

CHS Diversity, Equity, and Community Committee
2015-2016 Report
June 13, 2016

The CHS Diversity, Equity, and Community (DEC) planned to focus on developing programs to attempt to alleviate issues that were apparent in the 2014 CHS Climate Survey data. However, the committee's agenda was unexpectedly and substantially shaped by the ISU tailgate incident on September 12. Later in the month Dean White provided \$10,000 to the committee to enhance diversity inclusion in the college. These two factors set the committee on a fast-paced course of activities that we feel have added much value to the college. The funding helped the committee to act on recommendations from CHS Action Planning groups that met in fall 2015.

Primary Activities, Fall 2015

1. "A Plea for Civility, Support of Civil Liberties, and Safety on Campus"--Our initial action taken after the tailgate incident was to compose and disseminate a letter about campus safety and civility toward others with differing opinions. We posted the letter in *CHS Happenings* (9/22/15) and distributed it to students, faculty, and staff in the college through the CHS listservs within a week after the incident. The letter generated a number of responses from students, staff, and faculty, but in general was well received. Most interesting was that the letter stimulated a number of discussions with the chair of the committee about the preachers who frequented open areas of central campus and who were perceived as making public statements of intolerance and chastising students. Many felt that the religious promoters should not be allowed on campus, so lively emails about the difficulties and importance of freedom of speech ensued.
2. Action Planning Groups—The Committee had met with Ross Wilburn, Diversity Officer in ISU Extension and Outreach, in April and planned to engage CHS faculty, students, and staff in Action Planning sessions to consider strategies for putting the diversity climate survey (2014) findings to work. The central question posed to the groups focused on what are actions that the CHS community can take that will result in a respectful, inclusive, and safe environment in the college. Ross very kindly and excellently facilitated the three sessions:
 - a) 9/28 -- a "planning to plan" session was held on 9/28 with 12 DEC Committee members and faculty, staff, and graduate students in CHS who had been leaders in social justice and diversity issues in the past to explore their perspectives initially.
 - b) 10/12 and 10/13 – two sessions were advertised college-wide and were attended by 27 individuals. Faculty, staff, and graduate and undergraduate students from all CHS units participated.

A list of themes organizing items proposed by the Action Planning groups is attached. Individuals interested in discussing the “Provide Training and Measure Outcomes” theme and the “Establish a Social Justice-Based Curriculum” met one to two times in November in separate small groups. The following action directions were proposed by the groups and spearheaded by the DEC Committee:

- Purchase films related to social justice that will serve as resources for the college, and develop a movie viewing and discussion forum for the films. *If These Halls Could Talk* by Lee Mun Wah was identified as useful and important by a number of individuals.
 - Develop CHS teaching circles related to inclusive classroom practices.
 - Highlight importance of social justice and inclusivity in position searches.
 - Develop a CHS course related to social justice that would be required for all CHS undergraduate students. The goal is to ensure that CHS students receive similar exposure to social justice and diversity issues and engage in critical thinking about such issues; currently, students take a variety of courses to fulfill the ISU US diversity requirement, but there is no oversight to see that common content or depth of learning is achieved across courses. Two individuals from the Action Planning groups have made some initial inquiries about the process for developing a course.
3. Faculty Training for Inclusive Classroom Practices—The DEC Committee began initial brainstorming about developing a faculty training program to enhance inclusive classroom practices. Our ideas were based on a past program at Colorado State University in which two faculty experts worked with cohort groups of faculty each year to develop inclusive practices and content in their classes. We planned to develop a proposal to submit to the CHS Teaching Incentives grant program in fall of 2016 to develop such a program for CHS. Because of our busy schedule, however, a subcommittee has begun working this summer on the proposal. CELT has pilot-tested a new workshop for inclusive classroom teaching; we will integrate participation in that workshop as part of our proposed program.
 4. Inclusive Search Position Announcements—The committee discussed ways to increase emphasis on the importance of diversity in CHS position searches. They decided to develop an inclusivity statement and other resources to be used in all CHS employment position searches. Three resources were developed and proposed to the Dean and Cabinet:
 - a) *A preferred criteria* statement that commitment to social justice, inclusivity, and diversity in candidates will be considered and is

desirable in candidates to be included in all position announcements for faculty and staff positions. Although the Equity Advisor (EA) works with many committees in the college, position announcements are often written before the EA can work with the committee to insert diversity attracting language into position announcements. Also, DEC wanted to develop language that would make clear to potential applicants and to search committee members that commitment to inclusivity is essential to the college. We propose that the preferred criteria be a mandatory inclusion in all college position announcements.

