



**Iowa State University's
Diversity Audit &
Asset Inventory**

2013 - 2014

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EXECUTIVE SUMMARY

The principle goals of this diversity audit are to spark an institution-wide focus on equity and diversity on campus and to ultimately further the institution's commitment to diverse constituents. To accomplish these goals, it is essential to fully understand existing diversity assets and attitudes toward them on campus and in the surrounding community. Likewise, it was necessary to comprehensively assess existing institutional practices and understand how they compare to known best practices in the literature. Diversity at Iowa State University is also measured against two peer groups (i.e., land grant universities and institutions in the Big 12). The following is a summary of interview themes and findings as well as observations and recommendations based on the diversity audit.

INTERVIEW THEMES AND FINDINGS

Assess How Well the Institution is Promoting Diversity and Equity

- There is an acknowledged institutional commitment to action regarding diversity.
- Organizational culture is viewed as a barrier to diversity efforts
- Disparate opportunities for diversity programs and initiatives were available based on group membership.
- Diversity programs and initiatives were available but narrowly utilized by campus groups.
- Self-constructed and organized spaces were key for diverse groups.
- A CDO/centralized strategy was a lightning rod topic amongst participants.

Assess Cultural Practices and/or Attitudes that Promote or Impede Inclusive Work and Learning Environments

- The recruitment of diverse groups was viewed as strong, but retention was perceived as weak.
- Sensitivity training is believed to be absent on campus but warranted.
- Coordination of existing diversity efforts was championed over reorganization.
- The primary focus of the Search and Screen process was perceived to foster a diverse pool of applicants, rather than diverse hires.

OBSERVATIONS BASED ON THE DIVERSITY AUDIT

Understand Areas in Need of Improvement to Support an Inclusive Work and Learning Environment

- The living environment is failing to meet the basic needs of diverse groups.
- Positive one-on-one work and school-related relationships were prevalent, but cross-campus and off-campus experiences were questionable.
- Some units on campus are still devoid of diversity awareness and diverse groups.
- Employment groups on campus often feel like invisible workers.
- There is skepticism and lack of confidence in the outcomes of the diversity audit.

Determine Whether There are Current Practices of Excellence on Campus

- Aligning groups by affinity appears to work.
- Decentralized efforts fuel current diversity strategies.
- Significant institutional emphasis is placed on the recruitment of diverse groups.

- Campus climate is perceived to be conducive for difference and diversity.
- There is a strong “Town and Gown” relationship between ISU and the surrounding Ames community.

RECOMMENDATIONS BASED ON THE DIVERSITY AUDIT

- Focus on and support groups with diversity awareness.
- Transparency is necessary in moving diversity efforts forward.
- Incentivize the academic colleges and administrative units to diversify student and employment groups.

- Conduct an institution-wide policy review to sharpen the university’s commitment to diversity.
- Establish baseline living conditions for diverse groups.
- Focus equally on retention and promotion of diverse groups.
- Invest in an Office for a Chief Diversity Officer/Chief Inclusion Officer.
- Central administration should reflect the diversity expected in the campus population.



IOWA STATE UNIVERSITY'S DIVERSITY AUDIT AND ASSET INVENTORY

INTRODUCTION

BACKGROUND

In its most comprehensive diversity study ever, Iowa State University is taking stock of its current diversity programs and initiatives and exploring ways to improve the university environment for all. The motivation for this project comes as a result of President Leath's desire to take proactive steps to promote and enhance diversity at Iowa State University (ISU).¹ This effort not only aims to increase the presence of diverse groups on campus, it also seeks to facilitate a more positive diverse experience for all students, faculty, and staff at ISU. During the President's first year on campus, he received a number of recommendations and suggestions from various campus stakeholders for steps to take in order to achieve this goal. However, some of the recommendations that President Leath received were in conflict with one another. Other recommendations lacked sufficient information to proceed with implementation.

As a result, it became clear that in order for ISU to best position itself to become more diverse, a thorough review of the university's diversity-related assets and programs was necessary. The inventory phase is just that—taking stock of the university's current diversity programs and initiatives. The audit phase examines Iowa State's diversity strengths and weaknesses, creating a road map

for the future. Leath said the project will help Iowa State better understand its existing diversity assets and more efficiently align those resources so the university can effectively support and promote diversity on campus and throughout the Ames community. Iowa State produces diversity annual reports, but this audit is the most comprehensive diversity study in the university's history, according to Miles Lackey, associate vice president and chief of staff. As Lackey said, "The University is not only doing what's right, but we're doing it the right way."



¹ In the context of this project, diversity is broadly defined to include race, ethnicity, gender, age, sexual orientation, class, physical and mental ability, family composition, social economic status, spiritual practice, educational attainment, among other points of diversity and difference.

STATE OF IOWA DEMOGRAPHICS: A CALL TO ACTION FOR ISU

During a 2009 higher education summit at the White House, President Barack Obama announced his long-term vision for America in front of a captive audience of college presidents and other leaders: by 2020, America will once again have the highest proportion of college-educated citizens in the world (White House, 2009). While some states have been proactive in responding to this call to action by realigning strategic educational goals, others have been less receptive. According to national data, more than 3 million citizens reside in the state of Iowa, making it 30th in population size among all states in the U.S. It is projected that the number of Iowan residents will continue to grow in upcoming years, peaking at an estimated 3.5 million by 2040 (State Library of Iowa, 2014). The recent (and projected) population growth in Iowa can be, in part, attributed to ethnic diversification, as evidenced by an aging White population and low fertility rates. In contrast, the state has reported higher birth rates among ethnic minorities, as well as an influx of immigrants, refugees, and other newcomers who have joined the workforce and education system (Iowa Center on Health Disparities, 2014).

While Iowa remains predominantly White, the state has witnessed significant growth among people of African American, Asian, Latino, and mixed ethnic descent (State Library of Iowa, 2014). For instance, African Americans and Hispanics account for approximately 8 percent of the total populations combined (3 and 5 percent, respectively), followed by Asians and mixed race individuals who account for nearly 2 percent of residents each. In order to respond to these demographic shifts and best position the state for future decades, Iowa's education system and workforce must employ strategies to enable the state to reverse racial disparities in college

attainment and stagnant growth in employment.

Estimates from 2011 suggest that 26 percent of Iowa residents 25 years or older have obtained at least a bachelor's degree (State Library of Iowa, 2014). However, a breakdown by demographic groups shows that disparities persist among diverse groups in Iowa. For instance, African Americans, Latinos, and Native Americans account for a lower percentage of bachelor degree recipients at 20, 11, and 16 percent respectively (State Library of Iowa, 2014; 2013; 2012). This disparity in educational attainment can have long-term economic implications for the state as well. For instance, while Iowa's poverty rate of 13 percent is comparable to the national average, poverty rates for ethnic minorities are disproportionately higher (State Library of Iowa, 2014; 2013; 2012).

In the state of Iowa, almost 40 percent of African Americans live at or below the federal poverty line (State Data Center, 2014). Additionally, Latinos and Native American are impoverished at a higher rate than the majority (33 and 25 percent, respectively). Not surprisingly, patterns of unemployment and underemployment remain stratified along ethnic/racial lines as well. Nevertheless, as one of the nation's first land-grant institutions, Iowa State University continues to play a critical role in addressing not only the educational needs of the state, but also in serving the needs of local and national businesses. In closing, Iowa State University (among other institutions) is poised to respond to President Obama's vision for American higher education by setting strategic goals that harness the growing diversity within the state while attracting and retaining diverse groups from other states and across the globe.

PROJECT OVERVIEW

The principle goals of this project were to spark an institution-wide focus on equity and diversity, and to ultimately further the institution's commitment to diverse constituents. To accomplish these goals, it was essential to fully understand existing diversity assets and attitudes toward them on campus and in the surrounding community. It is within this general context that the following method was undertaken to comprehensively assess the organizational culture, climate, and ingrained beliefs about diversity efforts at Iowa State University.

RESEARCH OBJECTIVES

This project was guided by the following objectives:

1. Assess how well the institution is promoting diversity and equity.
2. Assess cultural practices and/or attitudes that promote or impede inclusive work and learning environments.
3. Understand areas in need of improvement to support an inclusive work and learning environment.
4. Determine whether there are current practices of excellence on campus.
5. Identify strategies that best respond to areas in need of improvement.
6. Examine whether the institution is currently well-positioned and/or sufficiently organized to take advantage of opportunities of excellence.

METHODS

Information utilized to inform this report was provided through interviews (both focus group and one-on-one) and document analysis (see Appendix C for full discussion of the rich narrative text). Each of the approaches is described below.

INTERVIEW METHOD

A qualitative inquiry is appropriate for the study of a phenomenon for which researchers have very little previous empirical knowledge (Creswell, 2014; Shank, 2002). Creswell (2002) stated eloquently that “qualitative research examines a research problem in which the inquirer explores and seeks to understand a central phenomenon” (p. 52). Within this context, an exploration means that little is known in the literature about the phenomenon and the researcher in turn will use data from participants to develop foundational knowledge. In order to achieve this goal, it is often recommended to employ a comprehensive interview protocol using open-ended questions (Brenner, Brown, & Canter, 1985; Creswell, 2014; Flowers & Moore, 2003; Rubin & Rubin, 1995). This audit utilized face-to-face interviews both one-on-one and in focus groups as well as an automated interview system² to collect qualitative data.

The use of technology has become a popular medium for finding, retrieving, and exchanging information for use in research (Crossman, 1997; McFadden, 2000). Over the past decade, researchers (e.g., Flowers & Moore, 2003; Moore & Flowers, 2003) have described the usefulness of technology for collecting qualitative data. Additionally, considerable support can be found for using technology to collect qualitative data in research textbook as well (e.g., Creswell, 2014; Creswell, 2002). This approach is

² This proprietary tool was built specifically for use with this project.

recommended when you need to collect data from a geographically dispersed group of people. Accordingly, the automated interview system made it possible to increase the number of local and national audit participants who were presently or previously affiliated with ISU.

Data Collection

Research data were collected through the use of face-to-face interviews both one-on-one and in focus groups, as well as through the use of the automated interview system. The interviews were administered both on-site in-person and telephonically. To develop our pool of participants, we sent e-mails to groups with a vested interest in the future of ISU, including students (undergraduate and graduate), professional and scientific staff, merit staff, administrators (lower, middle, and upper), faculty (tenure track and non-tenure track), alumni, corporate recruiters, and key local community representatives. Upon receiving the names, each potential participant was sent an e-mail explaining the purpose of the study and assuring confidentiality. Phase One participants were either interviewed face-to-face individually or were a part of a focus group. Phase Two participants received an e-mail request that included a toll-free number linked to the automated interview system. The individual interviews typically took approximately 30 minutes to complete and the focus groups took approximately 1 hour and 15 minutes. This data collection process yielded a pool of 533 completed interviews conducted one-on-one, in focus groups, as well as through the automated system.

Data Analysis

Using Conrad's (1982) constant comparison method, emergent themes were analyzed after all data were submitted to the web-based data collection site. Themes of particular interest to the researchers were those associated with elucidating the research objectives for this study. These themes were labeled and

described independently by the researchers. These themes and their descriptions were then cross-verified by the researchers together, re-labeled, and defined. Each researcher then re-examined the original transcripts for separate verification of the presence of the emergent themes. Original transcripts from these data were extracted as supportive evidence for the existence of each theme. The researchers together combined findings from the separate analyses to produce a final description of each theme, along with their properties and dimensions.

Participants

Participants were 533 university stakeholders for Iowa State University: students (undergraduate and graduate), faculty (tenure track and non-tenure track), administrators (lower, middle, and upper), staff, alumni, company recruiters, and key local community representatives (e.g., NAACP local chapter). Phase One of the diversity audit consisted of 15 face-to-face focus group interviews and 17 individual interviews conducted on the Iowa State University campus. Phase Two employed the automated interview system and reached 188 alumni, 77 graduate students, 1 local representative, 13 merit staff, 1 recruiter, 10 non-tenure track faculty, 47 tenure track faculty, 42 undergraduate students, and 122 university staff. Participants were treated in accordance with the "Ethical Principles of Psychologists and Code of Conduct" (American Psychological Association, 2002). No participant's names or other identifying characteristics are used in reporting the results of this study.

DOCUMENT ANALYSIS METHOD

Document analysis is a method of assessment utilized in qualitative research wherein researchers study texts in order to better understand a given research question—in this case, diversity practices at Iowa State University. The contents of documents were coded for the presence of

themes similar to the manner in which focus group or interview transcripts were analyzed. The use of a rubric enabled content within documents to be scored according to a common metric. Although there are typically three primary types of documents or artifacts (i.e., public records, personal documents, and physical evidence), this diversity audit and asset inventory only utilized public records (e.g., ongoing records of organizational activities, and annual reports) to inform the current project and findings.³ Document analyses are used as support materials in the presentation of interview themes and findings and in considering state and institutional demographic data. They were also used in reviewing research regarding best practices, in considering institutional benchmarking and comparisons, in the creation of the diversity asset inventory, and in generating observations and recommendations.



³ See the reference section for a complete list of documents reviewed.

INTERVIEW THEMES AND FINDINGS

Promoting Diversity and Equity on Campus

Participants across the interviews noted that the institution currently has efforts and policies in place to address many diversity and equity issues. Many diverse groups have found community and representation through affinity groups. Likewise, participants perceived that a strong commitment and attention to diversity efforts on behalf of the institution and fellow university employees generally contributes to a sense of satisfaction with respect to diversity, equity, and inclusion. However, some areas for further institutional attention emerged from the data as well, including both support and opposition to considering a Chief Diversity Officer position to help ensure organizational consistency. The most salient themes that arose during the data collection process regarding the promotion of diversity and equity on campus included the following observations: (a) a commitment to action regarding diversity is unevenly acknowledged; (b) the organizational culture is viewed as a barrier; (c) disparate opportunities vary depending on group membership; (d) diversity programs and initiatives are available but narrowly utilized by campus groups; (e) self-constructed and organized spaces are key for diverse groups; and (f) CDO/Centralized strategy is a lightning rod topic of consideration.

A Commitment to Action Regarding Diversity is Unevenly Acknowledged

Institutional-level commitments to fostering an equitable, inclusive, and diverse university community are apparent to faculty, but only somewhat apparent to students. As it relates to students, ISU is in some ways diverse but not well integrated in that racial/ethnic groups (including LGBT communities) typically congregate together, join organizations

together, or live together. For faculty and staff, participants perceive diversity matters to be positively addressed within the institution, although they acknowledged that the awareness and commitment is varied across groups on campus. We should also note that data from the Fall 2013 Student Experience Survey Report show that students have similar responses regarding their on and off-campus experiences, even when taking differences into account. However, international students were more likely to report different experiences compared to their counterparts.

Organizational Culture Viewed as a Barrier

The decentralized nature of the university results in an uneven implementation of broader campus values related to institutional diversity and climate efforts. Throughout the interviews and focus groups, general concerns pertaining to diversity resources, both budgetary and non-budgetary, arose regarding perceptions of an uneven distribution of diversity-related efforts across campus and within individual units. At a time where institutions are being asked to do ever more with increasingly constrained budgets, some participants noted that diversity efforts have suffered at the expense of other campus priorities.

Disparate Opportunities Vary Depending on Group Membership

While staff is the largest group at ISU, participants could not delineate any clear opportunities for professional development relative to diversity of staff. Participants indicated that there was not much done for staff in this regard and that staff are often left out of broader campus discussions. Additionally, participants felt as if they had little-to-no options as it relates to diversifying the staff workforce based on the demographics of the state and the established hiring policies and practices.

Diversity Programs and Initiatives Available, But Narrowly Utilized by Campus Groups

There are a fair number of diversity-related programs and initiatives on campus, but campus groups do not fully engage with all of these efforts. For the most part, participants lacked awareness of the vast set of diversity offerings on campus (see Appendix A: Diversity Asset Inventory). For example, undergraduate student participants developed programming on campus that tends to be homogenous and typically targeted toward participants from the same groups.

Self-Constructed and Organized Spaces Key for Diverse Groups

Participants indicated that in many cases, individual people or groups had to assume responsibility for their own diversity-related experiences on campus. For example, graduate student participants indicated that their experiences were largely self-constructed through their student organizations and academic departments. They further expressed that the living and working environment is not conducive to graduate students of color, and they did not see a central university role in shaping their experiences. The social reprieve that may be necessary as a result of rigorous graduate study may be missing from ISU, forcing students to either get in and get out, or leave prior to degree completion.

CDO/Centralized Strategy a Lightning Rod

A clear line of division emerged as a result of discussion around a centralized strategy, such as a Chief Diversity Officer. Those who have been on campus the longest and/or are positioned in senior-level roles across campus are adamant that a centralized strategy would fail. In stark contrast, individuals who are newer to campus and are situated in mid- to lower-level positions feel strongly that the lack of a centralized strategy or office is the chief reason diversity efforts on campus appear stagnant.

Cultural and Attitudinal Practices that Promote or Impede Inclusive Work and Learning Environments

Participants described several cultural and attitudinal practices at ISU that have the capacity to promote inclusive work and learning environments. However, some participants expressed concern about practices that have the effect of limiting inclusivity in work and learning environments. With respect to recruiting, participants indicated that for faculty, the focus is primarily on generating a diverse pool of applicants, not necessarily on filling the actual vacancy with a diverse individual. Graduate students indicated that while the recruitment of graduate students was strong, institutional policies and practices did not sufficiently promote retention among diverse graduate students. Likewise, participants indicated that ISU could benefit from comprehensive sensitivity training related to biases and discrimination in the overall ISU campus climate. Some participants suggested that solutions need not “reinvent the wheel” as it relates to creating inclusive work and learning environments. Rather, better coordination of current efforts could be implemented to address inequities in cultural and attitudinal practices across campus.

Recruitment of Diverse Groups Viewed as Strong, Retention Perceived as Weak

Diverse participants tended to laude individual programs (i.e., the graduate college and work units) for the work they are doing in attempting to provide resources for diverse faculty, staff, and students. However, diverse participants more generally expressed a perception that the university overall does not do a good job addressing the needs of diverse groups. Although participants felt that the university did a commendable job attracting diverse groups to the institution, the real challenge persists in retaining individuals from underrepresented groups. Diverse participants expressed unhappiness as a result of feelings of

isolation and experiences with many forms of micro-aggressions.

Sensitivity Training is Believed to be Absent on Campus but Warranted⁴

Some focus group participants raised concerns about training around bias and discrimination, not only within the workplace, but also within the hiring and recruitment process. While such sensitivity trainings and conversations occur within some departments, other departments do not engage in these practices. Some participants suggested that a greater administrative commitment to establishing uniform policies and practices related to diversity and equity training would help to eliminate inconsistencies. The perceived absence of training expressed by these participants is in contrast to findings from the document analysis—namely the 2013 Annual Affirmative Action Progress and ISU Diversity Report to the Board of Regents and the Diversity Asset Inventory—which identified a vast array of diversity and sensitivity training available across campus.

Coordination of Existing Diversity Efforts Championed Over Reorganization

Many participants echoed the observation that the strongly decentralized nature of the institution may not lend itself to a centralized strategy. Participants felt that good work in the area of diversity is already being done and did not require reorganization but rather that better coordination between units would be more effective. This coordination would permit a strategic focus on diversity across the institution and help lead to greater accountability. We should note that participants felt that providing the university committee on diversity with sufficient funding to manage this process and/or the careful development of an Office of the Chief

⁴ A version of this finding was reported in the Preliminary Report.

Diversity Officer would be appropriate strategies.

Primary Focus of the Search and Screen Process Perceived to be a Diverse Pool of Applicants, Not Diverse Hires⁵

While there is an institutional goal of diversifying faculty and staff, the emphasis within the recruitment process did not appear to be aimed at the final outcome of the hiring process, but rather on ensuring a diverse candidate pool. That is, participants expressed an interest in and support for existing incentives aimed at diversifying the applicant pool, but many did not feel that diversity was a relevant consideration for selecting the hired candidate. Specifically, participants perceived that the emphasis in the institution has been placed on selecting from among the best candidates possible to achieve the department's goal of excellence, which participants felt did not accommodate consideration of diverse attributes. While more strategic effort can be placed on diversifying the workforce at ISU, evidence from the 2013 Annual Affirmative Action Progress and ISU Diversity Report show that hiring is at or above group representation in the state general population. Likewise, significant growth by gender in Executive, Administrative, and Managerial roles can be observed over the past decade.



⁵ A version of this finding was reported in the Preliminary Report.

Diversity Population at ISU and the State of Iowa 2013

Underrepresented Group	Percentage of Underrepresented faculty and staff at Iowa State University	Percentage of Underrepresented population in the State of Iowa ⁶
Women	50.2	50.5
Minorities	12.5	10.1

IOWA STATE UNIVERSITY

POAGROUP	September 30, 2003					September 30, 2008					September 30, 2013				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	276	82	29.7%	26	9.4%	363	135	37.2%	35	9.6%	407	182	45.0%	30	7.4%
Faculty: Tenure Track	1,247	327	26.2%	212	17.0%	1,213	345	28.4%	255	21.0%	1,248	388	31.0%	293	23.5%
Faculty: Non-Tenure Track	322	168	52.2%	43	13.4%	418	224	53.6%	48	11.5%	650	360	55.0%	99	15.2%
Professional and Scientific	2,159	978	45.3%	316	14.6%	2,087	1,028	49.3%	225	10.8%	2,196	1,098	50.0%	279	12.7%
Secretarial/Clerical	1,176	1,063	90.4%	42	3.6%	1,071	969	90.5%	36	3.4%	890	790	89.0%	34	3.8%
Technical/Paraprofessional	153	80	52.3%	4	2.6%	167	103	61.7%	6	3.6%	133	90	68.0%	6	4.5%
Skilled Crafts	303	13	4.3%	5	1.7%	279	13	4.7%	4	1.4%	283	11	4.0%	4	1.4%
Service/Maintenance	639	353	55.2%	51	8.0%	530	259	48.9%	31	5.8%	585	287	49.0%	52	8.9%
TOTALS	6,275	3,064	48.8%	699	11.1%	6,128	3,076	50.2%	640	10.4%	6,392	3,206	50.2%	797	12.5%



⁶ Information provided by the 2010 United States Census Bureau.

RECRUITMENT, RETENTION, AND ORGANIZATIONAL CHANGE: BEST PRACTICES FROM THE LITERATURE

Scholars of higher education have been historically, and are contemporaneously, concerned with the demographic makeup of their student, faculty, and staff populations (See Appendix B for a full review of the literature). One line of empirical study examines how institutions attract students to apply and ultimately enroll in a given institution, and relatedly, how institutions attract highly qualified faculty and staff. Another related line of research concerns how recruited students, faculty, and staff are successfully retained by an institution. As lines of inquiry, recruitment and retention are broad topics; however, when considering the recruitment and retention of historically disadvantaged and underrepresented populations, these questions take on increased complexity and importance.

Parallel to these lines of inquiry is a body of empirical research concerning how, and in what ways institutions change over time. While much of the institutional change literature focuses on internal and external policy, regulation, and economic threats to the status quo, a significant body of research addresses *transformational* institutional change as a response to demographic changes and as a technology for achieving diversity-related goals. When considered in tandem with shifts in local, national, and global demographics, alongside increased attention paid to growing economic inequality, particularly for communities of color, higher education scholars and practitioners have been spurred to consider how institutions must adapt to achieve both their educational and service missions.

Taken together, these two bodies of scholarship and practice are interwoven with one another. In other words, efforts geared toward increasing recruitment and retention efforts for students, faculty, and staff from minority and historically underrepresented backgrounds will gain little ground absent sufficient institutional change aimed at generating an organizational environment conducive to success. Likewise, models of transforming institutional culture through effective leadership are of little use absent efforts geared toward increasing the representation of historically marginalized groups. A sophisticated synthesis of leadership and organizational cultural change models is essential to generating the synergistic conditions necessary for advancing the educational and services missions of higher educational institutions. This synthesis is critical to expanding opportunities for institutional access through the recruitment and retention of minority and historically underrepresented students, faculty, and staff. The following three tables elucidate the major findings and contributions of the two above-mentioned bodies of empirical research literature. Presented first are best practice models and exemplars for addressing the recruitment and retention of minority and historically underrepresented students, followed by contributions made in the area of faculty and staff recruitment and retention. Finally, the third table presents the research literature concerning effective leadership and organizational change models demonstrated to foster environments in which diversity agendas are able to thrive.

