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January 26, 2011

Michael E. Marshall
Secretary of the Senate
State Capitol Building
Des Moines, IA 50319

Charles Smithson
Chief Clerk of the House
State Capitol Building
Des Moines, IA 50319

RE: Annual Reports:
Affirmative Action
Regents Minority and Women Educators Enhancement Program
Affirmative Action Cost

Dear Members of the Iowa General Assembly:

Pursuant to Iowa Code §§19B.5(3) and 262.93, enclosed is the Board of Regents Annual Diversity Report which includes the 2010 annual reports for Affirmative Action, the Minority and Women Educators Enhancement Program, and Affirmative Action Cost. In order to meet the January 31 statutory deadline, the reports are being submitted to the General Assembly before being presented to the Board of Regents at its February 2-3, 2011, meeting at the University of Iowa in Iowa City, Iowa.

If there are any questions concerning these reports, please do not hesitate to contact us.

Sincerely,

Robert Donley

H:\BF\Legislative\2011 Session\responses\GA_2010diversityreport_112611.doc
Enclosure

cc: Dwayne Ferguson, LSA
Legislative Liaisons
Legislative Log

Contact: Marcia Brunson

ANNUAL DIVERSITY REPORT

Actions Requested: (1) Receive the annual reports on Affirmative Action, the Minority and Women Educators Enhancement Program and the Affirmative Action Cost Report; and (2) Ratify the submission of these reports in accordance with Iowa Code §19B.5 and §262.93 to the Iowa General Assembly.

Executive Summary:

This report consists of three sections – the Annual Affirmative Action Report, the Annual Report on the Regents Minority and Women Educators Enhancement Program, and the Affirmative Action Cost report. All three reports are required by the Iowa Code. Due to the timing of the Board of Regents meeting, reports were transmitted to General Assembly in January in order to meet the January 31 statutory deadline.

ANNUAL AFFIRMATIVE ACTION REPORT

This report summarizes the activities of the Regent institutions during the past year in providing equal employment opportunities for administrators, faculty, and staff. The institutional reports provide extensive detail about the types of programming and support available on the campus, and the progress made over the past year in enhancing the diversity of the institution. Due to the breadth of the institutional reports, they are not included with this memorandum but are available on the Board of Regents website as an attachment to this agenda item.

The tables in Attachment A provide comparison over the past ten years by Primary Occupational Activity group (POA). The statistics are prepared from workforce data compiled for all regular, full-time and part-time employees working 50% or more for the period October 1, 2009, to September 30, 2010, for UNI, ISD and IBSSS, using federal guidelines prescribed by the Office of Federal Contract Compliance Programs. SUI and ISU captured data for the report for the period November 1, 2009, through October 31, 2010.

It is important to note other reports may use different data sources, time periods, and definitions; thus, prudence should be used when comparing data in this report to data in other workforce-related reports. As an example, this report includes deans, directors, and departmental executive officers who hold faculty rank in the POA group for Executive, Administrative, and Managerial Staff. Other reports may include these individuals in the faculty category.

In the last ten years, overall progress has been shown in the following areas:

Executive/Administrative/Managerial		
	<u>2000</u>	<u>2010</u>
Females	27.7%	38.7%
Minorities	7.2%	8.2%
Faculty tenure track		
Females	27.8%	32.1%
Minorities	12.7%	18.4%

Professional and Scientific		
Females	61.3%	66.4%
Minorities	7.6%	8.2%
Technical/Paraprofessional		
Females	62.3%	68.8%
Minorities	4.2%	7.4%

Employment of females in the Faculty non-tenure track POA increased from 49.4% in 2000 to 54.0% in 2010.

Employment in three POAs reflected decreases in females:

	<u>2000</u>	<u>2010</u>
Skilled Crafts	6.6%	5.8%
Service/Maintenance	54.5%	52.9%

Peer group comparisons have limited meaning in the affirmative action area in most employment categories. The affirmative action efforts put forth by the Iowa Regent universities are geared toward meeting or exceeding goals set for occupational categories based upon the availability for each job group within specific geographic areas. Availability in recruitment pools is a major factor in affirmative action. Most of the job applicants for positions at the universities come from Iowa where there is a limited pool of minorities.