- b) Wording for an *evaluation rubric* to be used in position search evaluations of applicants was designed to facilitate assessment of applicants on the proposed preferred criteria.
- c) *Scenarios to use during the interview process* to evaluate an applicant's understanding of diversity and inclusion. A candidate's responses to these hypothetical scenarios can reveal attitudes toward and personal strategies used in working with diverse students and colleagues.

These three resources were not completed until early in May. They were sent to the Dean for her consideration and discussion with Cabinet about adoption in CHS.

Primary Activities, December through May

From December through April, DEC supported a variety of programs to enhance an inclusive college environment and highlight social justice issues. The programs were supported with the funds offered by Dean White to the Committee earlier in fall semester. Many of the events, donations, and purchases were based on recommendations by the Action Planning groups. *Expenditures to date* for the events/sponsoring appears on the last page. The volume of events helped to underscore the importance of inclusivity and social justice to CHS.

Penn Summit Webinars – DEC, with extensive help from Linda Haggdorn, organized open sessions to participate in the University of Pennsylvania Penn Summit webinars on racism led by Dr. Shaun Harper on December 7, 9, 14, and 16. Individuals from all CHS units and from a few other colleges attended the sessions. Reservations for each session included 26 to 36 respondents, and one Extension person participated from a distance. Natasha Croom (Assistant Professor, Education) and Jason Salisbury (graduate student, Education) led discussion of the webinar after each session in 312 MacKay. The discussions were most valuable. Published resources were shared by Dr. Harper and distributed to the participants.

CHS Teaching Circles – Five one to one-and-a half hour teaching circle sessions were offered during spring semester. Attendance ranged from 2 to 9 individuals, including faculty, graduate students, and undergraduate students. Refreshments were served at each session. Facilitators each received a \$100 honorarium for developing a teaching circle, to emphasize the importance and value of the sessions. Presenters/facilitators and topics were:

February 1, *Building Inclusive Classrooms*, facilitated by Amy Popillion (HDFS) and Dan Carney (Education). The inaugural session included discussion of strategies for including diverse students in classes.

February 18, *Building Inclusive Classrooms—Continued*, facilitated by Marcia Purdy (Education) and Paul Hengesteg (Education). Schematics for levels of inclusion efforts in the university and process of change were discussed.

February 25, *Unpacking Microaggressions*, facilitated by Natasha Croom, Ann Gansemer-Topf, and Katy Swalwell (all in School of Ed). Multiple types of microaggression were defined. How to deal with microaggressions in the classroom and strategies for avoiding/preventing them were discussed.

March 21, *Scenarios for Inclusive Classrooms and College*, facilitated by Dan Carney (Education) and Amy Popillion (HDFS). Scenarios prepared for search committee use were pretested in this session and discussed for application in classrooms and daily life in the university.

April 28, *Student Panel*, organized by Yvette Rodriguez and Carmen Flagge in Multicultural Student Services. Three undergraduate students from diverse backgrounds discussed how the college is doing on inclusivity. The scheduling late in the semester dampened attendance but was unavoidable due to unexpected health issues. However, hearing from our students is highly important and valuable. This type of event should be repeated in the future.

CHS Movie and Pizza Night – The film *If These Halls Could Talk* by Lee Mun Wah was shown on April 14 in 2088 LeBaron. Over 70 people rsvp'd and 48 attended the film; about 15 individuals stayed on for discussion after the film. The film features university students brought together for five days to engage in difficult dialogues on diversity. Students, faculty, and staff attended the film event; most of the undergraduate attendees received extra credit points for CHS classes. Pizza was served, and was appreciated because of showing the film during the dinner hour.

