’s Vision, Mission and Goals**

PPSI is not affiliated with a college or department, but rather reports to the Office of the Vice President for Research and Economic Development. Our focus is research, rather than teaching, so we will address the university goals that apply to that function. The central theme of PPSI is captured by ISU’s motto “science with practice.” PPSI promotes the application and translation of intervention science into community practices to improve people's health and well-being, as indicated in our vision, mission and goals statements.

**Our Vision**

We envision prevention science that promotes capable and healthy youth, adults, families, and communities, contributing to legacies of well-being across generations. Central to this vision is the land grant university ideal of science with practice, fostered by a culture of collaboration.
and public health innovation. We are realizing this vision through a network of partnerships with communities and schools that aim to advance the science and practice of positive human development.

Our Mission

PPSI’s mission is to conduct innovative research promoting capable and healthy youth, adults, families, and communities—through partnerships that integrate science with practice.

Current Science-with-Practice Goals—Toward greater public health impact

To expand the evidence base on the effectiveness of prevention, positive youth development, and health promotion interventions for youth, adults, families and communities. This includes examination of

- How interventions produce their outcomes
- What factors influence the effectiveness of interventions
- What economic benefits interventions provide
- What cultural adaptations improve intervention effectiveness

To evaluate engagement of youth, adults, and families in evidence-based prevention and health promotion intervention projects

To evaluate community-school-university partnership approaches to dissemination of evidence-based prevention, positive youth development, and health promotion interventions, including factors related to quality delivery and sustainability

Diversity Goals

Diversity at PPSI includes not only diversity of our PPSI staff, but also diversity efforts in our community outreach with public school and community representatives, who comprise our university-school-community teams. These teams coordinate with ISU research and field staff to select and implement the evidence-based interventions we evaluate; they are key in ensuring that our programming efforts are inclusive and culturally appropriate for their particular communities. In addition, as we expand our dissemination model into other states, we expect to address aspects of cultural diversity.

Our diversity goals include:

- Monitoring of diversity through our data collections (e.g., questionnaires including demographic information) to help us anticipate and accommodate changing community populations;
- Efforts to maintain gender, ethnicity, race, physical ability, sexual orientation and gender identity, and socioeconomic status diversity in our selection of public school and community representatives;
- Efforts to expand our dissemination model into multiple states across the US, reflecting cultural diversity;
- Continued efforts to hire a qualified and diverse staff;
Completing new staff training with the university on-line Discrimination and Harassment Prevention program.

These diversity goals reflect the diversity goals of ISU, as they fit into the unique PPSI structure and function. The research subject data, which includes data on the community teams, are tracked over time to monitor change in diversity. Not all aspects of diversity, such as physical ability, sexual orientation and gender identity are addressed in our data collections, but we view those characteristics as, nevertheless, important to consider in meeting diversity goals. In the case of such characteristics, diversity is kept in mind in the selection process for staff and community representatives. Further, our selection of states for our dissemination efforts includes states in each geographical area of the US, reflecting substantial demographic diversity.

II. Diversity Efforts

As previously stated, PPSI is unique in both structure and function. As an institute without a college or department affiliation and no teaching responsibilities, some of the implementation goals identified at ISU are not relevant at PPSI. The following addresses the goals of relevance:

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

  Our work environment includes a diverse group of individuals who regularly participate in both work and social activities, where everyone is encouraged to express his or her thoughts and opinions. Each employee is required to complete the university’s Discrimination and Harassment Prevention training session. We also have an accessible work space for individuals with disabilities.

- **Implementation Goal 2—Curriculum and Pedagogy.** N/A

- **Implementation Goal 3—Research and Scholarship.** Creating an academic environment that appreciates and values cultural/social differences through supporting and valuing research/scholarship that focuses on social justice/multicultural issues.

  Our research activities are conducted in communities that represent the cultural diversity of rural Iowa and Pennsylvania, both of which have a growing group of Hispanic citizens, as well as small numbers of other ethnicities, are gender balanced, and include a range of socioeconomic statuses. As our research is with general populations, our studies certainly include individuals with disabilities and LGBT individuals, though we do not routinely collect information on those statuses. Our research has examined differences in program outcomes on the basis of gender and risk status (based partly on cultural and socioeconomic differences). Our research staff, collaborators and consultants also represent a diverse group. Staff frequently attend presentations of scientists who explore cultural and social differences to inform their own research activities.
• **Implementation Goal 4**—Increase the representation of historically underrepresented populations among faculty, staff, and students.

As stated previously, PPSI does not have teaching responsibilities (although staff may occasionally teach a class), so we have little contact with ISU students, other than student assistants. However, in terms of staff and others with whom we work, we have undertaken some strategies to address this goal. PPSI has hired and trained a gender-balanced work group with age diversity, from our undergraduate student assistants through our senior level researchers and PPSI provides mentoring and support for all new staff. In addition, we now have, and have had in the past, several ethnicities represented on staff, including individuals from Asia—Korea, China, Taiwan, India, and Russia. We have individuals with disabilities on our staff as well, religious diversity, and diversity in socioeconomic status. In terms of our research participants, to reflect the population of our communities, we have gender-balanced representatives of all socioeconomic statuses, age diversity (from teenagers to retired individuals), Hispanic and other ethnic group representation, people with disabilities, people of diverse religious backgrounds, and likely those who represent the LGBT community.

