Greater Des Moines Partnership
2008 Diversity Award

ORGANIZATION PROFILE

Des Moines Area Community College
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City, State, Zip: Ankeny, IA 50023
CEO: Robert Denson

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SECTION I. DIVERSITY AWARD GUIDELINES

GUIDELINES

To qualify for the Diversity Award, your organization must be a member of the Greater Des Moines Partnership. The following criteria will be used to select the award recipient:

- Employee Demographics
- Diversity Business Case
- Recruitment
- Employee Development
- Retention
- Vendor/Supplier Relationships
- Additional Diversity Efforts

After the applications have been evaluated, finalists will be selected and contacted to arrange an on-site visit. Awards may be given in the following categories: small, medium and large size companies. The determination regarding the categories to be awarded will be based upon the quality and number of applications received in each category. A committee consisting of a past award recipient, representatives from the Greater Des Moines Partnership Board and the Diversity Committee will determine the award winner(s). Previous award recipients are not eligible to apply for one year following receipt of the award.

The deadline for returning the completed questionnaire is September 28, 2007.

GLOSSARY OF TERMS

Award Categories:
For the purpose of this award, company size is defined as:
- Small – 1-99 employees
- Medium – 100 –249 employees
- Large – More than 250 employees

Employees:
For the purpose of this award, employees are regular full-time and part-time employees in the greater Des Moines area, excluding temporary and seasonal employees.

Minority:
For the purpose of completing the Employee Demographics, Recruitment and Retention sections of this application, minority refers to race, color and national origin.

Diversity:
Please consider diversity as inclusion in its very broadest sense. This would include but not be limited to: race, color, religion, sex, national origin, disability, veteran status, sexual orientation and age.
## PAST RECIPIENTS & TOP FINALISTS

<table>
<thead>
<tr>
<th>Year</th>
<th>Award Recipient(s)</th>
<th>Honorable Mention(s)</th>
<th>Finalists(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>US West</td>
<td>Dickson Industries</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>R R Donnelley &amp; Sons</td>
<td></td>
<td>Cigna Health Group, Principal Financial Group</td>
</tr>
<tr>
<td>2002</td>
<td>Bankers Trust Company</td>
<td></td>
<td>Prairie Meadows, Principal Financial Group</td>
</tr>
<tr>
<td>2003</td>
<td>Principal Financial Group</td>
<td></td>
<td>Wells Fargo Card Services, The Des Moines Register</td>
</tr>
<tr>
<td>2004</td>
<td>The Des Moines Register</td>
<td></td>
<td>Prairie Meadows, G &amp; K Services</td>
</tr>
<tr>
<td>2005</td>
<td>Mercy Medical Center</td>
<td></td>
<td>i2tech, Pella Corporation</td>
</tr>
<tr>
<td>2006</td>
<td>Principal Financial Group, i2tech</td>
<td></td>
<td>Hy-Vee, Prairie Meadows</td>
</tr>
<tr>
<td>2007</td>
<td>Nationwide Property &amp; Casualty</td>
<td></td>
<td>Des Moines Area Community College</td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SECTION II. EMPLOYEE DEMOGRAPHICS

All data reported should be based on regular full-time and part-time employees in the greater Des Moines area, excluding temporary and seasonal employees.

### Greater Des Moines Area Employees

<table>
<thead>
<tr>
<th>Year Ending</th>
<th>Total # of Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>683</td>
</tr>
<tr>
<td>2004</td>
<td>605</td>
</tr>
</tbody>
</table>

### Female Employees

<table>
<thead>
<tr>
<th>Year Ending</th>
<th>Total # of Female Employees</th>
<th>What percentage of your workforce is female?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>384</td>
<td>56%</td>
</tr>
<tr>
<td>2004 (If available)</td>
<td>338</td>
<td>56%</td>
</tr>
</tbody>
</table>

*To calculate percentage, divide total number of female employees by the total number of employees.

### Minority Employees

<table>
<thead>
<tr>
<th>Year Ending</th>
<th>Total # of Minority Employees</th>
<th>What percentage of your workforce is minority?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>53</td>
<td>8%</td>
</tr>
<tr>
<td>2004 (If available)</td>
<td>51</td>
<td>8%</td>
</tr>
</tbody>
</table>

*To calculate percentage, divide total number of minority employees by the total number of employees.*
### Officials/Managers/Supervisors

<table>
<thead>
<tr>
<th>Year Ending</th>
<th>Total # of Officials/Managers/Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>59</td>
</tr>
<tr>
<td>2004 (If available)</td>
<td>57</td>
</tr>
</tbody>
</table>

### Female Officials/Managers/Supervisors

<table>
<thead>
<tr>
<th>Year Ending</th>
<th>Total # of Female Officials/Managers/Supervisors</th>
<th>What percentage of your Officials/Managers/Supervisors are female?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>25</td>
<td>42%</td>
</tr>
<tr>
<td>2004 (If available)</td>
<td>22</td>
<td>39%</td>
</tr>
</tbody>
</table>

*To calculate percentage, divide total number of female Officials/Managers/Supervisors by the total number of Officials/Managers/Supervisors.

### Minority Officials/Managers/Supervisors

<table>
<thead>
<tr>
<th>Year Ending</th>
<th>Total # of Minority Officials/Managers/Supervisors</th>
<th>Percentage of your Officials/Managers/Supervisors are minorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>5</td>
<td>8%</td>
</tr>
<tr>
<td>2004 (If available)</td>
<td>5</td>
<td>9%</td>
</tr>
</tbody>
</table>

*To calculate percentage, divide total number of minority Officials/Managers/Supervisors by the total number of Officials/Managers/Supervisors.
SECTION III. DIVERSITY BUSINESS CASE

A. How does the success of your diversity efforts help advance your organization's long-term strategic objectives and immediate business goals?

Des Moines Area Community College’s mission, Creating Opportunities for your Success, drives the diversity efforts of the College for its students, employees and the communities we serve. The vision focuses on anticipating student and community needs and our programs encourage cultural understanding, career success, social enrichment and learning. Our goals reinforce our commitment to provide educational and professional development opportunities for our students, employees and members of the community through partnerships with businesses, educational institutions, governmental agencies and communities. (Addendum I)

DMACC’s vision encompasses three FIRSTS:
1. FIRST in Quality: A true cornerstone of our past and present and future success is the quality of the education and services we provide for our students and our district.
2. FIRST in Service: Every person in our service area has the right to a DMACC education.
3. FIRST in Affordability: We are committed to making a DMACC education as affordable as possible.

The College’s diversity efforts help to advance these goals by creating an educational and business climate that fosters opportunities for students, staff, and faculty to have frequent exposure to other cultures, beliefs, values and perspectives. We believe increasing awareness of and cultivating a diverse culture will assist in being First in Quality by increasing retention of underrepresented students, faculty, and staff.

A major focus during the past year was diversity awareness education for our faculty and staff. The annual March In-Service Day was entitled “Valuing Differences, Recognizing Similarities” and featured a national keynote speaker, Dr. Crystal Kuykendall, who spoke on “Bringing out the BEST by dealing with Differences.” Workshops presented by DMACC faculty, staff and local community members, and an afternoon interactive diversity discussion facilitated by Dr. Eric Johnson, a Drake University faculty member, completed the informative and fun day. Workshop topics ranged from “Empathy and the Immigrant Experience,” “Color Codes, Gestures, and Others: Chinese Nonverbal Communication,” and “Assisting Gay and Lesbian Students” to “Communication Strategies in a Diverse World”, “Reducing the Stigma of Mental Illness, and “An Introduction to Bridges out of Poverty.” (Addendum II) Participants enthusiastically created artistic depictions of what diversity meant to them as part of a Mosaic Project and entertainment was provided by the Gateway Dance Theater. Over 600 faculty and staff attended the day-long training and celebration.

In line with DMACC’s mission of creating opportunities for success through open access to education, and in reaching our goals of being First in Service and Affordability, DMACC has strategically located six campuses, two attendance centers and multiple classroom locations throughout our service area to provide education and training to as many students and community members as possible. Frequent market research studies give the College a basis for actively exploring ways to enhance offerings in areas where we have less of a physical presence.

The DMACC Urban Campus is an excellent example of how DMACC has taken to heart the needs of the enterprise community as part of a strategic decision to serve the most disenfranchised in the Greater Des Moines Area. DMACC is the entry point for education for persons of all backgrounds and is the educational choice for many persons of color, recent immigrants, older students, persons with disabilities, and other underrepresented groups. DMACC has sponsored or collaborated with I’ll Make Me a World in Iowa, the Latino Heritage Festival, CelebrAsia, Juneteenth and Gay Pride. Faculty and staff attend annual meetings and banquets for NAACP, AdmirAsian, Sisters on Target, and Alianza (Latino Business awards).
The Urban Campus has leveraged resources in the form of special services and programs supported by state and federal dollars that serve the at-risk population in the community. Iowa New Choices, Student Support Services and Upward Bound are just a few examples of student-focused programs. The Center for Community and Workforce Partnerships located on the Urban Campus has the goal of establishing and enhancing strategic partnerships and programs which increase access to postsecondary education and services for underrepresented and under served populations in the Des Moines area. The Center currently has four grants that illustrate the commitment DMACC has to working with underrepresented and at-risk populations:

**Literacy Pathways to Employment**  
(Source) U.S. Department of Labor via IWD (Sub-Contract)  
Provide assessment, career planning, employer-driven job preparation and training, placement, and retention services for unemployed and under-employed.

**Increasing Retention and Graduation of Students in Nontraditional Career Areas and Underrepresented Racial/Ethnic Minority Students**  
(Source) Iowa Department of Education  
Implement strategies to increase the number of nontraditional students who are retained in and graduated from career areas related to criminal justice, especially females. In addition, strategies to increase the number of students from minority racial/ethnic groups retained and graduated from career areas related to criminal justice were also implemented.

**Multiple Education Pathways Blueprint**  
(Source) U.S. Department of Labor via the City of Des Moines  
Create a plan for alternative education options for high school dropouts and students at risk of dropping out.

**Iowa Prisoner Reentry Initiative A Collaborative Effort to Help Non-Violent Offenders Safely and Successfully Reenter the Community.**  
(Source) U.S. DOJ through Iowa Department of Corrections (sub-contract)  
The project seeks to improve community safety by providing pre-release and transition services which include basic computer skills, soft skills, and work readiness to non-violent offenders leaving four state adult institutions. The project will provide services to 200 offenders who are classified as non-violent and are being released to the Polk County high-risk census tracts.

Cultural diversity is one of the keystones of the Urban Campus. Students at Urban Campus represent over 65 countries and speak over 25 languages while full-time faculty and staff represent countries such as Bangladesh, Algeria, Russia, Poland, Belarus, Sweden, Hong Kong, Somalia, Malaysia, and Afghanistan. The Provost has had many years of international experience and is fluent in English, Spanish and Japanese. The Associate Provost is a first generation immigrant from Singapore and is bilingual. The Director of Evening and Weekend services is of African American descent.

Another example of meeting the needs of our service area and reaching underrepresented groups was the opening of The Success Center at 800 SW Porter in the fall of 2001. The Success Center initially offered programs such as Youth at Risk and English as a Second Language classes. The College has expanded programs by adding general education courses in the past few years in order to make credit classes more easily accessible to the Success Center’s students.
DMACC serves new Iowans who have limited English proficiency through a comprehensive ESL program ranging from basic literacy through credit ESL. These students in turn feed into our credit programs and add an amazing diversity in language, thought, experience and culture to the campus community. In an effort to support these students, an ESL scholarship was established through the DMACC Foundation in 2006. Sixteen international/immigrant students were selected to participate in the prestigious Iowa International Fellows Program, organized by the ICIU and The Stanley Foundation, for the 2006-2007 academic year.

