

Spring 2010

# College of Design, Iowa State University, Diversity Reports, Spring 2010

Iowa State University College of Design

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## Recommended Citation

Iowa State University College of Design and Arzuaga, Andrea, "College of Design, Iowa State University, Diversity Reports, Spring 2010" (2010). *Diversity Reports*. 5.  
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College of Design, Iowa State University, Diversity Reports, Spring 2010

**College of Design  
IOWA STATE UNIVERSITY  
DIVERSITY REPORTS  
SPRING 2010**

**Purpose:** The ISU diversity reports are designed to facilitate progress toward diversity goals outlined in the “2005-2010 Strategic Plan” (<http://www.public.iastate.edu/~strategicplan/>) and in the “Implementation Plan for Diversity, Equity, and Community, 2006-2011” (<http://www.provost.iastate.edu/fad/2006ImplementationPlan.pdf>). The reports will allow colleges and units to share accomplishments with the university community and will ensure accountability in meeting diversity goals. The benefits of a diverse and inclusive campus are often immeasurable but immensely valuable toward making us a better institution. Therefore, colleges/units are also encouraged to document the more intangible benefits that diversity brings to their area. In addition, we are asking for the first time this year that you report on your efforts to address work/life balance. *The report should cover the period since the last report: April 2008 to April 2010.*

## **Report Outline**

### **I. Diversity Mission/Vision Statement**

This document summarizes the actions of the College of Design to assemble a truly diverse environment for the benefit of all the members of our community. It is well documented that diversity is a critical component of all creative processes, and in a college where creativity is essential, diversity is not just about being politically correct; it goes to the very core of our mission. We intend to pursue two avenues in parallel: First, creating diversity — that is, promoting practices that will enhance our ability to attract new individuals with underrepresented backgrounds to our community and/or retain those who are already here. Second, implementing and managing diversity, a challenge we believe has not been addressed as fully — that is, learning how best to harvest the benefits of the diverse environment we strive to create and maintain. We expect that finding a balance between these two approaches will reinforce our capacity to attract and retain faculty, students and staff because they perceive more clearly their contributions to our creative agenda. On the other hand, we expect that positive results will intensify the commitment of our community toward the goal of diversity.

### **II. Diversity Efforts**

With the understanding that all colleges/units have been impacted by budget cuts since the last round of diversity reports were submitted, please use this section to report on your diversity efforts during these two years. This section should be structured so that the college/unit can report on activities, programs, or initiatives sponsored or co-sponsored by the college/unit that address the five goals set forth in the “Implementation Plan for Diversity, Equity, and Community, 2006-2011.” (Note that all units will not find all five goals applicable to their work; only address the goals relevant to your college/unit responsibilities.)

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

The College of Design has developed flex-time guidelines allowing P&S employees the opportunity to adjust their work schedule in order to accomplish the following goals:

- Provide excellent service for all students, faculty and staff.
- Allow alternative work schedules for P&S employees in the College of Design when personal or professional circumstances apply, as the CoD is a 24-hour building.
- Support the varying hours required of different positions for the most successful completion of duties and ensuring complete coverage during the core working hours.

Faculty members across disciplines in the College of Design received an ISU Women’s Enrichment Fund grant in order to conduct a study on how women in design careers balance work and life choices. Their goal was to develop and conduct two surveys, one of current design students to identify what they perceive will be the impact of gender and diversity on their careers, and one of design graduates to collect feedback on actual impacts. The survey results will be analyzed to identify specific modifications which could be made to the design curriculum and to guide the organization of roundtable discussions to inform and prepare students for life situations.

The college's Gallery 181 hosted *Embrace*, an exhibition of work completed by a senior student in integrated studio arts for an independent study class. His series of photos showed diverse people, photographed as couples, to emphasize our overriding similarities.

• *IMPLEMENTATION GOAL 2. Curriculum and Pedagogy. Develop a curriculum that guides students to think critically about social justice issues and provides faculty with the tools to teach inclusively.*

Faculty members throughout all departments in the College of Design are involved in research, teaching, and studio projects that center on issues of equity and social justice. Examples include, but are not limited to, research and teaching on Latino communities in Iowa, research and teaching on affordable housing, teaching/studio work in underserved neighborhoods, teaching on gender issues and social justice, international travel to assess humanitarian needs and the way design and design students can contribute, and specialized studio classes on various US Ethnic Minority groups: their history, culture, and contribution to design study. (Ongoing, some studios are new each year as needed, e.g., vertical studio on needs of those affected by the earthquakes in Haiti and Chile.)

