

Fall 2013

College of Design, Iowa State University, Diversity Report, Fall 2013

Iowa State University College of Design

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College of Design
Iowa State University
Diversity Report
Fall 2013

1) Vision or mission.

As part of our strategic planning process for 2013-2020, the faculty and staff in December 2012 approved the following College of Design mission, values and vision statements.

a) Our mission is to:

Educate students to become successful designers, planners, artists and scholars who enhance human experience and improve the natural, social and built environment.

Serve as a resource for Iowa and beyond through research, creative endeavors, extension and outreach.

b) We value:

Innovation, curiosity, collaboration, open exchange of ideas, diverse perspectives, environmental and social responsibility.

c) Our vision for the future:

Faculty, staff, students, alumni and partners will be leaders who imagine and respond to challenges and opportunities in a sustainable manner using innovative, interdisciplinary approaches and technologies.

This vision will be accomplished through eight interrelated goals, two of which focus on enhancing diversity within the college:

- i) Enhance opportunities for students to celebrate many peoples, cultures and places.**
- ii) Support and increase the diversity of backgrounds and perspectives represented in the college.**

These goals are being further developed with specific tactics or strategies, assessment measures and parties responsible for implementation, which will be voted on by the faculty and staff this academic year.

2) Recruitment and retention strategies for faculty, staff and students.

a) Equity adviser

The College of Design appointed Mark Chidister, associate professor of integrated

studio arts, as its first equity adviser on an interim basis until a position description can be developed and posted to hire a new adviser. Chidister has met with every new search committee to discuss best practices related to faculty and administrative searches and strategies for increasing the diversity of applicants. Committee members are provided with the university's nondiscrimination and affirmative action statement, specific actions that can be taken during recruitment and screening of applicants, and excerpts from the university and college strategic plans that address the importance of recruiting a diverse and excellent faculty.

b) 2011-2012 Graduate College RECRUIT Grant

The Department of Community and Regional Planning was awarded a 2011-2012 Graduate College RECRUIT Grant to recruit underrepresented students into the Master of Community and Regional Planning (MCRP) program. Part of the award money was used to send direct e-mails to 376 multicultural GRE test takers, in hope of building our prospect pool of multicultural MCRP applicants. The CRP program also developed and distributed a series of HTML e-mail messages that targeted multicultural students. Faculty from CRP also visited colleges around the region to recruit multicultural students into the MCRP program. There was expressed interest and correspondence from prospective students.

c) Undergraduate, Graduate and Transfer Recruitment Coordinator

In November 2012, the College of Design hired Meredith Foley to serve in the new position of undergraduate, graduate and transfer recruitment coordinator. She is responsible for working with academic departments and programs to promote, market and recruit students to the College of Design. She has worked in conjunction with the multicultural liaison officer to increase multicultural student representation in the college. She has conducted focus groups with current graduate students to identify recruiting and marketing strategies that would increase domestic, international and multicultural student representation.

d) 2013-2014 Graduate College RECRUIT Grant

Meredith Foley received a \$2,000 RECRUIT Grant offered through the ISU Graduate College to assist with the recruitment of underrepresented multicultural graduate students. In 2013-2014, the College of Design will host two prospective graduate student open houses. Additionally, we will accommodate individual visits as needed. To ease the burden of travel costs, we will offer to assist prospective students by reimbursing their campus visit travel costs up to \$100 per person.

e) Diversity Committee

The college's Diversity Committee creates and promotes strategies to ensure equity in accordance with ISU's Equal Opportunity and Diversity policies. It supports and develops programming to increase recruitment and retention of multicultural or marginalized students within the College of Design; recognizes and rewards faculty and staff service and research related to the enhancement of diversity; encourages the development of new courses, curricula and programs to improve the

incorporation of diversity throughout the curricula; and encourages the use and creation of educational resources to enhance the equity, justice, inclusion, understanding and respect of all individuals.