Recruitment and Retention of Diverse Students

Citation	Major Findings/Contributions	Summary
<p style="text-align: center;">Pascarella & Terenzini (1991, 2005)</p>	<ol style="list-style-type: none"> 1. Students benefit from total campus engagement; 2. Student involvement in academic and social life enhances learning; 3. Integrated and complementary academic and social life programs, policies, and practices enhance learning; 4. Feeling a sense of belonging and value increases the likelihood of participation 	<ul style="list-style-type: none"> ▪ Successful colleges and universities have developed ways of integrating complementary curricular and co-curricular environments. ▪ Grinnell College has made significant progress toward effectively recruiting and retaining diverse students, faculty, and staff by integrating the principles of <i>cultural pluralism</i> into its curriculum and co-curriculum.
<p style="text-align: center;">Morphew & Hartley (2006)</p>	<ol style="list-style-type: none"> 1. Institutional commitment to diversity frequently appears among institutional mission statements; 2. The definitions of “service” and “civic duty” differ among public and private institutions 	<ul style="list-style-type: none"> ▪ While a commitment to diversity is frequently cited among institutional mission statements, the ways in which institutions’ conceive of civic duty and public service missions differ. ▪ Differing conceptualizations of diversity, civic duty, and public service belie a tension between diversity as an educational imperative and the fundamental rationale for higher education. ▪ Efforts aimed at integrating institutional commitments to diversity and civic and service missions provide a signal to prospective students and staff of the personal and social benefits of the institution. ▪ Integration of institutional public and civic service missions can be enhanced through partnerships between predominantly White, and Minority Serving Institutions. ▪ One successful example can be found in the STEM field partnership programs between Vanderbilt and Fisk Universities.
<p style="text-align: center;">Kraemer (1997)</p>	<ol style="list-style-type: none"> 1. Learning communities are a strong tool for creating durable connections between students, faculty, and the institution; 	<ul style="list-style-type: none"> ▪ Learning communities offer students the ability to develop meaningful peer relationships, which have been demonstrated to increase the likelihood of student persistence (Tinto, 2008).

	<p>2. Learning communities foster academic integration for students through formal/informal student-faculty interaction, and formal/informal peer-to-peer interactions</p>	<ul style="list-style-type: none"> ▪ Learning communities further assist student adjustment to new environments, and help students to develop stronger institutional ties. ▪ Fostering successful adjustment and generating strong institutional ties are especially helpful for ethnic and racial minority students (Tinto, 2006).
<p>Barrio-Sotillo, Miller, Nafaska, & Arguelles (2009)</p>	<ol style="list-style-type: none"> 1. Programs and policies aimed at maximizing minority student success are tailored, rather than one-size-fits-all; 2. Tailored programs consider a number of strategies including: (a) providing guidance counselors; (b) developing an academic success plan; (c) providing living/learning communities; (d) providing mentoring opportunities; (e) identity development opportunities; (f) personal and scholarly development workshops; (g) orientation programs; (h) career services and; (i) cross-institutional partnerships 	<ul style="list-style-type: none"> ▪ Providing students from minority and other historically disadvantaged backgrounds with a diversified portfolio of support opportunities geared toward maximizing their chances of success is key to effective retention. ▪ Investments in new, and coordination of existing services and programs is shown, both empirically and experientially, to be highly effective.



Recruitment and Retention of Diverse Faculty and Staff

Citation	Major Findings/Contributions	Summary
<p style="text-align: center;">Jackson & O’Callaghan (2009)</p>	<ol style="list-style-type: none"> 1. People from historically underrepresented backgrounds (e.g., women, racial and ethnic minorities, and LGBT people) have been overlooked for higher education leadership positions, particularly at elite institutions; 2. The exclusion of minorities and those from other historically underrepresented backgrounds can be understood as a glass ceiling, or an artificial barrier to advancement 	<ul style="list-style-type: none"> ▪ The underrepresentation of administrators, faculty, and other staff from historically underrepresented backgrounds is not only a continuance of ongoing marginalization, but importantly places institutions at a disadvantage for addressing the issues of the changing demographic landscape. ▪ While efforts have been undertaken to ameliorate these disparities, these efforts have been undertaken primarily by less selective two- and four-year institutions, further contributing to the overall underrepresentation of women and racial and ethnic minority presidents and senior-level administrators in higher education.
<p style="text-align: center;">Piercy et al. (2005)</p>	<ol style="list-style-type: none"> 1. Research suggests several elements of a successful faculty retention program: (a) mentorship; (b) supportive, collegial communities; (c) leadership opportunities; (d) participation in planning; (e) effective complaint and redress programs; and (f) inclusive retention programs 2. Institutional commitment to fostering a positive environment for faculty, including career development, is an essential component of a successful retention program. 	<ul style="list-style-type: none"> ▪ A pilot faculty retention program at Virginia Tech incorporated elements of the best practices that emerged from the faculty retention literature, and additionally contributed locally responsive programs and practices. ▪ Included among the successful program components are institutional commitments to valuing minority and underrepresented faculty, and academic programs; the creation of faculty personal and career development programs; and institutional support for faculty mentoring, pay increases, and personal support (i.e., supporting inclusive spousal and partner benefits, and careers).

Organizational Leadership and Change

Citation	Major Findings/Contributions	Summary
<p style="text-align: center;">Aguirre Jr. & Martinez (2007)</p>	<ol style="list-style-type: none"> 1. Diversity initiatives are most successful when institutions integrate diversity into institutional fabric (transformational change), rather than adding diversity initiatives onto the status quo 2. Transformational leaders are best suited for leading the transformational institutional changes necessary for diversity 3. Transformational leaders undertake a fundamental cultural change in favor of diversity, rather than adding additional diversity initiatives 	<ul style="list-style-type: none"> ▪ Aguirre Jr. and Martinez (2007) provide a number of examples of transformational leadership for diversity, including raising awareness of historical marginalization, developing personal and interpersonal readiness for cultural transformation, and developing the capacity for cultural transformation. ▪ Helping institutional leaders to recognize, name, and understand the historical-cultural roots of bias and oppression, Aguirre Jr. and Martinez (2007) argue that cultural transformation for diversity can be successfully undertaken. ▪ Aguirre Jr. and Martinez (2007) argue for transformational leadership strategies as a method for transforming the institution for diversity, rather than co-opting diversity into the institution.
<p style="text-align: center;">Chun & Evans (2009)</p>	<ol style="list-style-type: none"> 1. Transformation of institutional culture necessitates the development of reciprocal empowerment, defined as the capacity for self-determination; distributive justice; and democratic participation 2. Transformation necessitates the development of psychological empowerment, defined as (a) individualized locus of control; (b) development of self-esteem; (c) access to information and resources; and (d) rewards systems 3. Institutional self-assessment is key to understanding how best to implement necessary cultural changes for fostering diversity 	<ul style="list-style-type: none"> ▪ When combined with the principles of talent management (i.e., fostering institutional capacities for compassionate and inclusive workplaces that are demographically diverse), institutions engaging in cultural transformations, which apply the principles of reciprocal and psychological empowerment, are more likely to succeed in achieving their diversity-related goals. ▪ Chun and Evans (2009) further encourage institutions to undertake a comprehensive institutional self-assessment to further understand organizational complexities, and to develop effective strategies for implementing the various promising practice models for institutional cultural change. ▪ In order to create a new organizational culture, and for organizational learning processes to occur, institutional leaders must not only understand the complexities of the organization, but must also actively participate in, and model new organizational knowledge creation activities that promote organizational culture change.

<p>Kezar & Eckel (2008)</p>	<ol style="list-style-type: none"> 1. Leadership for organizational culture change can be considered through the prism of transactional leadership models, transformational leadership models, or full range leadership models 2. Assessment of best leadership practices for implementing institutional cultural change revealed “full range” leadership models (i.e., a combination of transactional and transformational leadership models) to be most effective 	<ul style="list-style-type: none"> ▪ Kezar and Eckel (2008) identified three leadership paradigms often utilized in organizational change processes: transactional, transformational, and “full range” leadership models. ▪ Full range leadership models combine transactional and transformational leadership models to be maximally effective in highly diverse higher educational institutions. ▪ Within a full range leadership model, Kezar and Eckel (2008) argue that institutional leaders possess a sophisticated understanding, and refined sense of the circumstances under which specific strategies should be employed. ▪ A full range leadership model relies on: (a) contingent reward structures; (b) management by exception (active); (c) management by exception (passive); (d) idealized influence; (e) inspirational motivation; (f) intellectual stimulation; (g) individualized consideration; and (h) non-transactional leadership. ▪ Cultivating a nuanced understanding of each of these leadership strategies, combined with a comprehensive understanding of the institution’s history, culture, and practices, can help leaders develop the necessary skills required to drive the cultural transformations necessary for diversity.
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Summary of Best Practices

Recruitment & Retention of Diverse Students	Recruitment & Retention of Diverse Faculty & Staff	Organizational Leadership & Change
Campus Engagement	Mentoring and Support Groups	Integrate Diversity into the Institutional Fabric
Student Involvement	Multicultural and Diverse Campus Environment	Strategic Diversity Leadership
Integrated and Complementary Programs	Fairness and Transparency in Promotion and Tenure Process	Undertake Fundamental Culture Change
Statement in Institutional Mission	On- and Off-Campus Orientation Programs	Raise Awareness of Historical Marginalization
Learning Communities	Professional Development and Release Time	Development of Personal and Interpersonal Readiness for Cultural Transformation
Tailored Programs	Appropriate Incentives Packages	Comprehensive Institutional Self-Assessment
	Effective Complaint and Redress Processes	
	Institutional Commitment to Inclusion	

As described above, the empirical literature concerning the recruitment and retention of minority and historically underrepresented students, faculty, and staff requires an institutional commitment to fostering an environment conducive to the success of the diversity agenda. Cultivating the appropriate conditions for campus community members from minority and historically marginalized identity backgrounds to thrive requires both the steadfast commitment of resources from senior leaders and tangible artifacts of shifts in organizational culture. That is, in order for opportunities for cultural change to occur and for the diversity agenda to fulfill its just and educational promise, institutional leaders must foster appropriate environments in which diversity may thrive. Further, institutional leaders must actively pursue the objectives of the diversity agenda by creating diverse student bodies, faculties,

and administrative and support staffs, and by providing the appropriate conditions in which these populations are most likely to be successful.



INSTITUTIONAL DIVERSITY AND INCLUSION COMPARISONS

To offer a comparative lens regarding the status of diversity and inclusion at Iowa State, the following section highlights institutional data regarding two sets of peer institutions: (a) land grant institutions and (b) Big 12 Conference institutions. The comparison rubric is based on a synthesis of strategic diversity leadership principles (Williams, 2013). Several steps were involved in gathering the data used in the institutional diversity and inclusion infrastructure comparison tables. First, from the university's homepage, the research team located the campus unit devoted to diversity and inclusion. We then confirmed whether a chief diversity officer or similar title presided over the university's diversity office. Next, the research team scanned the diversity website to locate campus departments, programs, services and initiatives aimed at encouraging and supporting diversity and inclusion, such as an ethnic/gender/ or multicultural center(s), departmental diversity liaisons, and research centers and conferences. In cases where a dedicated diversity website was not available, the research team deferred to the search engine on each university's website to identify and confirm individual departments devoted to diversity and inclusion.

To locate ethnic and gender studies departments or programs, the research team referred to academic programs listed on the university's website. From this website, we visited their "college of liberal arts and sciences," which traditionally houses ethnic-studies departments such as African/African American studies, Asian American studies, and Latin American studies, among others. Lastly, we used the university's search engine to identify diversity liaisons across campus in general, as well as those within specific academic departments where women and minority groups are traditionally

underrepresented (e.g., College of Engineering). In terms of the Affirmative Action/Equal Opportunity (AA/EO) indicator, it is important to note that while some institutions have a specific office dedicated to this mission, others simply list AA/EO statements on their university website. An indication was noted in the institutional diversity and inclusion infrastructure comparison tables only in cases where the university has an AA/EO campus unit apparent from their institutional website.

Despite conducting a rigorous scan of diversity-related units, programs, services, and initiatives, we recognize that our search efforts may not have been exhaustive due to the context-bound nature of this project. For instance, the use or exclusion of certain key search terms may affect the results found (e.g., diversity conference versus diversity symposium).



DIVERSITY INFRASTRUCTURE OPERATIONAL DEFINITIONS

Office of Diversity/Inclusion/Equity: any campus unit that promotes, encourages, and integrates diversity and equity principles to nurture human resources.

Diversity Plan/Mission Statement: any statement or plan that declares the institution's strong commitment to diversity, equity, and inclusion for all individuals, regardless of social identity.

Chief Diversity Officer: any institutional stakeholder charged with guiding efforts to conceptualize, define, cultivate, and assess diversity as an institutional and educational resource.

Affirmative Action/Equal Opportunity Office: any unit charged with regulating federal policies that promote nondiscrimination in the hiring of women and minorities.

Multicultural Center/Department: any unit charged with celebrating, nurturing, and cultivating awareness and knowledge about diversity on campus.

Diversity/Inclusion Research Centers: any center devoted to examining issues of diversity and equity for historically underrepresented and underserved groups.

Diversity Committee(s): any committee charged with advancing institutional diversity, equity, and inclusion efforts through active planning and evaluation.

Departmental Diversity Liaisons: any individual charged with promoting and cultivating institutional diversity, equity, and inclusion efforts.

Ethnic/Gender Studies Departments: any academic department devoted to the critical study and examination of groups from traditionally underrepresented backgrounds (e.g., Women, African Americans, Natives Americans, and Latinos).

Diversity Conference(s): any conference or symposium that celebrates, emphasizes, and cultivates awareness and knowledge about diversity issues.



LAND GRANT COMPARISONS

Institution	Iowa State	U of Arizona	Ohio State	Texas A&M	Michigan State	U of Minn.	U of Illinois	UW-Madison	Purdue	NC State	UC-Davis
Diversity Indicator											
Office of Diversity/Inclusion/Equity	x	x	x		x	x	x	x	x	x	
Diversity Plan/Mission Statement	x	x	x	x	x	x	x	x	x	x	x
Chief Diversity Officer		x	x	x		x		x	x		
Affirm. Action/Equal Opt Office	x					x		x	x		
Multicultural Center/Dept	x	x	x	x	x	x	x	x	x	x	x
Diversity/Inclusion Research Centers		x	x	x	x	x	x	x	x		
Diversity Committee(s)	x		x	x	x		x	x	x	x	x
Departmental Diversity Liaisons	x		x	x	x			x	x		
Ethnic/Gender Studies Depts.	x	x	x	x	x	x	x	x	x		
Diversity Conferences	x		x	x		x	x	x	x	x	

Demographics	Total State Population (2012)	Percent Minority Population (2012)	Percent Female Population (2012)	Total Undergraduate Enrollment (2012)	Minority Undergraduate Enrollment (2012)	Female Undergraduate Enrollment (2012)
Institutions						
Iowa State	3,075,039	12.0%	50.4%	25,553	2,845	11,129
U of Arizona	6,551,149	42.9%	50.3%	31,565	11,725	16,503
Ohio State	11,553,031	19.3%	51.1%	43,058	7,338	20,354
Texas A & M	26,060,796	55.5%	50.3%	40,103	11,603	19,216
Michigan State	9,882,519	23.8%	50.9%	37,354	6,287	18,705
U of Minn.	5,379,646	17.6%	50.3%	34,469	6,216	17,713
U of Illinois	12,868,192	37.0%	50.9%	32,281	9,567	14,297
UW-Madison	5,724,554	17.2%	50.4%	30,301	4,514	15,660
Purdue	6,537,782	19.0%	50.8%	31,284	4,230	13,052
NC State	9,748,364	35.3%	51.3%	24,833	4,950	10,825
UC-Davis	37,999,878	60.6%	50.3%	25,666	15,552	14,188

Sources: U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, American Community Survey, Census of Population and Housing, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits and The Department of Education's IPEDS, Fall Enrollment Survey.

Ohio State University

The Ohio State University (OSU) has a comprehensive infrastructure for diversity, which includes a strategic diversity plan as well as an Office of Diversity and Inclusion, which is led by the Vice Provost and Chief Diversity Officer, who also serves as the Vice President for Outreach and Engagement. The Office of Diversity and Inclusion houses several research centers, a multicultural center, a Black Cultural Center, diversity committees, a diversity lecture and cultural series, conferences, and scholarships for students from underrepresented backgrounds. OSU also has multiple departments in ethnic/gender studies. Lastly, while the university has a visible policy on affirmative action and equity, a designated office does not exist.

Texas A&M University

Texas A&M University has a wide-ranging institutional infrastructure for diversity, which includes a strategic diversity plan and operations committee, led by the office of the Vice President and Associate Provost for Diversity. This office also houses a multicultural department, departmental diversity liaisons, diversity scholarships, a research center dedicated to diverse issues, and conferences. This university does not have a specified office of diversity and inclusion or affirmative action office.

Michigan State University

Michigan State University has a burgeoning infrastructure for diversity. While there is no designated diversity officer, Michigan State currently has an office of diversity and pluralism, a diversity mission statement, ethnic/gender studies departments, departmental diversity liaisons, diversity scholarships, and diversity committees found primarily in some academic departments.

University of Wisconsin-Madison

The University of Wisconsin-Madison has a comprehensive institutional infrastructure for diversity, as evidenced by its strategic diversity plan. Under the leadership of a Vice Provost for Diversity and Climate/Chief Diversity Officer, Wisconsin boasts several departments dedicated to diversity efforts, such as a multicultural center, a research center, and a number of annual conferences. UW-Madison also has several ethnic/gender studies departments as well as designated diversity liaisons in every college and school.

University of Illinois

The University of Illinois has a growing institutional infrastructure for diversity. While the institution has no designated diversity officer, Illinois currently has an office of diversity and inclusion, multiple multicultural centers, ethnic/gender studies departments, and conferences dedicated to diversity issues. Moreover, a diversity mission and a diversity initiatives committee guide the university.

Purdue University

Purdue University has a vast diversity infrastructure as evidenced by its office of diversity, affirmative action office, chief diversity officer, and mission statement. In addition to the presence of a multicultural center, Purdue provides curricula in ethnic/gender studies, departmental liaisons, and campus committees that are committed to diversity. Additionally, this institution hosts diversity and inclusion-related conferences. Lastly, Purdue also has a research center devoted to diversity and inclusion.

North Carolina State University

North Carolina State University has an expanding infrastructure for diversity, as evidenced by its diversity mission and office

of diversity. This institution has a multicultural center dedicated to diversity issues as well as diversity committees and conferences.

University of California-Davis

The University of California-Davis has a less developed institutional infrastructure for

diversity. Despite the presence of a diversity mission statement, this institution does not have a chief diversity officer or an office dedicated to diversity and inclusion. Additional elements of diversity include a multicultural center and diversity committees.



BIG 12 COMPARISONS

Institution	Iowa State	Baylor	Kansas	Kansas State	Oklahoma	Oklahoma State	Texas Christian	Texas	Texas Tech	West Virginia
Diversity Indicator										
Office of Diversity/Inclusion/Equity	x		x	x		x		x	x	x
Diversity Plan/Mission Statement	x	x	x	x		x		x	x	x
Chief Diversity Officer				x		x		x	x	x
Affirm. Action/Equal Opt Office	x					x		x		x
Multicultural Center/Dept.	x	x				x		x		x
Diversity/Inclusion Research Centers					x			x		x
Diversity Committee(s)	x	x		x	x	x	x	x		
Departmental Diversity Liaisons	x							x		
Ethnic Studies Depts.	x		x	x	x			x		
Diversity Conferences	x		x					x		

Demographics	Total State Population (2012)	Percent Minority Population (2012)	Percent Female Population (2012)	Total Undergraduate Enrollment (2012)	Minority Undergraduate Enrollment (2012)	Female Undergraduate Enrollment (2012)
Institutions						
Iowa State	3,075,039	12.0%	50.4%	25,553	2,845	11,129
Baylor	26,060,796	55.5%	50.3%	12,918	4,207	7,589
Kansas	2,885,398	22.5%	50.3%	19,169	3,421	9,495
Kansas State	2,885,398	22.5%	50.3%	19,853	2,825	9,458
Oklahoma	3,815,780	32.1%	50.5%	21,109	5,905	10,478
Oklahoma State	3,815,780	32.1%	50.5%	20,323	4,735	9,841
Texas Christian	26,060,796	55.5%	50.3%	8,456	1,658	5,029
Texas	26,060,796	55.5%	50.3%	39,955	18,304	20,563
Texas Tech	26,060,796	55.5%	50.3%	26,481	8,015	11,932
West Virginia	1,856,680	7.1%	50.7%	22,827	2,728	10,396

Sources: U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, American Community Survey, Census of Population and Housing, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits and The Department of Education's IPEDS, Fall Enrollment Survey.

Baylor University

Baylor University has a less developed framework for diversity. In addition to having a diversity mission, Baylor has a university committee devoted to diversity work and a multicultural center.

University of Kansas

The University of Kansas has a less developed framework for diversity. In addition to having a diversity mission and office, KU has an ethnic/gender studies department and hosts conferences dedicated to diversity work.

Kansas State University

Kansas State University has a less developed infrastructure for diversity. In addition to having a diversity mission and office, Kansas State has a Vice Provost for Diversity. Additionally, this institution has an ethnic/gender studies department and conference dedicated to diversity work.

University of Oklahoma

The University of Oklahoma has a less developed framework for diversity. In addition to a research center, Oklahoma has an ethnic/gender studies department and research center devoted to diversity work.

Oklahoma State University

Oklahoma State University has a burgeoning infrastructure for diversity, as evidenced by its mission, office of diversity, and affirmative action office. In addition to their chief diversity officer, this institution has a multicultural center as well as diversity liaisons.

Texas Christian University

Texas Christian University has a significantly less developed framework for diversity. TCU only has one university committee devoted to diversity work.

University of Texas

The University of Texas (UT) has a comprehensive infrastructure for diversity, which includes a strategic diversity plan as well as an Office of Diversity and Inclusion, which is led by the Vice President for Diversity and Community Engagement. The office of diversity and community engagement is home to research centers, a multicultural center, diversity liaisons and university committees, and conferences. UT also has multiple departments in ethnic/gender studies. Lastly, while the university has a visible policy on affirmative action and equity, a designated office does not exist.

Texas Tech University

Texas Tech University (TTU) has a less developed framework for diversity. In addition to an appointed Vice Provost for Diversity, TTU has established a diversity plan and office devoted to diversity work.

University of West Virginia

The University of West Virginia has a growing infrastructure for diversity, as evidenced by its mission, office of diversity, and affirmative action office. In addition to their chief diversity officer, this institution has a multicultural center as well as a research center devoted to diversity work.

University of Arizona

The University of Arizona has a burgeoning infrastructure for diversity, as evidenced by its mission, office of diversity, and chief diversity officer. In addition to their chief diversity officer, this institution has a multicultural center, ethnic/gender studies department, as well as a research center devoted to diversity work.

University of Minnesota-Twin Cities

The University of Minnesota has an expanding infrastructure for diversity, as evidenced by its mission, office of diversity,

and affirmative action office. In addition to an appointed vice president for equity and diversity, this institution has a multicultural

Iowa State University

Iowa State University (ISU) has a still developing institutional infrastructure for diversity, as demonstrated by its short-lived creation of a Chief Diversity Officer position, which was located within the office of the Senior Vice President and Provost between 2010-13. In the absence of a Chief Diversity Officer, the Senior Vice President and Provost's office appears to be responsible for managing the university committee on diversity. ISU provides students with an array of departments and a specific unit dedicated to diversity and inclusion, including but not limited to the following: a Black cultural center, a multicultural center, a women's center, as well as diversity scholarships and conferences. Moreover, the presence of multiple diversity committees, an affirmative action/equal opportunity office, and diversity liaisons makes ISU unique among its peer institutions.

center, ethnic/gender studies department, as well as a research center devoted to diversity work.