The College of Design's Diversity Board is working with the Difficult Dialogues program out of the Center for Excellence in Learning and Teaching in order to determine the best way to provide faculty members with best practices for incorporating inclusivity into the classroom when it is threatened. (New and ongoing)

The multicultural liaison officer (MLO) for the College of Design has been engaged with the orientation courses for the college. She gives a presentation and answers questions regarding issues of diversity in design fields, including representation, acknowledgement, and cultural understanding as it is relevant to the work students are asked to do. (Ongoing)

The College of Design has an ongoing relationship with Lanzhou Jiaotong University (LZJTU) in China in which ISU students have gone abroad to study at LZJTU. Beginning in the fall of 2010, students from Lanzhou will come to ISU, resulting in a more cross-cultural relationship between the two institutions. Also, while the relationship between both universities has been through the Department of Architecture, we are looking to expand to our other design disciplines.

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

A faculty member in the Graphic Design Program taught a graduate-level course that focused on the design of educational experiences for children with developmental disabilities. The course brought students from graphic design and human computer interaction together into design teams focused on creating educational game experiences for children with autism, epilepsy, or cerebral palsy. Results were presented at the 8th International Conference on Interaction Design and Children, IDC 2009, June 3-5, 2009, Como, Italy. The paper on this research, written by students who developed an independent course after this course, made the first cut (top 12 out of 90 submissions worldwide) in the CHI 2009 Student Design Competition and advanced to the second round in 2010.

The College of Design has been involved in the Center for Town/Craft, an alliance of Hometown Perry, Iowa, the College of Design and ISU Extension Community and Economic Development for the purpose of identifying and developing new "ideas and strategies that strengthen small communities." Town/Craft intends to pursue its mission through a series of conferences, projects, exhibits, publications and consultations that will focus on the various challenges and opportunities that face the historic culture of our small communities. Recent events through the partnership have included the Latino Business Development and Entrepreneurship in Iowa Roundtable in September 2009. At this roundtable, participants discussed the economic trends in Latino entrepreneurship on main streets across Iowa, examined current programs and policies and explored the untapped economic potential of Latino entrepreneurs to create jobs and contribute to the economic development of the state of Iowa. (Ongoing)

The dean of the College of Design has been involved in the 2010 Latino Research Seminar series, sponsored by the department of sociology and student organization Latinoamericanos. His lecture, "Once upon a time in Queretaro," explored the link between the physical form and history in his hometown of Queretaro in central Mexico. He also presented his ideas for celebrating the 200th anniversary of Mexican independence at Iowa State. (New)

The dean of the college, faculty members in interior design, and six students from four programs within the College of Design presented at the 2010 Iowa State Conference on Race and Ethnicity; topics ranged from diversity in design education, to the language of racism, and cultural expression. The student presenters were each engaged in scholarship after attending the National Conference on Race and Ethnicity. (New)

Student organizations in the College of Design have been involved in issues of social justice and multicultural issues. The National Organization for Minority Architect Students and Architecture for Humanity are partnering with their national offices to make members of the college community aware of how we can contribute to the success of Haiti as the country moves forward after the 2010 earthquake. This has included college wide informational sessions and plans for a fundraising drive to assist with temporary housing for the many that were displaced. (New and Ongoing)

The associate dean for academic programs delivered the keynote presentation at the first National Women's Leadership Summit in Architecture, held in Chicago. She also presented a peer-reviewed paper on Women and Leadership in Architecture at the First Annual AIA Iowa Diversity Committee's Academic Papers Symposium. Several faculty members are active members of the sponsoring diversity committee.