In addition to ESL classes, DMACC offers citizenship classes to immigrants who are interested in applying for American citizenship. Our students district-wide hold citizenship representing over 65 countries and there are many languages spoken on campuses everyday. DMACC has representation on the New Iowan Center Community Advisory Committee, chair the Latinos Unidos Scholarship Board and belong to the Iowa Council for International Understanding. We work hard to create an atmosphere where all are welcome who want to learn and be a part of this community. The key to serving our diverse student population is flexibility, creativity and a willingness to take into account a student's individual circumstances without compromising standards, policies and procedures of the institution.

One of the highlights of 2006 was the successful bid to be the fiscal agent and service provider for the Central Iowa Employment and Training Consortium (CIETC). President Denson noted that “This transition is an opportunity for Central Iowa to benefit from a new, more collaborative and effective workforce training system.” CIETC was renamed Iowa Employment Solutions (IES), some staffing changes were made, and all employees completed a DMACC orientation which included the on-line sexual harassment awareness training. IES assists Central Iowa’s unemployed and underemployed by providing worker assessment, training and placement services. IES has added yet another means for DMACC to reach out to its diverse constituents.

The sustainability of the College’s diversity efforts is also evidenced by the continued funding of Strategic Planning Innovation Grants. Funds were allocated in 2004 for 28 innovation grants at a cost of $306,000. Since 2004 an additional 51 grants have received funding. Grant applications must address the goals of the College and serve students, faculty and staff district-wide. In 2006 funds were awarded for a DMACC Disability Education and Awareness initiative, Language Line Services and a new on-line training program for all faculty and staff, Preventing Discrimination and Sexual Harassment. The Language Line Service is an over the phone interpretation service that is available 24/7. DMACC staff and faculty now have access to an interpreter for over 156 different languages. This is extremely beneficial when working with students who do not speak English or have low English proficiency. The infusion of funding for innovative ventures like Language Line has created vibrancy and enthusiasm among faculty and staff and a belief in the support from top administration for their ideas.

B. Describe how Officials/Managers/Supervisors are held accountable for supporting diversity efforts.

Accountability begins with President Denson and his directives to all staff, faculty and students including management and supervisors that every effort be made to respect the diversity of our student and employee populations. In the College’s Affirmative Action Plan, the President has written the following:

“The philosophy and intent of equal employment opportunity is to provide all individuals throughout our country the assurance that all employment decisions will be made regardless of race, color, creed, gender, sexual orientation, national origin, religion, age, disability, and, to the extent covered by law, veteran status. Des Moines Area Community College firmly believes in and supports this philosophy. As President of the College, I welcome this opportunity to reaffirm the College’s continuing policy to provide equal employment and advancement opportunity in all personnel activities of all job classifications, including recruitment, hiring, transfer, promotion, reduction-in-force (layoff), reinstatement, compensation, benefits, training and education, tuition assistance, and social and recreational programs. In addition, reasonable accommodations will be made for religious needs and for individuals with disabilities.
SECTION III. cont...

Des Moines Area Community College and all its employees are committed to create environments that encourage each individual associated with DMACC to advance in his/her academic endeavors and careers based upon his/her abilities and skills and will not tolerate any type of discrimination based upon race, color, creed, gender, sexual orientation, national origin, religion, age, disability, and, to the extent covered by law, veteran status."

In 2006, the Human Resources department was awarded a DMACC innovation grant to fund sexual harassment and discrimination awareness training for all regular faculty and staff. President Denson supported the program by sending a message to each employee in which he stressed the importance of completing the training. The training was introduced in November 2006 and as of July 31, 2007, over 1,130 faculty and staff have completed the training. The training has also been added to the regular staff orientation sessions held each month.

A new on-line training module, Preventing Employment Discrimination, was introduced for all supervisors and those who participate on screening/interviewing committees. President Denson once again sent an e-mail to staff encouraging them to complete the training and explaining why it was important. (Addendum III) We continue to explore more diversity training opportunities with the plan to implement more on-line training in the next year.

The Job Evaluation Committee completed a three-year review of every DMACC job description in 2006. Diversity requirements were added to each description and selected administrative/supervisory job descriptions also have foreign language desirable qualifications. For example, dean and provost job descriptions now contain the following qualifications: Demonstrated commitment to diversity, equal opportunity, and the academic, intellectual, and social development of all students and employees and as a desirable, spoken and written proficiency in a foreign language.

Advertising for positions has broadened to include additional internet web sites that reach diverse job candidates. Deans and Provosts have been encouraged to make every effort to hire qualified minority candidates and to promote activities in their programs and campuses that build more inclusive environments for students and employees. The HR Compliance Coordinator works closely with supervisors to ensure that hiring procedures follow Affirmative Action guidelines.

Supervisors are also evaluated in their performance reviews on respecting human rights and whether they practice and enforce policies/procedures which promote nondiscriminatory, fair and equal treatment of others. In addition, all supervisors completed a six-week Supervisory Excellence Training Program in 2004-2006 that had components related to respecting diversity and nondiscrimination and new supervisors attend the training during their first year.

Attendance at events celebrating diversity is strongly encouraged by the President. There is an expectation that management and supervisors will motivate their employees to participate in the planning and implementation of events such as International Year, First Amendment Day, Black History Month, and various festivals sponsored by organizations such as the Latino and Asian Alliances, Gay Pride, etc.
SECTION IV. RECRUITMENT

All data reported should be based on regular full-time and part-time employees in the greater Des Moines area, excluding temporary and seasonal employees.

A. Employees Hired

<table>
<thead>
<tr>
<th>Year Ending</th>
<th>Total # of Employees hired</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>132</td>
</tr>
<tr>
<td>2004</td>
<td>94</td>
</tr>
</tbody>
</table>

B. Female Employees Hired

<table>
<thead>
<tr>
<th>Year Ending</th>
<th>Total # of Female Employees hired</th>
<th>What percentage of the employees hired were female?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>71</td>
<td>54%</td>
</tr>
<tr>
<td>2004</td>
<td>49</td>
<td>52%</td>
</tr>
</tbody>
</table>

*To calculate percentage, divide total number of female employees hired by the total number of employees hired.

C. Minority Employees Hired

<table>
<thead>
<tr>
<th>Year Ending</th>
<th>Total # of Minority Employees hired</th>
<th>What percentage of the employees hired were minorities?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>13</td>
<td>13%</td>
</tr>
<tr>
<td>2004</td>
<td>11</td>
<td>12%</td>
</tr>
</tbody>
</table>

*To calculate percentage, divide total number of minority employees hired by the total number of employees hired.
D. What recruitment efforts does your organization use to attract a diverse workforce?  
*Please refer to the glossary on Page 2 for the diversity definition.

A new brand image for DMACC was introduced this summer, “Life’s Calling.” The message not only relates to prospective students but is a great recruiting tool for staff and faculty. The ads are attractive and are individualized for various ethnic/minority populations. (Addendum IV)

Every job opening is advertised to the public with few exceptions. The College is in its third year of contracting with CareerBuilder.com to post positions nationwide including over 140 identifiable diversity web sites. Twenty-five percent of CareerBuilder.com’s traffic is considered ethnically diverse and 51% is female. We have also recently contracted with Academic Careers Online for their Diversity Package which includes diversity/affirmative action applicant e-mail notifications and cross-postings on partner job sites to reach beyond the traditional pool of applicants.

In addition, positions are advertised on the College’s web site and in the Des Moines Register, local community papers and the Iowa Workforce Development web site. Specific web sites such as the Asian Alliance site are also used. Faculty positions are also advertised in the Chronicle of Higher Education, HigherEdJobs.com, various professional and trade publications and at selected national and international conferences.

Job postings include the qualification: “Demonstrated proficiency working with populations possessing diverse values, and/or coming from varied cultures and backgrounds.” Interview questions are formulated to gather more in-depth information on each candidate’s experience in this area.

The Compliance Coordinator conducts an Affirmative Action check-off on each search where there are underrepresented candidates in the pool. This ensures that all candidates are fairly considered for interviews and/or job offers. The Affirmative Action Plan is updated and approved by the Board of Directors biannually.

DMACC Human Resources is partnering with Vocational Rehabilitation, Iowa Commission for the Blind and Veterans Affairs to outline strategies for working together to increase the number of job applicants with disabilities. Other recruitment initiatives included attendance at the Regional Black Faculty and Staff Recruitment and Retention Summit in April to learn about recruitment models being used at other higher education institutions. Human Resources staff attended regional and national conferences with a focus on diversity efforts; and DMACC staff is also working with the human resources department at Heartland AEA to help them develop strategies for improving workforce diversity.

The number of minority faculty and staff continues to increase each year.

Since 2005 the number of minority faculty and staff has increased 31.7%.
DMACC’s outreach efforts are also a valuable recruitment tool. By having booths at Gay Pride, I’ll Make Me a World, CelebrAsian, the Latino festival and other events, we send messages of inclusivity that become a recruitment tool for new employees.

**E.** If your organization offers internships, describe the program including recruitment, retention, benefits, special project work, etc.

In 2003, DMACC partnered with Dr. George Jackson, Iowa State University Graduate Programs, to identify qualified graduate students of color who would be interested in teaching at the community college level. Adjunct teaching positions were identified at several of the campuses and the goal was to hire an ISU graduate student to teach as part of their ISU graduate assistantship. The program has gotten off to a slow start with two students participating over the past several years, but efforts are continuing to build the partnership.

In addition, DMACC has an informal partnership with Iowa State University and provides several internships a year in the student services area including student employment, counseling and advising. This past year, four interns, three of whom were female, worked with Student Development. The Marketing and Media Relations department also hired a female intern to assist with advertising campaigns.
SECTION V. EMPLOYEE DEVELOPMENT

All data reported should be based on regular full time and part-time employees in the greater Des Moines area, excluding temporary and seasonal employees.

A. Is diversity training required for all employees? YES*

If yes, briefly describe the training and how frequently it is provided.

Diversity training is provided to all new faculty through the annual orientation program. All employees are provided professional development opportunities that focus on diversity training. *The HR Compliance Coordinator is researching on-line diversity training programs with the goal of implementing mandatory training in 2007-08.

B. Is diversity training required for all senior managers? YES

If yes, briefly describe the training and how frequently it is provided.

Diversity training is provided through the Supervisory Excellence Training Program and through DMACC sponsored workshops that are offered throughout the year.

C. Is harassment prevention training required? YES

If yes, briefly describe the training and how frequently it is provided.

All supervisors have received harassment prevention training in the past three years. In addition, beginning in October 2006, all employees were required to complete an on-line harassment prevention training offered by New Media Learning. The Human Resources department monitored compliance and the goal of having all full-time and part-time faculty and staff complete the program prior to July 1, 2007 was met.
### SECTION VI. RETENTION

All data reported should be based on regular full time and part-time employees in the greater Des Moines area, excluding temporary and seasonal employees.

#### A. Total Employee Terminations (voluntary and involuntary)

<table>
<thead>
<tr>
<th>Year Ending</th>
<th>Total # of Terminations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>69</td>
</tr>
<tr>
<td>2004</td>
<td>72</td>
</tr>
</tbody>
</table>

#### B. Female Employee Terminations

<table>
<thead>
<tr>
<th>Year Ending</th>
<th>Total # of Female Terminations</th>
<th>What percentage of the total employee terminations were female?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>37</td>
<td>54%</td>
</tr>
<tr>
<td>2004</td>
<td>46</td>
<td>64%</td>
</tr>
</tbody>
</table>

*To calculate percentage, divide total number of female employee terminations by the total number of employee terminations.

#### C. Minority Employee Terminations

<table>
<thead>
<tr>
<th>Year Ending</th>
<th>Total # of Minority Terminations</th>
<th>What percentage of the total employee terminations were minority?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>9</td>
<td>13%</td>
</tr>
<tr>
<td>2004</td>
<td>2</td>
<td>3%</td>
</tr>
</tbody>
</table>

*To calculate percentage, divide total number of minority employee terminations by the total number of employee terminations.
SECTION VI. cont...