While Iowa State University has several campus units and staff members devoted to the important work of diversity, the absence of a CDO and a diversity-related research center warrants consideration. An examination of both sets of peer institutions show that the universities located in states with less than 20% minority populations have tended to invest in these two institutional resources. Namely, West Virginia (with the lowest percentage of all institutions considered), Minnesota, Wisconsin, and Purdue hold this distinction, and in turn, all have invested in their diversity infrastructure in response to this reality. In fact, Wisconsin and Purdue invest in all facets of the diversity infrastructure. In order to similarly respond to the reality of diversity in the state, ISU should strongly consider investing in the diversity infrastructure elements that are absent, and recommit to the current diversity investments.



OBSERVATIONS AND RECOMMENDATIONS BASED ON DIVERSITY AUDIT DATA, BEST PRACTICES LITERATURE, AND INSTITUTIONAL COMPARISON DATA

OBSERVATIONS

Areas in Need of Improvements to Support an Inclusive Work and Learning Environment

Throughout the process of conducting the diversity audit, several themes arose from the data that suggested areas of improvement where ISU could achieve a more inclusive work and learning environment. As it relates to undergraduate students and several other groups in the ISU campus community, diversity tended not to emerge as an action or agenda item. Additionally, the lack of diversity in the Ames community serves as a social barrier wherein fulfilling even the basic needs of some diverse groups at ISU proved to be a challenge (e.g., ethnic hair stylist). While graduate students' academic needs are met, their social needs remained an expressed concern. Moreover, some units on campus appear to have no experience with or exposure to diversity awareness or diverse groups. The following section addresses these issues.

Absence of Basic Living Requirements for Diverse Groups⁷

Participants from diverse groups expressed concern about the need to travel outside of Ames into the surrounding communities to meet their needs. Finding a community for groups of color and LGBT people within Ames proved to be difficult, and often finding a comfortable social circle or meeting certain practical needs, such as finding a hair stylist, necessitated traveling to Des Moines. Several participants noted that younger and single

employees had proven difficult to recruit and retain because of the institution's perceived lack of particular social necessities and conveniences.

Positive One-on-One Work and School-Related Relationships, But Cross-Campus and Off-Campus Experiences Questionable

Throughout the interviews, it was apparent that for the most part, diverse groups were very satisfied with their specific experiences in their workplace or academic program. However, the positive relationships experienced in these safe spaces were not always mirrored when interacting across campus and off-campus. For example, diverse graduate students who built strong relationships with faculty on their thesis committees may not have readily experienced such positive interactions with faculty outside of their own committees. A similar experience was shared by diverse faculty and staff as well. Ultimately, many expressed that finding a place where they fit in comfortably on campus and in the community was a long and difficult process.

Units on Campus Still Lack Awareness of Diversity

The university community would be well-served were it to identify the units and spaces on campus where opportunities remain to increase awareness of diversity efforts and concerns. In our interviews with these groups, many expressed "color-blind" sentiments and indicated that they did not deal with diversity very often. Therefore, many did not have a grounded understanding of the relevant issues surrounding diversity.

⁷ A version of this observation was reported in the Preliminary Report.

Employment Groups on Campus Feel Like Invisible Workers

The institution's employment system serves as an impediment to focusing on diversity across all groups. Staff in general, but merit staff in particular, often expressed concerns about being left out of important conversations on campus. Likewise, concerns were communicated about a lack of institutional commitment to their needs. Participants noted that staff in general has been left out of the diversity conversation. The institution does not get to select merit staff, so diversifying the group that constitutes the employment pool is extremely difficult. Moreover, the existing salary range among regular staff presents additional challenges, making it very difficult to recruit individuals from outside of the small region immediately surrounding Ames. Resources are not provided to fly in potential candidates, or to relocate them to Ames. As a result, the limited diversity in the local community creates a similar pool of candidates for these positions. This creates a situation wherein the hiring supervisors usually select individuals from their known networks.

Skepticism and Lack of Confidence in the Outcomes of the Diversity Audit

Several of the long-standing governance and faculty/staff groups expressed serious skepticism about the diversity audit: *Who will hear the interview tapes? What would be done with these data?* These groups noted that similar efforts had been conducted in the past with no follow-up activities (under former presidents, not the current president). Furthermore, these groups have generated reports with suggested actions for prior presidents with no movement. Overall they expressed eroded confidence in the institution's ability to move beyond rhetoric to exercise an actionable plan.

Current Practices of Excellence on Campus

While data identified areas where ISU can sharpen its focus regarding diversity efforts, they were equally forthcoming about what the institution currently does well. These observed practices could serve as cornerstones for future planning. A number of these suggestions are discussed below.

Aligning Groups Based on Affinity Appears to Work Well

The recent institutional support for forming employee groups based on affinity characteristics was offered as transformational for participants. The largely grass-roots nature of these affinity groups is viewed as a strength, and many described them as a defining element in promoting sustainable efforts around diversity.

Decentralized Efforts Fuel Current Diversity Strategy

Whether diversity efforts should be centralized or decentralized is an important question that participants wrestled with during the interviews, and no consensus was reached. Nonetheless, comments did generally emphasize that the current level of diversity on campus and the extent to which existing levels of diversity have been cultivated and nurtured has been the result of decentralized efforts. Whether positive or negative, the decentralized nature of these efforts to manage diversity is non-trivial.

Institutional Emphasis on Recruitment

Participants praised ISU for its highly effective diversity recruitment strategy, especially with regards to graduate education. While participants acknowledged that the level of diversity among student and employment groups could be increased, there was a general sense that the institutional infrastructure in place for attracting diverse candidates is robust and effective.

Campus Climate Perceived to be Conducive for Difference and Diversity

Participants from various target groups perceived ISU as having a campus climate that is supportive of various forms of diversity and difference. Such observations did not necessarily imply that key decision makers on campus had been successful in finding ways to translate the climate into positive experiences and outcomes. However, participants did posit that the building blocks for success were in place. For example, one participant explained that while there is a perception that it is difficult for LGBT-identified people to find others to socialize and partner with, the overall climate for LGBT people remains positive, and strong administrative groups were in place for creating a positive experience for LGBT individuals. Furthermore, participants believed that the institution and administration were

open to hearing and addressing issues germane to LGBT communities, along with other diverse groups.

Strong Town and Gown Relationship between ISU and the Surrounding Ames Community

Community and city representatives expressed strong support for working with ISU to improve the lived experiences for diverse groups. Both sides saw the relationship between the university and the community as reciprocal and understood how intertwined their efforts were. For the most part, the surrounding community representatives understood that broader diversity within Ames, from which they may draw talent for employment and schooling, is usually linked to the diverse groups attracted and retained at ISU.



RECOMMENDATIONS

Based on data collected and reviewed during the course of this diversity audit, the research team believes that ISU is well-positioned to take the following actions.

Recommendation #1: Focus on and Support Groups with Diversity Awareness

Groups on campus expressed a desire for assistance in obtaining resources and knowledge to help position them as agents of change with diversity efforts.

- Establish a diversity awareness campaign that targets on and off campus groups
- Make the Diversity Asset Inventory and Annual Affirmative Action Progress and ISU Diversity Report easily accessible
- Illuminate model ISU groups or programs that currently champion diversity efforts effectively and successfully
- Identify diversity “experts” who might consult with individual groups or organizations to help create or implement an effective diversity agenda

Recommendation #2: Transparency is Necessary in Moving Diversity Efforts Forward

The results from this project are likely to lead to change, a re-negotiation of power and authority, and potential displacement; therefore, transparency will be important in light of skepticism regarding motives.

- Hold regular town hall meetings and listening sessions
- Provide campus-wide updates on planning processes
- Include student leaders or representatives in the planning process
- Create an accessible format (e.g., website) for information sharing

among ISU constituents throughout the planning process

- Provide an avenue for questions, comments, and suggestions to be easily provided

Recommendation #3: Incentivize the Academic Colleges and Administrative Units to Diversify Student and Employment Groups

Distributing diversity resources among the academic colleges and administrative units would enable the centers of decision making to directly implement their diversity goals.

- Provide targeted hire resources to encourage the hiring of diverse groups
- Promote a diversity-related award structure for academic colleges and administrative units
- Establish a visiting scholars/administrators program to provide exposure to diverse candidates and allow them to experience ISU

Recommendation #4: Institution-Wide Policy Review to Sharpen Commitment to Diversity

Given the issues raised concerning the uneven implementation of diversity-related initiatives, policies, and values, it is time to revisit existing diversity plans and policies.

- Compile all recent existing reports, studies, and research on issues related to diversity at ISU
- Provide a synopsis of the outcomes of previous diversity plans and policies
- Assess current policies to determine their relevance for current and future diversity initiatives

Recommendation #5: Establish Baseline Living Conditions for Diverse Groups

ISU could significantly improve the work and learning experiences of diverse groups on campus by regularly collecting data on their social needs in order to respond with appropriate services. Meeting these social needs will likely require the development of a strategic economic development alliance with Ames and the surrounding community to cultivate businesses and organizations in town to meet these needs.

- Conduct periodic social climate (and needs) assessments among faculty, staff, and students at ISU
- Collaborate with local business leaders and entities to adequately address the needs of diverse campus constituents
- Produce a plan for strategic economic development with a timeline for effective implementation

Recommendation #6: Focus Equally on Retention and Promotion of Diverse Groups

Participants argued that it was time for the institution to move beyond its focus on numerical representation of diverse groups to placing greater priority on the lived experiences of these groups both on- and off-campus.

- Consider integrating complementary curricular and co-curricular initiatives that promote enhanced lived experiences for *all* ISU constituents
- Consider partnerships between ISU and a Minority Serving Institution (e.g., Historically Black Colleges and Universities and Women's Colleges)
- Consider utilizing learning communities to foster successful adjustment and generate strong institutional ties for diverse faculty, staff, and students (an expansion of affinity groups)

- Increase institutional support for diverse faculty and staff mentoring, pay increases, and personal support (e.g., supporting inclusive spousal and partner benefits, as well as supporting their careers)

Recommendation #7: Invest in an Office for a Chief Diversity Officer/ Chief Inclusion Officer

A key set of constituents—particularly those newer to the institution, those in mid- to lower-level positions, and those in affinity groups—strongly believe that the CDO position is a necessary next step. There are, however, equally important perspectives who argue that such a position is incompatible with ISU. The comparative benchmarking exercise with ISU's two sets of peer institutions strongly suggests a comprehensive investment in the campus diversity infrastructure, including an Office of the Chief Diversity Officer/Chief Inclusion Officer.

- Consider the strong evidence for the creation of a Chief Diversity Officer position that would serve on the President's cabinet
- Understand and become grounded in the principles of strategic diversity leadership (Williams, 2013) and the functions of the Chief Diversity Officer (Williams & Wade-Golden, 2013)
- Maximize decentralized diversity efforts through vertical integration to develop a more unified voice and direction in the design of the Office of the Chief Diversity Officer/Chief Inclusion Officer

Recommendation #8: Central Administration Should Reflect the Diversity Expected in Campus Population

One major critique throughout the data collection process was that participants expressed concerns⁸ that White males in senior leadership roles were going to drive the diversity discussion. In turn, participants suggested that the President's office should prioritize diversifying the senior leadership team, especially the President's cabinet.

- Prioritize including the voice of diverse groups in future hires on the President's cabinet
- Consider the role of a CDO/CIO or diversity liaison that would bring additional dimensions of diversity into the President's cabinet
- Explore options that would allow the voice of diverse groups to be heard by the President's cabinet (e.g., external advisory board, board of visitors, and special advisors to the President)



⁸ Please note that since the first round of interviews two members that add gender diversity to the President's cabinet were hired.

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FY2014 Salaries of Major Administrators at Iowa State University, Office of Institutional Research, Iowa State University

2013 ISU Committee on Women Report

ISU-2013 Annual Affirmative Action Report – 5 and 10 Year Comparisons

2013 Report to the Board of Regents, State of Iowa, Annual Affirmative Action Progress and Diversity Report, Office of Equal Opportunity, Iowa State University

Fall 2013 Student Experience Survey Report, Student Experience Enhancement Council, Iowa State University

Iowa State University, Statistical Snapshot (1995-2013), ISU Fact Book

U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, American Community Survey, Census of Population and Housing, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits

Gender, Ethnicity, and Residence Reports, Office of the Registrar, Iowa State University

Appendix A: Diversity Asset Inventory

This document serves as a Diversity Asset Inventory to support Iowa State University’s initiative to promote a more diverse and inclusive campus. Subsequently, you will find a list of all the units on campus in addition to some initiatives within those units. A review of websites and document analyses⁹ were completed to identify assets within each unit that can be used to leverage efforts to improve diversity. Essentially, identified assets ranged from a mission/vision statement advocating diversity and inclusion, to faculty grants for diversity initiatives, infrastructure as a resource for housing diversity programs, student funding and other programs intended for underrepresented groups. **The assets are hyperlinked to provide more detail.**

UNITS ON CAMPUS	ASSETS TO DIVERSITY
ADMINISTRATIVE TECHNOLOGY SERVICES	<ul style="list-style-type: none"> Information Technology Services’ Diversity Statement ADVOCATES FOR THE INSTITUTION’S MISSION TO PROMOTE DIVERSITY. THE STATEMENT CONTENDS TO PROMOTE A DIVERSE AND SUPPORTIVE WORKPLACE NOT ONLY TO FOSTER GOOD EMPLOYEE RELATIONSHIPS BUT TO ENHANCE INDIVIDUAL GROWTH AND UNDERSTANDING.
ACCOUNTING OFFICE	<ul style="list-style-type: none"> ISU Confidentiality Hotline PROVIDES INSTITUTIONAL CONSTITUENTS WITH A RISK-FREE WAY TO ANONYMOUSLY AND CONFIDENTIALLY REPORT UNLAWFUL AND UNETHICAL BEHAVIOR IN VIOLATION OF THE POLICIES OF IOWA STATE UNIVERSITY AND THE BOARD OF REGENTS, STATE OF IOWA.
ACCOUNTS RECEIVABLE	
ADMISSIONS	<ul style="list-style-type: none"> Multicultural Transfer Visit Day PROVIDES INCOMING STUDENTS WITH A FORMAL INTRODUCTION TO SERVICES OFFERED THROUGH MULTICULTURAL STUDENT AFFAIRS.

⁹ Please note that it is very likely that all diversity efforts on campus were not accessible on departmental websites and documents.

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- **International Student Ambassador Scholarship** RANGES FROM \$4,000-\$8,000 AND IS AWARDED TO INCOMING FRESHMEN OR TRANSFER STUDENTS WHO ARE INTERNATIONAL STUDENTS AND HAVE DEMONSTRATED OUTSTANDING ACADEMIC ACHIEVEMENT.
 - **Anne Doyle International Student Award** PROVIDES \$1,000 IN TRAVEL SUPPORT TO INCOMING INTERNATIONAL STUDENTS.
 - **Multicultural Scholars Breakfast** AFFORDS STUDENTS AND THEIR FAMILIES THE OPPORTUNITY TO EXPLORE AND LEARN ABOUT THE OPPORTUNITIES AND SERVICES AVAILABLE TO MULTICULTURAL STUDENTS.
 - **Marshall Scholarship** AWARDED TO A SELECT GROUP OF HIGH ACHIEVING AMERICANS WITH THE INTENT TO FOSTER CLOSER TIES BETWEEN BRITISH AND AMERICAN CITIZENS.
 - **Udall Scholarship** PROVIDES \$5,000 TO HIGH-ACHIEVING SOPHOMORES OR JUNIORS WHO EITHER STUDY THE ENVIRONMENT AND RELATED FIELDS OR ARE NATIVE AMERICAN AND ALASKA NATIVE STUDENTS PURSUING FIELDS RELATED TO HEALTH CARE OR TRIBAL PUBLIC POLICY.
 - **Harold R. and Rachel K. Crawford Multicultural Scholarship** AWARDED TO A MINORITY/MULTICULTURAL STUDENT ADMITTED/ENROLLED IN THE COLLEGE OF AGRICULTURE AND LIFE SCIENCES.

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- **Dean of Agriculture Multicultural Scholarship**
AWARDED TO A MULTICULTURAL STUDENT MAJORING IN THE COLLEGE OF AGRICULTURE AND LIFE SCIENCES.
 - **Academic Success Center**
PROVIDES A MYRIAD OF SERVICES AND PROGRAMS DESIGNED TO HELP STUDENTS REACH THEIR ACADEMIC GOALS, SUCH AS ACADEMIC ASSISTANCE.
 - **Iowa State University McNair Program** PREPARES QUALIFIED UNDERGRADUATES FOR ENTRY TO GRADUATE SCHOOL. THE PRIMARY GOAL OF McNAIR IS TO INCREASE THE ATTAINMENT OF PhD DEGREES BY STUDENTS FROM DISADVANTAGED AND UNDERREPRESENTED POPULATIONS.
 - **George Washington Carver Academy** HELPS PREPARE STUDENTS FOR THEIR FUTURE CAREERS THROUGH WORKSHOPS OFFERED BY THE CAREER EXPLORATION CENTER.
 - **George Washington Carver Internship Program** SEEKS TO IMPROVE THE PATHWAY TO GRADUATE EDUCATION FOR UNDERREPRESENTED GROUPS THROUGH SUMMER RESEARCH OPPORTUNITIES.
 - **TRIO Educational Talent Search** A FEDERALLY FUNDED PROGRAM THAT SEEKS TO INCREASE THE LIKELIHOOD THAT PARTICIPANTS GRADUATE FROM HIGH SCHOOL AND ENROLL IN COLLEGE.

AGRIBUSINESS EDUCATION

ART ON CAMPUS

BIOTECHNOLOGY OFFICE

BRUNNIER ART MUSEUM

BUSINESS AND FINANCE

- **Vision Statement** ADVOCATES PROMOTING INCLUSION IN ADVANCING THE UNIVERSITY'S MISSION TOWARDS DIVERSITY.

CAMPUS ORGANIZATIONS ACCOUNTING OFFICE

CENSUS SERVICES

CENTER FOR INDUSTRIAL RESEARCH AND SERVICE (CIRAS)

- **2013 Women of Innovation** AWARDED TO WOMEN FROM VARIOUS DISCIPLINES THAT DEMONSTRATE EXCEPTIONAL AND UNIQUE ACHIEVEMENTS IN TECHNOLOGY.

CENTRAL STORES

CHILD CARE RESOURCES

CLASSIFICATION AND COMPENSATION

CONFERENCE SERVICES

CONTINUING EDUCATION AND PROFESSIONAL DEVELOPMENT

CONTRACTS AND GRANTS

CONTROLLER, DEPARTMENT OF

DEAN OF STUDENTS OFFICE

- **Academic Success Center** OFFERS A VARIETY OF SERVICES AND PROGRAMS TO HELP STUDENTS THEIR ACADEMIC GOALS.
- **Greek Affairs** CONSISTS OF 57 CHAPTERS RESPONSIBLE FOR FACILITATING THE PERSONAL AND LEADERSHIP DEVELOPMENT OF STUDENTS.
- **Hixson Opportunity Awards** PROVIDE A HALF-TUITION SCHOLARSHIP TO 100 IN-STATE STUDENTS.
- **LGBT Student Services** PROVIDES A SAFE SPACE FOR ALL MEMBERS OF THE UNIVERSITY COMMUNITY TO EXPLORE ASPECTS OF SEXUAL ORIENTATION AND GENDER IDENTITY/EXPRESSION IN AN OPEN AND NON-JUDGMENTAL ATMOSPHERE.

- **Margret Sloss Women’s Center**
ADVOCATES FOR EQUITY AND SOCIAL CHANGE ON THE IOWA STATE UNIVERSITY CAMPUS FOR WOMEN STUDENTS, STAFF, AND FACULTY.
- **Multicultural Student Affairs**
PROVIDES A COMMUNITY AND SUPPORTIVE NETWORK FOR DIVERSE STUDENTS TO FACILITATE THEIR PERSONAL AND ACADEMIC GROWTH.
- **National Student Exchange**
PROVIDES STUDENTS WITH A DOMESTIC ALTERNATIVE TO STUDY ABROAD.
- **Student Disability Resources**
COORDINATES REASONABLE ACCOMMODATIONS FOR ISU STUDENTS WITH DOCUMENTED DISABILITIES.
- **Mission Statement** IS TO PROMOTE THE VALUE OF DIVERSE IDEALS, PEOPLE, AND CULTURE. IN DOING SO, THE MISSION ADVOCATES FOR PROMOTING A CAMPUS ENVIRONMENT WHICH CULTIVATES A SENSE OF BELONGING AND RESPECTING AND INCORPORATING HUMAN DIFFERENCES AMONG STUDENTS.

DEPARTMENT OF ATHLETICS

- ONLY DIVISION BCS INSTITUTION WITH A STADIUM (**John Trice Stadium**) NAMED AFTER AN AFRICAN AMERICAN.
- **Mission Statement** IS COMMITTED TO PROVIDING EQUITABLE RESOURCES IN A DIVERSE ENVIRONMENT FOR ALL STUDENT-ATHLETES.

- CELEBRATES “BLACK HISTORY MONTH” FOR THE SECOND YEAR IN A ROW WITH A SERIES OF PROFILES ON LEGENDARY AFRICAN AMERICAN STUDENT-ATHLETES AT IOWA STATE ON CYCLONES.COM
- HOST “STUDENT-ATHLETES OF COLOR RECOGNITION” BANQUET EACH FALL
- HEAD COACHES ARE EVALUATED ANNUALLY ON THEIR EFFORTS TO PROMOTE DIVERSITY AMONG STUDENT-ATHLETES AND STAFF.
- MODIFIED THE STUDENT-ATHLETE EXIT INTERVIEW INSTRUMENT BY ADDING QUESTIONS TO ASSESS THE CLIMATE OF THE ATHLETICS DEPARTMENT AND CAMPUS.
- DESIGNATED A STAFF MEMBER TO OVERSEE THE DIVERSITY AND INCLUSION INITIATIVES FOR STUDENT-ATHLETES, WHICH IS PART OF THE REORGANIZED STUDENT-ATHLETE AFFAIRS (PREVIOUSLY KNOWN AS LIFE SKILLS) PROGRAM.

DINING SERVICES

EMPLOYEE BENEFITS

EMPLOYEE RELATIONS

ENGINEERING SERVICES GROUP

ENROLLMENT SERVICES

ENVIRONMENTAL HEALTH AND SAFETY

- **Diversity Committee** RECOGNIZES AND VALUES THE UNIQUE IDENTITIES, LIFE EXPERIENCES, AND TALENTS OF ALL PEOPLE.

EQUAL OPPORTUNITY

- **Harassment Policies** PROHIBITS DISCRIMINATION ON THE BASIS OF RACE, COLOR, AGE, SEX, RELIGION, NATIONAL ORIGIN, SEXUAL ORIENTATION, GENDER IDENTITY, AND DISABILITY.