The recruitment for faculty is on a national or even international basis. The Board has asked in the past how institutions in the peer groups compare to the Regent universities. Comparison data on the percentages of women and minorities in the faculty ranks at peer institutions is provided below. This data originates from the Integrated Post Secondary Data System (IPEDS) and reflects only full-time faculty for Fall 2009; whereas, the data provided in Attachment A reflects faculty with 50% and greater appointments in Fall 2010. Workforce data as portrayed in Attachment A is not available for peer institutions.

Full-Time Tenured and Tenure Track
Fall 2009

	PERCENT FEMALE	PERCENT MINORITY
University of Iowa	30.1	16.6
Peer Group Average	30.7	18.3
Iowa State University	28.7	18.4
Peer Group Average	29.6	18.7
University of Northern Iowa	42.7	15.9
Peer Group Average	39.0	18.2

The following table provides a comparison of overall employment at the five Regent institutions with the remainder of state government:

	Regents				State				2000 Census Iowa Labor Force
	2009		2010		2009		2010		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Male	9,483	40.4%	9,230	40.3%	10,099	48.4%	9,025	49.2%	52.6%
Female	13,981	59.6%	13,665	59.7%	10,783	51.6%	9,311	50.8%	47.4%
Total	23,464		22,895		20,882		18,336		
Minority	2,192	9.3%	2,242	9.8%	1,197	5.7%	1,125	6.1%	6.0%

The following are highlights from the reports submitted by the universities:

University of Iowa

From October 1, 2009 to October 31, 2010, the University of Iowa workforce decreased by 224 individuals (1.5%), from 15,276 in 2009 to 15,052 in 2010.

- The faculty and staff decreased by 104 women (1.1%).
- Racial/ethnic minority representation increased by 51 individuals (3.8%).
- There was a decrease of 38 tenured/tenure track faculty (2.5%).
- The number of female faculty members on the tenure track increased by 10 (2.2%), increasing representation from 30.5% to 32.0%, achieving the strategic planning indicator in this category (32.0%).
- Minority representation on the tenure track faculty increased by 2 (0.7%) to the highest level to date at 18.6%.
- Female representation among executive, administrative, and managerial staff decreased by 11 (7.9%), from 37.3% in 2009 to 36.0% in 2010. The strategic planning indicator of 37% had been met in 2009, but was not met in 2010.
- The number of racial/ethnic minorities among executive, administrative, and managerial staff decreased by 3 (9.7%), decreasing representation from 8.3% in 2009 to 7.8% in 2010, lower than the strategic planning indicator in this category (8.0%).
- Minority representation among professional and scientific staff increased by 12 individuals (2.3%), increasing representation from 6.9% to 7.1%. Attainment of the strategic planning indicator (7.5%) for this area remains a challenge.
- During the 2009-10 data year, the University hired or promoted 1,308 women and 229 racial/ethnic minorities. Despite this level of hiring, varied degrees of underrepresentation of women and minorities remain in individual job groups within the majority of the Primary Occupational Activity (POA) groups. With all job groups aggregated, the University is currently underrepresented by 369 women (2.4%) and by 140 minorities (0.7%).
- There was a net increase of 1 individual (1.1%) who self-reported having disabilities.
- The number of disabled veterans increased by 2 (6.3%).

**University of Iowa
Progress Toward Strategic Planning Indicators of
Gender and Racial/Ethnic Diversity Among Faculty and Staff**

Category	FY 2010 (as of 10-1-09)	FY 2011 (as of 11-1-10)	Target	Target Met
WOMEN				
Executive, Administrative, and Managerial Staff	37.3 %	Decreased to 36.0 %	37.0 %	No
Tenured/Tenure Track Faculty	30.5 %	Increased to 32.0 %	32.0 %	Yes
RACIAL/ETHNIC MINORITIES				
Executive, Administrative, and Managerial Staff	8.3 %	Decreased to 7.8 %	8.0 %	No
Tenured/Tenure Track Faculty	18.0 %	Increased to 18.6 %	16.0 %	Yes
Professional & Scientific Staff	6.9 %	Increased to 7.1 %	7.5 %	No

Iowa State University

Iowa State University continues to explore avenues to increase diversity within the community and across campus.

Iowa State University continues to hold sessions for faculty, staff, and graduate students regarding the Discrimination and Harassment policy. The participants learn what discrimination and harassment may look like, how to prevent, and the reporting procedures.