Camp Pride Scholarship – The second CHS Camp Pride Scholarship was awarded to HDFS student Amberly Sheffelman Ehret in March. Five individuals applied for the award. DEC distributed announcements of the scholarship,

accepted applications, and selected the recipient, with leadership from Amy Popillion. Campus Pride is a leadership experience that brings together over 60 LGBTQ and allied young people from across the country for five days of student leadership development, campus organizing techniques, conflict management, social justice advocacy, and diversity education. The CHS scholarship supports a CHS student to attend Camp Pride July 19-24 in Charlotte, North Carolina. Registration and travel to the event are included in the scholarship. The funds provided by Dean White will cover scholarship expenses this year.

Apparel, Merchandising, and Design major Alex Peters was the first (2015) recipient of the Camp Pride scholarship. He met with DEC early in fall semester to share his experiences and to discuss his initial planning for his project on increasing gender non-specific restrooms in the college. He has worked on this issue with a university-wide team; in fall he should be ready to propose implementation in CHS buildings. Amy Ehret may assist with this project.

Events to which DEC donated funds as a co-sponsor:

We Are Survivors film showing and discussion on March 31. The film, featured during Sexual Assault Awareness Month, was co-produced by former ISU students Vanessa McNeal (HDFS), Michael Phipps, and Quinton Wayne. Over 600 people attended the event. Amy Popillion (HDFS) was highly involved in organizing the event.

Angelica Ross on *We Are Worthy: Empowering Transgender Lives*. This ISU Lecture on April 11 was a main feature held during Pride Week. A number of CHS students and staff were involved in promoting and organizing the event. A few classes in the college offered extra credit to students who attended.

Recommendations for 2016-2017

1. Promote the availability of *If These Halls Could Talk* for classroom use. The film and its topical segments designed for showing in classes will be available through streaming for the next two years (Ann Bugler is working on that), and the DVD is purchased permanently.
2. Continue to offer film discussion events, perhaps once a semester or once a year. Our movie and pizza night was well attended and resulted in interesting discussion. Providing the pizza incentive may not be necessary and may be too cost prohibitive. More modest refreshments could be planned for film viewing and discussion held after the dinner hour. The incentive of class credit seemed

to greatly expand participation in the event. Exposure to the film is a valuable learning experience.

3. Although attendance was not huge, having teaching circles on inclusive classroom practices was widely praised as a good idea by faculty, graduate students, and undergraduate students. Offering them during the first two months of the semester is recommended, as the sessions offered later in the semester were less well attended. Inclusion of a session with a panel of our students from underrepresented backgrounds should be considered as a yearly event.
4. With development of a variety of programs continuing, it may be good timing to revise and re-collect responses to the diversity climate survey during spring or fall of 2017. Application for an ISU Women and Diversity Grant should be planned. IRB application will be required. Journal publication of the longitudinal program and its impacts could be undertaken.
5. Encourage activities by the two past Camp Pride scholarship recipients and bring attention to their efforts. Discuss with Dean Jolly about continuing the scholarship.
6. Follow up on development of a common US diversity course for the College. Collaboration with the CHS Curriculum and Outcomes Committees will be necessary.
7. The Action Planning groups did not recommend bringing in a high profile speaker, as it was feared that such an effort would result in a one-time event with less long term impact. In addition, the only presenters proposed were so expensive that it was expected that the \$10,000 would not cover any one event. If nationally/internationally recognized speakers are incorporated in the future, the committee might work with the ISU Committee on Lectures and/or the Helen LeBaron Hilton funds (such as Gloria Ladson-Billings previously hosted by DEC).

Fund Allocations

Purpose/Expense	Paid	Pending
Camp Pride		
--- registration	\$802.50	
---travel	\$413.20	
Penn Summit webinar	\$200.00	
Teaching Circles		
---honorariums	\$600.00	\$500.00
---student gifts	\$150.00	
---food and supplies	\$187.19	
---catering (student session)	\$197.10	
Stirfry Seminars movie		
---DVD set	\$780.00	
---streaming rights, 2 years	\$1000.00	
Movie and Pizza Night food	\$553.36	
<i>We Are Survivors</i> event		
---speaker hotel	\$110.88	
---honorarium	\$500.00	
---catering	\$150.69	
Angelica Ross donation	\$1000.00	
CHS Award for Yvette Rodriguez	\$18.00	
Total to date	\$6662.92	
Total after pending		\$7162.92