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- **Disability Accommodation Information** PROVIDES ACCOMMODATIONS FOR INDIVIDUALS WITH PHYSICAL OR MENTAL IMPAIRMENTS WHO ARE OTHERWISE QUALIFIED TO PERFORM THEIR WORK OR PURSUE THEIR STUDIES.
 - **Religious Accommodation Information** ACKNOWLEDGES THE DIVERSITY OF RELIGIOUS BELIEFS AND PRACTICES, WHEREIN STUDENTS AND EMPLOYEES MAY REQUEST REASONABLE ACCOMMODATION OF THEIR RELIGIOUS PRACTICES.
 - **Title IX Coordinator** IS RESPONSIBLE FOR THE ENFORCEMENT OF TITLE IX AMENDMENT, WHICH PROTECTS DISCRIMINATION ON THE BASIS OF SEX.
 - **Affirmative Action Policy** ENSURES THAT ALL QUALIFIED APPLICANTS WILL RECEIVE CONSIDERATION FOR EMPLOYMENT WITHOUT REGARD TO THEIR SOCIAL IDENTITIES.
 - **Invitation to Self-Identity-Disability and Veterans** ENCOURAGES EMPLOYERS TO TAKE AFFIRMATIVE ACTION IN HIRING QUALIFIED INDIVIDUALS WHO HAVE A DISABILITY OR ARE RETURNING TO SCHOOL AS A VETERAN.
 - **Open Search Policy** ENSURES THAT STEPS ARE TAKEN TO RECRUIT A DIVERSE POOL OF APPLICANTS FOR ALL UNIVERSITY-RELATED POSITIONS.

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- **Inclusive Language Policy** ENCOURAGES THE USE OF LANGUAGE AND ILLUSTRATIONS THAT PROMOTE INCLUSIVITY AND CREATE AN ENVIRONMENT OF RESPECT FOR DIVERSITY AND INDIVIDUAL RIGHTS.
 - **41 CFR Part 60** MANDATES EQUAL EMPLOYMENT OPPORTUNITIES.
 - **Department of Education Office for Civil Rights** ENSURES EQUAL ACCESS TO EDUCATION AND TO PROMOTE EDUCATIONAL EXCELLENCE THROUGHOUT THE NATION THROUGH VIGOROUS ENFORCEMENT OF CIVIL RIGHTS.
 - **Office of Federal Contract Compliance Program** ENFORCES AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY IN EMPLOYMENT.
 - **US Department of Labor-Veterans** SERVES VETERANS BY PROVIDING EMPLOYMENT RESOURCES AND THE PROTECTION OF RIGHTS.
 - **Institutional Statement on Diversity** WELCOMES A DIVERSE COMMUNITY OF PEOPLE OF ALL GENDERS, AGES, CULTURES, RACES, RELIGIONS, SEXUAL ORIENTATIONS, SOCIO-ECONOMIC BACKGROUNDS, AND ABILITIES.
 - **Black Faculty and Staff Association** SEEKS TO PROVIDE COMMUNITY AND A SUPPORTIVE NETWORK TO ENHANCE THE PROFESSIONAL DEVELOPMENT OF BLACK FACULTY AND STAFF.

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- **Latino/Hispanic Faculty and Staff Association** SEEKS TO STRENGTHEN TIES BETWEEN HISPANIC AND LATINO/A LEADERS, WHILE ALSO ENHANCING THEIR CAREER AND PERSONAL DEVELOPMENT
 - **LGBTQ Faculty and Staff Association** SUPPORTS FACULTY AND STAFF AT IOWA STATE WHO ARE LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER, OR NOT STRAIGHT AND WOULD RATHER NOT PUT A LABEL ON IT
 - **Program for Women in Science and Engineering** SEEKS TO INCREASE PARTICIPATION AMONG WOMEN IN STEM FIELDS.
 - **ISU Advance Program** STRIVES TO TRANSFORM DEPARTMENTAL CULTURES AND ADVANCE CAREER OPPORTUNITIES FOR WOMEN.
 - **Diversity Committee** WORKS WITH FACULTY AND STAFF TO IDENTIFY GAPS IN DIVERSITY POLICIES, DEVELOP NEW PROPOSALS/INITIATIVES, AND ENCOURAGES UNITS TO MEET DIVERSITY OBJECTIVES
 - **Diversity and Multicultural programs** RECOGNIZE THE RICHNESS OF DIVERSITY AS PART OF IOWA STATE UNIVERSITY AND SUPPORTS DIVERSE STUDENTS IN THEIR CAREER AND PERSONAL GROWTH
 - **Multicultural Liaison Officers** ARE STAFF RESPONSIBLE FOR FULFILLING THE MISSION AND VISION OF MULTICULTURAL STUDENT AFFAIRS

	<ul style="list-style-type: none"> • Diversity Reports ASSESS THE EFFECTIVENESS OF DIVERSITY EFFORTS ON CAMPUS, IDENTIFYING GAPS IN THE INSTITUTIONAL INFRASTRUCTURE FOR DIVERSITY AND DEVELOPING NEW POLICIES AND INITIATIVES AS NEEDED
EXERCISE CLINIC EXTENSION	
FACILITIES PLANNING AND MANAGEMENT	
FACULTY SENATE	
FARM HOUSE MUSEUM	
FINANCIAL ACCOUNTING AND REPORTING	
FINANCIAL AID	<ul style="list-style-type: none"> • Pell Grant PROVIDES NEED-BASED FINANCIAL AID AWARDS TO LOW-INCOME STUDENTS. • Federal Supplemental Education Opportunity Grant PROVIDES NEED-BASED AID TO LOW-INCOME STUDENTS.
FINANCIAL COUNSELING CLINIC	
FIRE SERVICE INSTITUTE	
GEOGRAPHIC INFORMATION	
GOLF COURSE	<ul style="list-style-type: none"> • Ladies League
HEALTH AND SAFETY (EHS)	
HUMAN RESOURCE SERVICES	
INFORMATION TECHNOLOGY SERVICES	<ul style="list-style-type: none"> • Information Technology Services Diversity Statement ADVOCATES FOR THE INSTITUTION’S MISSION TO PROMOTE DIVERSITY. THE STATEMENT CONTENDS TO PROMOTE A DIVERSE AND SUPPORTIVE WORKPLACE NOT ONLY TO FOSTER GOOD EMPLOYEE RELATIONSHIPS BUT TO ENHANCE INDIVIDUAL GROWTH AND UNDERSTANDING
INSTITUTE FOR PHYSICAL RESEARCH AND TECHNOLOGY	<ul style="list-style-type: none"> • Science Bound Program SEEKS TO INCREASE THE MINORITY STUDENT PARTICIPATION IN STEM-RELATED FIELDS THROUGH ACADEMIC EXPOSURE

	<ul style="list-style-type: none"> • SCIENCE BOWL • NDE Education A FOUR-HOUR SEMINAR THAT INTRODUCES NONDESTRUCTIVE AND THE SIX MOST COMMON NDE METHODS.
INSTITUTIONAL RESEARCH	
INSTRUCTIONAL TECHNOLOGY CENTER	
INTERDEPARTMENTAL	<ul style="list-style-type: none"> • Annual Iowa State Conference on Race and Ethnicity (ISCORE) A CONFERENCE DEVOTED TO THE STUDY AND EXAMINATION OF RACE ISSUES. • Year-Long Course for Students Attending National Conference on Race and Ethnicity (NCORE) • Division of Student Affairs Diversity Committee (Chaired by Dean of Students) • Sexual Misconduct Leadership Committee (Chaired by Dean of Students)
INTERNAL AUDIT	<ul style="list-style-type: none"> • MISSION AND VISION ADVOCATE SERVING AS A CONSULTING SERVICES DESIGNED TO ADD VALUE TO IOWA STATE UNIVERSITY AND IMPROVE ITS OPERATIONS
IOWA MANUFACTURING EXTENSION PARTNERSHIP	
IOWA SMALL BUSINESS DEVELOPMENT CENTER	
IOWA STATE CENTER	
IOWA STATE UNIVERSITY FOUNDATION	<ul style="list-style-type: none"> • CASE Statement of Ethics
IOWA STATE UNIVERSITY RESEARCH FOUNDATION	
ISU DIVERSITY BOARD OF REGENT REPORT 2012	<ul style="list-style-type: none"> • Annual Report to Examine Diversity Program Effectiveness
ISU CARD OFFICE	
ISU INTERNATIONAL	<ul style="list-style-type: none"> • International Student Ambassador Scholarship • Anne Doyle International Student Award PROVIDES \$1,000 IN TRAVEL SUPPORT TO INCOMING INTERNATIONAL STUDENTS.

- **Link Providing External Scholarship**
- **International Student Organization**
- **Intensive English and Orientation**
- **International TA Program**
- **International Alumni Admissions Council** A GROUP OF ALUMNI STUDENTS SERVE AS CONTACTS FOR PROSPECTIVE STUDENTS AND ASSIST THE OFFICE OF ADMISSIONS IN OTHER RECRUITING ACTIVITIES.
- **INTERNATIONAL WOMEN IN SCIENCE AND ENGINEERING**
- **Iowa Council for Intercultural Understanding** OFFERS A VARIETY OF PROGRAMS WHICH AIM TO CONNECT IOWANS WITH PEOPLE, IDEAS AND CULTURES FROM AROUND THE WORLD, AND IS DEDICATED TO INTERNATIONAL UNDERSTANDING BETWEEN IOWANS AND THE REST OF THE WORLD.
- **Winter Weather Awareness** FEATURES ADVICE ON NAVIGATING COLD WEATHER.
- **Advising and Acculturation for International Students**
- **VISA Assistance**
- **International Student Council**
- **Programming**

LABORATORY ANIMAL RESOURCES

LECTURE PROGRAM

- **Multiple Lecture Programs**

LEGAL SERVICE (NOW OFFICE OF UNIVERSITY COUNSEL)

LIBRARY

LGBT STUDENT SERVICES

- **Safe Zone training for faculty and staff** FOCUSES ON ELIMINATING HOMOPHOBIA, TRANSPHOBIA, AND HETEROSEXISM ON THE ISU CAMPUS BY CREATING AND ENCOURAGING SAFE AND SECURE ENVIRONMENTS FOR LESBIAN, GAY, BISEXUAL, TRANSGENDER, INTERSEX, QUEER OR QUESTIONING, AND ALLY (LGBTIQA).
- **Student Peer Groups**
- **Speakers' Bureau** A PROGRAM DESIGNED TO INCREASE THE VISIBILITY OF LGBTQIA PEOPLE AND TO DECREASE HETEROSEXISM, HOMOPHOBIA, TRANSPHOBIA, AND SEXISM ON CAMPUS.
- **Lavender Graduation ceremony for LGBT students** A RECOGNITION FOR GRADUATING MEMBERS OF THE IOWA STATE LESBIAN, GAY, BISEXUAL, TRANSGENDER, QUEER, AND ALLY COMMUNITIES.
- **Lunch-N-Learn Series**
- **Hosted 2012 Midwest Bisexual, Lesbian, Gay, Transgender, and Ally Conference**

LOAN RECEIVABLE (PERKINS)**MAINTENANCE SHOP**

- **Multicultural Awareness** BRINGS TO CAMPUS A VARIETY OF ARTISTS AND ORGANIZES ITS OWN EVENTS IN WHICH STUDENTS, FACULTY, AND COMMUNITY MEMBERS MAY TAKE PART IN.

MEAT LABORATORY**MEMORIAL UNION**

- **Women's Leadership Retreat** GATHERS STUDENTS TO NETWORK WITH EACH OTHER, AS WELL AS FEMALE LEADERS AT IOWA STATE AND THE CENTRAL IOWA COMMUNITY.

- **ISU Fall Leadership Conference**
- **Leadership and Service Center** A RESOURCE TO STUDENTS SEEKING ASSISTANCE WITH LEADERSHIP AND SERVICE RELATED TOPICS.
- **Multiple Multicultural Student Organizations**
- **Lectures and Events (e.g., Diwali Night)**
- **Social Justice Summit** PROVIDES STUDENTS WITH THE OPPORTUNITY TO INCREASE THEIR AWARENESS SURROUNDING ISSUES OF INCLUSION AND TO DEVELOP ACTION PLANS THAT WILL ASSIST THEM IN BEING AGENTS OF CHANGE ON CAMPUS.
- **Multicultural Center Gathering Space**
- **Interfaith Chapel**
- **Family Restroom and Lactation Rooms**
- **Student Union Board**
- **Multicultural Committee**

MULTICULTURAL STUDENT AFFAIRS

- **Mission** IS TO IMPROVE THE RETENTION OF MULTICULTURAL STUDENTS WITH AN EMPHASIS ON ACADEMIC SUCCESS AND STUDENT LEADERSHIP DEVELOPMENT
- **Multicultural Liaison Officers** ARE STAFF RESPONSIBLE FOR FULFILLING THE MISSION AND VISION OF MULTICULTURAL STUDENT AFFAIRS
- **Big 12 Conference on Black Student Government** PROMOTES LEADERSHIP, PROFESSIONALISM, POSITIVE SELF-EFFICACY, POLITICAL EMPOWERMENT, AWARENESS, AND GOODWILL TO THE STUDENT BODY AND BLACK COMMUNITY ON THE CAMPUS OF EACH MEMBER INSTITUTION.

- **Black Cultural Center** SERVES AS A FOUNDATION FOR AFRICAN AMERICAN CULTURAL IDENTITY, EDUCATION AND UNDERSTANDING BETWEEN DIVERSE COMMUNITIES.
- **ISU Policy and Discrimination and Harassment** PROHIBITS UNWELCOMED ADVANCES, REQUESTS FOR SEXUAL FAVORS, AND OTHER VERBAL OR PHYSICAL CONDUCT.
- **ISU Policy on Racial and Ethnic Harassment** PROHIBITS DISCRIMINATION ON THE BASES OR RACE OR COLOR.
- **Dialogues on Diversity**
- **ISU Multicultural Student Organizations**
- **Iowa State Conference on Race and Ethnicity** A COMPREHENSIVE NATIONAL FORUM ON ISSUES OF RACE AND ETHNICITY IN HIGHER EDUCATION.
- **Men of Color Collective** ENGAGES AND PROVIDES A SPACE FOR YOUNG MEN TO DEVELOP ACTIVE AND CREATIVE MINDS THROUGH SCHOLARSHIP, SUPPORT, SAFETY, SKILLS, AND SUCCESS.
- **Multicultural Center** PROMOTES A SENSE OF COMMUNITY BETWEEN STUDENTS, STAFF, AND FACULTY OF COLOR ON THE IOWA STATE UNIVERSITY CAMPUS.
- **Multicultural Student Programming Advisory Council** ADVISING COMMITTEE FOR THE OFFICE OF MULTICULTURAL STUDENT AFFAIRS AND FUNDING SOURCE FOR STUDENT ORGANIZATION-INITIATED EVENTS THAT PROMOTE DIVERSITY AWARENESS AND EDUCATION ON CAMPUS.

- **Multicultural Student Affairs Tutoring Program**
- **Martin Luther King Jr. Emergency Loan Program** AN INTEREST-FREE 30-DAY LOAN TO ASSIST STUDENTS IN UNUSUAL AND/OR EXTENUATING CIRCUMSTANCES THAT MAY IMPACT THEIR ACADEMIC SUCCESS.
- **Latino Leadership Retreat**
- **Multicultural Student Affairs Professional Development Program**
- **Multicultural Vision Program** A SCHOLARSHIP PROGRAM CREATED TO ASSIST AFRICAN AMERICAN, LATINO AMERICAN, ASIAN AMERICAN, AMERICAN INDIAN, AND BI/MULTIRACIAL STUDENTS WHO ARE FROM THE STATE OF IOWA AND ARE ENTERING DIRECTLY FROM HIGH SCHOOL.
- **Carver Academy** OFFERS GUIDANCE AND ENRICHMENT TO ITS PARTICIPANTS IN AN ENVIRONMENT THAT FOSTERS CONTINUOUS LEARNING, ACHIEVEMENT, DIVERSITY AND INTEGRITY.
- **Academic Program for Excellence** AN INTENSIVE EIGHT-WEEK ACADEMIC SUMMER PROGRAM FOR FIRST-YEAR MULTICULTURAL STUDENTS THAT CREATES AN ENVIRONMENT OF HIGH EXPECTATIONS TO PREPARE STUDENTS FOR THE COLLEGIATE ENVIRONMENT.
- **NCORE/ISCORE Project** BRINGS STUDENTS TOGETHER FOR A SERIES OF EVENTS THAT FACILITATE PERSONAL GROWTH IN UNDERSTANDING OF ISSUES REGARDING RACE AND ETHNICITY IN HIGHER EDUCATION.

- **George Washington Carver Academy – scholarships and academic support** OFFERS GUIDANCE AND ENRICHMENT TO ITS PARTICIPANTS IN AN ENVIRONMENT THAT FOSTERS CONTINUOUS LEARNING, ACHIEVEMENT, DIVERSITY AND INTEGRITY.
- **Multicultural Vision Program – scholarships and academic support** PROVIDES FULL-TUITION ASSISTANCE AS WELL AS A LEARNING COMMUNITY TO FACILITATE THE PERSONAL GROWTH OF STUDENTS.
- **Academic Program for Excellence (APEX) – Summer Bridge Program** FOR INCOMING STUDENTS AN EIGHT-WEEK ACADEMIC SUMMER PROGRAM DESIGNED TO SUPPORT THE COLLEGE TRANSITION OF MULTICULTURAL FRESHMEN.
- **2900 Project** AN INITIATIVE TO DOCUMENT STUDENT INTERACTIONS WITH ISU STAFF, FACULTY, CAMPUS ORGANIZATIONS AND ACADEMIC SUPPORT UNITS.
- **Learning Communities** ARE SMALL GROUPS OF STUDENTS WHO TAKE 2-3 CLASSES TOGETHER AND MAY ALSO LIVE NEAR EACH OTHER IN THE SAME RESIDENCE HALL.
- **Heritage Events (e.g., Black History Month, Latino, Asian, American Heritage Week)**
- **Multicultural Student Services Coordinating Team** WORKS TO POSITIVELY IMPACT RECRUITMENT, PERSISTENCE, RETENTION, AND GRADUATION OF STUDENTS OF COLOR.

NEWS SERVICE

OFFICE OF GREEK AFFAIRS	<ul style="list-style-type: none"> • Multicultural Greek Council • National Pan-Hellenic Council A COORDINATING BODY FOR FRATERNITIES AND SORORITIES.
OFFICE OF THE PRESIDENT	<ul style="list-style-type: none"> • Diversity Audit A COMPREHENSIVE REPORT THAT EXAMINES THE UNIVERSITIES DIVERSITY PROGRAMS, INITIATIVES AND WAYS TO IMPROVE THE UNIVERSITY ENVIRONMENT. • President’s Class SEEKS 30 FIRST-YEAR STUDENTS ON THE BASIS OF CO-CURRICULAR INVOLVEMENT, COMMUNITY AND SCHOOL SERVICES AND ACADEMIC ACHIEVEMENT IN HIGH SCHOOL TO BECOME CAMPUS LEADERS.
OFFICE OF INTELLECTUAL PROPERTY AND TECHNOLOGY TRANSFER	
OFFICE OF THE TREASURE	
PAYROLL OFFICE	
PHOTOGRAPHY SERVICE	
POSTAL AND PARCEL SERVICES	
PRINTING SERVICES	
PUBLIC SAFETY	<ul style="list-style-type: none"> • Non-discrimination statement ADVOCATES FOR EQUAL OPPORTUNITY AND COMPLIES WITH FEDERAL, STATE AND BOARD OF REGENTS RULES, REGULATIONS AND POLICIES RELATIVE TO NONDISCRIMINATION. • THREAT ASSESSMENT AND MANAGEMENT
PURCHASING DEPARTMENT	
PROVOST OFFICE	
RECEIVABLES AND EMPLOYMENT	
REGISTRAR	
RESEARCH INSTITUTE FOR STUDIES IN EDUCATION	<ul style="list-style-type: none"> • Points of Pride Statement HIGHLIGHTS IOWA STATE UNIVERSITY’S GREATEST ACCOMPLISHMENTS AND AREAS OF STRENGTH. • Engaging Female Community College STEM Transfer Students

- **Personal and Social Responsibility Inventory (PSRI)** IS A CAMPUS CLIMATE SURVEY THAT FOSTERS STUDENTS' DEVELOPMENT OF PERSONAL AND SOCIAL RESPONSIBILITY.
- **NSF GK-12 (Symbi)** A JOINT EFFORT BETWEEN ISU GRADUATE STUDENTS, IOWA PUBLIC SCHOOLS, AND THE NATIONAL SCIENCE FOUNDATION TO EDUCATE AND INSPIRE YOUNG PEOPLE TO CREATE THE NEXT GENERATION OF RENEWABLE ENERGY, SUSTAINABLE TECHNOLOGY, AND GREEN PRODUCTS.
- **Community College Initiative Program Evaluation** EXAMINES THE EXPERIENCES OF PARTICIPATING STUDENTS, STUDENT MENTOR FAMILIES, PROJECT COORDINATORS, AND COMMUNITY COLLEGE PROFESSIONALS, AND CCI PROGRAM ALUMNI TO EVALUATE IF AND HOW PROGRAM GOALS ARE BEING MET.
- **Vision 2020** INCORPORATES CHINESE AND JAPANESE LANGUAGE AND CULTURE INTO THE K-12 CURRICULUM FOR FAYETTE COUNTY KENTUCKY SCHOOL DISTRICT'S.
- **International Studies: Mandarin Chinese Evaluation** IMPLEMENTS COURSES IN CHINESE LANGUAGE AND CULTURE IN GRADES K-12.
- **360 Feedback** PROVIDES FEEDBACK ON PERFORMANCE TO TEACHERS, ADMINISTRATORS, AND OTHER SCHOOL DISTRICT PERSONNEL.

RESEARCH AND ECONOMIC
DEVELOPMENT
RESEARCH PARK

RESIDENCE DEPARTMENT

- **Student Disability Accommodations** ASSISTS WITH MODIFICATIONS OR ADJUSTMENTS TO A COURSE, PROGRAM, SERVICE, ACTIVITY OR FACILITY THAT ENABLE A QUALIFIED STUDENT WITH A DISABILITY TO HAVE AN EQUAL OPPORTUNITY.

SAFETY (ENVIRONMENTAL HEALTH)

SAFETY (DEPARTMENT OF PUBLIC SAFETY)

OFFICE OF THE SENIOR VICE PRESIDENT AND PROVOST

- **Mission Statement** CONTENTS PROVIDING A NURTURING CULTURE THAT RECRUITS, ADVOCATES, AND RETAINS A DIVERSE FACULTY, STAFF, AND STUDENT BODY.
- **Martin Luther King Advancing One Community Award** RECOGNIZES INDIVIDUALS AND GROUPS WHO WORK TO CREATE AN INCLUSIVE UNIVERSITY ENVIRONMENT THAT EMBRACES JUSTICE AND EQUITY.
- **University Committee on Diversity** WORKS WITH FACULTY AND STAFF TO IDENTIFY GAPS IN DIVERSITY POLICIES, DEVELOP NEW PROPOSALS/INITIATIVES, AND ENCOURAGES UNITS TO MEET DIVERSITY OBJECTIVES.
- **University Committee on Women** A DIVERSE NETWORK OF WOMEN THAT RESPOND TO WOMEN’S ISSUES ON CAMPUS.
- **Women’s Leadership Consortium** GATHERS LEADERS OF WOMEN’S PROGRAMS AND SERVICES TO FACILITATE COORDINATION OF PROGRAMS AND INITIATIVES AND ENCOURAGES THE ADVANCEMENT OF WOMEN INTO LEADERSHIP ROLES.

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- **Iowa Network for Women in Higher Education** A NETWORK FOR WOMEN INTERESTED IN PURSUING LEADERSHIP OPPORTUNITIES IN HIGHER EDUCATION.
 - **ISU Advance Program** SERVES TO INCREASE THE PARTICIPATION AND ADVANCEMENT OF WOMEN AND MINORITIES IN ACADEMIC FACULTY CAREERS.
 - **Lectures Program** ASSISTS IN BRINGING A VARIETY OF LECTURES, POLITICAL DEBATES, ACADEMIC FORUMS, CULTURAL EVENTS AND ENTERTAINMENT.
 - **Program for Women in Science in Engineering** PROMOTES THE PARTICIPATION OF WOMEN IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM) FIELDS.
 - **Diverse recruiting and hiring** SEEKS TO RECRUIT AND RETAIN FACULTY STAFF AND STUDENTS AS WELL AS PROMOTE DIVERSITY OF PEOPLE, IDEAS AND CULTURE.
 - **Women’s and Diversity Grant Program** SUPPORTS INITIATIVES THAT WILL ENRICH THE EXPERIENCES OF WOMEN AND DIVERSE FACULTY, STAFF AND STUDENTS.
 - **Women’s Center** PROMOTES EQUITY, SOCIAL CHANGE AND SERVES AS A RESOURCE FOR STUDENTS, STAFF AND FACULTY.
 - **LGBT Alliance** A STUDENT ORGANIZATION THAT SERVES AS AN EDUCATIONAL RESOURCE FOR THE LGBT AND CAMPUS COMMUNITY.