• **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.

Our work environment, which includes a diverse group of individuals, regularly meets to allow for social interaction among staff. We also sponsor a picnic in the summer, a social gathering during the winter holiday season, and intermittently other social gatherings in between. We frequently collectively celebrate staff milestones and accomplishments. Our work committees also encourage and benefit from a range of opinions informed by the diverse experiences and knowledge of participants.

### III. Best Practices/Final Comments

We believe incorporating diversity at all levels of PPSI is crucial to our continued growth and vibrancy as a research institute, as well as for each of us as individuals. Incorporating the perspective and unique wisdom of a diverse group of individuals allows us to expand our understanding of the important components of the preventive intervention research process, from basic research through intervention design and implementation, to the evaluation process. With those benefits in mind, our staffing and research activity addresses obtaining a diverse mix of participants, as specified above. The overarching culture-related values of PPSI guide our research activities, including the value of diversity, along with the values of hard work, creativity, and integrity. Such values create a beneficial work environment and contribute to our productivity. The one difficulty we have encountered in our efforts to expand diversity is the relatively low percentage of ethnic and cultural diversity represented in our state. However, we are pleased to say that, over the years that we have conducted our research studies, diversity among the population in Iowa has grown.
I. Diversity Mission/Vision Statement

The goal of SCIENCE BOUND (SB) is to meet the technical workforce needs of our state and nation by increasing the number of students pursuing science, technology, engineering and mathematics degrees from ethnic groups that are underrepresented in these fields. By focusing our efforts on three of Iowa’s school districts with some of the fastest growing ethnic minority populations (Des Moines – 48.6%; Marshalltown – 49%; Denison – 45%), the program piques interest in, and prepares young people to successfully pursue, STEM degrees. Due to the multidisciplinary nature of SCIENCE BOUND (students enroll in majors in each ISU college), the program is housed within IPRT.

SB’s goal is consistent with the education, economic impact, Iowa life and university life priorities of Iowa State University’s 2005-2010 Strategic Plan.

II. Diversity Efforts

Implementation Goal 1: Work Environment. Within the work environment, work/life balance and flexibility in the workplace are a high priority. The director and coordinator constantly monitor work flow to ensure that, although work expectations are high and meetings must often occur outside the regular 8:00 a.m. -5:00 p.m., Monday-Friday work week, non-merit employees are given more flexible work schedules, and the merit employee is given compensation time. Student workers are also used to ensure that office flexibility does not cause undue burden on any one individual, and to ensure that the office is also staffed to conduct business during the regular 8:00 -5:00 work day.

Implementation Goal 2: Curriculum and Pedagogy. To successfully retain SB students at Iowa State University and in STEM majors, SB conducts its own freshmen seminar to meet the specific needs of our students as they pursue academic excellence. The program has been developed based on research and best practice related to ethnic minority student persistence in STEM fields and retention at predominately white institutions. Although the course does not directly address issues of social justice, it does equip students with the social skills and habits of mind to address commonly experienced racial micro-aggressions. We also are exploring a one-credit course for sophomores through seniors.

Implementation Goal 3: Research and Scholarship Support for Diverse Students. SCIENCE BOUND affords ISU a unique opportunity to create knowledge about best to prepare students with personal histories of educational and economic marginalization to earn degrees in STEM fields. Through the work of SB, we are conducting research to address the following question: How do we design and sustain dynamic learning communities, in concert with the schools yet beyond their educational reach, that equip and empower, minority students and
families to earn college degrees and pursue careers in ASTEM fields? During the last two years, studies examining student participation trends during the first 15 years of the program at the high school and college level were conducted. More studies of this nature are currently underway.

**Implementation Goal 4: Increase the representation of historically underrepresented populations among staff and students.**

**Staff.** To create a SB program that best serves our staff and families, it was important to fill an open position with an individual who possessed a STEM degree, was bilingual, and had program experience with non-English speaking families. Including these as requirements in the position description rather than preferences, allowed SB to obtain the best hire for the program.

**Students.** Science Bound’s efforts to increase the representation of historically underrepresented populations among ISU students is a “grow your own” initiative. By identifying students in grade 8 from ethnic groups underrepresented in STEM fields and working with them and their families for 5 years, SB prepares students to enroll at ISU and pursue STEM degrees. Each semester for the past 5 years, there have been 30-50 SB students enrolled at ISU each semester. Increasing SB participation and retention at the high school level is key to increasing their numbers among ISU students. Below is a description of SB activities to increase the numbers of historically underrepresented ethnic minority students at ISU.