D. Does your organization have a succession-planning program? YES NO

(If yes, please describe your program.)

The College has several succession planning programs and uses in-house and external resources to provide the training. Each year a group of nominated faculty and staff attend the Leadership Institute for a New Century (LINC) and Community College Leadership Initiative Consortium (CLIC) programs offered by Iowa State University and the Iowa Association of Community College Trustees. The focus of each of these programs is to bring together educators from all Iowa community colleges and provide them with a basis for leadership development. LINC was designed primarily for women and minorities in leadership tracks as described at the link http://www.cclp.hs.iastate.edu/about.html

The College also nominates one or two candidates for the Greater Des Moines Leadership Institute and the Chair Academy on an annual basis. Women and minority staff have been well represented in both of these programs and DMACC hosted the regional chair academy in 2006 and 2007.

In addition, DMACC developed its own Administrative Leadership Program for faculty who were interested in moving into administrative roles. The first cohort of seven faculty who included two females and one Asian male completed the three year program in July 2006. Of the seven participants, two have been hired as deans at the College and two others interviewed for administrative openings. The faculty attends LINC the first year and then completes a series of internships in various DMACC departments and campuses during the next two years.

The Supervisory Excellence Training Program is another internal leadership development program that has been very successful. Topics range from finance to personnel issues to violence/safety in the workplace. (Addendum V)

E. Does your organization offer internal or external mentoring programs? YES NO

(If yes, please describe your program.)

The College has a formal faculty mentoring program that pairs new faculty with experienced mentors during their first semester at DMACC. The program is being expanded at several campuses to include adjunct faculty. Mentors participate in a training session and then are expected to meet frequently with their new faculty member to provide support and guidance. At the end of the semester, the new faculty member and mentor each completes a feedback survey to gauge the success of their experiences. The program continues to be highly evaluated and viewed as valuable by both mentors and new faculty.

A more informal mentoring program exists for new deans and provosts. Each new administrator is assigned a mentor by the Executive Vice President of Academic Affairs. The expectation is the mentor will develop a strong professional relationship with the new administrator and serve as a resource to him/her.

A mentoring program for students is in its third year as part of the Title III grant. Students who have been identified as being at risk academically are assigned a faculty mentor/advisor who works with them each semester as a part of the Making Academic Progress Successfully (MAPS) program.
SECTION VI. cont...

F. Describe how your organization creates and sustains a positive inclusive environment.

Des Moines Area Community College celebrates the diversity of its students, staff and faculty through a variety of on-going programs and the continual addition of new initiatives.

In 2001 the Diversity Task force was established as a result of identified needs in the College’s Strategic Plan. The Task force operated on the premise that the diversity value should guide organizational behavior. Their charge was to:

- Cultivate and establish cultural understanding and mutual respect as an integral component of the DMACC culture.
- Implement college wide “Conversations on Diversity” with the desired outcome to identify core indicators of a campus environment that effectively demonstrates the cultural understanding and mutual respect value.
- Identify institution wide initiatives which promote the value of cultural understanding and mutual respect for the 2002-2003 year.

The Diversity Task force continued its efforts in the ensuing years and sharpened the focus on diversity by identifying nine key goals for improving diversity at DMACC. “Living Diversity at DMACC” became the focal point of the campus conversations and a vision was created:

“To create a culture in which all people are valued and supported and to celebrate the similarities and differences among us. In doing so, we will prepare the DMACC community to live, learn, and work together in a global society.”

President Denson emphasized the importance of the Task force by elevating it to a Diversity Commission in 2006. The Commission continues to be composed of faculty and staff from all campuses and has student representation. In 2006, the Commission established the Tapestry Award (Threads of many colors woven together to make a beautiful work of art.). (Addendum VI) Open to all members of the DMACC Community, the criteria are: Character—embodies a welcoming spirit to everyone; College—contributes to the culture of valuing diversity and promoting awareness at DMACC; and Community—engages in activities and events outside of the College. Four faculty and staff members were selected to receive this award in August.

In addition the Commission also approved a new curriculum change for the Associate of Arts degree which requires students receiving that degree to take one of a list of approved courses to meet a Diversity requirement. Members of the Commission also participated in the planning and implementation of the annual in-service day which focused on “Valuing Differences, Recognizing Similarities”.
An exciting event was sponsored by the Diversity Commission, the DMACC Urban Campus and statewide Iowa public Television last winter. A standing room only audience including President Denson listened to a panel of local hip hop authorities discuss the issues following the screening of Byron Hunt’s documentary, “Hip-Hop: Beyond Beats and Rhymes.” In addition, local hip hop artists performed at the event which was free and open to the public. The documentary took an in-depth look at machismo in rap music and hip-hop culture where creative freedom, poetry and mad beats collide with misogyny, violence and homophobia.

The Disability Education and Awareness Committee meet monthly and have district-wide representation from students, faculty and staff. Disability Awareness Month is celebrated each October in addition to a variety of workshops throughout the districts. A schedule of presentations for 2006 is in Addendum VII. Audiences vary from students, staff and faculty to the general public. DMACC has a long history of valuing global education. Since 1985, the College has sponsored an annual International Year, focusing on the people, history, and culture of a target country. Many of these celebrations have highlighted countries where Des Moines has a Sister City or Iowa has a Sister State. Over the past twenty years countries such as Japan, China, France, Mexico, India, Russia, Ukraine, Brazil and the United Kingdom have been showcased.

DMACC students, staff, faculty and the public are invited to attend a wide range of activities including lectures, panel discussions, faculty book forums, seminars and food and film festivals. Internationally renowned scholars, writers, journalists, and politicians, along with local experts come to the College to share their knowledge and expertise of the country. DMACC also has an annual Honors Seminar, a course which allows high-achieving students to do an in-depth study of the selected country.

DMACC faculty from throughout various disciplines have traveled extensively, lived in, or studied in countries around the globe. These faculty members arrange international travel and travel/study opportunities for students. DMACC students and faculty have traveled to Italy, France, Ireland, Mexico, Greece, Spain, and Costa Rica.

An International Student Club was formed on the Ankeny Campus last year. The club conducts fund-raising activities and strives to provide students of all cultures with social functions to ease their transition into a new environment. This new club joins others for Spanish, Native American, and African American students. Faculty advises an international club, and an African American Student Alliance at the Urban Campus.

Students in certain career programs have an opportunity to work with faculty from other countries, as well as to visit other countries themselves. Both the Child Development and Dental Hygiene programs have had long-standing relationships with partners in Kofu, Japan which originated from the Sister-City relationship that Des Moines has with Kofu. In both programs, faculty and students from Japan periodically come to DMACC and in return DMACC faculty and students have visited Japan.

New academic programs in American Sign Language and Interpretation/Translation are more examples of how DMACC provides opportunities for developing a better awareness of diversity within DMACC and in the communities we serve.
SECTION VI. cont...

The Culinary Arts program has had a long relationship with Des Moines' French Sister-City, St-Etienne. Students, staff and faculty travel to France each year and work with chefs who have participated in the DMACC French Chef exchange. The Culinary Arts faculty and students prepare the gourmet dinners that are held throughout the academic year and are open to the public. Each dinner highlights cuisine from a different part of the country or world.

DMACC also engages in outreach activities and partners with organizations that serve diverse communities as well as establishing and institutionalizing innovations that help to promote/sustain an inclusive education and work environment. Capital City Pride held its monthly meetings at the DMACC Urban Campus each month and DMACC continues to be the only higher education institution to be present at the annual Gay Pride event. In addition, President Denson has driven the DMACC semi in the Gay Pride parade for three years in a row.

The Newton Campus observed Pride Week by hosting Stigma Busters, brought in local speakers including an Indian Scholar from Grinnell College and showed two films, “The Laramie Project” and “And the Band Played On.” These events were also open to the local community. They also hosted the African American World Music event in March, 2006 with internationally known jazz singer, Joane Jackson. The history of jazz was presented with music and traditional southern cooking. DMACC campuses sponsor events similar to these throughout the year for their communities.

A particularly exciting event was the first-ever Colombian Mvil (mobile) Consulate in Iowa hosted by the Urban Campus in June. A temporary embassy/consult office was set up for two days for the convenience of Colombians throughout Iowa and the Midwest. Hundreds of Colombians came on campus to take care of visas, passports, etc. The campus provided a forum for Colombians, and DMACC had the opportunity to welcome and interact with a prominent Latin American population.

G. What else does your organization do to promote and sustain an inclusive environment?

The College has a long-standing commitment to services for students and employees with disabilities. DMACC employs a full-time special needs coordinator, who works with students to grant requests for reasonable accommodation to ensure equal access to classrooms, environments and materials. DMACC also employs a Section 504/ADA coordinator who works with the special needs coordinator to oversee accommodation services, ensure compliance, and to assist the Human Resources Benefits Coordinator with meeting employee accommodation needs. In order to ensure communication needs are met in a timely fashion for students or employees who are deaf or have significant hearing loss, DMACC employs three full-time sign language interpreters. The interpreters provide services in the classroom, for classroom related activities, and for college sponsored events. The interpreters provide services for field trips out of state and for family members attending graduation. The interpreters are committed to serving the students and have interpreted in many varied situations: from the wetlands of Iowa knee deep in marsh during a conservation class to the formal atmosphere of graduation or a final exam.

The coordinators and interpreters provide training and awareness to faculty and staff on all DMACC campuses and address transition issues at the high schools in the surrounding areas as well as schools all over the state via Iowa Public TV and the ICN. The coordinators and/or interpreters are involved with the AEA 11 Transition Advisory Committee, National Association of Developmental Education (NADE), Association of Higher Education and Disabilities (AHEAD), Iowa Higher Education Transition Initiative (IHETI), Registry for the Interpreters for the Deaf (A DMACC interpreter is the current vice-president of this national organization), and DO-IT/ University of Washington (The director of Academic Support Services is part of the committee which develops training materials for faculty and staff in the area of
SECTION VI. cont...

disability services for this nationally known organization. Through IHETI, the coordinators have worked to develop a Support for Accommodation Request Form, which lessens the burden of expensive documentation for students with disabilities as they transition from high school to college.

The special needs coordinator works with students to seek and find academic support, such as tutoring and homework help. The college offers peer-tutoring, instructor supported homework help and online tutoring, which serves to meet the diverse needs of the students. A Reading Lab on the Ankeny campus, writing labs, and an ESL Lab at the Urban Campus and Porter location serve to also meet the diverse needs of students.

The Academic Support Services Department often employs students with disabilities. Last year, four student workers with disabilities were employed in the Ankeny Computer Lab and as tutors. The tutoring office at the Ankeny campus employs a diverse group of tutors. Over the past several years, we’ve employed tutors from Bosnia, Ukraine, Sudan, Uganda, Taiwan, Guatemala, Ecuador, Columbia, India, Ethiopia, and France. Training and support is provided for all tutors.

DMACC is one of 15 organizations (and the only educational institution) that is charter members of the Iowa Asian Alliance (IAA) and is currently a platinum partner (the highest of the five levels of membership) of the IAA. The Alliance held its regular meetings at the Urban Campus during the past year and the associate provost serves as the chair of the Alliance’s Board of Directors.

At the Urban Campus, an Educational Advisor and Multicultural Liaison works with students, staff and faculty to provide a variety of services to promote an inclusive environment. There is a Multicultural and Diversity Leadership Team that works with the advisor/liaison in promoting and supporting diversity on the campus and throughout the Des Moines community. An annual Multicultural Spring Fest features a variety of cultural entertainment and food. The advisor/liaison also works directly with the Teacher Quality Project to recruit minority students to attend DMACC and Drake and prepare them to become teachers in the Des Moines Public School District. DMACC has formed a partnership with the Des Moines Schools and Drake University since 1973 in a “Grow Your Own” initiative to address the shortage of minority teachers. Since that time, over 40 teachers have completed the Teacher Quality Partnership Project.