Representatives of Iowa State University serve on the national board of directors for the Office of Women in Higher Education, and a division of the American Council on Education; participate as members of the National Association of Diversity Officers, and a variety of other groups committed to advancing women and people of color in higher education.

The efforts made by Iowa State University can be measured by the proportion of underrepresented faculty and staff as compared to the proportion of the state of Iowa's underrepresented population. The table below gives this overall proportion:

Underrepresented Group	Percentage of underrepresented faculty and staff at ISU	Percentage of underrepresented population in the state of Iowa*
Women	50.2	50.9
Minorities	11.4	6.1

*Information provided by the US Census Bureau for 2000

Iowa State University experienced a decrease in total workforce from 2009, attributing to actual number decreases in most of the groups for female and minority employees.

Iowa State University saw a decrease in Executive/Administrative/Managerial female employees of 7 employees (0.3% decrease) from 2009. The same pattern is true for Service/Maintenance POA which saw a decrease of 34 female employees (2.9% decrease) from 2009.

Because the total workforce of some POA groups decreased, the percentages of females actually increased or stayed the same, even though the actual number of females decreased. This is true for POA Groups Faculty Tenured/Tenure Track, Non-Tenure Track Faculty, Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts, and Professional and Scientific.

There was a decrease of 9 female employees (0.3% increase) in Faculty Tenured/Tenure Track; a decrease of 88 female employees (0.3% increase) in Secretarial/Clerical; a decrease of 7 female employees (0.3% increase) in Technical/Paraprofessional; and a decrease of 54 female employees but a percentage that was unchanged in Professional and Scientific.

There was an increase of 28 female employees (0.4% increase) in Non-Tenure Track Faculty; there was no change for female employee numbers but an increase by 0.1% in Skilled Crafts.

Because the total workforce of some POA groups decreased, the percentages of minorities actually increased, even though the actual number of minorities decreased. This is true for POA Groups Non-Tenure Track Faculty, Technical/Paraprofessional, Service/Maintenance, and Professional and Scientific.

There was a decrease of 6 minority employees (1.2% decrease) in Executive/Administrative/Managerial; a decrease of 10 minority employees (0.1% decrease) in Faculty Tenured/Tenure Track; a decrease of 5 minority employees (0.1% decrease) in Secretarial/Clerical; and a decrease of 1 minority employee (0.4% decrease) in Skilled Crafts. There was a decrease of 1 minority employee but an increase of 0.4% in Service/Maintenance.

There was an increase of 9 minority employees (0.8% increase) in Non-Tenure Track Faculty; an increase of 10 minority employees (1.2% increase) in Professional and Scientific; and an increase of 1 minority employee (0.9% increase) in Technical/Paraprofessional.

Iowa State University experienced a net decrease of 173 female employees (0.5% decrease) from 2009 and experienced a net decrease of 3 minority employees (0.5% increase) from 2009. The total workforce decreased by 285 employees. The large decrease in workforce is largely attributed to the staff reductions over the last year due to the budget crisis.

University of Northern Iowa

As of October 1, 2010, the UNI workforce totals 1,827 non-temporary employees. This includes 1,005 (55%) female employees and 184 (10%) minority employees. The percentages represent steady employment of females and a slight gain in the employment of minority persons from 2009. One year ago, UNI employed 1,870, including 1,029 (55%) female employees and 180 (9.6%) minority employees.

Five- and ten-year comparisons for the overall workforce show progress in female and minority representation. Over the ten-year history, total employment numbers varied dramatically in response to budget fluctuations. The total number of non-temporary employees working at UNI is down 153 from 10 years ago, yet the percentage of female and minority employees has made steady gains over the same period.

Females were employed at a rate of 53.3% ten years ago. Although there are 153 less employees overall, the number of females employed over the last ten years has seen a decrease of only 51 with the percentage of female employees increasing from 53.3% ten years ago to 55% today.

A similar trend is seen with regard to minority employment. The number of non-temporary minority employees has decreased by 22 over the ten year period, but the percentage remains relatively the same, at just over 10%.

The tenured and tenure track employee group employs a total of 547 employees. This represents an increase of three employees from last year. The five- and ten-year comparisons reflect overall gains in the proportion of both females and minorities in the tenured and tenure track faculty group. While the overall number of employees in that job group has actually decreased by 14 employees over the past ten years, female and minority representation has increased.