**OFFICE OF THE SENIOR VICE
PRESIDENT FOR BUSINESS AND
FINANCE**

**OFFICE OF THE SENIOR VICE
PRESIDENT FOR STUDENT AFFAIRS**

- **Non-discrimination and Affirmative Action Statement**
ADVOCATES FOR EQUAL EMPLOYMENT OPPORTUNITY AND COMPLIES WITH FEDERAL, STATE AND BOARD OF REGENTS RULES, REGULATIONS AND POLICIES RELATIVE TO NONDISCRIMINATION.
 - **YWCA of Ames, IA** A MULTICULTURAL WOMEN’S ORGANIZATION DEDICATED TO ELIMINATING RACISM AND EMPOWERING WOMEN.
 - **Vision Statement** IS TO BE AN AGILE, FORWARD THINKING, EFFECTIVE PARTNER IN ADVANCING THE UNIVERSITY’S MISSION OF VALUING INCLUSION.
 - **Annual Report**
 - **Mission** IS TO BE INTEGRAL TO THE RICH AND VIBRANT IOWA STATE UNIVERSITY STUDENT EXPERIENCE, CHALLENGING AND EMPOWERING STUDENTS TO SUCCEED AS PRODUCTIVE CITIZENS AND LEADERS IN A DIVERSE GLOBAL COMMUNITY.
 - **VISION** IS TO ENSURE AN ATMOSPHERE THAT ENHANCES THE INDIVIDUAL STUDENT’S FREEDOM TO LEARN BY MINIMIZING THE BARRIERS TO EFFECTIVE LEARNING, INCREASING OPPORTUNITIES FOR EDUCATIONAL DEVELOPMENT IN AND BEYOND THOSE AVAILABLE IN THE CLASSROOM, AND RECOGNIZING THE UNIQUENESS OF EACH STUDENT AND SUPPORTING EACH STUDENT’S TOTAL DEVELOPMENT.
 - **Annual Reports**
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- **Strategic Plan** FOCUSES ON ATTRACTING EXCEPTIONAL STUDENTS, FACULTY, AND STAFF THAT ARE DEDICATED TO ADDRESSING AND IMPROVING THE CHALLENGES OF THE 21ST CENTURY.

SPONSORED PROGRAMS

ADMINISTRATION

SPONSORED PROGRAMS ACCOUNTING

SPORTS MEDICINE AND PHYSICAL

THERAPY CENTER

STUDENT COUNSELING SERVICE

- **Diversity Statement** IS COMMITTED TO THE PROMOTION AND AFFIRMATION OF DIVERSITY.
- **Diversity Web Links** LISTS A VARIETY OF CAMPUS RESOURCES AVAILABLE TO STUDENTS, FACULTY AND STAFF.
- **Cultural Information** SERVES AS A REFERENCE FOR FACULTY AND STAFF WORKING WITH INTERNATIONAL STUDENTS IN CRISIS.
- **Staff multicultural awareness training** A 2-HOUR SEMINAR THAT DISCUSSES TOPICS SUCH AS WORKING WITH STUDENTS OF COLOR, LGBTQ STUDENTS, INTERNATIONAL STUDENT ADJUSTMENT, ETC.

STUDENT DISABILITY RESOURCES

- **Annual Disability Awareness Week** A SERIES OF EVENTS MEANT TO EDUCATE MEMBERS OF THE COMMUNITY ABOUT ISSUES RELATED TO THE EXPERIENCES OF PEOPLE WITH DISABILITIES.

- **Ongoing support for students with disabilities** IS DEDICATED TO IMPROVING THE EDUCATIONAL DEVELOPMENT OF STUDENTS WITH DISABILITIES, ENHANCING UNDERSTANDING AND SUPPORT WITHIN THE CAMPUS COMMUNITY AND ASSISTS STUDENTS WITH ACCOMMODATIONS.

STUDENT HEALTH CENTER

STUDY ABROAD CENTER

- **Exchange Programs**
- **“Semester in” and “Summer in” Program** ALLOWS ISU STUDENTS TO STUDY AT A HOST INSTITUTION ABROAD FOR A SUMMER, SEMESTER, OR AN ACADEMIC YEAR.
- **Affiliate Program** IS MANAGED BY STUDY ABROAD ORGANIZATIONS THAT PROVIDE MORE STUDY ABROAD OPPORTUNITIES FOR STUDENTS.
- **Mission Statement** IS TO PREPARE STUDENTS TO MEET THE CHALLENGES OF AN INTERNATIONAL EXPERIENCE; AND DEVELOP PROGRAMS THAT PROVIDE OPPORTUNITIES FOR STUDENTS, FACULTY, AND STAFF TO EXPLORE OTHER COUNTRIES.

SUBSTANCE ABUSE AND VIOLENCE PREVENTION

TECHNOLOGY TRANSFER

TELECOMMUNICATIONS

THIELEN STUDENT HEALTH CENTER

- **Consent forms and directions** FOR TAKING PRESCRIPTION MEDICATIONS IN OTHER LANGUAGES WHEN AVAILABLE.

TRAINING AND DEVELOPMENT

- **US Diversity/International Perspective** PROMOTES STUDENTS’ UNDERSTANDING OF CULTURAL DIVERSITY AND INTERDEPENDENCE ON A GLOBAL SCALE.

TRANSPORTATION SERVICES

TRAVEL INFORMATION

TREASURER'S OFFICE

UNIVERSITY BOOK STORE

UNIVERSITY CONFERENCE SERVICES

UNIVERSITY COUNSEL

UNIVERSITY MUSEUMS

UNIVERSITY RELATIONS

OFFICE OF THE VICE PROVOST OF
UNDERGRADUATE PROGRAMS

- **Center for Excellence in Learning and Teaching** SUPPORTS, PROMOTES, ENHANCES TEACHING EFFECTIVENESS AND STUDENT LEARNING.
- **Learning Communities** ARE SMALL GROUPS OF STUDENTS WHO TAKE 2-3 CLASSES TOGETHER AND MAY ALSO LIVE NEAR EACH OTHER IN THE SAME RESIDENCE HALL.
- **Soar in 4 Program** ENCOURAGES STUDENTS TO EARN A DEGREE IN 4 YEARS AND PROVIDES STUDENTS WITH GUIDELINES AND TEMPLATES FOR PROGRAMS OF STUDY TO ASSIST THEM WITH COMPLETING THIS GOAL.
- **Martin Luther King Advancing One Community Award** RECOGNIZES INDIVIDUALS AND GROUPS WHO WORK TO CREATE AN INCLUSIVE UNIVERSITY ENVIRONMENT THAT EMBRACES JUSTICE AND EQUITY.
- **University Committee on Diversity** WORKS WITH FACULTY AND STAFF TO IDENTIFY GAPS IN DIVERSITY POLICIES, DEVELOP NEW PROPOSALS/INITIATIVES, AND ENCOURAGES UNITS TO MEET DIVERSITY OBJECTIVES.
- **University Committee on Women** A DIVERSE NETWORK OF WOMEN WHO RESPOND TO WOMEN'S ISSUES ON CAMPUS.

- **Women’s Leadership Consortium** GATHERS LEADERS OF WOMEN’S PROGRAMS AND SERVICES TO FACILITATE COORDINATION OF PROGRAMS AND INITIATIVES AND ENCOURAGES THE ADVANCEMENT OF WOMEN INTO LEADERSHIP ROLES.
- **Iowa Network for Women in Higher Education** A NETWORK FOR WOMEN INTERESTED IN PURSUING LEADERSHIP OPPORTUNITIES IN HIGHER EDUCATION.
- **ISU Advance Program** SERVES TO INCREASE THE PARTICIPATION AND ADVANCEMENT OF WOMEN AND MINORITIES IN ACADEMIC FACULTY CAREERS.
- **Lectures Program** ASSISTS IN BRINGING A VARIETY OF LECTURES, POLITICAL DEBATES, ACADEMIC FORUMS, CULTURAL EVENTS AND ENTERTAINMENT.
- **Program for Women in Science in Engineering** PROMOTES THE PARTICIPATION OF WOMEN IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM) FIELDS.
- **Women’s and Diversity Grant Program** SUPPORTS INITIATIVES THAT WILL ENRICH THE EXPERIENCES OF WOMEN AND DIVERSE FACULTY, STAFF AND STUDENTS.
- **Women’s Center** PROMOTES EQUITY, SOCIAL CHANGE AND SERVES AS A RESOURCE FOR STUDENTS, STAFF AND FACULTY.
- **LGBT Alliance** A STUDENT ORGANIZATION THAT SERVES AS AN EDUCATIONAL RESOURCE FOR THE LGBT AND CAMPUS COMMUNITY.

- **Non-discrimination and Affirmative Action Statement** ADVOCATES FOR EQUAL EMPLOYMENT OPPORTUNITY AND COMPLIES WITH FEDERAL, STATE AND BOARD OF REGENTS RULES, REGULATIONS AND POLICIES RELATIVE TO NONDISCRIMINATION.
- **YWCA of Ames, IA** A MULTICULTURAL WOMEN’S ORGANIZATION DEDICATED TO ELIMINATING RACISM AND EMPOWERING WOMEN.

VEENKER MEMORIAL GOLF COURSE

WOI AM/FM

WOMEN’S CENTER

- **Mission Statement (The Margaret Sloss Women's Center (MSWC))** ADVOCATES FOR INDIVIDUALS AND PROVIDES SUPPORT TO ALL STUDENTS, STAFF, AND FACULTY AT IOWA STATE UNIVERSITY. THE MSWC STAFF LISTENS AND PROVIDES RESOURCES AND REFERRALS).
- **SEXUAL ASSAULT SUPPORT SERVICES**
- **Margret Sloss Gender Equity Award** ACKNOWLEDGES THE COMMITMENT OF OTHERS WHO HELP WOMEN GAIN EQUITY AT IOWA STATE UNIVERSITY.
- **WAGE (Women Are Getting Even)**
- **Women in higher education (Resource)** A NETWORK FOR WOMEN INTERESTED IN PURSUING LEADERSHIP OPPORTUNITIES IN HIGHER EDUCATION.
- **Working Women (National Magazine)**
- **Lee Hadley Scholarship** AWARDS \$1000-1500 TO SINGLE PARENT ADULT STUDENTS STRIVING TO REACH THEIR GOALS.

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- **The Rosenthal Scholarship AWARDS**
\$1500 TO WOMEN WHO ARE STRIVING
TO REACH THEIR ASPIRATIONS.
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Appendix B: Literature on Recruitment and Retention Best Practices

Within the last 40 years, the retention and persistence of college students has become a national imperative (Pascarella, 2006; Tinto, 2006; Seidman, 2005). In an attempt to respond to rapidly shifting demographics in the United States, a number of American post-secondary institutions have conducted evaluations of their diversity efforts (Pascarella, Pierson, Wolniak, & Terenzini, 2004). Moreover, college and universities have become increasingly strategic in addressing key challenges resulting in several American post-secondary institutions taking action to assess the racial, ethnic, and gender make up of their institutions (Aleman & Salkever, 2003).

In 2008, The Association of American Colleges and Universities recognized 32 colleges and universities with exemplary diversity initiatives (Association of American Colleges & Universities, 2008). In an attempt to create a diverse living and learning experience, institutions have focused their efforts on a number of college access initiatives to increase representation of students of color within the student body (Schmidt, 2003). An institution's ability to successfully retain a diverse student population will lead to a dynamic classroom environment where new perspectives can be introduced, enhancing the development of the overall campus community. When institutions effectively synthesize the classroom and campus environments, then and only then will the mission and curriculum become cohesive, and no longer be viewed separate from the institution's identity. Pascarella and Terenzini (1991, 2005) drew four conclusions about the role of an institution's contextual conditions on student learning:

1. Students benefit more from their college experience when there is total campus engagement
2. Involvement in the academic and social life of the institution enhances student learning
3. Integrated and complementary academic and social programs, policies, and practices enhances student learning
4. Students who feel they belong and are valued are more likely to take advantage of institutional resources

To ensure the efficacy of college access initiatives and the academic persistence of students of color, institutions must expand the breadth and depth of the curriculum and move toward a comprehensive culturally pluralistic curriculum. In order to successfully facilitate interactions between students of diverse backgrounds, multiculturalism needs to be introduced into the campus community. Essentially, post-secondary institutions need to cultivate a community where students of all backgrounds can engage in cross-cultural dialogue, thus preparing them to effectively engage the world as global scholars.

Civic engagement, student development and diversity are common themes in the mission statements of American baccalaureate degree-granting institutions (Morphew & Hartley, 2006). These espoused values are central to the institutions ability to create a distinctive community of learning and living, which is necessary when developing a network of scholars with a global perspective. Promoting the participation of cultural and educational exchange through classroom and residential experience will allow students to understand their campus community as a

microcosm of the global society. If senior administration and the academic governing bodies within post-secondary institutions are to commit fully to their mission and social charter, they must address systemic deficits within the academy by sending an unequivocal message that diversity in higher education promotes the educational growth of the individual and society. A descriptive analysis of the liberal arts curriculum will substantiate the claim that the higher educational system is flawed in its current design. It lacks an emphasis on the significance of interconnectedness and the benefits of a multicultural society. To cultivate a cohesive and inclusive campus and classroom dynamic, higher education institutions must infuse intercultural education and move beyond highlighting notable contributions of non-White scholars, but rather promote a critical exploration of works put forth by scholars who have made major contributions to the advancement of the arts, sciences and humanities.

An Exemplar Institution

A number of top-tier institutions are committed to addressing contemporary complexities of multiculturalism. One such example is Grinnell College, an institution that has crafted an approach that moves beyond the numerical representation of students of color, to developing a curriculum that promotes cultural pluralism within the classroom and supplements that with a residential learning experience. Faculty members have recognized the benefits of an educated and cultured society and the institution as a whole is working to effectively engage students to prepare them to be leaders. With a commitment to social responsibility and diversity, Grinnell's President, Russell K. Osgood, with the help of the faculty and board of trustees, set forth a proclamation that the college is uniformly focused on diversifying the academic and social experience as studies have shown a direct correlation between student outcomes and structural diversity¹⁰ (Gurin, Dey, Hurtado, & Gurin, 2002). This notion is not mutually exclusive to the student body; the academy must assert the same commitment to diversity. A central tenant to Grinnell's mission is to engender students with the ability of analytical inquiry—which they apply to the time-honored classical prospectus (Osgood, 2007)—ultimately mitigating the likelihood of producing uninformed, inexperienced scholars.

Grinnell College believes a well-rounded and culturally inclusive curricular and co-curricular experience would facilitate the growth of their scholars, faculty and students, enabling them to engage the world as erudite humanitarians (Grinnell College, Diversity Statement). A task of this undertaking will not happen over night, but the effort and commitment is to be commended. Because a report generated by the North Central Association assessed Grinnell's homogenous community and gave recommendations to increase the number of underrepresented faculty, staff and students as it relates to race and gender, the college took major steps in an effort to do so. Within the last decade, Grinnell has seen a significant increase in Hispanic students, high-level female administrators, and tenure track professors from underrepresented minority groups, while focusing on the recruitment of students and faculty of diverse backgrounds, ensuring that the institution was welcoming of all backgrounds.

¹⁰ Structural Diversity refers to numerical representation of diverse groups (Hurtado, Milem, Clayton-Pererson, & Allen, 1999).

Promoting Cultural Pluralism

An effective way to promote cultural pluralism is to partner with neighboring Minority Serving Institutions (MSI). For example, Fisk University, a historically Black university and Vanderbilt University, a predominately White university of Nashville, Tennessee created the Fisk-Vanderbilt Master's-to-PhD Bridge Program. The collaboration between the two universities will position them to become the nation's leading producer of minority doctoral graduates in astronomy, physics and material sciences, according to Dr. Arnold Burger, a professor of physics and vice provost for academic initiatives at Fisk, the nation's largest producer of African-Americans with master's degrees in physics (Oguntoyinbo, 2010). The program also provides a window into how minority-serving and traditionally White institutions do and can use federal funding to boost minority participation in science, technology, engineering and mathematic fields—with funds set aside for MSIs and through partnerships.

Maximizing the College Experience

In order for college students to maximize the full potential of their college experience, college faculty and administrators need to assist students in building strong connections with their academic and social communities. Kraemer (1997) posits that academic integration through learning communities or study groups is a key factor in the persistence of college students. Curricular learning communities are defined as:

classes that are linked or clustered during an academic term, often around an interdisciplinary theme, and enroll a common cohort of students. A variety of approaches are used to build these learning communities, with all intended to restructure the student's time, credit, and learning experiences to build community among students, between students and their teachers, and among faculty members and disciplines.

According to Kraemer (1997), three key factors of academic integration are formal/informal faculty-student interaction, formal/informal peer-to-peer interactions (i.e. study groups), and study behaviors. Likewise, in a 2008 study of thirteen 2-year and 4-year institutions, Vincent Tinto interviewed students who cited participation in a learning community as influential in helping them adjust to entering a new environment, minimizing concerns about disengagement or disconnectedness to the larger campus community (Tinto, 2008).

In order for degree-seeking college students to obtain a bachelor's degree, they must successfully persist through academic, institutional, and personal challenges (Barrio-Sotillo, Miller, Nafaska, & Arguelles, 2009). One way students overcome these barriers is to establish a community through peer-to-peer interactions, involvement in student organizations, and informal contact with professors. Before doing so, students, particularly racial and ethnic minorities, tend to form relationships once they adjust to the academic rigor. The difficulty of social and academic adjustment is higher amongst ethnic and racial minorities, necessitating additional assistance in order to navigate college environments. Tinto (2006) postulates that students who are actively involved in student clubs and organizations will expand their social network and increase their likelihood of graduating. In particular, African American students benefit greatly from curricular, co-curricular and extra-curricular activities.

When creating strategies to address the needs of ethnic and racial minority students, it is important to develop an approach integrating the known challenges unique to the student and college environment. Instead of using a one-size fits all approach, institutions should design programs to fit the needs of their students. Common suggestions made by scholars and practitioner are: assign students with a guidance counselor to assist in academic advising; a student educational plan or academic “road map to success;” living and learning communities; peer-to-peer mentoring; faculty mentors; ethnic and racial minority speaker series; identity development workshops; college orientation; career services; and partnership with 4-year institutions (Barrio-Sotillo, Miller, Nafaska, & Arguelles, 2009).

Addressing Faculty and Staff

Within the last 20 years, women, people of color, and LGBT persons have been overlooked for positions of leadership in higher education (Jackson and O’ Callahan, 2009). The exclusion of these marginalized groups, also known as the “glass ceiling” affect (Coleman, 1998), manifests in a lack of diversity within the workplace, shifting the attention to the hiring practices at American colleges and universities. While studies show that workforce initiatives in higher education are focused on the inclusivity of women, LGBT persons, and people of color, they are primarily relegated to senior level positions at 2-year colleges and less selective 4-year institutions (Athey et al., 2000; Burbridge, 1994; Jackson & O’Callaghan, 2009; Johnsrud & Heck, 1994). According to Bradburn et al. (2002), in comparison to their White male counterparts, women and people of color are less likely to: a) receive comparable salary and benefits (male faculty earn on average \$13,000 more than their female colleagues); b) work at public doctoral, research, and medical institutions; c) hold full professorships; d) achieve tenure; and e) hold doctoral (or any other terminal) degree (Jackson and O’Callaghan, 2009). If institutions intend to respond to the rapidly shifting demographics of the United States, then the inequalities that exist within the confines of higher education colleges and universities must be eradicated by improving the gender and ethnic composition of their institutions (Jackson and O’Callaghan, 2009; Pascarella, Pierson, Wolniak, Terenzini 2004). Although excluded from higher education in the United States until Oberlin opened its doors to women and African Americans in 1833 and 1835 respectively, women and people of color made great strides in higher education. However, there is much work to be done. To illustrate:

- In 2006, women constituted 23% of all college presidents (King and Gomez, 2007).
- People of Color held 13.6% of college presidencies in 2006 (King and Gomez, 2007).
- Although women hold 40% of faculty and senior staff positions, only 21.1% of all college presidents are women (American College President Report, 2007).
- 35% of Latino presidents are women, and 24% of African American presidents are women
- 84% of presidents, 83% of business officers, and 75% of academic deans are male at colleges and universities (Corrigan, 2002).
- 84% of CEOs on college campuses are White, while 9% African American, 2% Native American, 0.1 Asian American, 5% Latino (ACE)

Best practices for recruitment and retention of faculty of color (Piercy, Giddings, Allen, Dixon, Meszaros & Joest, 2005)

- *Committed and sustained mentorship*: An innovative mentoring program can include diverse faculty supporting one another and sharing survival strategies in an environment that many experience as alien and alienating. The development of a supportive, collegial community is important particularly to underrepresented faculty members.
- *Improving campus climate to support faculty diversity and retention*: Diverse faculty need to feel both appreciated and engaged.
- *Leadership opportunities can help underrepresented faculty feel engaged*: Many minority faculty value the prospect of effecting societal change.
- *Leadership opportunities help to involve underrepresented faculty in the life of the institution and give them an opportunity to make a difference*: It is equally important not to overwhelm faculty of color with activities that are invisible and/or not valued in tenure and promotion evaluations.
- *Participation in program planning*: Including underrepresented faculty in creating and shaping support programs facilitates a deeper commitment to these programs, resulting in more quality programs.
- *A means for complaints to be heard and acted upon is particularly important*: Underrepresented faculty should be able to easily access senior faculty, department heads, the dean, and other senior leadership at the institution.
- *Inclusiveness in retention programs circumvents the appearance of providing special treatment*: It is critical that any climate/retention program should support all new faculty, not just those from underrepresented groups.

ORGANIZATIONAL LEADERSHIP & CHANGE: BEST PRACTICES FROM THE LITERATURE

Adalberto Aguirre, Jr. and Rubén Martínez (2002) offered two heuristic frameworks to guide understanding and conceptualization of the nexus between institutional diversity efforts, higher educational organizations (HEO), and leadership. The first, a framework of practices for diversity, suggests institutions integrate diversity into the organizational fabric by transforming the organizational culture; conversely the second framework conceptualizes diversity wielding in service of leadership practices (Aguirre Jr. & Martínez, 2002). The authors then provided a model for understanding how diversity issues are addressed in concert with the research, academic, and educational contexts of the institution. They concluded that institutions may either decide to fully enmesh, engage, and synergize people, values, knowledges, and epistemologies from diverse and non-dominant backgrounds into the institutional culture. Alternatively, institutions may simply address issues germane to diversity in an à la carte, ad hoc fashion (Aguirre, Jr. & Martínez, 2002).

Transformational Paradigms

Implementing the diversity agenda within the decentralized, loosely-coupled, and change-resistant institutions characteristic of higher education (Simsek & Louis, 1994) is well suited for *transformational leadership* practices (Aguirre Jr. & Martínez, 2007). More importantly however, is the type of change necessary for the diversity agenda to thrive (Kezar, Eckel, Contreras-McGavin, & Quaye, 2008; Kezar & Eckel, 2008; Kezar, 2007, 2008). Higher education scholars have consistently identified *transformational* change, in contrast to managed, unevenly-infused, and convenient change practices predominant in colleges and universities (Aguirre Jr. & Martínez, 2007; Chun & Evans, 2009). In other words, comprehensive actualization of the diversity agenda stipulates that institutions undergo fundamental, core-level change rather than sporadically adopted aspects of the agenda imposed through management.

