Diversity and Inclusion Initiatives Report 2020-2021

The Division of Student Affairs is committed to developing and delivering high quality initiatives that promote and provide education to the Iowa State University community about diversity, equity, and inclusion. This programming is critically important to the advancement of Iowa State University’s strategic goal to continue to enhance and cultivate the ISU Experience where faculty, staff, students, and visitors are safe and feel welcomed, supported, included, and valued by the university and each other.

In alignment with our Division of Student Affairs priorities, we continue our focus to promote and enhance the climate on campus and in the surrounding communities so all are welcomed, included, and valued. We remain steadfast in our commitment to provide educational programs in order to best support students, staff, and faculty.

In 2020-2021, 170 diversity and inclusion initiatives were offered, resulting in over 62,987 points of contact among students, faculty, staff, and community members. Each of the initiatives demonstrates the multifaceted approach the Division of Student Affairs undertakes to address diversity, equity, and inclusion. In 2020-2021, departments identified 255 learning objectives to define what participants should know after their participation in these initiatives and 232 (90.98%) were achieved through this extensive work.
A Year of Transition

Due to the ongoing coronavirus pandemic, 94 of 170 initiatives (55.30%) were provided in an alternative format in order to meet compliance with health and safety guidance. Adjustments to these initiatives included moving from in-person delivery to virtual, synchronous, or asynchronous events; utilizing virtual engagement applications and software; altering spaces to meet physical distancing guidelines; providing pick-up and drop-off locations to support student, staff, and faculty needs; or, condensing the length of programming. Many new initiatives and modes of delivery, such as the development of virtual training modules, online resources, and videos, were implemented as a result of the pandemic and will continue to be available in the future.

Intended Learning Objectives

A crucial aspect of any initiative is to provide deliverable learning objectives. Of the 170 initiatives enacted throughout the division, 97 established one or more defined key learning objectives to demonstrate what knowledge participants would acquire as a result of their engagement. One often cited learning objective included intentional education about cultural differences and commonalities. Numerous initiatives sought to recognize and reflect on the complexities of individual identities, how individuals experience the Iowa State environment through their personal lens, and how these may impact the student and the workplace. Another frequent learning objective was to enhance academic success by helping students identify campus resources, conveying the importance of creating inclusive spaces to support student success, and providing an environment that promotes continuous learning, achievement, diversity, and integrity.
2020-2021 Program Highlights

The Hixson Opportunity Award Program staff participated in the 21-Day Equity Challenge provided by the Des Moines United Way. The Challenge is a powerful opportunity for shared learning, action, and growth. Central Iowans were invited to develop a deeper understanding of how inequity and racism affect their lives and their community.

ISU Dining transitioned the previous Diversity and Inclusion Dining Team to an Equity and Inclusion Working Group. This group created a mission statement, core values, and five-year strategic plan to enhance the commitment to inclusion and equity within ISU Dining. Additionally, ISU Dining offered a refresher course for staff on proper handling of food for preferred diets, specifically Halal, Vegan, and Vegetarian, and performed a full review of all new and existing recipes, and removal of all cultural appropriations to titles.

The Writing and Media Center (WMC) assigned a dedicated consultant to Multicultural Student Affairs to help introduce WMC services, provide tailored programming, and serve as the point person for multicultural students who want to use WMC services.

The Workspace hosted numerous opportunities for the community to create pieces celebrating Black History Month, Martin Luther King, Jr. Week, Women’s History Month, Pride Month, and more. A portion of proceeds from particular crafts were donated to the Black Student Alliance and the Center for LGBTQIA+ Student Success.

In order to provide more accessibility to the restrooms on the second floor of the Memorial Union, the men’s restroom was remodeled and is now ADA-compliant. Additionally, over the summer of 2020, the Memorial Union mechanical staff worked to retrofit a former office on the second floor to establish a dedicated lactation space.

Department of Residence initiated the Diversity and Inclusion Book Club, a program resulting from a grant secured by the Campus Life Diversity, Equity, and Inclusion Committee.

Supplemental Instruction (SI) Leaders read one of several blog posts from the Multicultural Student Affairs student blog "The Hype." Leaders participated in guided conversation to reflect on and engage with peers, and identified and reflected on their own social identities after reading the blog posts. This activity helped SI Leaders understand how their social identities impacted the way they experience the world.

The Memorial Union Marketing and Graphics Team was intentional about addressing issues of diversity and inclusion in social media and online presence. The team increased the use of images with diverse faces, inclusive language, and employed alternative tags and captioning where appropriate.

Department of Residence hall directors, graduate students, and apartment community managers held system-wide meetings to engage the community, support students, and promote healing following national events involving violence against marginalized populations.

The NCORE-ISCORE Office implemented “ISCORE to Action,” providing a yearlong series of webinars, speakers, educational content and programming via virtual and in-person platforms. Through this initiative, action-based outcomes increase participants’ awareness, knowledge and skills related to diversity and inclusion.