(Addendum VIII)

In 2006 the Human Services department added a new required course to the Human Service curriculum, “Discrimination and Diversity.” All students in the Human Service program are required to complete this course and the chairperson has stressed to adjunct instructors that diversity issues be addressed in all Human Service classes. DMACC faculty and staff have the opportunity to take this class free of charge through the tuition waiver policy. Other new classes such as “Intercultural Communication” offered through the Speech department and American Sign Language are examples of ways to promote diversity efforts from an academic perspective.

President Denson will serve as the cochair of the 2007 Des Moines Branch NAACP Freedom Fund Banquet, the first higher education president to do so. (Addendum IX) DMACC has been a major sponsor of the Asian Festival and hosted the Greater Des Moines Partnership’s Multicultural reception last spring on the Ankeny Campus. In November, 2006, President Denson hosted a Culinary Arts Gourmet Dinner for the seven current or former World Food Prize laureates. Helene Grossman, Department of Education Equity Coordinator, held a workshop on cultural competency for the faculty and staff. DMACC sponsored Pin Points Theater in their performance of “1,001 Black Inventions” at the Boone and Ankeny campuses and Des Moines North High School in October. The play depicted Black ingenuity as an integral part of our everyday lives, and DMACC faculty, staff, and students attended the performances. And finally, DMACC was one of the sponsors of the Business Record’s Women of Influence recognition this year.

These are just a few of the highlights of the many events that DMACC encourages their employees and students to attend. Additional examples are listed in Addendum X.
SECTION VII. VENDOR/SUPPLIER RELATIONSHIPS

A. Describe how your organization seeks and utilizes diverse vendors or suppliers.
   * Please refer to the glossary on Page 2 for the diversity definitions.

1. Use State of Iowa Web site/Target Small Business
2. Attend Annual Iowa TSB minority conference
3. Attend Greater Des Moines Minority Business meetings

B. How many diverse vendors or suppliers did you use in 2006 and what was the total amount spent?
   If available, please provide the same information for the prior year.
   * Please refer to the glossary on Page 2 for the diversity definitions.

Diverse Vendors & Suppliers - 2006

ABC Herrington Sign & Display
All Makes Office Interiors
Anderson Erickson Dairy
Big Daddy’s Bar-B-Q
Business Publications Corp.
Chest & Infectious Diseases
Custom Awards & Embroidery
Custom Paper Supply Inc.
Deaf Services Unlimited
Doextra Corporation
EmbarkIT, Inc.
Iowa Asian Alliance
Latino Resources, Inc.
Pratt Audio-Visual & Video
Primary Source
Scholars for Educational Excellence & Diversity, Inc.
T & M Services, Inc.
Travel World
UPS $367,218.63

Miscellaneous:
- Purchased chairs from Prison Industries
- Contracted with Stigma Busters, an Iowa troupe of performers with personal insight regarding mental illness and disability.
- March In-service consultants/presenters: Dr. Crystal Kuykendall and Dr. Eric Johnson: $8,000

Diverse Vendors & Suppliers - 2005
DMACC used 10 different diverse vendors in 2005 spending a total of $844,749.
SECTION VIII. ADDITIONAL DIVERSITY EFFORTS

Please list and describe your organizations’ Additional Diversity Efforts, including, but not limited to:
Awards/Recognitions
Community Activities
Physical, virtual and language accessibility
Domestic Partner coverage/benefits
Other

DMACC provides benefits for domestic partners.

A “Disability Contact Statement” is included in activity advertisements.

DMACC’s Nondiscrimination Policy is visible in the College’s web site and publications. (Addendum XI)

When an employee retires or resigns from their position at DMACC, an exit interview is held with the Benefits Coordinator. Each person is asked a series of questions, one of which is “Have you been or are you aware of anyone at DMACC who has been discriminated against on the basis of gender, race, national origin, creed, age, marital status, sexual orientation or disability?” This information is shared with the Executive Director of Human Resources who then consults with the appropriate supervisors, etc. to ensure that our nondiscrimination policy is being enforced.

DMACC’s Physical Plant staff and the disability services coordinator in conjunction with the Disability Awareness and Education Committee (DEAC) conduct annual reviews of the buildings and campuses to ensure compliance with physical accessibility standards.

United Way of Central Iowa is the recipient of a Supporting Work Project grant from the Ford Foundation and Families and Work Institute to work with employers and their employees in helping low-wage employees secure public benefits both to improve the employees’ economic position and benefit employers by strengthening employee productivity. The purpose of the grant is to determine what role employers can play in assisting their employees obtain public benefits and what impacts that can have on the employers themselves.

The Child and Family Policy Center is the evaluator for United Way of Central Iowa’s Supporting Work Project in Des Moines. United Way of Central Iowa developed agreements with three major central Iowa employers – Iowa Health Systems, Mercy Hospital, and the Des Moines Area Community College – to participate in the project. United Way of Central Iowa also identified specific public benefits that it would focus on in assisting employees: (1) the earned income tax credit and other tax benefits (child credit and child care subsidy credit); (2) food stamps; (3) WIC benefits; (4) child care subsidy; and (5) medical benefits for dependents through Medicaid or hawk-i, Iowa’s SCHIP program.

During the 2006 – 2007 Fiscal Year, the DMACC Adult and Family Literacy Program was involved in a pilot project that was held at Greenwood Elementary School on the west side of Des Moines. The project was a Family Literacy night event. All families were invited to the school to participate in various literacy activities as a family. These activities included writing a family story, reading around a campfire, making crafts based on well known books and authors, a story telling room, listening to a story read in Spanish and Bosnian, and a group reading activity lead by a local TV celebrity.

Also at the event were DMACC tables with information about programs offered were staffed by DMACC volunteers and the Des Moines Public Library had a table with library information and signing people up for library cards. Greenwood Elementary school is an ELL magnet school, which means the school serves a large ELL population from various neighboring school areas. Greenwood schools ELL population is 25% of the schools total population. The minority population at Greenwood is 39% of the total population.

The project was a huge success, more than 400 people attended and the DMACC ABE department with a grant from the DMACC Foundation gave each child in attendance a free book. A total of 235 books were handed out. It is our hope that we can continue the Family Literacy event at more schools in the DMACC district in the new fiscal year.
SECTION VIII. cont...

DMACC Adult Basic Education (ABE) formed a partnership with 2 schools within our district, the Des Moines and Perry Public Libraries and IPTV on a grant written through IPTV. Through this grant and partnership we held book clubs targeted towards Hispanic families with elementary and head start level children from the schools. At our Willard site we had 5 families participate 1 of those was a Hispanic family and at our Perry site we had as many as 15 families participate and all of those were of Hispanic origin.

Faculty and staff are encouraged to participate in community and professional activities that promote diversity. The following list is a sample of that involvement:

- Faculty and staff present at conferences such as the Department of Education’s annual equity conference and Strengthening and Valuing Latinos conference.
- Frank Trumpy, emeritus professor, is the President of Iowa Sister States.
- President Denson attended a variety of events including the Ames Branch of the NAACP dinner, Chinese Association Awards, Alianza Latin American dinner, Chinese Consul Reception at Terrace Hill, Iowa African American Hall of Fame, in addition to many other events (Addendum XII).

Faculty and staff volunteer their time to work at the many ethnic/cultural festivals in the communities and serve on boards and committees including:

- Chrysalis Foundation
- Iowa Asian Alliance
- Making Connections Leadership team.
- NAACP, Des Moines Branch, (First Vice President)
- Des Moines Partnership Diversity Committee
- I’ll Make A World In Iowa: A Celebration of African American Culture and The Arts (Advisory Committee Member)
- Over representation Task force
- Equity Leadership Team
- Economic Self Sufficiency Network (Cochair) target low income job seekers and underemployed
- National Council on Black American Affairs (Vice President, Programs)
- Latinos Unidos
- Black Community Advisory
- National Black Child Development Institute, Des Moines Affiliate
- Urban Campus Multicultural Leadership Team
- Morris Scholarship Fund Board (scholarships targeting Minority students)
- Larry Carter Scholarship Fund Committee (scholarships targeting African American students)

The list is endless because so many faculty and staff quietly volunteer their time and expertise in their communities without fanfare or recognition. As educators, their lifestyles reflect DMACC’s mission of “Creating Opportunities for your Success” not only at their workplace; but in their homes, churches and neighborhoods.
Greater Des Moines Partnership
2008 Diversity Award

ADDENDUMS
SECTION I. DMACC MISSION STATEMENT

About DMACC
About Des Moines Area Community College
Mission, Vision, Goals and Values

MISSION: Creating opportunities for your success.
VISION: Des Moines Area Community College anticipates student and community needs, providing quality, learner-centered higher education and workforce development. Our programs and services encourage and develop career success, cultural understanding, social enrichment and life-long learning. We accomplish our mission through process of responsible use of resources and continuous improvement.

GOALS:

1. Prepare students to succeed in earning a baccalaureate degree by offering transferable higher education courses.
2. Prepare students to succeed by offering higher education courses in technical and occupational areas that lead to an associate's degree, certificate, or diploma.
3. Through collaboration and cooperation with business and labor, prepare individuals for success in the workplace and education.
4. Provide opportunities for high school students that include alternative high school completion programs, college-level academic and technical courses, and courses not currently available at their high schools.
5. Provide support services for students that are under prepared or have other challenges that might prevent them from being successful in higher education programs.
6. To meet the needs of our diverse population, develop partnerships with educational institutions, businesses, governmental agencies, and communities.
7. For students, faculty, staff, and community, continuously improve access to and make optimal use of new emerging technology.
8. Provide opportunities for students and members of the community to pursue avocational interests and personal development.
9. Provide professional development opportunities for faculty and staff to create and maintain a campus climate conducive to collaboration and cooperation, responsible and innovative use of resources, and a process of continuous improvement.
10. Provide opportunities for adults to complete their high school diploma.

VALUES:

Responsiveness - Reach out actively to serve our communities.
Excellence - Ensure accountability, quality, and responsibility in every endeavor.
Community - Exchange and communicate ideas and information openly, through collaboration and shared decision-making.
Learning - Create a student-centered environment to foster lifelong, accessible and relevant learning leading to success.
Cultural Understanding and Mutual Respect - Value individual rights, privacy and diversity.
Innovation - Embrace change and anticipate emerging issues.
Professional Integrity - Maintain a high standard of ethics and honesty in professional activities and performance duties.

Board Approved July 8, 2002
SECTION II. DIVERSITY DAY-MARCH 9, 2007

Speaker Biographies

SECTION I. cont...

Dr. Crystal Kuykendall

In 1989, Dr. Kuykendall incorporated her company, Kreative and Innovative Resources for Kids (K.I.R.K). Through the company she provides long term technical assistance and consulting services to an increasing number of national and international clients.

Dr. Kuykendall received her B.A. from Southern Illinois University, a Master of Arts degree in Sociology from Montclair State University, and her Doctorate in Educational Administration from Atlanta University. In 1981 she received her Juris Doctorate from Georgetown University Law Center and was admitted to the Bar Association of the District of Columbia.

A former elementary and secondary public school teacher, Dr. Kuykendall has taught at Seton Hall University and Montclair State University. She is the former Executive Director of the National Alliance of Black School Educators and was appointed by President Jimmy Carter to the National Advisory Council on Continuing Education where she served as Council Chairperson from 1979-81. Dr. Kuykendall has served on numerous boards and committees at local and national levels.