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

Recruiting historically underrepresented students has been a priority for the College of Design. The multicultural liaison officer (MLO) has assisted in recruitment efforts by participating in an Upward Bound College Fair for Native American students at the University of Colorado, Boulder, as well as interviews for the Multicultural Vision Program scholarship. She has also targeted mailings to prospective students that serve to introduce the MLO and her services/resources. In addition, the MLO and college academic advisers are involved with the Office of Admissions in the College Week Live program by participating in online chats with prospective students, many of whom identify with underrepresented groups. The MLO also participates in the Academic Program for Excellence (APEX), a summer bridge program for incoming multicultural students, assisting in recruiting students to the College of Design or retaining them as students at Iowa State University. The MLO also works with the Office of Admissions, sitting on the George Washington Carver Appeals Committee, providing opportunities for students to maintain academic standing at the university. The MLO, along with academic advisors, participates in the I'll Make Me a World in Iowa program in Des Moines each year, introducing the College, and design principles, to predominantly African-American school children (Grade school through High school). (Ongoing, mailings for prospective students, travel, and activities come from MLO budget ~\$500 per year)

The College of Design implemented a diversity scholarship to be awarded to an incoming first-year student. The scholarship is a one-year award divided evenly between the first and second semesters. In addition to the diversity scholarship, a group of faculty, the precollegiate coordinator, and MLO for the College of Design have been working on implementing a summer program (July 2010) that would introduce first-generation and/or underrepresented student populations to design fields. Ninth- to 11<sup>th</sup>-graders will be targeted in the hope of creating a relationship with the College of Design and Iowa State University, resulting in enrollment upon completing high school. (Scholarship is new and going, \$2500 per year; summer program is new and ongoing, cost for participation funds the program)

• *IMPLEMENTATION GOAL 5. Inter-group and Intra-group Relations. Create a just environment that recognizes and celebrates cultural differences and socially constructed differences (i.e., gender, race, disabilities, sexual identity, etc.) by enhancing relations within and among groups.*

The College of Design has sponsored and highlighted a number of programs whose aim is to celebrate difference and enhance interactions within and among groups. These programs have included:

- Ricardo Gomes spoke about the importance of incorporating diversity in all aspects of design in his lecture, *Responsible Design for our Global Community*, as part of the college's 30<sup>th</sup> anniversary celebration.

- Daniel Wildcat, member of the Muscogee nation and professor and co-director, Haskell Environmental Research Studies Center, spoke about the use of indigenous knowledge in sustainable design in his lecture, *Climate Change: Using Traditional Indigenous Knowledge to Save the Planet*, also as part of the college's 30<sup>th</sup> anniversary celebration.
- Henrietta Mann, president of the Cheyenne-Arapaho Tribal College, spoke about traditional knowledge and indigenous education in *White Buffalo Woman's Daughter: Carrier of Traditional Knowledge*, for the university's 2009 Richard Thompson Memorial Lecture.
- R. Steven Lewis, president of the National Organization for Minority Architects, visited with faculty members, studio classes, and student organizations during his visit to cover issues of inclusivity and outreach in design fields. He also gave a campus wide lecture, *Who Will Tell the Story: The Black Architect's Epic Journey Toward Equal Opportunity*, as part of the university's 2010 MLK Jr. celebration.
- Ken Rhyne, principal with the Urban Design Group in Atlanta, will speak about *Native Identity in Contemporary American Indian Design* in the 2010 Richard Thompson Memorial Lecture.
- The College of Design has numerous study abroad opportunities in which all students from ISU can learn and interact with diverse peoples, and students from other countries have the opportunity to come to ISU in order to learn and share their cultural and lived experiences. These programs include study abroad opportunities for students in Rome and with the Beijing University of Technology. The college also has a Memorandum of Agreement (MOA) with Lanzhou Jiaotong University in China, the University of Western Australia, and Yeungnam University in South Korea.
- The MLO for the College of Design provides opportunities for students from all backgrounds to engage with one another in social and academic settings. Examples include Pow Wow celebrations at the University of Iowa, lectures sponsored by the Des Moines Art Center, trips to local art shows in the Ames/Des Moines area, and cultural meals and gatherings.
- The MLO for the College of Design runs a monthly portfolio workshop to assist first-year underrepresented students with the process of applying to enrollment-managed programs. Students are mentored by second-, third- and fourth-year underrepresented students in our programs, both in the sessions and in between as needed. (Ongoing, ~\$300 each year, rates of entrance into program by multicultural students who do and do not attend are used to inform success of program and areas of improvement)
- Faculty members in the Department of Architecture have been leaders in the American Institute of Architects (AIA)-Iowa Diversity Committee, working especially hard in the last year to create a relationship in which underrepresented college and high school students from the Ames and ISU community are mentored within the field on educational and professional development topics. This program will be implemented in fall 2010, although the committee has already worked with faculty and students in the College of Design throughout the 2009-2010 academic year to write their proposal. (New and ongoing)
- The College of Design participated in the University Committee on Women's review of the status of women in colleges, a comprehensive analysis of data on the status of women at the college level for the purpose of developing strategies to ensure equality and diversity.