3) A brief summary of your diversity programming for faculty, staff and students.

a) Lecture

In September 2013, the College of Design cosponsored a university lecture titled *How Artists Are Transforming the Narrative on Immigration and Equality*, by artist and activist Favianna Rodriguez. It focused on how to use art to promote civic engagement and address issues of war, immigration and social awareness.

b) Safe Zone Training

The College of Design in collaboration with the College of Engineering conducted *Safe Zone Training 101* with 22 faculty and staff. The three-hour training program was designed to address and educate participants about LGBTIQA issues, and provide and identify resources and support. The goal was to eliminate homophobia, transphobia, and heterosexism by creating and encouraging safe and secure environment for LGBTIQA students, faculty and staff. In direct response to the training, the College of Design converted our ground-floor men's restroom to a gender-neutral facility. Other initiatives also are being considered.

c) Multicultural Welcome Reception

In early September 2013, the college's new MLO, Audrey Kennis, hosted the first multicultural welcome reception for students within the College of Design. With 41 attendees, the program helped welcome, connect and build community for multicultural students. The program highlighted resources within the college and allowed students to connect with upperclassmen in their intended program.

d) Multicultural Student E-news and Multicultural Portfolio Workshops

The college's former MLO, Cristobal Salinas Jr., developed and distributed the *Multicultural Student E-News: Celebrating and Recognizing Diversity*, and hosted the Multicultural Portfolio Workshops for first-year multicultural students. The *Multicultural Student E-News* was sent monthly in 2012-13 to more than 340 College of Design students to inform and reinforce their academic success, career and professional development, and leadership. Four Multicultural Design Workshops were presented in spring 2013 to give multicultural students the tools and knowledge to assemble high-quality portfolios for the Core Design Program review. The program will continue under the new MLO in the 2013-2014 academic year.

e) APEX Cohort

The college's new MLO, Audrey Kennis, continued the Academic Program for Excellence (APEX) beyond the eight-week summer series, to continue student development, active engagement and community among students in the Core Design Program. The continuation of APEX helps students support each other throughout

the first year of paraprofessional foundation courses.

f) Conference and Departmental Presentations

The MLO made presentations regarding issues of diversity in design fields, including social justice topics, in numerous design courses, at the Iowa State Conference of Race and Ethnicity (ISCORE), George Washington Carver (GWC) Academy, Multicultural Vision Program (MVP), Greek Affairs Office, Science Bound, Iowa Academic Advising Network (IowAAN), and the Lesbian Gay Bisexual and Transgender Student Services (LGBTSS) Office.

g) Difficult Discussions Sessions

The MLO works in collaboration with the Multicultural Student Affairs Office, International Students and Scholars Office, the Lesbian, Gay, Bisexual and Transgender Student Services Office, and other departments across the university to create programming to promote diversity and inclusivity of all students, faculty and staff. The Design MLO collaborated with the other five MLOs from the Colleges of Agriculture & Life Sciences, Business, Engineering, Human Sciences and Liberal Arts & Sciences to develop a “Difficult Discussion” session to determine the best way to provide best practices for incorporating inclusivity inside and outside the classroom when it is threatened (ongoing).

4) New courses or programs covering or discussing any protected class.

- a)** Barbara Caldwell, associate professor of integrated studio arts, incorporated course content related to diverse artists and art forms. In her photography courses, students addressed topics such as personal identity, homosexuality, cross-cultural commonalities and diverse cultural issues and traditions. In her art education courses, students study diverse artists and art forms. They construct collaborative murals on the topic of “unity in diversity,” which bring students together across differences and build class community.
- b)** For the past three years, Jane Rongerude, assistant professor of community and regional planning, has collaborated with the Des Moines Neighborhood Development Division on projects for her CRP 532 graduate planning studio. In fall 2013, the class is focused on outreach efforts to the Latino/a community, engaging residents in revitalization and planning efforts in two of the city’s most diverse neighborhoods, Capitol East and Capitol Park in downtown Des Moines.
- c)** The Department of Community and Regional Planning introduced a new experimental course, CRP 460X/560X: Social Justice and Planning. Taught by Associate Professor Monica Haddad, the course was first offered in the spring of 2013 and will be offered again in the spring of 2014.

In spring 2013, the class developed a diversity awareness campaign for the College of Design by researching case studies of other organizations that have embarked on

such campaigns and obtaining input and feedback from the college's Diversity Committee and other personnel involved in multicultural issues across the university. Each student in the class also completed a service-learning project, devoting 20 hours of volunteer service to a nongovernmental/nonprofit organization that works with social justice issues and developing appropriate materials/discussion points related to that organization, such as issues of affordable housing for a homeless shelter and issues of racial or ethnic segregation/discrimination, income inequality, etc., for Urban Dreams in Des Moines.

5) Information on international activities, including partnership with organizations abroad.