Dr. Kuykendall is an author and speaker. Since 1990 she has given over 100 speeches annually and has received many honors. Her website is www.crystalkuykendall.com.
Dr. Eric L. Johnson

Dr. Eric Johnson directs the Urban Education Program at Drake University. Prior to that, he spent eight years in K-12 schools with five years in the classroom and three years in administrative roles and has experience working with urban and suburban districts to improve student academic performance.

Dr. Johnson has facilitated numerous workshops with students, administrators, and teachers designed to develop cultural competency skills that promote learning in academically diverse settings. He has worked with academic organizations that serve students from kindergarten to postsecondary institutions.

Dr. Johnson has conducted seminars on issues of diversity and cultural competency in several international settings (including Russia, China, and Nicaragua). In addition he has worked with both academic and for profit organizations on issues of cultural competency. Moreover, he has worked with youth being adjudicated in the juvenile justice system for more than 5 years. Issues of difference remain an important part of his work and it is important to understand that these issues are not simply limited to issues of race, ethnicity, and gender, but also other important aspects of identity that impact human relationships across difference such as disability, language, culture and many others.
## SECTION II. cont...

Des Moines Area Community College  
Valuing Differences, Recognizing Similarities  
MARCH 9, 2007

<table>
<thead>
<tr>
<th>Topic, Presenter, Description</th>
<th>Room</th>
<th>10:00am</th>
<th>11:00pm</th>
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</table>
| **Bringing Out the Best In Everybody**  
Dr. Crystal Kuykendall  
Certainly, in today's competitive society, individuals are encouraged to do all they  
can to improve and empower themselves—and this is great! However, I am  
reminded of the fact that while there is much joy in personal accomplishment,  
there is commensurate joy in being of benefit, even service to others who really need  
the goodwill we have to offer. Learn how each of us is in a position to impact another  
life, directly or indirectly through professional endeavors. Dr. Kuykendall will  
provide you with the inspiration, insight and ability to fulfill your own life through  
opportunities to enrich other lives.                                                                 | Gym         | X       |         |
| **Music Anyone?**  
Mary Pearson, Pianist  
After enjoying Mary's music while arriving and during breaks this morning, come  
spend some time with Mary hearing about her diverse training and performance  
opportunities as well as relaxing to the music provided. Mary has worked with  
operas, churches, jazz bands, vocal ensembles, productions at the Civic Center, as  
as well as receptions, weddings and parties. Enjoy this brief respite!                                                                 | Courter Center | X       |         |
| **Global/Local Processes in Higher Education**  
Leland M. Searles, DMACC  
This workshop will briefly introduce theories about globalization and major trends,  
and then consider educational issues that are raised by global interconnectivity. Among  
these are the needs of transmigrants, the situations of people who are effectively  
excluded in home countries and abroad, educational barriers, and other topics.                                                                 | 128         | X       |         |
| **Empathy and the Immigrant Experience: How Well Would You Do?**  
Mary West, Carrie Mulvihill, Michael Piper, Stacy Amling, Raphael Geronimo,  
Robert Hunt and Ilima Young, DMACC  
This workshop is a simulation exercise. Participants will be assigned to families  
with specific roles. They will need to learn how to interact in a town where everyone  
speaks Spanish. They must figure out how to take their sick child to the hospital,  
find employment, register for school, etc., when they don't know the native  
language. The purpose of the exercise is to raise awareness regarding the struggles  
of non-native English speaking people.                                                                 | 143         | X       |         |
| **Color Codes, Gestures, and Others: Chinese Nonverbal Communication**  
Will Zhang, DMACC  
Many international students have not only different native languages but also  
their own color codes, their system of gestures, and their ways to respond to the  
injectors. This workshop demonstrates how the Chinese communicate through  
non-verbal language in different situations. This workshop will help DMACC  
faculty and staff understand how important it is to know the basics of other cultures  
and become more sensitive to the non-verbal cultural communications of the  
international students.                                                                 | 152         | X       |         |
<table>
<thead>
<tr>
<th><strong>Different Worlds</strong></th>
<th>156</th>
<th>X</th>
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<tbody>
<tr>
<td>Karen Webb &amp; Don Southammavong, DMACC</td>
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<tr>
<td>We will be playing an interactive game, followed by processing and a discussion that aims to help increase sensitivity regarding cultural differences. We will do some cultural sensitivity ice breakers and an interactive game that involves playing cards.</td>
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<tr>
<th><strong>Resolving Conflict: Cross-Cultural Facilitation</strong></th>
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<tbody>
<tr>
<td>Barb Schmidt, DMACC</td>
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<tr>
<td>This experiential diversity facilitation workshop combines role play, training exercises, and discussion.</td>
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<tr>
<td>• Discover a variety of ways to de-escalate a conflict.</td>
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<td>• Learn how to replace adversarial/defensive statements with responses that are culturally receptive.</td>
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<tr>
<td>• Explore different methods that help create a sense of community between diverse groups and individuals.</td>
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<tr>
<td>• Enhance your observational and listening acuity by learning how to translate non-verbal messages into meaningful interventions.</td>
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<tr>
<th><strong>Assisting Gay and Lesbian Students</strong></th>
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<th>X</th>
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<tbody>
<tr>
<td>Kirk Bragg, LISW, Drake University</td>
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<tr>
<td>The goal of this presentation will be to gain insight about ways that educators can assist Gay, Lesbian and “questioning” students in coping and coming to an understanding of their sexuality.</td>
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<tr>
<th><strong>Communication Strategies in a Diverse World</strong></th>
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<tbody>
<tr>
<td>Dr. Kari Hensen, DMACC</td>
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<tr>
<td>Do you have difficulty communicating with others or want to enhance your communication and interpersonal skills? This interactive session will utilize Drs. Alessandra and O’Connor’s book, The Platinum Rule, to discuss how the diversity of our behavioral preferences impacts our communication styles. Participants will complete a brief behavioral style evaluation to determine whether they most interact as “thinkers”, “relaters”, “socializers”, or “directors”. Suggestions for interacting and communicating with all behavioral styles will be shared with participants.</td>
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<tr>
<th><strong>Blue–Eyed</strong></th>
<th>220</th>
<th>X</th>
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<tbody>
<tr>
<td>Rebecca Funke, DMACC</td>
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<td>This workshop will provide a brief overview of Iowan, Jane Elliott’s, work with the blue-eyed/brown-eyed experience. Ms. Elliott is a renowned speaker on diversity in America. During this workshop view the video followed by discussion and responses to the film.</td>
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<tr>
<th><strong>ESL Students at DMACC</strong></th>
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<tbody>
<tr>
<td>Ewa Pratt, DMACC</td>
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<tr>
<td>For about 30 years, the ESL program at DMACC has brought together students of different nationalities with a common purpose – the spoken word in a non-native language. These students, who hail from more than 40 countries, enrich our institution by providing us with insight to the ever shrinking global community. This session will provide an overview of the ESL program and its students at DMACC.</td>
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<tr>
<th><strong>Multicultural Awareness</strong></th>
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<tbody>
<tr>
<td>Ruthellen Cunnally, DMACC</td>
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<tr>
<td>Participants will be introduced to a website hosted by EdChange. This group is dedicated to “equality, diversity, multiculturalism and social justice.” The website includes a variety of exercises and activities that can be used to foster multicultural awareness when incorporated into classroom experiences. Participants will also work through an activity called “Circles of My Multicultural Self.”</td>
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### 10 Questions to Ask Aging Parents and 10 Things Your Kid Should Know

**Jeff Bratz, Legacy Financial Group**

This presentation is especially pertinent for those in the “sandwich generation” and caught between very diverse attitudes, ideas and communication styles, e.g. your parents and your children, as well as older individuals concerned with making certain that things are well communicated in terms of financial, health, wealth, estate and medical issues.

#### Stigma Busters

Stigma Busters is an improvisational theatre troupe whose goal is to eliminate the stigma associated with mental illness. The group travels all over Iowa and surrounding states performing "sets" they have written from personal experiences.

Some common misconceptions about mental illness include that the mentally ill are violent, can’t hold a job, and can never be cured. The Stigma Busters will dispel these myths while providing audiences with entertainment.

#### Classroom Clickers – Everybody Plays

**David Levy, DMACC**

Classroom response systems (clickers) both allow and require all students present to participate all of the time. This eliminates the inherent bias that may result from calling on individuals to respond. The program will focus primarily on the types and features of clicker systems and how they are being used at West campus.

#### COLORS (Part 1--10:00 a.m., Part 2--11:00 a.m.)

**Buzz Hoffman, DMACC**

COLORS is a fun way for us to look at ourselves; to understand how each of the four basic personality styles view the world; to see our similarities and to celebrate our differences; and as educators to understand how the different personalities learn and respond in the classroom. (Participants for this workshop must attend both sessions at 10:00 and 11:00 a.m.)

#### Classroom Approaches to Reach Diverse Learners: A Case for Universal Design

**Sharon Bittner and Sue Wickham, DMACC**

This session will discuss approaches that may be used in the classroom to enhance learning for all students.

#### Diversity Is Only a Thought Away!

**Tony Wilson, Iowa Health System**

The need to focus on diversity in any organization stems from the fact that we THINK there are differences among people based on race, gender, and other characteristics. These THOUGHTS lead us to feel, and then act, in a certain way.

This presentation will focus on the role of THOUGHT and how we use it to create our reality and form our interaction with others. The session will remind us of the innocence that all of us have and how we can focus on that innocence when dealing with others. By valuing each individual as inherently worthy, the natural result is a diverse organization with a culture of caring and mutual respect.