Leadership Models

Having considered the multivalent strategies for transformative organizational change at the disposal of HEO leaders, Aguirre and Martínez (2007) revisited the leadership for diversity concept through a monograph advancing the diversity agenda mediated by transformative leadership (TL) for transformational organizational change. Quoting Avolio, Waldman, and Yammarino (1991), Aguirre, Jr. and Martínez (2007) situated their argument in favor of transformational leadership thusly:

In a continually changing environment, the long range success of an organization depends on the ability of leadership at all levels to develop, stimulate and inspire followers. Transformational leaders—who offer individualized consideration, spark intellectual stimulation, provide inspirational motivation and engender idealized influence—should be understood and then developed. (p. 16)

Indeed, the rationale behind Aguirre, Jr. and Martínez's preference for transformative leadership over the alternative, transactional leadership paradigm is rooted in the latter's emphasis on empowerment as the core technology behind guiding change. Through empowerment, they and

other scholars (e.g., Tierney, 1988) hypothesize that transformational leaders are able to guide others to reconfigure their, and thus the organization’s, values (Kezar & Eckel, 2008).

Empirical evidence is not however, in total agreement with transformational leadership’s proponents (Kezar & Eckel, 2008). Through their own empirical research and synthesis of change leadership literature, Kezar and Eckel (2008) found that a blend of transformational and transactional leadership methodologies are preferred, and especially so for advancing a diversity agenda. Instead of relying solely on the four core features of transformative leadership (i.e., leader charisma, inspirational motivation, individualized consideration, and intellectual stimulation) diversity leaders should also call upon the transactional leadership toolkit, namely contingent rewards, and active and passive management by exception (Kezar & Eckel, 2008). Briefly, transactional leaders appeal to the self-interest of their subordinates by doling out rewards based on satisfactory performance (contingent rewards), through accountability schemas (active management by exception), and through interventions following a negative outcome (passive management by exception). While research concerning both leadership paradigms have yielded favorable and unfavorable results in support of one or the other, many scholars have found evidence that a combination of both strategies is effective in higher education (Kezar & Eckel, 2008).

A combined model of transactional and transformational leadership paradigms was first described by Bass and Avolio (1997) as the Full Range model. The Full Range leadership model contends that leaders are able to expertly wield both transactional *and* transformational leadership techniques simultaneously in the appropriate situation (Kezar & Eckel, 2008). Chiefly comprised as a combination of both models (see Figure 1), Full Range leadership also allows for “non-transactional” leadership wherein a leader chooses to avoid action (Kezar & Eckel, 2008). Contrary to the suppositions of Aguirre, Jr. and Martinez (2007) and Tierney (1988), Kezar and Eckel’s (2008) empirical investigation of the leadership practices for advancing an institutional diversity agenda found that among the 27 participating executive-level leaders, both transactional and transformational leadership paradigms were successful. While each president employed one paradigm’s tools in ways more effectively than the others’, evidence suggests that situations and contexts of key importance to deciding which paradigms’ tools to deploy and when, underscoring an essential best practice for diversity change leaders: institutional self-assessment.

Figure 1. Kezar & Eckel’s (2008) Comparison of Three Leadership Models

Transactional Leadership	Transformational Leadership	Full Range Model of Leadership
Contingent rewards	Idealized influence	Contingent rewards
Management by exception (active)	Inspirational motivation	Management by exception (active)
Management by exception (passive)	Intellectual stimulation	Management by exception (passive)
	Individualized consideration	Idealized influence
		Inspirational motivation
		Intellectual stimulation
		Individualized consideration
		Non-transactional leadership

Transformational change

In arguing for a transformational change (TC) model approach to diversity, Aguirre, Jr. and Martinez (2007) situate the TC model in contrast to a *co-optative* model approach. Grounded in a rational-bureaucratic management model, co-optative change models seek to fit perceived external threats to the institution's extant cultural order. Premised on two axioms, rational bureaucracies operate assuming: (a) that organizations are homogeneous; and (b) that external environments are threatening, necessitating the co-opting of certain external elements to guide the institution's adjustment to external forces (Aguirre, Jr. & Martinez, 2007, p. 57). Co-optative change and rational-bureaucratic management models have arisen in response to contemporary shifts in the public and private higher education funding, discourse, and policy arenas. These changes have resulted in a shift away from traditional, collegial models of institutional governance and decision-making toward a more self-preservationist, rational bureaucratic approach to administration. In the face of significant pressure to transform already slow, and change-resistant HEOs, additional external pressures including changes in social values, demands by corporations and industries, and demographic trends in favor of the equitable inclusion of diversity have prompted HEOs to respond by managing diversity, rather than changing *for* diversity (Aguirre Jr. & Martinez, 2006, 2007; Chun & Evans, 2009; Kezar, Eckel, et al., 2008; Kezar & Eckel, 2008).

The response of a co-optative model for diversity in HEOs is widely-observed, and succinctly described through two examples proffered by Aguirre, Jr. and Martinez (2007); first, Brayboy (2003) describes a typical institutional reaction to diversity: "offer new courses on diversity, hire a few faculty of color, assign these faculty to cover committee assignments, work with students of color, serve as role models, and offer helpful suggestions on how to be a more user-friendly institution to all the students, including the ones of color" (p. 73). Second, Ingle (2005) proposes organizational changes for diversity be made in way similar to a capital campaign, with a clear set of goals, benchmarks, measures for assessing progress toward those goals, and a communications strategy. While indeed these components comprise elements of transformational change, simplistic multi-step frameworks for animating the diversity journey that originate from a rational bureaucratic approach will ensure only that the diversity agenda and diverse campus community members are only co-opted *into*, rather than integrated as a *part of* the institutional fabric (Aguirre Jr. & Martinez, 2007).

Transformational change then is argued by Aguirre Jr. and Martinez (2007) as the manifestation of higher education's recognition that social justice calls for greater and broader inclusion of historically excluded groups through changes in organizational climates and cultures (p. 58). Other scholars, such as Kezar and Eckel (2002b) concur that organizational culture is the domain of transformative organizational change. Further underscoring the importance of organizational culture's malleability in order to achieve transformational change, Kezar and Eckel (2002a) offer a transformational change framework derived from case studies of six institutions participating in an American Council on Education program focusing on institutional change. Kezar and Eckel (2002a) identified seven strategies for facilitating the transformational change process. Their model, situated within a teleological (or planned change) paradigm assumes that organizations operate in both adaptive and intentional ways and typically change through a dynamic process that includes goal-setting, planning, assessment, and modification (Kezar & Eckel, 2002a). Further characterizing their teleological change model is a reliance on change-oriented incentive

and reward structures, engagement and analysis of organizational stakeholders, and strategy development, among other variables (Kezar & Eckel, 2002a). Moreover, Kezar and Eckel (2002a) characterize their model, and other higher education-focused teleological change models, as “both explicitly and implicitly shap[ing] [the] thinking and perceptions of organizational behavior” (p. 297).

Organizational Culture

Implicit in their model is a focus on changes in organizational culture, which, as numerous institutional cultural models suggest, provide both the impetus and guiding force behind organizational actor behavior (Aguirre Jr. & Martinez, 2007; Chun & Evans, 2009; Keup, Astin, Lindholm, & Walker, 2001; Kezar, 2001c; Schein, 2006; Tierney, 1988). While scholarly and practical disagreements over the precise dimensions of organizational culture persist, Keup and colleagues (2001) identified “institutional structures; norms, customs, and behaviors; and, most importantly, values” (p. 22) as culture’s conceptual common ground. As indicated previously, organizational culture is conceptually complex as is any scholarly or practical analysis thereof; however, Jennifer Keup and her colleagues (2001) present a review of three additional models for understanding organizational culture. First, Keup and associates (2001) present Ken Wilbur’s (1998) heuristic for conceptualizing the dimensions of inter-personal and collective action. Wilber (1998) suggests that all four quadrants (Individual-Interior; Individual-Exterior; Collective-Interior and; Collective-Exterior) are inseparable, and that each informs the other. In their application of Wilber (1998), Keup and colleagues (2001) concur and note that Wilbur’s (1998) model closely reflects those derived to explain HEOs. That is, Individual-Interior (personally-held values and perceptions) inform and are informed by the Collective-Interior (i.e., organizational culture), which in turn reflect and guide the Individual-Exterior (i.e., personal behavior), and that the collective sum of the reciprocal relationship between all three manifest through and within the last, Exterior-Collective (i.e., organizations) (Keup et al., 2001, pp. 22-3).

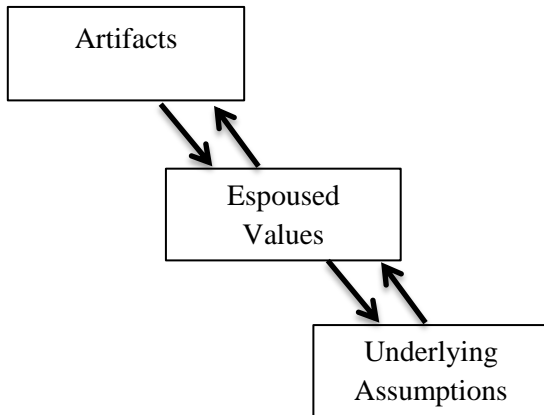
Figure 2. Based on Wilber (1998)

	Interior	Exterior
Individual	Psychological element	Personal behavior
Collective	Cultural component	Social aspect

Source: (Keup et al., 2001, p. 23; Wilber, 1998)

Second, Keup and colleagues (2001) present Edgar H. Schein’s (2006) ubiquitous model for understanding organizational culture, the sum of which is comprised of three levels: (a) core assumptions, (b) espoused values, and (c) artifacts.

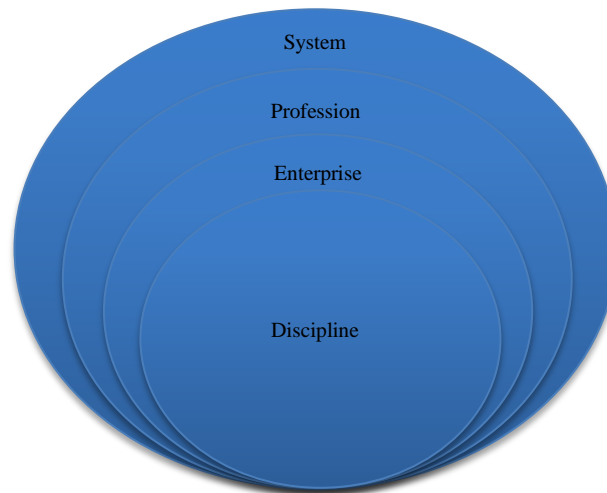
Figure 3. Schein's (2006) Three Levels of Organizational Culture



Source: (Schein, 2006, p. 26)

Schein's (2006) model presents an understanding of organizational culture as outwardly represented by visible "artifacts." Artifacts manifest in several ways but may be understood as the structures (physical or interpersonal) or symbolic process and customs that make up an organization's environment or practice (Keup et al., 2001). Artifacts arise from an organization's espoused values, which can be found through organizational mission statements, stated goals, or other strategic planning processes. Finally, and most importantly, the model accounts for the underlying assumptions of an organization. Often unexamined, the underlying assumptions of an organization form the driving force behind what is viewed as organizationally important, thus guiding not only the production of the espoused values and eventually artifacts, but also contribute to the reciprocal relationship between organizational actor's assumptions, values, and behaviors and the organization itself (Keup et al., 2001). Schein's (2006) three-level model for understanding organizational culture helps to situate the processes at work within Wilber's (1998) Collective-Interior quadrant. Finally, Keup and colleagues (2001) present a visual model of Burton Clark's research on subcultures in academe. Presented as a series of four nested circles, academic subcultures radiate outward in terms of institutional size and influence beginning with discipline, then enterprise, profession, and system.

Figure 4. Clark's Academic Subcultures



Source: (Keup et al., 2001, p. 29)

A faculty member's discipline comprises the core of his or her culture. Disciplinary cultures can be considered vestiges of cultures and socializations passed down through graduate training and other experiences within the faculty's past. Second, the enterprise subculture was identified by Keup and others (2001) as being the domain of primarily the institution's administrative class, followed by professional subcultures, which typically form the secondary subculture for faculty, especially in research institutions. Finally encompassing the three former subcultures is the system, or for these purposes, the organization (Keup et al., 2001). Importantly, the distinctions drawn between disciplinary, enterprise, and professional subcultures have been identified as a source for an increasingly stark faculty-administrative class divide, and as a source of organizational discontinuity (Keup et al., 2001).

Considered together, the three models presented above help to more fully conceptualize the complexity of organizational culture. The models illustrate the reciprocal relationships between personally-held beliefs and assumptions, and the collectively-held beliefs and assumptions fostered by the organizations to which he or she belongs (Figures 2 and 3), and how institutional subcultures may overlap and co-exist within an institution without explicit connection beyond a shared connection to the larger system (Figure 4). Finally, generating a clearer picture of the micro and meso organizational components that combine to generate the larger, or meta organization is an essential ingredient in accurately conducting an institutional self-study or audit (Keup et al., 2001). Concurrent with other scholar's conclusions, specifically Chun and Evans (2009), Eckel, Green, Hill, and Mallon (1999) and Kezar and Eckel (2002a, 2002b), careful study and analysis of organizational culture is essential to building a strong foundation for transformational change, and for minimizing the risk of developing strategies for advancing change efforts which are organizationally countercultural.

Transformational change models

In contrast to co-optation, TC offers institutions of higher education a model for identifying and developing common missions, goals, and strategies for change, even within contexts and in the face of significant resistance (Aguirre, Jr. & Martinez, 2007). Moreover, a TC model response to

diversity reaffirms an institution's primary mission of teaching and learning by underscoring the diversity agenda's role in preparing and developing students to be effective citizens and leaders in an increasingly diverse and globalized world (Judkins & Lahurd, 1999). At its core, TC models seek to not to change "diversity" and diverse people to fit within the extant institution, but rather seek to adjust the institution to increasingly diverse constituents, values, and societal goals (Aguirre, Jr. & Martinez, 2007). The techniques for TC model implementation are numerous, although at its core advancing the diversity agenda requires a reimagining of institutional missions to be inclusive of diversity, the embrace of conflict, which contributes to institutional learning, and a reorganization and reconceptualization of diversity as an essential learning technology (Chang, 2002). In sum, TC models are especially conducive for cultivating a responsive and adaptive environment for the diversity agenda.

As a best leadership practice, transformative models have been demonstrated to be effective for HEO leadership (Aguirre Jr. & Martinez, 2006, 2007; Astin & Astin, 2000; Bass, 1990; Brown & Moshavi, 2002; Bryman, 2007; Eckel et al., 1999; Eckel & Kezar, 2003a, 2003b; Kezar, Eckel, et al., 2008, 2008; Kezar & Eckel, 1999, 2008; Kezar, Glenn, Lester, & Nakamoto, 2008; Kezar, 2000, 2001a, 2001b, 2001c, 2003, 2007, 2008, 1998; Rankin & Reason, 2008; Spendlove, 2007) and in both non-academic public and private industries (Bommer, Rubin, & Baldwin, 2004; Cavazotte, Moreno, & Hickmann, 2012; Dionne, Yammarino, Atwater, & Spangler, 2004; Kearney & Gebert, 2009; Myers & Wooten, 2009; Pillai & Williams, 2004; Tims, Bakker, & Xanthopoulou, 2011; Wang & Howell, 2012; Zhu, Avolio, Riggio, & Sosik, 2011). Effective, transformational change and transformative leadership are not a panacea; rather instead they are two strategies for leading and institutionalizing significant change. The complexity of academe and its diffuse cultures, governance models, and systemic constructions necessitates that strategic diversity leaders undertake a careful study of the many academic change (see Kezar, 2001c for an overview) and leadership models (see Kezar, Carducci, & Contreras-McGavin, 2006 for a comprehensive review).

Identifying a series of "best practices" for implementing the diversity agenda presents two significant challenges for both researchers and practitioners. First, the idea of a "best" practice assumes broad applicability, and reproducibility. As an emergent lens through which to evaluate leadership and organizational change, scholarship on the application of TC models for diversity is limited.¹¹ Second, as intimated above, HEOs are highly complex and diverse social and structural organisms. Various forms of institutional control, decision-making, governance structures, and authoritative control contribute to the higher education arena's complexity. Academic leadership and institutional change scholars thus emphasize the criticality of institutional self-study as a foundation for identifying, adapting, and implementing leadership practices for institutional change (Chun & Evans, 2009; Eckel & Kezar, 2003b; Kezar et al., 2006; Kezar, 2001c). Through the process of assessing institutionally contingent cultures, values, capacities, and attitudes, leaders animating the diversity agenda arm themselves with the appropriate context and knowledge necessary for effective diversity change leadership practice.

¹¹ To date, Adrianna Kezar and Peter Eckel's (2008) examination of transactional and transformational leadership forms accounts for the only empirically-grounded examination of effective leadership models for campus diversity initiatives.

Identifying Best Practices for Transformational Change for the Diversity Agenda

Drawing on the longitudinal study conducted as a part of the American Council on Education Project on Leadership and Institutional Transformation, scholars Eckel and Kezar (2003b) compiled a comprehensive report on institutional transformation strategies. Grounded in Eckel, Hill, and Green's (1998) definition of transformation, Eckel and Kezar (2003b) operationally conceptualize institutional change as transformation that "(1) alters the culture of the institution by changing underlying assumptions and overt institutional behaviors, processes, and structures; (2) is deep and pervasive, affecting the whole institution; (3) is intentional; and (4) occurs over time" (p. 17). Additionally, Eckel and Kezar (2003b) caution readers against conflating transformational change with other change paradigms, including strategic change; chiefly, the authors remind readers of the definition of strategic change as the culmination of intentionally selected shifts in decision-making, policy-setting, and scope rather than through an organizationally pervasive examination and recasting of values, orientations, and attitudes. Though substantively different, strategic change and transformational change do feature similarities, most important of which is a reliance on incremental changes, rather than a radical reorientation (Eckel & Kezar, 2003b). The distinction between strategic and transformational change is drawn here, as it is vital to establish the difference between *strategic diversity leadership* as an amalgam of TL and TC models as a method for advancing the diversity agenda, and not as a conflation, nor confusion of *strategic change* and *transformational change* approaches to institutional change. Strategic diversity leaders draw upon multiple change technologies in an intentional way; that is, the strategic diversity leader will deploy a comprehensive and complex understanding of micro, meso, and macro institutional and environmental climates and contexts to employ appropriately-weighted and applied methods and models toward the advancement of diversity.

Modes of Transformational Change

Enthusiasm for TC is driven by both empiricism and presumption. Scholars such as Aguirre, Jr. and Martinez (2007), Chun and Evans (2007), Eckel and Kezar (2003b), and Kezar (2007) have offered models and suggestions advancing the diversity agenda through transformational change. In this section, two of these models are presented, accompanied by both supportive and illustrative examples from empirical research.

Aguirre, Jr. and Martinez Model

In their 2007 ASHE-ERIC Higher Education Report *Diversity Leadership in Higher Education*, Adalberto Aguirre, Jr. and Rubén Martinez develop a case for advancing the diversity agenda in colleges and universities as a transformational institutional change best led by through a transformational leadership model. They argue that institutions of higher education in the United States face the imperative of diversifying their environments and, most importantly, their cultures as a matter of both existential and nationally strategic importance. Moreover, Aguirre, Jr. and Martinez (2007) advance a strategic rationale favoring transformational leadership models over others arguing that transformational leadership strategies are crucial to the kind of cultural change HEOs need to undertake.

While Aguirre, Jr. and Martinez (2007) did not present a model *per se*, they did promote fostering transformational organizational change through transformational leadership practices. Further, Aguirre, Jr. and Martinez (2007) present a number of strategies for higher education

leaders to consider when implementing their diversity agenda via a transformational organizational change paradigm (see Appendix A). Briefly, Aguirre, Jr. and Martinez (2007) suggest leaders consider a number of areas when developing a transformational change strategy, including: attention to higher education's historical approach to diversity; traditional and emergent management and leadership practices related to diversity; development of institutional and interpersonal readiness and awareness of diversity issues; and improvement in diversity leaders' capacities vis-à-vis leadership practices and diversity competencies. Unique to Aguirre, Jr. and Martinez's (2007) approach is the considerable emphasis placed both on the historical legacy as an approach to diversity and to the development of leadership and diversity competencies among diversity leaders. Importantly, recognizing the historic roots of oppression, bias, and exclusion in global and American cultures and societies—and in particular, institutions of higher education—is essential to understanding the contemporary context of diversity, and then developing strategies to change it (Kezar, 2001c).

Chun and Evans Model

The second set of practices, loosely organized into models, was presented in Edna Chun and Alvin Evans' (2009) ASHE Higher Education Report *Bridging the Diversity Divide: Globalization and Reciprocal Empowerment in Higher Education*. Based on the understanding that truly inclusive campuses can be created by ameliorating the adverse effects of “behavioral and organizational barriers to diversity” (Chun & Evans, 2009, p. 3), their monograph focused on fostering *reciprocal empowerment* as a vehicle for change (Chun & Evans, 2009). Briefly, Chun and Evans (2009) drew upon Isaac Prilleltensky and Lev Gonick's (1994) definition of reciprocal empowerment as “comprised of three powers: the power to define one's own identity (self-determination), the power to give oneself and others adequate resources (distributive justice), and the power to give oneself and others a voice (democratic participation)” (p. 3). Chun and Evans (2009) then describe reciprocal empowerment as “a core ideology” that can “foster the transformational change needed to attain true diversity and is an essential element in an organizational identity that transcends periodic environmental shifts” (p. 21). The authors then explicate the definitions behind each of the three components of reciprocal empowerment (Chun & Evans, 2009, pp. 21-2):

1. *Self-determination* is the capacity for individuals to define themselves as they truly are, including their positive *and* negative qualities;
2. *Distributive justice* is the reallocation of resources and opportunities stemming from the systematic deprivation of such resources by dominant forces in society (e.g., among minority higher education administrators through restriction of adequate support, withholding of resources, or intentional exclusion); and
3. *Democratic participation* requires authentic inclusion in decision-making processes; in other words, reciprocal empowerment relies on the two above-listed qualities and on the ability for those in positions of authority from traditionally-excluded groups to play an active role in developing and setting institutional policies, procedures, and directions.

Chun and Evans (2009) further situated reciprocal empowerment within the context of Joe Feagin's (2006) framework of institutional racism and demographic trends which hold that

historically minority racial and ethnic groups will, within this century, become the aggregate majority (see Appendix C). Lastly, Chun and Evans (2009) presented Gretchen Spreitzer's (1995) model of psychological empowerment, a concept closely-aligned to the model of reciprocal empowerment presented above (see Appendix D). Within Spreitzer's (1995) model, psychological empowerment emphasizes: (a) locus of control (wherein individuals enjoy some control over their environments); (b) self-esteem (generated when individuals perceive themselves as contributing value to an organization); (c) access (valuable information is made available to an individual); and (d) rewards (to accrue for satisfactory performance) (Chun & Evans, 2009, pp. 24-5).

In sum, Chun and Evans (2009) argued that institutions committed to the transformational changes required of the diversity agenda will strategically design policies and practices to address or enhance issues arising from the three above-presented models and apply them to a series of six guiding principles for effective *talent management*. Briefly, Chun and Evans' (2009) *talent management* principles suggest that strategically minded institutions foster working environments that display compassion, are inclusive, and reflect changing demographics through intentional, ongoing, and prospective recruitment and retention of diverse employees as a vehicle for achieving diversity excellence (pp. 32-5). Next, Chun and Evans (2009) argued that in order for institutions to be successful in achieving the goals of the diversity agenda, institutions must first self-analyze their existing diversity capacities. The areas necessary for a comprehensive diversity self-study, as suggested by Chun and Evans (2009) are: (a) the structural, or demographic dimensions of diversity; (b) leadership's and existing strategic capacity for diversity (e.g., institutional leaders such as the president, Chief Diversity Officer, and existing diversity plans or strategic documents); (c) organizational learning practices and capacities; (d) institutional climate and culture; and (e) organizational structures and systems in place for supporting diversity efforts (pp. 37-66).