The following table shows 2009-10 hiring goals for women and minorities by job groups. Actual numbers hired are shown in parentheses. Numbers do not reflect any losses experienced during the same time period, which were higher than normal due to the Early Retirement Incentive Program.

Employment Group (with total number hired)	2009-10 Goal		Achieved?	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial (1)	1	1	No (0)	Yes (1)
Faculty (Tenured and Tenure Track) (23)	-	4		Yes (6)
Professional/Scientific (62)	-	-		
Secretarial/Clerical (12)	1	-	Yes (11)	
Technical/Paraprofessional (1)	-	1		No (0)
Skilled Craft (8)	1	1	No (0)	No (0)
Service/Maintenance (28)	-	-		
Total (135)	3	7		

REGENTS MINORITY AND WOMEN EDUCATORS ENHANCEMENT PROGRAM

Iowa Code §262.81 requires the Board of Regents to establish a program to recruit women and minority educators to faculty positions at the Regent universities and to file an annual report of these activities. The complete reports may be found on the Board's website as an attachment to this agenda item. Highlights of the reports submitted by the universities are shown below:

University of Iowa

The University of Iowa exceeded its strategic planning benchmark for racial and ethnic diversity of tenured/tenure-track faculty and also made progress on its gender diversity goal. A new strategic plan for 2010-2016, *Renewing The Iowa Promise*, has recently been approved. This plan builds upon the previous document and integrates a commitment to diversity as one of its seven interdependent values of excellence, learning, community, diversity, integrity, and respect.

Some of the initiatives employed by the university are summarized below.

Faculty Diversity Opportunity Program (FDOP) -- In 1999, a program to aid collegiate efforts to recruit and retain faculty from underrepresented communities, with an emphasis on recruiting faculty of color was established. This program, now called the Faculty Diversity Opportunity Program (FDOP), has been an important tool for reaching the University's diversity goals and thereby enhancing the excellence of The University of Iowa. The program is administered by the Chief Diversity Officer and Associate Vice President (CDO), who works with collegiate deans to identify potential faculty hires who would add to the diversity of the UI faculty. Mentoring and retention follow-up plans remain critical components of FDOP funding requests. The CDO, working in close collaboration with the Associate Provost for Faculty, collegiate deans and others, coordinates a central effort to recruit and retain minority faculty.

In *The Iowa Promise*, the UI 2005-2010 strategic plan, the University committed to increasing the budget allocated to the FDOP program to \$1.3M. For the current fiscal year, FY 2010, the Office of the Provost budgeted FDOP funds totaling \$1,830,953 for partial salaries and other resources supporting 53 faculty members. These positions are in the University Library, the Graduate College, and the Colleges of Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, and Public Health.

Since 1999, FDOP has been used to support 142 diversity hires to the UI campus. When appropriate, FDOP funding has been successfully used to support the research of post-doctoral fellows as a means of increasing the pipeline to the professorate.

Staff Diversity Opportunity Program (SDOP) -- The Staff Diversity Opportunity Program (SDOP) promotes employment of minorities and women in Professional and Scientific (P&S) classifications exhibiting underrepresentation. SDOP allows opportunity for the development of talent through apprenticeships, internships, pipeline positions, and other hires that enable the University to bring on board high potential, diverse candidates who do not fill a specific, immediate need as well as for development opportunities to increase the new employee's skill, knowledge, abilities, and likelihood of a successful candidacy for future P&S vacancies. During 2009, three P&S staff members were hired under SDOP.

Women and Minority Faculty Development -- The Office of the Executive Vice President and Provost, through the Associate Provost for Faculty, sponsors faculty development programs for junior faculty members. These programs include a two-day new faculty orientation, a seminar on promotion and tenure, workshops and resources on effective writing habits and time management, and a faculty-led weekly writing group called UI Write-on-Site. The Write-on-Site group was initiated by a junior minority faculty member and approximately 90% of participants are women and/or faculty of color. Additionally, in response to junior faculty members' requests, the Office of the Provost piloted a summer online writing program in summer 2010; evaluations for this program show that the faculty members found the program worthwhile as a boost for their summer writing productivity. The Office of the Provost also publishes a comprehensive calendar of faculty development programs offered by other offices (e.g., focused on teaching, instructional technology, and research).