### III. Best Practices/Final Comments

In this section, please reflect on those efforts that have worked particularly well for your college/unit for the last two years. You may also comment on difficulties you have had supporting diversity and what you plan to do differently in the future.

The College of Design has continued to realize successes in the representation of students, faculty, and staff from underrepresented populations. Our recruitment of talented students from diverse backgrounds continues to set us apart at Iowa State University. In addition to enrolling students who come from a diversity of backgrounds, we have had great success in providing both academic and extracurricular support for these students. Workshops, guest speakers, and student organizations whose goals are to provide all students in the College of Design with an understanding of the cultural capital they possess have created a community of understanding and support in the college.

Efforts that have been particularly successful have included lectures by designers from underrepresented populations who are accomplished in their fields. These speakers have allowed all students, but especially majority students, to

hear a counter narrative while at the same time learning about the design fields that they are passionate about. These programs have been most successful when time has allowed the guests to visit classrooms and studios and engage with students on a more personal level.

Other successes in the College of Design come from the faculty. Our faculty have such diversity in their research and teaching interests that our students have the opportunity to create and learn in an environment that pursues real solutions to real problems, design and otherwise. The partnerships that academic programs have created with other countries (Italy and China study abroad opportunities), and local communities (AIA diversity committee, Town/Craft, etc.) provides faculty members with the resources to diversify the curriculum and students with the opportunity to embrace and explore difference.

The areas in which we struggle are not unlike other colleges and programs. In such a specialized college, there is difficulty incorporating issues of social justice and diversity into courses where those topics are not the main curriculum. We plan to work with the Center for Excellence in Learning and Teaching and the Difficult Dialogues program to create opportunities for faculty members to learn how to tackle these topics when they arise in courses that are not designed to address these issues, and then in advising sessions with students and among faculty members in their interactions. We also continue to struggle with how we provide engaging and challenging opportunities to students around issues of diversity, inclusion, and social justice with declining budgets. We have been working as a college of designers on ways to be more creative with the talent we possess in our faculty, staff, students, and alumni, and we are hopeful that as a community that creates solutions, we will find a way to continue to provide leadership to students in the areas of diversity and social justice.

\*This Diversity Report for the College of Design covers activities from April 2008 to April 2010. It has been compiled by the college's Multicultural Liaison Officer. Her contact information is below:

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### Background and Guidelines

- **Institutional Research data on employees and students.** Institutional Research will be compiling demographic data about employees and students as well as information on student enrollment, retention, and graduation rates. This year we are NOT requiring that you comment on such data, since ACD will review the overall university data. If you wish to have this data as you prepare your report, *your college/unit should contact Dr. Gebre Tesfagiorgis in Institutional Research ([gebretes@iastate.edu](mailto:gebretes@iastate.edu), 4-1181)*. Information will be available by February 19, 2010.
- **Target audience and review process:** The target audience is the general university community including President, Executive Vice President and Provost, Vice Presidents, and the Advisory Committee on Diversity Program Planning and Coordination (ACD). Reports will be reviewed by the ACD with feedback provided to each unit. Reports will also be made available on the website of the Executive Vice President and Provost This web site also provides the rubric used by ACD in its review of the 2008 reports.  
<http://www.provost.iastate.edu/fad/acdppc/reports.html>.
- **Scope:** Report should cover the two-year period since the last report, submitted in April 2008.
- **Length:** 4-6 pages
- **Technical details:** Please define acronyms and any college/unit specific terms. Include page number, college or unit, and reporting year in document footer. Also include contact information, noting author(s) as appropriate.
- **Dates.** Reports are due to Susan Carlson, Office of the Executive Vice President and Provost on **March 26, 2010**.

Contact: Susan Carlson, Associate Provost for Faculty Advancement and Diversity  
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