- a) The Department of Landscape Architecture is hosting a visiting Chinese scholar, Bin Zhang, during the 2013-2014 academic year. The department also has developed relationships with Yeungnam University in South Korea and with University Putra Malaysia. Both schools sent students to our university in spring 2013.

6) A brief summary of research initiated or continued on diversity-related topics.

- a) Barbara Caldwell, associate professor of integrated studio arts and a member of the college's Diversity Committee, published a book chapter called "A Collage of Holistic Art Education Discoveries," which featured original photographs. It conveys the creative outcomes and multidimensional learning that result when elementary education and art majors are inspired by African American artist Faith Ringgold's writing, art and life. Ringgold speaks of the importance of transcending prejudice believing in ones aspirations. This introduction to Ringgold's resilient spirit and meaningful art inspired students to create individual story quilt blocks which when displayed together united diverse students in a celebration of class community.

Other recent juried professional presentations by Caldwell addressed crosscultural themes and pluralistic educational methods. These initiatives included:

- i) "Transformational Art and Art Education," original photos included in Public Art as Advocacy presentation. Art Educators of Iowa and Nebraska Joint Conference, Council Bluffs, IA and Omaha, NE, October 5-7, 2012
- ii) "Insight, Empathy and Authenticity: The Benefits of Creating Photography in Community" National Art Education Association Convention, Fort Worth, TX, March 7-10, 2013.
- iii) "Touchstones of Transformation: Navigating Change Through Art" National Art Education Association Convention, Fort Worth, TX, March 7-10, 2013.
- iv) "Heart of Art Education" authors discussion and book signing. National Art Education Association Convention, Fort Worth, TX, March 7-10, 2013.

Her art was shown regionally and internationally in exhibitions in 2012-2013, including:

- v) "Peaceful Morning Awakening Koi-Noboris" (carp wind streamer), ink drawing on canvas, created to send wishes for strength in those surviving recent disasters in Japan. Fukushima Contemporary Art Biennial at Fukushima Airport, Japan, August 11–September 23, 2012.
- vi) "Relationships Renewed," five photographs presented at the Brunnier Art Museum. "The Artful Life", cross-cultural holistic series of images included: Mystery and Synchronicity, Contemplation, Resilient Emergence, and Playful Discovery. "Peace Star," a gelatin silver print incorporating diverse portraits also was displayed commemorating unity in diversity.

7) A summary of committees, nationwide organizations or additional memberships of interest that faculty, staff or students may have been elected or appointed to serve as leaders in the organization, such as university-wide advisory committees or appointments to national boards, etc.

- a) At the university level, the Design MLO continues to serve as a member of the Iowa State University Committee on Diversity, the Multicultural Student Services Coordinated Team (MSSCT) and the Iowa State Faculty and Staff Affinity Council, and as co-chair of the Black Faculty and Staff Association. College of Design students Jasmine Wilks, sophomore in graphic design from Normal, Illinois, and Danielle Hernandez, junior in graphic design from Harlan, Iowa, participated with the MLO in the 2013 National Conference on Race and Ethnicity (NCORE) program in New Orleans, Louisiana.
- b) Jasmine Gunn, fourth-year architecture student from Matteson, Illinois, was elected president of the Iowa State chapter of the National Organization of Minority Architecture Students (NOMAS).
- c) Irene Lopez, senior in graphic design from Sioux City, received the 2013 Student Change Agent Award at the Multicultural Student Affairs Awards and Recognition Ceremony.
- d) Gerardo Garcia, senior in industrial design from Sioux City, received the 2013 Multicultural Liaison Officer (MLO) Outstanding Student Award. The award recognizes outstanding leadership in the College of Design as well as across campus.
- e) The MLO and College of Design encourage students to take professional and leadership development opportunities to enhance their success.
- f) Associate Professor Barbara Caldwell, integrated studio arts, served on the executive board of the United States Society for Education through Art (USSEA), a national affiliate of the International Society for Education through Art (ISEA), an organization devoted to crosscultural and multicultural research and pluralistic

teaching initiatives in art education. She also serves on the Art Educators of Iowa board of directors.

In July 2013, Caldwell represented the USSEA's perspectives and diversity initiatives on a panel with Deborah Reeves, executive director of the National Art Education Association (NAEA), sponsored by the Art Educators of Iowa.

- g)** Professor Francis Owusu, interim chair of the Department of Community and Regional Planning, has continued to serve as an External Reference Group member for the African Capacity Indicator Report produced by the African Capacity Building Foundation in Harare, Zimbabwe.