Diversity Scholars, Visitors, and Faculty Exchanges -- The Executive Vice President and Provost, through the Chief Diversity Officer and Associate Vice President, provides financial support for efforts to bring underrepresented minority persons as visiting faculty and speakers to campus. Visiting faculty present seminars and lectures and participate in collaborative scholarly work and research with University faculty. The Provost also provides assistance to UI minority faculty members to enable them to pursue their scholarship and faculty responsibilities through collaborations with other institutions and individuals.

Catalyst Awards -- The Catalyst Award annually recognizes faculty, staff, students, and units for distinctive and innovative diversity contributions at the University. Supported by campus wide contributions and participation, the Catalyst Award Seed Grants are targeted towards creative projects that will have an immediate impact on reaching the diversity goals of the University's strategic plan. Projects that advance cross-cultural understanding, strengthen positive inter-group relations and promote a welcoming learning, living and working environment are given preference by the selection committee. Additional information about Catalyst Award recipients and seed grant winners can be found in the Annual Equal Employment Opportunity and Affirmative Action Workforce Report to the Board of Regents.

Diversity Executive in Residence Program -- The Diversity Executive in Residence Program recognizes successful University of Iowa alumni who are distinguished and influential leaders in their professions and who understand the importance of diversity and global competency, the domestic and global challenges of the twenty-first century, and the strategic role of higher education in preparing the future workforce. Residents visit campus and provide workshops for faculty and students and contribute to faculty research.

Gender Equity -- In 2005, the Provost appointed a Gender Equity Task Force, which had as its charge to "take a broad look at the status of women faculty at The University of Iowa and recommend changes and programs to increase the number of women faculty and improve their quality of life." In response to the task force report, several of its recommendations related to faculty gender diversity have been implemented, including an enhanced parental leave policy and the development of the Dual Academic Career initiative, which helps fund spouse and partner appointments at the University. In addition, the Office of the Provost is in the final phases of conducting a gender equity salary study, which will be completed in 2011 and conducted every two years moving forward.

Dual Career Network -- In February of 1994, The University of Iowa established the Dual Career Network, a program designed to assist the spouses or partners of University faculty recruits or, under certain circumstances, the spouses or partners of current UI faculty, in locating employment opportunities. The services provided include: professional job search and career guidance for up to one year, resume writing assistance, advice on interviewing techniques, up-to-date resource information about local businesses, assistance with writing cover letters, access to job openings with local employers, letters of support written for University of Iowa employers, career counseling and guidance, guidance to appropriate resources for career exploration and planning, introduction to local groups to assist in networking attempts, current information about local hiring market and demographics, and social gatherings to meet other new people. The services of the Dual Career Network have been successfully used to recruit and retain diverse faculty hires.

Women in Science and Engineering (WISE) -- The mission of the Women in Science and Engineering (WISE) Program is to expand and improve the educational and professional opportunities for women in all fields of science and technology by facilitating institutional and social change. The WISE program was established in August 1994 with joint support from the offices of the Vice President for Research and the Provost. The WISE Program staff includes a faculty director, a program coordinator, a faculty consultant, a mentoring coordinator, and an advisory

board. The WISE Program cooperates with science, technology, engineering, and mathematics (STEM) programs at The University of Iowa. The goals of WISE are to increase the participation, professional development, and advancement of women as students, faculty, and professional staff; monitor and promote a supportive environment for women to study and work; integrate the ideas, strengths, and approaches of women into research, teaching, and service; and inform the public of educational and career opportunities for women in scientific and technical fields.

Diversity Focus -- In 2005, The University of Iowa became a charter member of Diversity Focus, a community and business organization with the mission to increase diversity along the Cedar Rapids-Iowa City corridor by integrating and coordinating existing efforts as well as identifying or creating other activities and programs. Other charter members include the Cedar Rapids Chamber of Commerce, Alliant Energy and Rockwell Collins. The Chief Diversity Officer and Associate Vice President serves as a member of the Diversity Focus Board. Diversity Focus plans events, such as conferences, training sessions and social activities intended to support diversity in the corridor.

Iowa State University

The Office of the Executive Vice President and Provost launched a new leadership development program, the Emerging Leaders Academy, in January 2009. Two cohorts of faculty and professional and scientific employees have participated thus far. The goal of the academy is to develop depth of leadership skills among faculty and staff, as well as to diversify the potential pool of leadership candidates at ISU.