#### Globalization and Diversity

**Jeff Schroeder, DMACC**

The goal is for participants to recognize the influence of globalization, yet recognize the uniqueness of cultures around the world.
<table>
<thead>
<tr>
<th>Workshop Title</th>
<th>Presenter</th>
<th>Content</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is This Heaven...No, it's Iowa</strong></td>
<td>Chuck Lauritsen, DMACC</td>
<td>This workshop will look at a brief description of the coal mining community of Buxton, Iowa, 1900-1925. Buxton was an island of integration compared to the widespread system of prejudice, segregation, and racism against African Americans to be found in the rest of the nation at that time. Hear about this local example of how living together can bring down racial and ethnic barriers created by ignorance.</td>
<td>162</td>
</tr>
<tr>
<td><strong>Reducing the Stigma of Mental Illness</strong></td>
<td>Sheila Aukes, DMACC</td>
<td>Students with mental illnesses are increasing in the classroom. The purpose of this workshop is to reduce the myths and stigma surrounding mental illness. The workshop will also highlight resources on campus and in the community.</td>
<td>163</td>
</tr>
<tr>
<td><strong>“Hello . . . Where Are You From?”</strong></td>
<td>International Students from Ankeny, Urban and Boone Campuses.</td>
<td>International students face distinct and unique challenges while pursuing their education . . . lack of employment opportunities, the admission process, tuition payments and cultural adjustments to name a few. Participants will be given a few moments to submit (anonymous) questions and concerns into a collection box. This will be a moderated panel discussion of 8-10 students from a variety of countries who are studying at DMACC while here either on a Visa, or as an immigrant and/or refugee. They will share about their home countries, what brought them to Iowa and about their experiences on campus.</td>
<td>171</td>
</tr>
<tr>
<td><strong>An Introduction to Bridges Out of Poverty</strong></td>
<td>Marlana Schnell, DMACC</td>
<td>Bridges out of Poverty is a curriculum that was designed to promote understanding of the differences in socio-economic class. These differences can be found in language, work, values, beliefs and attitudes and classroom environments. Understanding these differences can build a “bridge” of communication that is more inclusive and empathetic to a variety of learning styles and personality characteristics.</td>
<td>173</td>
</tr>
<tr>
<td><strong>Cultural Preferences</strong></td>
<td>Sherry Gupta, A World of Difference</td>
<td>Cultural preferences show up in the classroom even when diversity is not obvious. This workshop uses a model and experiential exercises to help participants recognize subtle differences and prepares them to deal with conflict when it arises.</td>
<td>200</td>
</tr>
<tr>
<td><strong>Embracing Diversity</strong></td>
<td>Mohammed Amjed, DMACC</td>
<td>Three dominant trends that will have far reaching implications for American society are: (1) the current demographic transformations; (2) the feminization of the workforce; and, (3) the graying of America. These trends are expected to have major implications on social service needs, education, health, quality of life issues, economic impact, and mental health needs. This workshop will focus on the changing complexion of the American society; identify the demographic trends, and present a model of cultural competency continuum that can help individuals, policies, organizations, and systems to move toward the ideal of cultural competency.</td>
<td>204</td>
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<tr>
<td>Title</td>
<td>Presenter</td>
<td>Session Details</td>
<td>Room(s)</td>
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<tr>
<td>Inner Peace in a Diverse World</td>
<td>Julie Pinegar, DMACC</td>
<td>During this workshop learn how to recognize and embrace the differences within ourselves and how to connect those differences with the differences of others. The workshop will introduce participants to a diversity profile that is a critical tool in helping people move from fear and resistance to informed acceptance of diversity as a source of organizational strength. It helps to limit the influence of stereotypes and creates an acceptance of differences.</td>
<td>206</td>
</tr>
<tr>
<td>Recruitment in the Y Generation</td>
<td>Michelle Mohon, DMACC</td>
<td>Generation Y, also called the “Millenniums” is a generation that responds to variety and multitasking. These are young people who routinely (good or bad) watch television, talk on their cell phones, text message, and chat with their friends online all at the same time! They view the world much differently than do generation Xers or the Baby Boomers. In particular, they are more comfortable with technology and with using it to build and carry on relationships and communicate. The problem is that most of us are more comfortable doing what we’ve always done and we delude ourselves that this is also what all students want. Tomorrow’s college recruiting is here today for those with the foresight and courage to be pioneers.</td>
<td>207</td>
</tr>
<tr>
<td>Different Like Us</td>
<td>Duane Gray, Ying Sa, and Erin Koester, Ankeny Cultural/Diversity Task Force</td>
<td>Experience diversity from a more personal standpoint, as three individuals share their stories about growing up, attending school, moving to a new country/community and raising families where differences are the norm and something they deal with on a daily basis. Learn how they have grown and prospered and how they have celebrated those differences and truly come to appreciate how similar we really are.</td>
<td>208</td>
</tr>
<tr>
<td>Lost Boys of Sudan (Part 1--10:00 a.m., Part 2--11:00 a.m.)</td>
<td>Flora Tyler, DMACC</td>
<td>Lost Boys of Sudan is an Emmy-nominated feature-length documentary that follows two Sudanese refugees on an extraordinary journey from Africa to America. Orphaned as young boys in one of Africa’s cruelest civil wars, Peter Dut and Santino Chuor survived lion attacks and militia gunfire to reach a refugee camp in Kenya along with thousands of other children. From there, remarkably, they were chosen to come to America. Safe at last from physical danger and hunger, a world away from home, they find themselves confronted with the abundance and alienation of contemporary American suburbia. Come experience this journey! (Participants will want to attend both sessions at 10:00 and 11:00 a.m. to see the entire film.)</td>
<td>215</td>
</tr>
<tr>
<td>African-American History in Iowa, 1838-2000</td>
<td>Hal Chase, DMACC</td>
<td>By watching a 17 minute audio-visual overview of the “highlights” of Iowa’s African-American history, they audience becomes aware of the inseparable, intertwined, dialectical relationship between so-called “black &amp; white” that has had much more impact on our state’s history than most think. The discussion that follows usually brings more examples of the connection of “blacks” and “whites” in our state lending a current dimension to what might otherwise be perceived as something in the “dead” past.</td>
<td>222B</td>
</tr>
<tr>
<td>Keys to Working with International Students</td>
<td>Ko-hsing Huang, DMACC</td>
<td>This session will highlight the presenter’s personal experiences as an international student. Discussion will also focus on the economic and academic value of international students on classrooms and for DMACC.</td>
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</tr>
<tr>
<td>Event</td>
<td>Location</td>
<td>Room Number</td>
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<tr>
<td><strong>Arriba!!!</strong>&lt;br&gt;Las Guitarras de Mexico&lt;br&gt;Come hear about the history of the Mexican guitar tradition which plans to add some “salsa” and “spice” to this year's event! For the past twenty years, Las Guitarras has been traveling, creating, and performing. The Iowa Arts Council and other government agencies recognized Las Guitarras for their authentic performances. They perform regularly throughout the area and the Midwest celebrating the folk-music traditions of Mexico City at community festivals and fairs.</td>
<td>Library</td>
<td>X</td>
<td></td>
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<tr>
<td><strong>Tai Chi</strong>&lt;br&gt;Michele Mosman, DMACC&lt;br&gt;Tai Chi (T’ai Chi Chi’uan/Taijiquan) is an ancient Chinese form of exercise. It is practiced by people world-wide for health maintenance, stress management, or as a martial art. It is the perfect lifelong exercise program for people of all ages and abilities, especially for those who work in stressful situations. Come as you are for a session of gentle stretching and movement. Leave refreshed and energized.</td>
<td>Weight Room (2nd floor of Gym)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>I'm Tyler: Raising 'Ability Awareness’</strong>&lt;br&gt;Pamela Parker, DMACC&lt;br&gt;Tyler is a typical high school student who happens to have cerebral palsy and some other challenges. He has taken on a mission to educate the world about Ability Awareness. He believes that what a person, any person, CAN do is much more important than what he/she can't. The people in Tyler’s life who have seen this and practiced Ability Awareness have made all the difference in the world to him. Come experience Tyler’s special story through the DVD he made working on his Eagle Scout project and share in the discussion.</td>
<td>128</td>
<td>X</td>
<td></td>
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<tr>
<td><strong>Where Do You Stand? A Look at Race and Class</strong>&lt;br&gt;Ilima Young-Dunn, DMACC&lt;br&gt;This workshop is an exercise taken from Paul Kivel that helps the audience to recognize race and class and the intertwining of the two. Workshop participants start out on a line in the middle of the room facing one wall. They are told that the line is the starting line for a race to get some well-paying jobs, which they need to take care of their family. Come and participate in this interactive learning session.</td>
<td>143</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>What Diversity Means to an Online Instructor?</strong>&lt;br&gt;Will Zhang, DMACC&lt;br&gt;The participants in our online classes are more diversified than those in face-to-face classes at DMACC. Online instructors need to know who they are and what their needs and learning styles are. They also need to explore and develop effective strategies to work with the online students.</td>
<td>152</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Cultural Pursuit</strong>&lt;br&gt;Rita Davenport, DMACC&lt;br&gt;This program will focus on diversity through a timed game situation. Participants will become aware of various components of cultural diversity through an interactive exercise. Participants will learn about their differences and commonalities.</td>
<td>156</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>The Color of Fear</strong>&lt;br&gt;Barb Schmidt, DMACC&lt;br&gt;The Color of Fear is an internationally acclaimed film about eight men of various ethnicities engaging in an honest dialogue about race and the effects of racism on their lives and families. In 1995, Oprah Winfrey aired a one-hour special on Lee Mun Wah and The Color of Fear cast. This film is currently used by numerous colleges and universities as part of their college orientation.</td>
<td>203</td>
<td>X</td>
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</tr>
<tr>
<td><strong>The Social Construction of Race</strong>&lt;br&gt;Gary Titchener, DMACC&lt;br&gt;This program focuses on how the concept of race is socially constructed, rather than the common view of race as a scientific concept. Included will be how humans organize information and attend to their social world, how we develop and maintain racist ideologies, prejudice, stereotypes and how those ideas may lead to discrimination.</td>
<td>205</td>
<td>X</td>
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<tr>
<td>Workshop Title</td>
<td>Presenter</td>
<td>Room</td>
<td>Description</td>
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<tr>
<td>Successful Aging</td>
<td>Connie Booth, DMACC</td>
<td>218</td>
<td>This workshop will discuss various stereotypes of aging, statistics regarding satisfaction of health in aging, and strategies/goals for successful aging both in the community and institutions.</td>
</tr>
<tr>
<td>Meeting the Needs of Diverse Learners:</td>
<td>Dr. Kari Hensen, DMACC</td>
<td>219</td>
<td>One of the challenges in Higher Education is meeting the needs of increasingly diverse student learners. We often think about this diversity in terms of academic preparedness, race or gender. This session will explore the impact of generational differences and share some generalities about the Silents, Boomers, Gen Xer’s, and the Millenials—all of whom are part of our DMACC community.</td>
</tr>
<tr>
<td>Know Anyone with a Mental Illness?</td>
<td>Fran Berger, Executive Director, National Alliance for the Mentally Ill—Central Iowa</td>
<td>222C</td>
<td>This workshop will discuss mental illnesses and what you can do to help friends/family members/students/coworkers diagnosed.</td>
</tr>
<tr>
<td>Sign Language – Bridging the Gap</td>
<td>Lori Johansen/Lisa Furney, DMACC</td>
<td>225</td>
<td>Deaf students are a part of the diverse group of students attending classes at DMACC. We would like to provide more exposure to faculty and staff who have not had the opportunity to work with this population of students.</td>
</tr>
</tbody>
</table>
DMACC Mosaic Project

Welcome to DMACC’s 2007 In-Service! On your table you will find one sheet of large white paper with various art materials. Your assignment as a table is to design a mosaic that represents our in-service theme “Valuing Differences, Recognizing Similarities.” All artwork will then be displayed in a grid form and photographed! Get creative as a team!

*Sorry, but stock market prices for butter were outrageous this year!*
From: Tryon, Sandy B.
Sent: Friday, June 22, 2007 9:43 AM
To: All
Subject: Message from Rob Denson- Discrimination Training

Message from Rob Denson:

To all DMACC Supervisors and Hiring Managers:

Diversity has always been important to DMACC and during this past year we have focused on improving our awareness and acceptance of diversity by offering various trainings. In addition to the many diversity efforts at the College, this year Human Resources introduced sexual harassment prevention on-line training for all regular faculty and staff. The DMACC March In-Service Day was entirely focused on diversity and the College was a runner-up for the Greater Des Moines Partnership’s Annual Diversity Award. This was a great honor.

I am writing to alert you to some new training that is available that we believe will continue to strengthen DMACC’s diversity efforts. Below is an announcement from Human Resources about this new training Preventing Employment Discrimination.

I would ask that all supervisors and hiring managers complete this training before the start of the fall semester (August 27, 2007).

Thanks for your participation.

New On-Line Training – Preventing Employment Discrimination

Human Resources is pleased to announce that all faculty and staff now have access to on-line training titled Preventing Employment Discrimination. President Denson has endorsed this training in support of DMACC’s commitment to maintain a learning and work environment free from all forms of harassment and discrimination. The training is meant to be intuitive and self directed and can be accessed at the following web location:

http://training.newmedialearning.com/ped/desmoinesacc/choice.htm

Because of the important nature of this training, all supervisors and hiring managers are asked to complete the training by August 27, 2007. The training is available to non-supervisory staff as well, but it is only required for supervisors at this time. Please contact Carrie Haefner, Human Resources Compliance Coordinator, if you have questions or need more information about the training. Carrie can be reached at 964-6288 or at cahaefner@dmacc.edu.

Sandy B. Tryon, Ed.D.
Executive Director, Human Resources
Des Moines Area Community College
sbtryon@dmacc.edu
515-964-6408
We are always looking for outstanding employees.

Growing Organization
Excellent Benefits
A Great Place to Work

FOR CAREER OPPORTUNITIES
Call DMACC Human Resources at 515-964-6301
or visit us online:
https://jobs.dmacc.edu
If it’s dreamable, it’s doable. DMACC shows you how.