Finally, Chun and Evans (2009) provided an extensive list of promising practice frameworks for "orchestrating the process of cultural change" for diversity (p. 67). While an inclusive listing of these processes can be found in Appendix E, along with Chun and Evans' (2009) supporting citations, a number of recommended efforts are worth highlighting. Several of Chun and Evans' (2009) recommended practices for enacting cultural change for the diversity agenda include leveraging and reconfiguring existing institutional human resources in new ways. These suggestions include: create diverse work groups and teams, develop affinity or support groups for historically-underrepresented communities, train supervisors to be more cognizant of historical oppression, develop mentoring programs, and cultivate effective allies to support the cultural changes required of the diversity agenda.

APPENDIX C: UNABRIDGED RICH NARRATIVE TEXTS

OVERVIEW

For this Diversity Audit, data were collected through the use of face-to-face interviews one-on-one and in focus groups, as well as through the use of an automated interview system. The interviews were administered both on-site in-person and telephonically. To develop our pool of participants, we sent e-mails to groups with a vested interest in the future of ISU, including students (undergraduate and graduate), professional and scientific staff, merit staff, administrators (lower, middle, and upper), faculty (tenure track and non-tenure track), alumni, corporate recruiters, and key local community representatives. Upon receiving the names, each potential participant was sent an e-mail explaining the purpose of the study and assuring confidentiality. Phase One participants were either interviewed face-to-face individually or were a part of a focus group. Phase Two participants received an e-mail request that included a toll-free number linked to the automated interview system. The individual interviews typically took approximately 30 minutes to complete and the focus groups took approximately 1 hour and 15 minutes. This data collection process yielded a pool of 533 completed interviews conducted one-on-one, in focus groups, as well as through the automated system.

Using Conrad's (1982) constant comparison method, emergent themes were analyzed after all data were submitted to the web-based data collection site. Themes of particular interest to the researchers were those associated with elucidating the research objectives for this study. These themes were labeled and described independently by the researchers. These themes and their descriptions were then cross-verified by the researchers together, re-labeled, and defined. Each researcher then re-examined the original transcripts for separate verification of the presence of the emergent themes. Original transcripts from these data were extracted as supportive evidence for the existence of each theme. The researchers together combined findings from the separate analyses to produce a final description of each theme, along with their properties and dimensions. The following section provides results in the form of rich narrative texts that informed the summary of the ISU Diversity Audit provided in the earlier portion of this document.

Promoting Diversity and Equity on Campus

Participants from across the interviews noted that the institution currently has efforts and policies in place to address many diversity and equity issues. Many diverse groups have found community and representation through affinity groups. Likewise, the overall perception of a strong commitment and attention to diversity efforts on behalf of the institution and fellow university employees contributes to a general sense of satisfaction related to diversity, equity and inclusion. However, some areas for further attention emerged from the data as well, including a more cohesive set of institutional policies addressing diversity issues and consideration of a Chief Diversity Officer position to help ensure cohesion. The most salient themes that arose during the data collection process concerning the promotion of diversity and equity on campus included the following observations: (a) a commitment to action regarding diversity is unevenly acknowledged; (b) the organizational culture is viewed as a barrier; (c) disparate opportunities vary depending on group membership; (d) diversity programs and initiatives are available but narrowly utilized by campus groups; (e) self-constructed and organized spaces are key for diverse groups; and (f) CDO/Centralized strategy a lightning rod topic of consideration.

A Commitment to Action Regarding Diversity is Unevenly Acknowledged

Institutional-level commitments to fostering an equitable, inclusive, and diverse university community are apparent to faculty, but only somewhat apparent to students. As it relates to students, ISU is in some ways diverse but not well integrated in that racial/ethnic groups (including LGBT communities) typically congregate together, join organizations together or live together. For faculty and staff, participants perceive diversity matters to be positively addressed within the institution, although they also acknowledge the awareness and commitment is varied across groups on campus. As one participant from a governance focus group posited:

I think it's a range of experiences that we all have. Now, there are some people who are very aware of gender and diversity issues and try to interact with students and other staff being mindful of those issues.

The same participant then added:

But there are some people who have no clue of what diversity means or even how to interact with international students or international staff. I think that upper administration is committed to making diversity and inclusion a part of the culture here, but we are missing a link in the middle when you talk about supervisors or deans who may not be committed or aware of those issues.

This participant noted that although many individuals within the institution are personally aware of, and therefore sensitive to diversity issues, if an individual is not personally inclined to be aware of, or sensitive to these matters, little institutional support is provided to help coach the individual. Another governance group participant shared:

There is no formal training in diversity or any other capacity.

On the other hand, a participant in a faculty and staff affinity group mentioned he annual pay equity exercises conducted within departments as a noteworthy commitment to action related to retention:

I appreciate the attention that's been given to equity during salary time every year. Equity is a top piece that's in there, not just merit and not just retention, but equity. We do an equity study of our staff every year, to make sure. Last year one of our faculty had an increase because she was lured away elsewhere and I kept her. So, I had to raise all the faculty salaries so that we had equity.

Other commitments to action that add to the university's diversity infrastructure and practices include professional development activities related to diverse and underrepresented faculty. One governance focus group participant offered:

The Provost's office provides regular workshops for chairs, and they often address issues like faculty advancement and promotion and tenure. In my college, we do a series of four workshops with faculty, though these are not 'specific' to minority faculty, addressing different stages in the faculty career.

Another faculty and staff affinity group participant added:

From the perspective of the small college within this university, I would prefer to see more centralized resources. I think we already have diversity workshops for our instructors. I brought that up in this committee and we received a couple of business cards from people who are willing to do that [workshops]. But apart from that, I had no idea where to go on campus to find that kind of resource.

As indicated above, there is an acknowledged commitment to action regarding the promotion and acknowledgement of diversity endeavors at ISU. However, it is not clear that this commitment is pervasive throughout every aspect of leadership and administration (i.e., upper, middle, and lower administrative levels).

Organizational Culture Viewed as a Barrier

The decentralized nature of the university results in an uneven implementation of broader values related to institutional diversity and climate efforts. Throughout the interviews and focus groups, concerns pertaining to diversity resources, both budgetary and non-budgetary, arose wherein there is an uneven distribution of diversity-related efforts. At a time where institutions are being asked to do ever more work with increasingly constrained budgets, some participants noted that diversity efforts have suffered. A participant from the faculty and staff affinity focus group noted that administrative diversity efforts are constrained to the Vice President of Student Affairs position, and that those efforts are currently executed without a budget allocation. A solution offered was the creation of a Chief Diversity Officer role. Some participants noted that it is important for a Chief Diversity Officer to not only manage institutional monetary resources, and to develop institutional diversity capacity, but to work to integrate some of the existing diversity-related infrastructure to leverage the university's current resources to help integrate institutional diversity efforts. Accordingly, one faculty and staff affinity group participant noted:

If you have someone who's in the president's office and say, chief diversity office for the university, there needs to be some mechanism where they are involved in a meaningful discourse and relationship with individuals from the Dean of Students, from the Graduate College, and from all the academic colleges. I think there needs to be a cross-talk about issues for faculty, for staff, for students and undergraduates.

This participant, and many others, explained how the organizational culture of ISU sometimes prevents the effectiveness of broader values related to diversity. Another faculty and staff affinity group participant discussed how a position or a process could be created to streamline existing efforts that might address some barriers within the current organizational structure at ISU. This participant added:

I think it's necessary that a person is in charge of an organizational chart of all things related to diversity. It could be a position that assists and aids the already good programs that are out there... not that this person would supervise the director of multicultural student affairs or anything like that. But there could be an area where you knew you could go and get support, and you would know that a person is committed to it. I don't think it has to be a different structure, or that the decentralization now all of a sudden has to funnel up to one person. I don't know that that has to happen.

Ultimately, there are a range of resources and endeavors for promoting and encouraging diversity at ISU. Among these are affinity groups. While these can be seen as assets to the university, the organizational culture of ISU can serve as a barrier. In other words, there are areas where efforts are viewed as particularly strong but other areas that seem to be under resourced. As a result, the broader values that the university holds with respect to promoting diversity are unevenly represented in pockets of the university community. A suggested solution was the centralization of diversity efforts.

Disparate Opportunities Vary Depending on Group Membership

While staff is the largest group at ISU, participants could not delineate any clear opportunities for professional development related to diversity. Participants indicated that there was little done for staff in this regard. Additionally, participants felt as if they had little to no options with respect to diversifying the workforce. A senior-level administrator familiar with staff recruitment efforts reported some challenges with the local and state pool of available candidates as well, noting:

In large part our gender diversity was driven by Merit Staff, and we don't get to select. There are rules related to who gets hired, and so it's very, very rare to even have that as an opportunity for selection. It was very difficult to get a diverse pool, because the level of jobs that we were normally hiring for were regional recruitment and the pools weren't diverse enough. Someone isn't necessarily going to move here for a mid-30's [thousand dollars] kind of a job, or even low 40's [thousand dollars]. I don't know, so much of the Registrar staff specifically was Merit, that it's hard to get diversity.

The organizational culture at ISU is structured in a way that emphasizes diversity efforts surrounding students and faculty, with little attention paid to staff. Furthermore, the viable candidates for staff positions are local in nature and are representative of local demographics. These demographic groups are primarily drawn from majority populations, which limits the probability of having diverse staff members while undermining the imperative for professional development related to diversity.

Diversity Programs and Initiatives Available, But Narrowly Utilized by Campus Groups

There are a fair number of diversity-related programs and initiatives on campus, but campus groups do not fully engage with all of these efforts. Attendees are often homogenous in nature and are typically participants from the same group, according to participants. Better integration and greater knowledge of available resources are necessary for broader dissemination. One student participant captured such sentiments accordingly:

I think with racial ethnic groups you probably see more of them going together, joining organizations together or living together; as well as with the LGBT community.

Additionally, students posited that diversity-related living and learning communities usually result in same-race or same-sex attendance (even if minority groups are represented). These efforts therefore create a space for diversity programs but lack the necessary elements to create a diverse fully integrated environment. As one student participant said:

I know some places are more highly concentrated with Asian populations and some are concentrated with high White populations so in that sense there are sometimes stereotypes of people living in certain places and I don't know if that is because the cost of the living in that environment or if that is the preference of the living environment.

Students expressed difficulty reaching beyond their homogenous environments in a variety of ways. Mainly, students expressed challenges relating to other demographic groups. Many of these struggles involved students transitioning from one particular location to ISU and difficulties relating to people from diverse locations (e.g., international students). One student participant explained:

I think that there is a lot of cases of, if there is intermingling, it being hard for somebody like me who is a small town Iowa guy to relate to an international student. It's hard for them to rely on me to be an understanding person. So a lot of times they would go with other international students.

Overall, students posited that ISU is a very progressive university that is accepting of varying points of view. Students also felt like the university is supportive “for the most part” as it relates to that “type” of diversity. While progressive and open to conversations around diversity and change, the students posited that the process of connecting the rhetoric with resources is not always clear. Moreover, fostering integration remains a challenge, according to student participants.

Self-Constructed and Organized Spaces Key for Diverse Groups

Graduate student participants indicated that their experiences were largely self-regulated through their student organizations and academic departments. The living and working environment is not conducive to graduate students of color according to participants and they did not see a central university role in shaping their experiences. The social reprieve that may be necessary as a result of rigorous graduate study may be missing from ISU, forcing students to either get in and get out, or leave prior to degree completion. As one graduate student participant said:

There is not really an environment conducive for graduate students. It's only like one location a lot of graduate students go to but that is about it. So as far as the social life aspects, there is not really much of one. But from our standpoint you came to get that degree.

While graduate students seemed to be very pleased with the educational aspects of their experiences at ISU, participants posited that there were little to no resources that assisted them socially. Another participant offered similar sentiments:

There is nothing that gets you out of that school zone or that school mentality so it kind of drives you a little crazy. From what I know, people here just get in and get out.

Additionally, outside of their academic departments, graduate students expressed that they had particular concerns regarding their experiences outside of class. In many cases, students only build relationships with faculty on their committee and do not readily have good experiences with faculty beyond of their committee. Ultimately, it is a long and difficult process for some students to find where they fit in at the university. As one graduate student participant expressed:

For me, the only faculty that I have made a lot of connections with is the faculty that is on my committee. But for other faculty, there's been situations where I will email a faculty member and never get an email back two weeks later or three weeks later. So I feel that there is a disconnect there. And for me being a student, you kind of look at the politics behind things. So for me it's been a little struggle where I am still trying to see where I fit here at this institution.

However, graduate students lauded programs (e.g., the graduate college) for the work they are doing in attempting to provide resources for graduate students of color. However, students overall feel like the university does not do a good job at addressing the needs of graduate students of color. Although the participants commended the university for its efforts bringing students to the institution, the real issue resides in maintaining support for students once they arrive. Students expressed feelings of isolation and many forms of micro-aggressions. Moreover, discussing these diversity-related issues remains challenging as participants' often feel their discussions around social justice issues get disregarded.

CDO/Centralized Strategy a Lightning Rod

A clear line of division emerges with any discussion of a centralized strategy, such as a Chief Diversity Officer. Those who have been on campus the longest and/or are positioned in senior-level roles across campus are adamant that a centralized strategy would fail. In stark contrast, individuals who are newer to campus and are situated in mid- to lower-level positions feel strongly that the lack of a centralized strategy or office is the chief reason diversity efforts on campus appear stagnant.

According to some participants, the creation of a Chief Diversity Officer position was noted to be an institutional step that could benefit the university in taking the conversations, policies, and generalized valuation of diversity from dispersed implementations and values, to one with university-wide reach. Within this position, one faculty affinity group member noted that many of the institutional methods of addressing challenges associated with diversity issues could become centralized, helping to eliminate inconsistencies associated with the decentralized nature of the institution. This participant stated:

If you look at an institution with our climate, the institutional level does not have someone that focuses on attention to diversity. It is really important to the institution to make sure the president has guidance at that level. I think where we struggle is we have been so decentralized for so long, the question then becomes... who's going to report to them who's going to structure them? We could increase institution collaboration, increase visibility, increase institutional priorities if we had someone at the institutional level; at the president level that focused on diversity. Whomever it may be, there needs to be someone with that lens and those ears that can provide that context. There is not that collaboration or institutional vision of what diversity is, and what diversity should be or could be. Build that road and help provide guidance.

Another faculty participant stated:

A chief diversity officer is pretty standard among our peer institutions and the Big 12. We are like one of the few ones that don't have that.

The creation of a Chief Diversity Officer position, with responsibilities for implementing an institution-wide, cohesive set of policies related to diversity and equity, would further aid in establishing a wide-spread institution-level commitment to diversity, as well as to ensure a more equitable and consistent application of diversity policies and practices according to participants. In addition to the implementation of institution-wide diversity-related training, one policy that is inconsistently applied concerns childcare and maternity leave. A faculty affinity group participant recounted:

When you're trying to recruit somebody, I've been in the situation where I've been asked about maternity leave; we don't have any. I've had women ask about childcare and I've always had to say that it's virtually impossible. You have to wait a long time, and the childcare committee tried to figure out solutions but there's really no way forward on it. But I'd say for women candidates, who are married and don't have children or who have a child and they'd like to have another, it's a huge question. And the maternity leave situation is embarrassing.

The same participant explained that university-based childcare is difficult for faculty and staff to obtain because students are given priority, and often all available spaces are taken. Conversely, another participant from a governance group posited:

Well the perspective I come from is, I was a single mom when I started and I think one way the university makes it easier for single parents to contribute is there is excellent childcare available on campus and sick child care as well. So if you have a child who is mildly ill, there is somewhere you can bring them so you can still work and be part of whatever you have going on here. It's a little expensive and it's not enough spaces at times, but it is there and that's very helpful.

While some participants noted the lack of an institutional maternity leave policy, another added further clarity of the situation by explaining maternity leave can be made available, albeit on an individual and inequitable level. This governance group participant explained:

We don't have [a maternity leave policy] here. So it's all by departments. I can be in the civics department and they give me leave, and I can be in the English department and they tell me I can't get leave. That is a policy they tried to work on since I've been here and it's never been fixed, which is 16 years. That's an issue but apparently our administration supports it. But it is not supported by the university of Iowa [regents]. We are at an institution where we have one board of regents for three institutions. And it is not going anywhere.

Many participants perceived that diversity is a central focus of many departments and units across the university. However, this is mostly due to individualized commitment. While some departments and units show that commitment and overtly value diversity and have implemented diversity-related policies and practices, these commitments and values are not universally shared. This disparity could be addressed through the development of a centralized diversity infrastructure, grounded in the creation of a Chief Diversity Officer position. Remarking on the possibility of developing a Chief Diversity Officer position, one faculty and staff affinity group member added:

Affinity groups, like the three of ours, all three of our groups have been created by the people in the group. It's not something where the university has said we really want this to happen, so please let's get some faculty and staff together to make these groups happen. We've just kind of come about by our own creation, and we do have support from the Provost's office. We are supported. I really do think that the president's office could do with the chief diversity title, leaving the Provost's office, where the Associate Provost [is] in the current chief diversity officer. I think there's an opportunity for the President's office to have somebody who reports directly to the President, who is in charge of how we are going to organize groups, how are we going to support them, how we are going to start with these three groups and really help them build, and then start to look at other groups and say, does anybody want to start a

veteran's group for faculty and staff? Does anybody want to start a faculty and staff mobility impaired group? I don't know, but I think that's an opportunity.

The same participant went on to suggest that the Chief Diversity Officer should be organizationally located, "At the right hand of the President."

Other remarks regarding a Chief Diversity Officer position included ensuring that diversity issues were the sole responsibility of the Chief Diversity Officer and not a part of other duties. Noting that the Vice President for Student Affairs position currently has unfunded responsibilities related to university diversity efforts, participants explained that the message sent was that diversity is a student issue, excluding issues germane to faculty and staff, and that symbolically, adding institution-wide diversity responsibilities to an existing position without a budget sends the wrong message. Pertaining to this issue, one faculty participant remarked:

There's a certain amount of symbolism in how things go on. But an administrative position without a budget is [unacceptable]. But I think especially in this climate, budgets need to be very well focused on deliverables, and the challenge here is we're trying to change climate. And that's a very fuzzy sort of prospect. But how do you do that in ways that make undergraduates feel more empowered, make graduate students feel more at home, make faculty... and I think in some respects, if you float the boat for all faculty, you float it for the diversity and affinity groups. If you make Ames a more broadly interesting cultural environment, everybody's going to like that. And that improves not only recruitment but retention. People will start to view it differently.

As the above participants note, the position of the Chief Diversity Officer should be viewed as not only implementing policies and institutional practices, but also as an arbiter for cultural and climate change. Additionally, the creation of a Chief Diversity Officer position could, according to some of the participants, aid not only in generating a culture of accountability concerning diversity issues, values, and efforts, but it may also further facilitate the sharing of information and best practices as well as strengthen the sense of community revolving around the university's commitments to diversity. Additionally, many saw a Chief Diversity Officer role as helping to ameliorate some of the additional work placed on diversity-related positions within individual colleges, and to further amplify their voice within unit and institutional conversations. Finally, one additional benefit of establishing a Chief Diversity Officer position would be to help clarify and standardize policies and procedures concerning diversity. Many participants noted training and professional development activities related to diversity were largely lacking across the university and were only implemented in units where leaders harbored a personal commitment to diversity. According to participants, establishing a Chief Diversity Officer role and associated office would be beneficial in lending greater clarity, and driving institutional cohesion around the university's values related to diversity.

Cultural and Attitudinal Practices that Promote or Impede Inclusive Work and Learning Environments

Participants expressed several cultural and attitudinal practices at ISU that has the propensity to promote inclusive work environments. On the other hand, some participants expressed concern over practices that have the ability to limit inclusive work and learning environments. As it relates to

recruiting, participants indicated that for faculty, the focus was primarily on a diverse pool of applicants, not necessarily filling the actual vacancy with a minority individual. Likewise, graduate students indicated that while the recruitment of graduate students was strong, institutional policies and practices did not sufficiently promote retention among diverse graduate students. Participants also indicated that ISU could benefit from more comprehensive sensitivity training related to biases and discrimination in recruitment and the overall ISU campus climate. However, many participants suggested that solutions need not “reinvent the wheel” as it relates to creating inclusive work and learning environments. Rather, better coordination of current efforts could be implemented to address inequities in cultural and attitudinal practices across campus. The following section discusses these findings.

Recruitment of Diverse Groups Viewed as Strong, Retention Perceived as Weak

While some graduate students lauded particular programs (e.g., the graduate college) for their work providing resources for students of color, many were critical of the university's overall efforts to address the needs of graduate students of color. Although the participants felt like the university does a good job bringing students to the institution, more persistent concerns were expressed regarding graduate student life once students have arrived. Students expressed feelings of isolation and many encounters with daily examples of micro aggressions. One graduate participant explained:

I don't think the university understands what it means to be a graduate student of color. I think we do a good job of bringing the students to the institution but as far as maintaining the students, it's not really working. It's like we get you here but students aren't really happy here... At least the ones that I have met or talked with; you get all these micro aggressions in different departments and it's like 'let's not talk about that.'

One participant noted that recruiting practices were not wholly uniform across all colleges within the university:

Well beyond the graduate college, I think we have this very decentralized structure of academic colleges, and I think that it varies by college as to the amount of specific emphasis that is put on recruiting diverse graduate students. And I know the connection in the College of Agriculture and Life Sciences with the Manners organization, the National Organization for Minorities in Ag and Natural Resource Sciences, I'm not sure I got the name of the organization quite right, but they really put a lot of emphasis on that. Historically, they've put I would say quite a bit of emphasis on trying to reach out to have programs for undergraduates coming to Iowa State for summer internships, which can make the university a lot more attractive and interesting. And once you get the students here, then they see this is a pretty cool place to be. So they put a fair amount of emphasis on that. But at the same time, I think in a lot of departments, it ultimately ends up being up to the individual faculty member who really decides who they are going to offer an assistantship to, or who's going to be in their laboratory. And so I've never really seen a conversation at the level of my department or even college as to this person has a really diverse lab, this person has only white people in their lab. I know I can see examples of that, but we've never had a conversation about that.

Graduate student participants indicated that they are happy to address diversity-related issues that would promote a more inclusive living and learning environment for graduate students. However, many of these efforts are constrained by the fact that participants feel they are confronting these issues

alone. While participants feel comfortable contributing to diversity related endeavors for the campus community, they often feel a considerable burden about making these contributions. They worry that if they fail to contribute, no one else will. As one participant said:

I have done my part and what I can do and what is feasible for my timeline as far as the community is concerned.... I'm comfortable representing and doing everything that we need to do to raise awareness and contribute to the community but I think that in some cases, if I'm not going to do it no one else is going to do it.

Another graduate student participant added:

I think we have done a good job at least attempting to have enough faculty and staff meet and greet. And we have actually been doing a lot of collaborations with the Black graduate student association as well. But it just between those two groups because if those two groups don't do anything, it's not like the institutions is going to say, "hey let's do something." It is always self-organized.

Community building and programming are individual efforts from individual organizations. However graduate participants perceived a need for more institutional support for these endeavors; they felt frustrated that efforts to improve the campus climate were predominantly self-organized. To participants' knowledge, they were not aware of any diversity-related programming that targeted graduate students. Any endeavors or support felt by graduate students were merely a product of individual faculty and student relationships.