ISU is in the fifth and final year of an "institutional transformation" grant from the National Science Foundation. The goal of the \$3.3 million program is improving recruitment, retention and leadership of women faculty in the science, technology, engineering and mathematics (STEM) fields; there are 30 partner faculty, students, administrators, and staff participating in the effort across campus. During academic year 2009-2010, the "collaborative transformation" efforts involved a total of nine science and engineering departments assessing their department climate in order to improve the work environment. A workshop for department chairs on advancement from associate professor to full professor rank was held in the spring. Of particular importance is the role that gender may play in faculty familiarity with the promotion process. The program also provided a series of programming events, including a lectures series (with experts from around the country); an external mentoring program for female faculty of color in STEM; training for faculty search committees to enable them to recruit diverse faculty; and resources on work-life integration.

Iowa State University continues to make progress in creating a more flexible work environment for its faculty and staff. The Office of the Executive Vice President and Provost sponsors a Work/Life website which combines existing policies and resources so that the information can be accessed more efficiently and utilized more effectively. A Work/Life Advisory Council was also created and has been meeting for two years. This council is charged to review current university policies and practices and identify gaps.

In fall 2009, the COACHE Survey of Tenure-Track Faculty Satisfaction was administered again. The survey is administered only to junior faculty. This second administration of COACHE will allow tracking institutional progress on faculty satisfaction since the last COACHE Survey in 2005-2006. Analysis of the survey received in summer 2010 indicates that Iowa State has made progress on many fronts, including clarity of the tenure process, creating policies in support of work/life balance, and mentoring. This survey has helped the university identify issues on which there are significant differences by gender or minority status.

Women's Enrichment Fund Mini Grants -- This funding supports initiatives that will enrich the experiences of women faculty, staff and students at ISU. Awards are made during spring semester

and the faculty Project Facilitator has two fiscal years to complete the activity. For 2010-2011, \$23,392 in funding was awarded for eight initiatives. Projects included the "Women Impacting ISU Calendar" which has been a powerful and visible reminder of women's leadership roles on campus. Funding was also given for new projects such as women's leadership in global food production, female recruitment and retention in mechanical engineering, and connecting aspiring female farmers to the land.

Diversity Grants -- This program was conceived in FY 2006 to support diversity in the mission areas of education, research, and outreach in order to positively impact and advance faculty, staff, and student minorities and under-represented groups at Iowa State University. The overarching goals are to accelerate institutional change and contribute to scholarly activity in education and research related to diversity. For FY 2010, \$27,440 was awarded to faculty for seven initiatives. The funding supported collaborations with minority students in Ag multicultural programs, a program that allows partnering with the YWCA to engage international spouses, and training workshops to facilitate a difficult dialogues program within the College of Human Sciences.

The university-wide diversity committee was restructured to provide better representation and coordination of diversity efforts across campus. The Advisory Committee for Diversity Program Planning and Coordination (ACD) is responsible for an annual report on diversity (directed both to the university president and to the university community), and for assessing progress on the Implementation Plan for Community, Equity, and Diversity (2006-2011) and recommending changes in its details. The committee made changes to the timeline for unit submission of diversity reports so that reports are submitted every two years. This will reduce the review work of the committee in order to allow it to be more proactive in its development work. ACD met twice with the chairs of the college/unit diversity committees last year in order to facilitate coordination and communication between these two groups. This year, a sub-committee has developed a new institutional diversity web page which should go live by the end of 2010.

The Office of the Executive Vice President and Provost continues to financially support the recruitment and retention of excellent faculty by specifically funding requests from colleges and departments for dual-career partner support and to support hires that diversify the faculty. In FY 2010, \$824,990 in funding was provided to support dual career hires and \$213,680 was provided for new faculty diversity hires. (These amounts do not include those funds provided for base salary increases for the retention of faculty due to market pressure or competitive job offers.)

Mentoring of faculty continues to be an important way for ISU to ensure that a diverse faculty succeeds at ISU. In addition to a one-on-one mentoring program that involves all first year faculty, the Provost supports college-level peer mentoring programs. A peer-mentoring program ensures that each college has appointed a senior faculty member to serve as a peer mentoring coordinator for the first-year faculty in the college. In addition, faculty of color have the option to take part in the ADVANCE mentoring program. In 2009-2010, the ISU ADVANCE Program sponsored an administrative fellow who gathered data regarding barriers to promotion for associate professors. National data suggests that women take longer than men to be promoted to full professor.