Choosing your career is one of the most important decisions you’ll ever make. And perhaps one of the hardest.

Do you have a hobby you’d like to turn into a full-time job? Is there a profession you’ve been thinking about? Or a career you’ve read something about and want to look into?

Maybe you already know what you want. Or maybe you’re still working it out. Either way, if it’s dreamable, it’s doable at Des Moines Area Community College. DMACC offers a superior, yet affordable educational experience where you can make your life’s dreams come true.

At DMACC, you’ll find what you’re looking for. Or just maybe ... it will find you.

Fall term starts August 27.
Contact a DMACC Success Planning Advisor to talk about your plans. Call 877-TO-DMACC (877-863-6222) or 515-432-7205 to set an appointment.

Check out the top 50 high-growth jobs in Iowa at www.dmacc.edu—click on “life’s calling.”
Choosing your career is one of the most important decisions you'll ever make. And perhaps one of the hardest.

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## SECTION V. SUPERVISORY EXCELLENCE TRAINING PROGRAM

### Supervisory Excellence Training Program

The Supervisory Excellence Training Program is an opportunity for all DMACC staff who are in supervisory roles to improve their skills. The sessions will be offered from 1:00-4:00 p.m. and it is expected that supervisors will participate in all sessions. If an individual has a scheduling conflict for a session, they may make up that session in the future. Details regarding locations and any “homework” will be sent prior to each session.

The topics to be covered are as follows:

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<tr>
<th>Session One</th>
<th>Welcome! Program Introduction</th>
<th>Presenter: HR &amp; Supervisory Training Committee</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>College Mission, Goals, Values</td>
<td>Presenter: DMACC President</td>
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<tr>
<td></td>
<td>Organizational Structure</td>
<td>Presenter: HR Executive Director</td>
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<tr>
<td></td>
<td>Strategic Plan</td>
<td>Presenter: Chair of SPC</td>
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<tr>
<td></td>
<td>Students—Our Priority</td>
<td>Presenter: Executive Dean, Student Services</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Session Two</th>
<th>MBTI Instrument</th>
<th>Presenter: DBR staff</th>
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<tr>
<td></td>
<td>HEA/ESA Contracts</td>
<td>Presenter: HR staff</td>
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<tr>
<td></td>
<td>Performance Appraisals</td>
<td>Presenter: HR staff, selected supervisors</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Session Three</th>
<th>Progressive Discipline (Documentation/Notice to Remedy), Grievances, Mediation, etc.</th>
<th>Presenter: HR staff and Legal Counsel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dealing with Difficult People</td>
<td>Presenter: HR staff/selected supervisors/EAP/John Deere consultants</td>
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<tr>
<th>Session Four</th>
<th>Budgets/Financial Issues</th>
<th>Presenter: Controller and Sr. Accountant</th>
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<tr>
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<td>Purchasing</td>
<td>Presenter: Dir. of Purchasing and Campus Services</td>
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<td>Payroll</td>
<td>Presenter: Supervisor, Payroll Services</td>
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<td>Facilities</td>
<td>Presenter: Director, Physical Plant</td>
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<td>Computer/Technical</td>
<td>Presenter: Information Solutions staff</td>
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<tr>
<th>Session Five</th>
<th>Coaching/Team Building</th>
<th>Presenter: DBR staff</th>
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<td>How to Conduct Meetings</td>
<td>Presenter: HR staff</td>
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<tr>
<th>Session Six</th>
<th>HR Policies and Procedures:</th>
<th>Presenter: HR staff/Legal Counsel</th>
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<tbody>
<tr>
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<td>ADA, FMLA, Job Evaluation, etc.</td>
<td>Presenter: HR staff</td>
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<td></td>
<td>Sexual Harassment Avoidance</td>
<td>Presenter: HR staff</td>
</tr>
<tr>
<td></td>
<td>Recruitment/Hiring of Faculty/Staff</td>
<td>Presenter: HR staff and selected supervisors</td>
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</tbody>
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<tr>
<th>Session Seven</th>
<th>Staff/Faculty Development</th>
<th>Presenter: Assoc. Executive Director of HR</th>
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<tbody>
<tr>
<td></td>
<td>Wellness</td>
<td>Presenter: Chair of Wellness Committee</td>
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<td>Safety in the Workplace</td>
<td>Presenter: Physical Plant Staff</td>
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<tr>
<td></td>
<td>Violence in the Workplace</td>
<td>Presenter: Student Services Staff/Consultant/Physical Plant</td>
</tr>
</tbody>
</table>

This final session will be followed by a dinner for all participants and their supervisors.
SECTION VI. DIVERSITY COMMISSION
SECTION VI. cont...

Tapestry Award
(Threads of many colors woven together to make a beautiful work of art.)

Criteria:

- **Character** – Embodies a welcoming spirit to everyone

- **College** – Contributes to the culture of valuing diversity and promoting awareness at Des Moines Area Community College

- **Community** – Engages in activities and events outside of the college

The recipient of the award will be a member of the DMACC community.

Nominations for the award may be submitted by anyone in the DMACC community.

Selection of the recipient will be conducted by a committee comprised of the Commission Chair, Committee Chairs, past winner, and a Foundation member.

More than one award may be given in a year.

**Nomination Form:**

Name of Nominee for Tapestry Award:

Name of person submitting nomination:

In 250 words or less, please explain the ways your nominee meets the criteria of the Tapestry Award: Character, College, and Community.

Submit your nomination form to Dennis Kellogg, Chair of the Diversity Commission, dikellogg@dmacc.edu. Nominations received by August 1 will be considered for the presentation to be awarded on President’s Day of the fall semester.
SECTION VI. cont...

Des Moines Area Community College’s Diversity Commission Tapestry Award is given to Ankeny Campus sociology professor Rudy Harris of Ankeny, above holding a plaque, and retired English and speech professor Ruthanne Harstad of Des Moines, below holding a plaque. Presenting the awards are DMACC Diversity Commission members Dennis Kellogg and Judy Vogel.
### SECTION VII. STUDENT SUPPORT SERVICES

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Event Description</th>
<th>Presenter(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 6, 2006</td>
<td>DMACC</td>
<td>New Employee Training</td>
<td>Sharon Bittner</td>
<td>Info RE: Acad Student Support</td>
</tr>
<tr>
<td>Jan. 7, 2006</td>
<td>DMACC</td>
<td>New Adjunct Training</td>
<td>Sharon Bittner</td>
<td>Info Re: Acad Student Support</td>
</tr>
<tr>
<td>Jan. 31, 2006</td>
<td>Iowa Transition Conf. Heartland AEA Johnston, IA</td>
<td>What students need to have to attend DMACC &amp; be successful</td>
<td>Pamela J Parker</td>
<td>Inform parents &amp; students</td>
</tr>
<tr>
<td>Jan. 31, 2006</td>
<td>DMACC Ankeny</td>
<td>District Wide AAC meeting with President Denson</td>
<td>Sharon &amp; President Denson</td>
<td>Talk about Strategy Planning</td>
</tr>
<tr>
<td>Feb. 7, 2006</td>
<td>Bridges (Myer Hall) Des Moines, IA</td>
<td>Life After High School</td>
<td>Pamela J Parker</td>
<td>Inform students of offerings</td>
</tr>
<tr>
<td>Feb. 22, 2006</td>
<td>DMACC</td>
<td>QWL for employees</td>
<td>Sharon Bittner</td>
<td>Info sharing regarding Acad Support Services</td>
</tr>
<tr>
<td>Feb. 27, 2006</td>
<td>PEC Ames, IA</td>
<td>Assistive Technology</td>
<td>Pamela J Parker</td>
<td>What's new and how it helps Special Needs students</td>
</tr>
<tr>
<td>Feb. 28, 2006</td>
<td>PEC Ames, IA</td>
<td>Accommodation Requests in Iowa</td>
<td>Sharon Bittner</td>
<td>Inform parents &amp; educators on the use of the new IEP forms</td>
</tr>
<tr>
<td>Mar. 28, 2006</td>
<td>North HS Des Moines, IA</td>
<td>Life after High School</td>
<td>Pamela J Parker</td>
<td>Inform students of DMACC offerings</td>
</tr>
<tr>
<td>Mar. 31, 2006</td>
<td>DMACC</td>
<td>Ombudsperson Training</td>
<td>Sharon Bittner</td>
<td>Info Re: college Review Board</td>
</tr>
<tr>
<td>April 3, 2006</td>
<td>Norwalk HS</td>
<td>Attending College in IA: What to know and Do</td>
<td>Pamela J Parker</td>
<td>Inform students of the accommodation process in College</td>
</tr>
<tr>
<td>April 5, 6, 7</td>
<td>PepNet Louisville, KY</td>
<td>Silent College- a program developed by DMACC employees Sherry Hill &amp; Pamela Parker to educate employees on how the deaf survive in a hearing world!</td>
<td>Sherry Hill Pamela Parker</td>
<td>Share our training w/other colleges.</td>
</tr>
<tr>
<td>April 11, 2006</td>
<td>Citizens Disability Des Moines, IA</td>
<td>Accommodations in the Post Secondary Environment</td>
<td>Pamela J Parker</td>
<td>How ADA is different in secondary schools</td>
</tr>
<tr>
<td>April 17, 2006</td>
<td>North HS Des Moines, IA</td>
<td>Transition Information</td>
<td>Pamela J Parker</td>
<td>Differences between HS &amp; College</td>
</tr>
<tr>
<td>April 18, 2006</td>
<td>North HS Des Moines, IA</td>
<td>Transition Information</td>
<td>Pamela J Parker</td>
<td>Differences between HS &amp; College</td>
</tr>
<tr>
<td>April 18, 2006</td>
<td>DMACC Newton</td>
<td>QWL ii Meet the staff in Program Development</td>
<td>Sharon Bittner, Randy Mead</td>
<td>Inform staff about our department</td>
</tr>
<tr>
<td>April 27, 2006</td>
<td>DMACC Ankeny</td>
<td>Special Education Student attending DMACC from Ankeny HS</td>
<td>Pamela J Parker</td>
<td>Differences between HS &amp; College</td>
</tr>
<tr>
<td>June 2006</td>
<td>DMACC Ankeny</td>
<td>Reasonable accommodation transition from high school to college</td>
<td>Pamela J Parker</td>
<td>Special Ed teachers at Drake</td>
</tr>
<tr>
<td>Jun. 9</td>
<td>On Course: Strategies for Working with students in the classroom.</td>
<td>Deb Poese Training for DMACC instructors</td>
<td>Deb Poese</td>
<td>Training for DMACC instructors</td>
</tr>
<tr>
<td>July 14, 2006</td>
<td>Ankeny Campus</td>
<td>Ombudsperson training district-wide</td>
<td>Sharon Bittner</td>
<td>Grade Appeal Info</td>
</tr>
<tr>
<td>Aug. 22, 2006</td>
<td>Ankeny</td>
<td>New Employee Training</td>
<td>Sharon Bittner</td>
<td>Inform faculty of the accommodation process in college</td>
</tr>
<tr>
<td>Aug. 26, 2006</td>
<td>Ankeny</td>
<td>New Adjunct Faculty Training</td>
<td>Sharon Bittner</td>
<td>Inform faculty of the accommodation process in college</td>
</tr>
<tr>
<td>Sept. 25, 2006</td>
<td>DMACC H52286 class - Urban</td>
<td>Professional writing (Ipsos &amp; goal statements)</td>
<td>Susan Wickham</td>
<td></td>
</tr>
<tr>
<td>Nov. 9, 2006</td>
<td>Association for Career and Technical Education Conference</td>
<td>Transition, Accommodation and Access</td>
<td>Sharon Bittner</td>
<td>Conference for faculty staff and service providers. Provided transition information.</td>
</tr>
<tr>
<td>Nov. 20, 2006</td>
<td>Dept Ed/Barb Guy Urbandale Library</td>
<td>IDEA: change indicators in the IEP and progress in Iowa</td>
<td>Sharon Bittner</td>
<td>Review of Data</td>
</tr>
<tr>
<td>Nov. 27, 2006</td>
<td>Urban</td>
<td>Q &amp; A of Educational Interpreting</td>
<td>Sherry Hill</td>
<td>Interpreting/Transliteration students</td>
</tr>
<tr>
<td>Date</td>
<td>Location</td>
<td>Topic</td>
<td>Speakers</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Dec 1, 2006</td>
<td>DMC Resource Center</td>
<td>Moving Beyond the Resource Mentality</td>
<td>Pamela Parker</td>
<td>Faculty, parent, student, and resource staff training (community)</td>
</tr>
<tr>
<td>Jan 3, 2007</td>
<td>DMACC</td>
<td>New Employee Training</td>
<td>Sharon Bittner</td>
<td>Inform employees of services for students/staff with disabilities</td>
</tr>
<tr>
<td>Jan 6, 2007</td>
<td>DMACC</td>
<td>New Adjunct Faculty Training</td>
<td>Sharon Bittner</td>
<td>Inform employees of services for students/staff with disabilities</td>
</tr>
<tr>
<td>Feb 6, 2007</td>
<td>IPTV Presentation</td>
<td>Transition Issues for Students with Disabilities</td>
<td>Sharon Bittner</td>
<td>Provided transition information state wide via the ICN for high school students with disabilities</td>
</tr>
<tr>
<td>Mar 9, 2007</td>
<td>DMACC Boone</td>
<td>Classroom Approaches to Reach Diverse learners: A Case for Universal Design</td>
<td>Sharon Bittner, Sue Wickham</td>
<td>Provided information to staff/faculty about universal design and working with students with disabilities</td>
</tr>
<tr>
<td>Apr 2, 2007</td>
<td>DMACC Ankeny</td>
<td>Transition Planning Conference</td>
<td>Pamela Parker, Mary Ocker</td>
<td>Community conference hosted by DMACC regarding transition planning for persons with disabilities of all ages</td>
</tr>
<tr>
<td>Apr 10, 2007</td>
<td>Norwalk High School</td>
<td>Services for Students with Disabilities</td>
<td>Hollie Coon, Sharon Bittner</td>
<td>Inform employees of services for students/staff with disabilities</td>
</tr>
<tr>
<td>Apr 16, 2007</td>
<td>North High School (2 presentations)</td>
<td>Services for Students with Disabilities</td>
<td>Hollie Coon</td>
<td>Inform HS juniors and seniors of services for students with disabilities at DMACC</td>
</tr>
<tr>
<td>Apr 19, 2007</td>
<td>North High School (2 presentations)</td>
<td>Services for Students with Disabilities</td>
<td>Hollie Coon</td>
<td>Inform HS juniors and seniors of services for students with disabilities at DMACC</td>
</tr>
<tr>
<td>May 16, 2007</td>
<td>DMACC West Campus-Program Directors Meeting</td>
<td>Services for Students with Disabilities</td>
<td>Sharon Bittner, Hollie Coon</td>
<td>Data, Application Process, Overview of Aids and Services-General Disability Information</td>
</tr>
<tr>
<td>May 29, 2007</td>
<td>ChildServe-TAC Meeting</td>
<td>Services for Students with Disabilities</td>
<td>Hollie Coon</td>
<td>Transition Related Information-IEP, DMACC disability information</td>
</tr>
<tr>
<td>Jun 18, 2007</td>
<td>Orchard Place</td>
<td>Services for Student with Disabilities</td>
<td>Hollie Coon</td>
<td>Transition Related Information-IEP, DMACC disability information</td>
</tr>
<tr>
<td>Jun 21, 2007</td>
<td>Drake University</td>
<td>Services for Students with Disabilities</td>
<td>Hollie Coon</td>
<td>Transition Related Information-IEP, DMACC disability information</td>
</tr>
<tr>
<td>Jul 17, 2007</td>
<td>Iowa State University</td>
<td>State-wide Youth Leadership Forum</td>
<td>Hollie Coon, Shelby Hildreth</td>
<td>Transition Related Information-IEP, DMACC disability information</td>
</tr>
</tbody>
</table>
SECTION VIII. DMACC OUTREACH