Recreation Services launched New Hire Onboarding Inclusion Training in Canvas for student employees.

Thielen Student Health Center invited Vice President of Diversity and Inclusion staff to facilitate a training on gender and sexual diversity for all provider and patient services staff.

Each member of the Student Assistance team had an opportunity to present an article, TED Talk, or podcast on a specific topic area and then lead a discussion about why this impacts them, how it impacts their work, and what comes next. Topics included race, socioeconomic status, gender, and religion.
2020-2021 REPORT DATA

Programs by Topic

Percent Of All Programs By Topic

- United States racial/Ethnic diversity: 45.29%
- Campus/Community resources: 41.76%
- Undergraduate students: 35.29%
- People identifying as LGBTQIA+: 34.12%
- International students: 31.18%
- Women: 27.65%
- Community building event: 27.06%
- People with disabilities: 21.76%
- Religion or Creed: 21.18%
- Graduate/Professional students: 20.00%
- First-year/New to ISU students: 20.00%
- Socioeconomic status: 18.82%
- Employees: 18.82%
- Undocumented students: 17.06%
- First-generation students: 15.88%
- Men: 14.39%
- Transfer students: 8.82%
- Out-of-state students: 8.82%
- Prospective students: 8.24%
- A population not listed here: 8.24%
- Non-traditionally aged students: 6.47%
- Veterans: 6.47%
- Student athletes: 5.29%
- Age: 4.12%

Breakout of Topics on LGBTQIA+ Programs from Above

- Asexual: 4.12%
- Gay: 24.12%
- Bisexual: 28.24%
- Intersex: 28.24%
- Lesbian: 33.53%
- Queer: 30.00%
- Transgender: 38.24%
- A population not listed here: 31.18%
- Any LGBTQIA+ population

Breakout of Topics on US Ethnic Diversity Population Programs from Above

- Any US Ethnic Diversity Population
- African American/Black
- Asian American/Pacific Islander
- Hispanic/Latinx
- Multiracial
- Native American/Alaskan Native
- Native Hawaiian or Other Pacific Islander
- A population not listed here
- Any US Ethnic Diversity Population

Programs by Audience

Percent Of All Programs By Audience

- Undergraduate Students: 57.06%
- Graduate/Professional Students: 38.24%
- Division P&S Staff: 28.24%
- Student Employees: 28.24%
- Division Merit Staff: 26.47%
- University P&S Staff: 25.88%
- Student Leaders: 20.59%
- University Merit Staff: 20.59%
- Faculty Members: 12.35%
- Ames Community: 4.12%
- Other
Division of Student Affairs 2020-2021 Priorities

The Division of Student Affairs sets annual priorities focused on fulfilling our mission, staying true to our core values, and adapting to the ever-changing campus climate.  
www.studentaffairs.iastate.edu/mission-priorities

Percent of Initiatives Focused on Division of Student Affairs 2020-2021 Priorities
- Diversity, Equity, & Inclusion: 55.63%
- Student Success: 19.87%
- Safety, Health, & Well-Being: 21.85%
- Staff Development & Retention: 2.65%

Iowa State University Principles of Community

The Principles of Community are the six ideals that Iowa State University uses to create a welcoming community and guide all campus actions.  
www.diversity.iastate.edu/connect/principles

Percent of Principles of Community 2020-2021
- Richness of Diversity: 51.33%
- Freedom from Discrimination: 11.33%
- Purpose: 11.33%
- Respect: 18.67%
- Honest and Respectful Expression of Ideas: 6.00%
- Cooperation: 1.33%
Division of Student Affairs Co-Curricular Learning Domains

The Co-Curricular Learning Domains (CCLDs) provide a framework and a language for describing the learning that occurs through the programs and services offered in the Division of Student Affairs. The CCLDs also reflect the values espoused by the division and the current Iowa State University Strategic plan. [www.studentaffairs.iastate.edu/CCLDs](http://www.studentaffairs.iastate.edu/CCLDs)

The Co-Curricular Learning Domains (CCLDs) are:

- **Justice, Equity, and Inclusion**
- **Intrapersonal Development**
- **Wellness**
- **Civic Engagement**
- **Leadership**

CIVIC ENGAGEMENT
Supporting the process of students becoming responsible, engaged citizens who contribute to global and local communities.

JUSTICE, EQUITY, AND INCLUSION
Supporting students in their identity and awareness development processes, and challenging them to move toward broader understanding of complex environments. Future professionals need skills in awareness advocacy, social justice and equity concepts, inclusion programming, and collaboration.

INTRAPERSONAL DEVELOPMENT
A reflective process through which students are able to develop, define, and integrate their personal identities, values, and beliefs into everyday actions, choices, and decisions.

LEADERSHIP
A relational and ethical process of people together attempting to accomplish positive change.

WELLNESS
An active process through which people become aware of, and make choices toward a successful existence.
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