Child Care Resources, a unit of Human Resource Services, supports Iowa State University families by linking them with programs and services that can help meet their child care needs. The university childcare consultant is available to assist families in accessing services available both on the campus and in the community. The university supports two child care centers located on campus, University Community Childcare in Pammel Court and the University Child Care Center at Veterinary Medicine. In addition to these full-time programs, the university supports several other childcare initiatives including a resource and referral service, care for mildly ill children, part-time childcare for student families, and a family child care infant network.

University of Northern Iowa

This past year the allocation for the Minority and Women Educators Enhancement Program has been used in the following ways:

To supplement a minority faculty line in the Department of Political Science.

To enhance the salaries of two South African Fulbright scholars hired to work on a grant for the Regents' Center for Early Developmental Education. Established in 1988, the Regents' Center for Early Developmental Education focuses efforts on improving early childhood education (birth through 8 years) in Iowa and beyond.

To initiate a Summer Research Program for Minority Students in Chemistry and Psychology which was coordinated by UNI's Graduate College. Six students of underrepresented minority status from across the country came to UNI for six weeks in the summer of 2010, and conducted research while closely mentored by UNI faculty. UNI has been a partner with UI and ISU in two successful student diversity initiatives: 1) Iowa Alliance for Graduate Education and the Professoriate (AGEP), which is a National Science Foundation (NSF)-funded grant to support master's students from underrepresented minority groups in Mathematics at UNI who graduate and matriculate into PhD Mathematics and other STEM programs at ISU and UI; and 2) the Alliance summer research program in Mathematics for undergraduate students from underrepresented minorities studying in STEM fields (part of the AGEP grant). Building upon existing AGEP recruitment linkages with HBCU's, these collaborative programs have increased the number and quality of applications from minority students to UNI's graduate program in Mathematics, resulting in African American students completing doctoral degrees at various universities, including UI. The UNI Graduate College and Provost's Office have supported this program in Mathematics. This project expanded the current summer program into two additional STEM Departments at UNI - Psychology, and Chemistry and Biochemistry.

AFFIRMATIVE ACTION COST REPORT

Iowa Code §19B.5 requires that the Board and its institutions submit an annual report on affirmative action, diversity, and multicultural accomplishments to the Iowa General Assembly by January 31. The report is to include information identifying funding sources and itemized costs, including administrative costs, for these programs. The income and expenditures are detailed in Attachment B. The total expenditures for FY 2009 and FY 2010 are shown below:

	FY 2009	FY 2010	Percent Change
SUI	\$831,941	\$828,978	-0.4%
ISU	\$366,597	\$334,544	-8.7%
UNI	\$302,324	\$310,199	2.6%

The Iowa School for the Deaf and Iowa Braille and Sight Saving School do not have offices dedicated solely to affirmative action activities; therefore, cost reports are not required.

UNIVERSITY OF IOWA

POAGROUP	September 30, 2000					September 30, 2005					October 31, 2010				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	287	84	29.3%	17	5.9%	340	119	35.0%	22	6.5%	358	129	36.0%	28	7.8%
Faculty: Tenure Track	1,539	410	26.6%	198	12.9%	1,520	436	28.7%	225	14.8%	1,455	465	32.0%	271	18.6%
Faculty: Non-Tenure Track	529	223	42.2%	127	24.0%	565	250	44.2%	76	13.5%	761	372	48.9%	125	16.4%
Professional and Scientific	5,653	3,857	68.2%	345	6.1%	6,565	4,576	69.7%	426	6.5%	7,587	5,406	71.3%	537	7.1%
Secretarial/Clerical	2,731	2,311	84.6%	87	3.2%	2,651	2,262	85.3%	99	3.7%	2,176	1,852	85.1%	92	4.2%
Technical/Paraprofessional	500	315	63.0%	24	4.8%	455	287	63.1%	21	4.6%	576	409	71.0%	47	8.2%
Skilled Crafts	423	34	8.0%	14	3.3%	401	36	9.0%	21	5.2%	359	22	6.1%	20	5.6%
Service/Maintenance	1,692	902	53.3%	203	12.0%	1,777	951	53.5%	241	13.6%	1,780	926	52.0%	271	15.2%
TOTALS	13,354	8,136	60.9%	1,015	7.6%	14,274	8,917	62.5%	1,131	7.9%	15,052	9,581	63.7%	1,391	9.2%