Teacher Quality Partnership Grant

The Des Moines Public School District has received a large federal grant to encourage minority students to enter the field of education as teachers. The Des Moines School system is collaborating with DMACC, Drake University, and other organizations to publicize this opportunity, called the Teacher Quality Partnership Project. Scholarships are available to U.S. citizens and Legal Permanent Residents who have two years (or more) of college or university studies. If you or someone you know might be interested in applying, please pass along the following information:

With the increasing numbers of immigrant, refugee, and long-term minority persons in the Des Moines schools and elsewhere in Iowa, this is a wonderful opportunity to encourage bilingual persons who meet the basic criteria to become teachers. The federal funds are given to recipients in the form of forgivable loans. The loan forgiveness is based on teaching in the Des Moines schools for the same number of years that the student receives support through the Teacher Quality Partnership funds.

More information about the Partnership and applications for forgivable loans are available through the Des Moines Schools. Web site has information and applications, to be found at this link:

http://www.dmcs.k12.ia.us/careeropp/teacherqualitypartnership.htm

For questions, please contact:
San Weng, DMACC Urban Campus Associate Provost 248-7209, Vern Lang, DMACC Urban Campus Advisor 248-7234

Campus Websites:
- Ankeny
- Boone
- Carroll
- New Lenox
- Urban/Des Moines
- West Des Moines
- Other Locations

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Des Moines Branch NAACP Freedom Fund Banquet Co-Chairs Chosen
November 10 Banquet themed Power Beyond Measure – Empowering Workforce, Economy and Community

Des Moines...The Des Moines Branch of the National Association for the Advancement of Colored People has chosen Co-Chairs for its 32nd Annual Freedom Fund Banquet to be held November 10, 2007. Linda Carter-Lewis, President of the Des Moines Branch and Rev. Irv Lewis, Sr., Chair of the Freedom Fund Banquet Committee announced that the Banquet's Community Co-Chair will be Patricia J. Crawford, Senior Vice President of Wells Fargo. The Corporate Co-Chair will be Rob Denson, President of Des Moines Community College.

This year’s banquet theme is Power Beyond Measure – Empowering Workforce, Economy and Community. In a joint statement co-chairs Crawford and Denson declared, “This year’s Freedom Fund Banquet will celebrate the investment the Des Moines Branch NAACP has made in this community, highlighting the civil rights organization’s strong history of leadership and advocacy. Through this 32nd annual celebration of success, we intend to build on the legacy of the NAACP’s past; honor the strength of its membership; and support the essential role the association will play in Iowa’s future as our economy continues to diversify and grow.”

“Our members are active in the community and work very hard make things better for everyone,” stated Linda Carter-Lewis. “We will continue to focus on the future, tying our collective efforts to the workforce, economy and community, and continue to work for justice and equality in all areas.”

As a special tribute, the celebration will also revere past banquet co-chairs and the corporate backing they have garnered over the years. “A number of Iowa companies are supporters of the Des Moines NAACP,” said Carter-Lewis. “We want to honor them for being significant partners in the Branch’s success.”

The 2007 Freedom Fund Banquet will be held November 10 at the Embassy Suites in Downtown Des Moines, beginning at 5:30 p.m. Tickets include a membership to the Des Moines Branch NAACP.

To learn more about the Des Moines Branch of the NAACP visit www.naacpdesmoines.org. For tickets or more information about the Freedom Fund Banquet, contact Linda Carter-Lewis, President of the Des Moines Branch or Rev. Irv Lewis, Sr., Chair of the Freedom Fund Banquet Committee at (515) 283-1271.

2007 Des Moines Branch NAACP
Freedom Fund Banquet Co-Chairs

Patricia J. Crawford
Rob Denson

The Des Moines Branch NAACP: Championing Civil Rights for over 90 Years!
SECTION X. DIVERSITY INITIATIVES AND PRACTICES

1. Diversity Campus Conversations
2. Diversity Taskforce
3. Diversity Committee
4. Diversity training workshops
5. Economic Diversity workshops
6. EEO/Affirmative Action Committee
7. Special Needs Support Services
8. International Year program
9. Walk As One
10. Latinos Unidos
11. Juneteenth
12. I’ll Make Me a World In Iowa
14. Asian American Council Education Conference
15. The 6th Strengthening & Valuing Latino/Communities In Iowa Conference
16. Workforce Behavior Resource Tool
17. Formal International Exchanges
18. Sister City/State Relations
19. Faculty Sabbaticals/Prof Dev (abroad)
20. Student Study Abroad/travel/study credit
22. International Student Population
23. Black Male Symposium
24. Extensive ESL/new location on south side
25. Training Academy-Community Outreach
26. Women’s History Month
27. International Student Employment
28. Bridges Out of Poverty
29. International Food Fests
30. Celebrate Chinese New Year – Recognition of New Years
31. Project Self Sufficiency/Displaced Homemakers
32. Elderly Population – Reduced Tuition
33. Sign Language classes & interpreters for the deaf
34. Silent College
35. Minority Teachers Initiative (i.e., George Washington Teacher Education) Program
36. Latino Expo
37. Soccer Tournament
38. DMACC Coursework (i.e. Women’s Literature, African American History, Race, Ethnic and Gender, Social Issues, Foreign Languages, Global Studies)
39. Hip Hop Event
40. Urban Multi-Cultural Spring Festival
41. Black History Month
42. Asian Festival
43. Latino Heritage Festival
44. French Chef Visit
45. Job Placement Network
46. Department of Education Diversity Seminar Presentation(April 25-26, 2007)
47. Career Expo (targeting Minorities and Gender Under representation in Programs, such as Criminal Justice, Health)
48. Mitchellville Mentors, Reentry and Life Skills Ex-offender Initiatives
49. Workforce Training Academy targeting low income populations
50. Gear Up partnership with Des Moines District Middle Schools targeting low income and minority students
51. Memorandum of Agreement with Department of the Blind, Iowa Department of Rehabilitation Services, and Veteran Services targeting education and workforce services for persons with disabilities
52. Chartered Diversity Commission
53. Diversity Award (Tapestry Award)
54. Grant—provide interpreter training through the Iowa Division of Latino Affairs
55. Programming—“A Little Salsa on the Prairie” (documentary on Perry, Iowa; NAMI—Mental Illness
56. Gay Pride Parade
57. Clubs—Spanish, Native American, African American Student Alliance, International Club, Interpretation and Translation
58. Hosting Colombian Mobile Consulate
59. Hosting Plaza Comunitaria workshop (Mexican Government)
60. Provide meeting space to a variety of community orgs, e.g. Gay Pride, Iowa Asian Alliance
SECTION XI. NONDISCRIMINATION POLICY

Des Moines Area Community College shall not engage in or allow discrimination covered by law. This includes harassment based on race, color, national origin, creed, religion, gender, sexual orientation, age, and disability. Veteran status in educational programs, activities, employment practices, or admission procedures is also included to the extent covered by law. Individuals who believe they have been discriminated against may file a complaint through the College Discrimination Complaint Procedure. Complaint forms may be obtained from the Human Resources Department, the campus Provost’s office, or the EEO/AA Officer. Persons who wish additional information or assistance may contact the EEO/AA Officer, Human Resources, Bldg. 1, 515-964-6301. For requests for accommodations, the Accommodation/Section 504/ADA Coordinator can be contacted at 515-964-6857.
November 10th banquet themed: “Power Beyond Measure – Empowering Workforce, Economy and Community”

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