In 2008-09, the new SCIENCE BOUND middle and high school curriculums were fully implemented in Des Moines, Denison and Marshalltown. In Des Moines, the new curriculum instituted consistency across the 16 schools involved. Adding the new required elements and raising student performance expectations has resulted in increased student academic performance, engagement and student retention. This year, SCIENCE BOUND operated at 80% capacity (n=~200); the highest retention rate since program inception.

In Marshalltown, transitioning from a pilot program to the expectations of the formal SCIENCE BOUND program has improved the overall quality and rigor of the student experience. In addition, new expectations for families and teachers were incorporated.

With 2008-09 as the first year of the high school program in Denison, the challenge was to empower teachers and students to develop objectives consistent with the high standards of SCIENCE BOUND. It is significant to note, that of the nine ninth grade students in the Denison High School program, six earned semester grade point averages of 3.5 or above.

In its nearly 20 years of existence, SCIENCE BOUND has demonstrated an overall program retention rate of 34.5% (in Des Moines); this rate is increasing. It is significant to note that 58 SCIENCE BOUND students have earned bachelor’s degrees from ISU, and 66% of those degrees are in ASTEM fields. We also have one graduate who has earned a Ph.D. and four who have earned master’s degrees (two from Iowa State).
Pre-college impact numbers follow, organized by the program activity:

<table>
<thead>
<tr>
<th>Program/Activity</th>
<th>Participants 2007-2008</th>
<th>Participants 2008-2009 – All districts and total</th>
<th>Grade level(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DM</td>
<td>Ma</td>
<td>De</td>
<td>Total</td>
</tr>
<tr>
<td><strong>Learn &amp; Earn</strong></td>
<td>62</td>
<td>68</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Algebra Champions</strong></td>
<td>45</td>
<td>50</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Middle School Kick-Off</strong></td>
<td>100</td>
<td>130</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td>(students and families)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>High School Kick-Offs</strong></td>
<td>180</td>
<td>215</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>(5 schools; students and families)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Middle School Overnight Retreat</strong></td>
<td>47</td>
<td>45</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td><strong>Middle School Science &amp; Technology</strong></td>
<td>45, 42, 46</td>
<td>42, 34</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Career Seminars</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Middle School Science Fair</strong></td>
<td>40</td>
<td>38</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>(students and families)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Middle School SB Essay &amp; Crossover</strong></td>
<td>79</td>
<td>72</td>
<td>30</td>
<td>56</td>
</tr>
<tr>
<td>Ceremony (students and families)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>High School Oral Justification</strong></td>
<td>130</td>
<td>149</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>Activity</td>
<td>Count (Average)</td>
<td>Range</td>
<td>Students</td>
<td>Sessions</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-----------------</td>
<td>-------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>High School Curriculum</td>
<td>136</td>
<td>158</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>Saturday ISU Visits (average)</td>
<td>147</td>
<td>172</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>Parent Programs (average)</td>
<td>55</td>
<td>92</td>
<td>61</td>
<td>58</td>
</tr>
<tr>
<td>Count-down to Iowa State</td>
<td>13 (16 seniors)</td>
<td>15</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Leadership Seminar (average)</td>
<td>41</td>
<td>24</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Teacher inservice opportunities (average)</td>
<td>25</td>
<td>29</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Honors Banquet</td>
<td>335 (combined w/ Denison in 2008)</td>
<td>248</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Freshmen Seminar (DM grads)</td>
<td>7</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Ambassador Program (DM grads)</td>
<td>3</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Collaboration.** SB brings ethnically diverse students and families into direct contact with Iowa State University and its many faculty and staff in every one of the university’s colleges and many administrative units. More than 40 ISU faculty and staff interact with our families on a yearly basis. Some of these collaborations result in unique program opportunities that individual units could not provide alone, and offer an avenue of higher education access to ethnically diverse students and families.

**Fundraising.** In order to help ensure that SB can continue to offer a high quality program in three Iowa school districts, fundraising is an ongoing concern. During 2008-09, SB retained a fundraising officer. With this support, SCIENCE BOUND experienced a 150% increase in its funding commitment from Emerson Fisher for the Marshalltown program ($25,000 per year, up from $10,000), and gained a new partner – Andersen Foundation ($10,000). In addition, we
received a $25,000 grant from the Dreyfus Foundation’s Special Grant Program for the Chemical Sciences.

In 2009, IPRT hired a new development officer who has been building on these efforts. To date, a gift of $25,000 from the Trapp family for implementation of our Learn and Earn program has been received.

III. Best Practices/Final Comments

The hiring of a new bilingual staff member to a permanent position has been critical to the program’s success. With some graduate work in social justice, he is helping to ensure that we apply the appropriate sensitivities in each of the communities we serve.

Our primary difficulty is related to finances. As university and outside support decreases, we are put in the difficult position of having to spend more time raising funds, and depending on more soft resources to deliver programs. We are aggressively seeking to secure external funding to support the program activities.