Sensitivity Training is Believed to be Absent on Campus but Warranted

Some focus group participants raised concerns about training around bias and discrimination, not only within the workplace, but also within the hiring and recruitment process. While such sensitivity trainings and conversations occur within some departments, other departments do not engage in such practices. Some participants suggested that a greater administrative commitment to establishing uniform policies and practices related to diversity and equity training would help to eliminate inconsistencies. The majority of issues around training brought up by participants were associated with hiring issues. Participants noted that while there is an institutional goal to diversify the faculty, the emphasis within the recruitment process is not aimed at the final outcome of the hiring process, but rather on ensuring a diverse candidate pool. Nevertheless, participants posited that past training served to help move diversity practices forward during the recruitment phase. One participant from a governance group highlighted this progress:

I am pleased that the university puts the focus not on the recruitment of [individual] diverse faculty, but on having a diverse pool. So we spend a lot of time trying to make sure that the pool is as diverse as possible, but then once we have the pool, I think the University is interested in who is the best person in the pool regardless. So within CALS and within my department when we do faculty searches, we do a lot of prep time trying to make that pool as diverse as possible. But we do not feel pressured from anybody at the college or university level to let diversity influence the final selection. So we are really looking for excellence. And I think that's probably the way that I would prefer that we do it. But the key there is that they've got to be in the pool. You only get excellence if you've got a diverse pool. I think that is where

we've done the training on how do we make sure that we are trying to eliminate the unintentional biases, where are we advertising, where are we recruiting, how are we getting the best possible pool for us to then look at for that final selection. And I think we do a much better job of that now than 15 years ago.

While this participant noted that training processes for eliminating unintentional biases exists, at least in their department, other participants noted that such trainings do not exist in their department. One faculty participant shared this:

Department chairs are trying to do some training for department chairs, but it's not mandatory. The only thing that is mandatory is sexual harassment training.

Additionally, with respect to sensitivity training, participants shared that it is possible at ISU for an individual to move through the professional ranks at the institution, from entry-level to a role that is considered senior-level without ever having been exposed to or required to take any type of sensitivity or awareness training for diverse groups. Participants provided examples where they felt sensitivity training was warranted. One faculty participant shared:

I am coming from a college that doesn't have an equity advisor. I would agree that more training is needed for committees doing recruiting because I've seen the outcome of situations where said we should try to get more women next time. But it was when the search was over, and I think that maybe enough women weren't included in the pool. In my field, it's 50/50, if not more women than that.

A governance group participant noted that training for eliminating unintentional bias would be beneficial, and shared a personal anecdote from a recent personal experience:

We recently had a job search for a staff person and chose the wrong person in my opinion. And the one we didn't choose was African American. And some of the comments were that she spoke too loud, or she was too aggressive. Just going through unintended bias training, like every textbook issue related to unintended bias came out in this job search. And I brought it to the chair of the committee. We talked it through, and I was told essentially to be quiet. They didn't want to pursue any real complaint that essentially we had two equal candidates and it was a stylistic preference about who it should be. And, you know, I would just spin that out in every direction here...that in my department, being a woman in a minority position, and being a woman who speaks a lot, or says a lot, puts you in a minority situation. But we come from all different parts of the country. I come from the east coast. I come from a loud kind of place, and you know that's me. In eight years I've changed because it's just not okay to do certain things here...Or not to speak in certain ways that I am used to speaking. But I think this for me is a really big issue. We've had problems with recruiting faculty and rejecting people because of some of these issues...That people don't like the way they speak, or they were too talkative in the meeting, or they shook their hand too vigorously, or... people just have all these weird style issues. And I think this is something that the campus is not good at talking about.

This anecdote echoes some of the issues other focus group participants expressed concerning training around bias and discrimination, not only within the workplace, but also within the hiring and recruitment process. The uneven practices across departments led one participant from a governance

group to suggest that an administrative commitment to establishing policies and practices related to diversity and equity training would help to eliminate inconsistencies:

I think there would have to be a lot of conversations. For diversity to work, we need to set the tone. This is our priority, this is what we want, this is what needs to happen. And then whoever is at the college, the foot soldiers have to work... we have to have our action aligned with what the administration has set. So I think it's very important that the central administration set the tone that this is our priority. But then we go from there.

Another participant of a governance focus group added:

There is a lot of talk about diversity and a lot of value but it is never seen. I don't see them walking the walk. Even when we bring candidates to campus we consistently select those that are older White males.

Coordination of Existing Diversity Efforts Championed Over Reorganization

Many participants shared the same observation that the strongly decentralized nature of the institution may not lend itself to a centralized strategy. Participants felt that good work in the area of diversity is already being done and did not require reorganization but rather that better coordination between units would be more effective. This coordination would permit a strategic focus on diversity across the institution and help lead to greater accountability. While coordination was posited as a means to address barriers within organizational culture, participants also wrestled with issues of accountability. A faculty and staff affinity group member offered:

I think the ultimate goal should be accountability. I don't know what that would be, if you would be tied to a budget that you get, or if they can demonstrate that they're accomplishing x, y, z, and then a person oversees those endeavors... I don't know.

Conversely, a participant from a governance focus group noted that centralization and cross-unit conversations are already occurring:

MLOs meet monthly to compare lessons and all of the supervisors of the MLOs compare those to see how they can learn from each other... so there's some coordination at that level. Decentralization doesn't mean different units won't talk to each other. There are a lot of coordination meetings where MLOs, associate deans, and people with similar responsibilities from the colleges get together and talk to each other and really learn from each other.

However, many participants reported that the diversity infrastructure and resources were not broadly, nor equitably, distributed among the colleges, units, and departments of the university. Some reported the desire to have reporting and data funneled down from the highest levels of administration to the faculty and student level, and to have those data inform practices within departments. One governance group participant said:

I think one of the things that is lacking is an institutionalized mechanism by which you can have the highest level of the diversity reporting. But the real challenge is getting it all the way down to staff, faculty, and students. Some of the challenges are to put together programs and have people come to more of those programs. What we need is to have these things go all the way down to the faculty and to the students.

Other participants noted that funding for diversity efforts has been constrained by recent legislative budget cuts, reducing college, unit, and department-level capacity for implementing diversity related programs, policies, and initiatives. A governance group participant supported this notion:

I think one of the problems is basically that we continue to grow as a university and we continue to get less and less funding from our legislature. Money has become more and more tight as the years have gone on and I think at the college level, particularly at the dean level, there is a need for the institutional level to support some things and it can also be supported in the college... the colleges don't have money to do it themselves.

Additionally, some participants noted that distributing diversity resources among the colleges from the institutional level may be helpful in allowing colleges to achieve their diversity goals. Study participants expressed support for reexamining of budget allocations related to diversity efforts and initiatives. On the other hand, confusion abounds about existing infrastructure in place to support conversations related to diversity, and the means through which college and unit-based policies and practices are shared across campus. Participant felt that some of this confusion could be reduced or eliminated via the centralization of all diversity effort reporting and information sharing within a centralized strategy. A participant from a faculty and staff affinity group shared:

We need an integrated structure through the Human Resources Services Unit. Or through, if it's focused on students, academic affairs or whatever it might be. But we have no integrating unit for diversity. We have one person for equal opportunity, and that's legally driven, that's not climate driven. So each college is trying to do the best it can, but we really do need a central unit that helps us, as a whole organization, to integrate all of this...look for gaps, look for overlap, etc. We really do.

A further issue raised by a member of a faculty and staff affinity group was the need for further clarification and direction concerning their roles, and how reporting and information sharing should be addressed. This participant said:

We've had leadership changes, and a lot of leadership changes, so those priorities have not been settled I would say. And in our colleges, we've had some shifting even. It's like these priorities; we're re-setting them every two years, every three years. But because of the way things are reporting, and then we're also working with our college diversity committee. So all these things are happening at about seven different levels and I don't think there's any coordination. So that's what I would see a person doing, even if they weren't in control, there's a vision of some coordination.

Infrastructure related to diversity was noted within several focus groups, notably the recently developed affinity groups and the support those affinity groups receive from the Provost and Human Resource offices. One participant provided the following statement of support:

I think there's been support, financial support at least and administrative support, for the faculty and staff affinity groups, Black Faculty and Staff, Latino Faculty and Staff, and the LGBT Faculty and Staff Associations. Those are new, but there has been some support from the Provost's office and some funding for it through Human Resources. So that doesn't solve the problem but I think it is a step in getting folks together to share some of these issues. I know for the Black Faculty and Staff Association we're fielding questions for a conversation

with the Provost, to raise some of these concerns and issues. That's something that comes to mind.

Another faculty and staff affinity participant noted that some efforts related to diversity are ongoing, but are not necessarily well-known:

I don't think it's an in your face, I'm doing this to help you have a better experience here to support you kinda thing. I think it's maybe some behind-the-scenes type of stuff that may be happening. But I don't know that... I just don't feel like there are these big arms around me helping me do what I need to do.

When asked to further clarify whether those behind-the-scenes efforts were truly occurring or mostly a matter of perception, the participant added:

Well, no because, well recently, as we were saying, we have the committees that have been formed, it's more of a recent type of thing that these conversations have been happening. So I know that those are there.

Another faculty and staff affinity group member remarked:

But even those committees are formed by staff... I feel like we have the conversation among each other, and they continue in Multicultural Student Affairs, in other departments, in ourselves in MLO's. But I don't feel that there's a lot of action from the institution when we have an issue or concern that's happening with our students. That's what I feel anyway.

In line with these perceptions that some progress is occurring, just not necessarily out in the open and transparent, another participant suggested that diversity issues may not be receiving sufficient attention among upper-level administrators because it is not being prominently championed at the highest levels:

I think the people who are at these meetings, who are sitting around this table, who are eight levels above our pay grade, I don't think it's that they don't care necessarily, but I suspect that it's just one more thing. I think we see that in our unit too, it's one more thing and it's not directly part of my role. So I think the shift is everybody needs to see it as their role. That should probably happen anyway. But if there's a person who is consistently raising that voice who has the bravado to raise that voice and to be heard, I think there's some power in that.

Likewise, another participant noted that diversity efforts are often not appropriately resourced:

I think there needs to be someone in the college that is overseeing diversity. Our Dean who was here yesterday, we posed this question, we raised this issue of who do we go to, who responds? And by default she said it's me. She had the idea to appoint someone. But then again it becomes an added-on responsibility, something else that I have to do.

While identity affinity groups have formed and are supported institutionally, other university diversification efforts were noted to be led at a higher administrative level. Describing some institutional diversity efforts related to graduate student recruitment, one participant governance participant explained:

A very long term [effort] with respect to graduate student diversity is coordinated centrally in the graduate college. There is a half-time faculty member who the assistant dean networks with all of the graduate programs on recruitment of diverse populations and graduate students and that's been in place for a long time. The McNair program has been successful for a long time and that got caught in this last federal budget trap. So we have a number of things here that has been effective in assisting graduate programs in all of the colleges.

Efforts related to faculty recruitment were also described by a governance committee member:

Another example is faculty policies and resources we put behind them for the dual career opportunity funds for hiring faculty. Those are resources that come out of the provost office with that initiative....And also policies on flexible family friendly policies for faculty, things of that nature.

Primary Focus of the Search and Screen Process Perceived to be a Diverse Pool of Applicants, Not Diverse Hires

While there is an institutional goal of diversifying faculty and staff, the emphasis within the recruitment process did not appear to be aimed at the final outcome of the hiring process, but rather on ensuring a diverse candidate pool. That is, participants expressed an interest in and support for existing incentives aimed at diversifying the applicant pool, but did not feel that diversity was a relevant consideration for selecting the hired candidate. Specifically, the emphasis is placed on selecting from among the best candidates possible to achieve the department's goal of excellence, which participants felt did not always accommodate consideration of diverse attributes. One faculty and staff affinity participant offered:

I think we've created in the last seven years, an environment of wanting to be the absolute best, and to be competitive, and that has been the culture of excellence regardless of whether it was gender, or racial. We want to be really good at what we're doing. So I don't think we've had to consciously think about "Okay, are we doing, are we being inclusive on the search," because we were doing it just naturally by trying to be the best we could be.

This participant noted that position advertising and recruiting aimed at underrepresented groups is not an additional step to be consciously taken, but rather one that naturally occurs in the department's overall commitment to excellence; excellence which includes recruiting from the best, widest, and most diverse pools possible.

A participant from a governance group noted that their department specifically and actively recruits a diverse pool of job candidates, but finds it difficult to successfully hire diverse applicants. This participant posited:

I work as a professional so we do a lot of recruiting. I work in resident life and we recruit particularly diverse candidates that we get to campus. They do very well when we get them to campus. But for most of our candidates that are not Caucasian/heterosexual, when they get to campus, we have a hard time getting them from campus to employment. We put offers out to what I would say the majority of the candidates, yet we consistently get turned down. We cannot retain candidates who are not Caucasian/heterosexual.

However, participants shared that once employees begin a job at Iowa State, they tend to stay. A governance group member confirmed this sentiment:

Iowa State does a great job of maintaining its population. There are many alums of Iowa State that go here as students that want to work at Iowa State. And I think that is a Iowa State brand that is very hard to overcome when you are looking at the student population and staff population and beyond; that once you are at Iowa State you want to come back you want to stay here. We look at our staff and many of them are transferring to different opportunities throughout the institution because they love Iowa State.

Another group member responded to a question concerning the recruitment of diverse faculty by saying:

We have specialists and faculty all across the state of Iowa. I would say that we have significant issues in recruiting for diversity depending on what part of the state you're talking about. If we are recruiting for our positions that are over on say the eastern part of the state and western or northern Iowa, our pools are often times very small.

Although recruiting diverse candidates for faculty positions is noted to be challenging, other participants described the institutional infrastructure in place for helping departments attract diverse candidates as being robust. The following governance participant's statement serves as an example:

If you're recruiting for a faculty position and the top person in the country is in your pool, you're going to be interviewing them along with 25 other colleges. So you can't always get your top. But you can try. And if the top person is a member of an underrepresented group, then the university helps a lot with trying to make the package as attractive as it can. I think I've seen that in action.

Additionally, recruitment strategies for attracting diverse faculty applicants were noted to be difficult, and related to the location of the university, but successful recruits tend to end up happy once they arrive on campus. One participant provided this corroborating statement:

The question does come up when we are recruiting faculty... they have concerns because of the size of the city. But once we hire that faculty member and once they're here, they're happy. They find it a very inclusive, open community and what attracts them is the quality of the school, safety and all of that stuff.

Bringing diverse candidates to campus during recruitment processes has posed a challenge for some departments, as the pool of qualified local candidates is limited, and the high level of competition for diverse candidates across the nation results in having to fly recruits in and compete with high salaries. One governance participant posited:

So you always fall back to hiring somebody within 100 miles. You know there's no way to follow through without the resources. You know you have to have competitive salaries if you're going to have someone move here from the east coast.

Another governance group participant stated:

We're just coming out of a terrible budget. If we have someone within a 30 mile radius, and we have someone five states away, it costs so much money to move them here. We just don't have the money to do it.

Perceptions concerning the recruitment of diverse faculty are further encumbered by a perception that faculty brought in from outside the region do not fully integrate with the campus community. One participant from the governance group noted:

I think sometimes faculty comes here; they work here, but they still maintain significant ties with other parts of the United States. So I think that they remain tied with their discipline, not necessarily with the university or staff.

Similar observations were made by other faculty participants and were rooted in observations concerning campus culture and infrastructure related to social issues:

I can think of specific examples of a new faculty who scheduled his life so that he could move and live in Minneapolis and spend four days here and two days up there. I sense he could change that so that he's living in Des Moines, but again, that was entirely driven by social issues.

Although social and community issues were raised in relation to the university's ability to recruit diverse applicants, those issues did not seem to bear in terms of retention. According to a participant from a governance group, professional opportunities and personality conflicts dominate as the reasons for faculty departure, not the location of the university or the climate and culture:

When you look at the exit surveys and interview the first order issues, it's that professional opportunities in other places and often times concerns about the department chair. There are other factors as well but those are the two dominate reasons.

Another participant added:

It is particularly the case with diverse faculty that they are in high demand and to retain them sometimes takes a lot. And we try very hard but sometimes we don't succeed because the high demand of diverse faculty going elsewhere.

Ultimately, the university has put a lot of effort into ensuring a diverse pool of applicants. While some participants expressed some difficulty in achieving this goal, the majority of participants shared this assessment. Although a diverse pool of applicants has often failed to translate into diverse hires, participants generally observed that the hires who commit to ISU tend to stay.

Faculty and staff agreed that Iowa State University's location and position within the city of Ames results in both positive and negative outcomes for institutional diversity. While many participants across the spectrum of employment categories perceived that ISU employees were generally welcomed and included within the Ames community, one participant observed that perceived hierarchies exist between university and non-university citizens within the Ames community.

Nonetheless, local government officials work closely and cooperatively with the university, contributing to a welcoming climate for university-affiliated staff.

Areas in Need of Improvement to Support an Inclusive Work and Learning Environment

Throughout the process of conducting this diversity audit and asset inventory, there were several areas that arose from the data as areas in need of improvement to assist ISU in achieving a more inclusive work and learning environment. As it relates to undergraduate students and several other areas of the ISU campus community, diversity tended not to emerge as an action or agenda item. Additionally, the lack of diversity in the Ames community serves as a social barrier wherein fulfilling even the basic needs of some diverse groups at ISU proved to be a challenge (e.g., ethnic hair stylist). While graduate students' academic needs are met, their social needs remained an expressed concern. Moreover, some units on campus (e.g., University Extension) appear to have no experience with or exposure to diversity awareness or diverse groups. The following section addresses these issues.

Diversity Not An Agenda Item

In many pockets of undergraduate life at ISU, diversity is simply not an area of focus. The government of the Student Body has not expressed an interest in aiding students from diverse backgrounds. They currently do not see diversity matters as a problem and, therefore, have not made it a target area for focus. Additionally, it is evident that there are units within the institution that are oblivious to issues of equity and inclusion—or unaware even that a problem exists. There were a number of individuals throughout interview process who struggled to provide answers to questions. For example, participants from fraternities at ISU, traditionally White male organizations, while they said they were open to diversification, they were uncertain how to change perceptions on campus, how to foster an image of being open to diversity. Some expressed interest in assistance for obtaining resources around these efforts, but currently diversity is not perceived as a significant focus of the Interfraternity Council (IFC). One student participant said:

I think if the university helps us with that because we are trying to reach out to current students to do as much as we can with diversity. But we don't know how to access those resources, we are kind of seen as being traditionally White or not accepting to diversity and I think that we just kind of need that exposure or show current student what we really are like.

Additionally, University Extension is an area where opportunity for diversity and inclusion growth could be focused. The “color-blind” statement was used in focus group sessions, indicating they do not have a grounded understanding with regards to diversity issues. Likewise, several departments at ISU stated a desire to obtain the best talent without any regard for diversity, but as natural biases and discrimination comes into play, these practices can effectively eliminate the possibility of promoting diversity.

Study results further illuminated that the staff, “the invisible worker” specifically, is a particular group on campus that feels especially disconnected from institutional commitments related to diversity and inclusion. Many felt left out of the diversity equation altogether. Moreover, the salary range on regular staff makes it very difficult to attract individuals outside of the small region surrounding Ames. Without resources to fly in potential candidates or relocate new hires to Ames, efforts to diversity staff will remain hindered. In turn, the lack of diversity in the local community creates a pool of candidates

from highly similar backgrounds. In effect, the hiring supervisor usually selects from their existing known network. Additionally, ISU is not able to select Merit staff, so diversifying among these hires is almost impossible.

Absence of Basic Living Requirements for Diverse Groups

Participants from diverse groups expressed concern about the need to travel outside of Ames into the surrounding communities to meet their needs. Finding a community for groups of color and LGBT people within Ames proved to be difficult, and often finding a comfortable social circle or meeting certain practical needs, such as finding a hair stylist, necessitated traveling to Des Moines or elsewhere. Several participants noted that younger and single employees had proven difficult to recruit and retain because of the institution's perceived lack of particular social necessities and conveniences. One graduate student participant described the feeling of isolation in Ames:

As a student, I could still go out in campus town, for nightlife. And now as a professional I can't do that because I run into too many students, and there's a line. So now I have to drive to Des Moines if I want to go 40 minutes to be able to have access to that. I cannot go out with graduate students anymore. As a professional, we're always speaking about other responsibilities. But being a young professional, I don't feel included. Another reason I need to graduate, relocate, and get away from Iowa is to have my social experience. Because here, there's not a lot I'm left with... all I do here is work, school, and work.

Traveling outside of Ames and the surrounding communities also emerged as a theme for participants from underrepresented communities. A participant from the faculty and staff affinity focus group noted that finding a community of Africans and African Americans within Ames proved to be difficult, and necessitated traveling to Des Moines to find a social circle, and to meet certain practical needs, such as finding a hair stylist. This participant explained:

There's no place to get hair for African Americans so you have to travel to Des Moines. And I don't know that there's any way that the university or the city of Ames is creating opportunity for people to connect socially. And the social life does affect how people do our work. I don't think the university in general is creating any social opportunities. We started the Black Faculty and Staff and the Latino Faculty and Staff, and those have helped to some extent.

Married participants perceived difficulties meeting potential partners in Ames. One governance participant stated:

I think the experience is different if you're young and single, than if you're married. If you're young and single and you're a person of color, you're likely to have a hard time. You're just going to have a hard time. And for me, I'm probably biased in that I've been married the entire time that I've been here so most of my life has been work, it's been competitions, it's been how much time I can spend with my wife and my kids when I go home, and I may be going on vacations when we have some free time. So I'm not out looking for some of the things that a 22 year old would be looking for if they moved here.

As a self-identified person of color, this participant further described the difficulty people of color encounter meeting others from similar racial and ethnic backgrounds, an issue echoed by other participants, unrelated to issues of dating and seeking future partners.

An LGBT faculty and staff affinity group participant in one focus group observed that finding partners in Ames is similarly difficult, contributing to a desire to leave:

I think the social environment in the broader community, not just Iowa State but Ames, is the biggest single factor that makes me think about moving everyday. And that's not, I mean it's a great place, it's a great place, but I'll never meet a partner here. It's just... it's Iowa.... I don't know what the situation would be like for ethnic underrepresented groups. For the LBGT faculty, they've found a niche but they're all dying to get out of town.

While participants perceived difficulties finding other LGBT-identified people for socializing with and partnering with in the future, they also found the overall climate for LGBT people positive and noted that the institution has administrative groups in place for creating a positive experience for LGBT individuals. Further, participants believed that the institution and administration were open to hearing and addressing issues germane to LGBT communities, along with other underrepresented communities:

I think there's been support, financial support at least and administrative support, for the faculty and staff affinity groups, and Black Faculty and Staff, and Latino Faculty and Staff, then the LGBT Faculty and Staff Associations. Those are new, but there has been some support from the Provost's office and some funding for it through Human Resources. So that doesn't solve the problem but I think it is a step in getting folks together to share some of these issues. I know for the Black Faculty and Staff Association we're fielding questions for a conversation with the Provost, to raise some of these concerns and issues. That's something that comes to mind.

Participants expressed some reservations about the institution's location—both with regards to the community surrounding Ames and the state of Iowa generally. While the institution has made progress toward creating an inclusive and safe environment for underrepresented communities, participants lamented that the physical location of the university continues to pose a challenge for university employees. Among the suggested additional ways of creating a positive environment for faculty specifically included the creation of a faculty club:

A faculty club would be beneficial for a number of reasons involving diversity, involving culture, involving collaboration; involving research...it would be excellent if we had a faculty club on campus where faculty from diverse cultures and departments could mix socially. If you want to improve the social environment on campus for faculty, that would be the first thing I would recommend. And I know there's cultural resistance to that kind of endeavor in this state. But I go to other institutions, and I'm close to the faculty, that's where we go. It's a delightful environment; you meet people from diverse departments. I think that would be excellent.

Another faculty participant added that although they did not believe it was within the purview of the institution to facilitate social interaction or engagement, they did not believe administrators were aware of the social life issues and limitations encountered by underrepresented employee communities on campus.

Results of this audit underscore the university's ongoing activities and commitments toward ameliorating the negative issues associated with the institution's location within the Ames community

and the state of Iowa. Of the participants who were married, and/or had children, the community was lauded as a family-friendly environment with an excellent school system and sufficient recreational and cultural activities to foster a comfortable lifestyle. However, single participants, especially those from underrepresented groups, found the community and the state of Iowa in general, to be a significant hindrance to fostering a positive lifestyle.

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