IOWA STATE UNIVERSITY

POAGROUP	September 30, 2000					September 30, 2005					October 31, 2010				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	263	75	28.5%	21	8.0%	297	100	33.7%	25	8.4%	370	143	38.6%	30	8.1%
Faculty: Tenure Track	1,278	325	25.4%	183	14.3%	1,243	353	28.4%	233	18.7%	1,200	354	29.5%	250	20.8%
Faculty: Non-Tenure Track	278	137	49.3%	35	12.6%	325	180	55.4%	38	11.7%	434	243	56.0%	55	12.7%
Professional and Scientific	1,999	884	44.2%	235	11.8%	2,166	967	44.6%	358	16.5%	1,921	957	49.8%	242	12.6%
Secretarial/Clerical	1,300	1,186	91.2%	45	3.5%	1,116	1,010	90.5%	35	3.1%	943	855	90.7%	32	3.4%
Technical/Paraprofessional	172	89	51.7%	5	2.9%	150	81	54.0%	5	3.3%	145	89	61.4%	6	4.1%
Skilled Crafts	318	17	5.3%	7	2.2%	287	10	3.5%	4	1.4%	264	12	4.5%	3	1.1%
Service/Maintenance	564	321	56.9%	47	8.3%	571	315	55.2%	40	7.0%	519	257	49.5%	43	8.3%
TOTALS	6,172	3,034	49.2%	578	9.4%	6,155	3,016	49.0%	738	12.0%	5,796	2,910	50.2%	661	11.4%

UNIVERSITY OF NORTHERN IOWA

POAGROUP	September 30, 2000					September 30, 2005					September 30, 2010				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	104	28	26.9%	6	5.8%	96	32	33.3%	6	6.3%	98	40	40.8%	7	7.1%
Faculty: Tenure Track	561	223	39.8%	71	12.7%	547	222	40.6%	73	13.3%	547	232	42.4%	76	13.9%
Faculty: Non-Tenure Track	112	66	58.9%	12	10.7%	49	33	67.3%	2	4.1%	30	19	63.3%	1	3.3%
Professional and Scientific	508	256	50.4%	45	8.9%	517	273	52.8%	43	8.3%	578	328	56.7%	51	8.8%
Secretarial/Clerical	335	326	97.3%	16	4.8%	282	272	96.5%	14	5.0%	255	248	97.3%	14	5.5%
Technical/Paraprofessional	22	9	40.9%	2	9.1%	32	10	31.3%	5	15.6%	23	5	21.7%	4	17.4%
Skilled Crafts	86	6	7.0%	6	7.0%	68	4	5.9%	3	4.4%	56	5	8.9%	3	5.4%
Service/Maintenance	252	142	56.3%	48	19.0%	232	129	55.6%	34	14.7%	240	128	53.3%	28	11.7%
TOTALS	1,980	1,056	53.3%	206	10.4%	1,823	975	53.5%	180	9.9%	1,827	1,005	55.0%	184	10.1%

IOWA SCHOOL FOR THE DEAF

POAGROUP	September 30, 2000					September 30, 2005					September 30, 2010				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	5	1	20.0%		0.0%	4	1	25.0%		0.0%	4	1	25.0%		0.0%
Faculty: Tenure Track															
Faculty: Non-Tenure Track	63	50	79.4%		0.0%	44	38	86.4%		0.0%	38	36	94.7%		0.0%
Professional and Scientific	35	24	68.6%	2	5.7%	34	27	79.4%	1	2.9%	35	26	74.3%	1	2.9%
Secretarial/Clerical	8	8	100.0%	1	12.5%	5	5	100.0%	1	20.0%	4	4	100.0%	1	25.0%
Technical/Paraprofessional	29	25	86.2%	1	3.4%	26	22	84.6%	2	7.7%	21	20	95.2%	1	4.8%
Skilled Crafts	6		0.0%		0.0%	6		0.0%		0.0%	6		0.0%		0.0%
Service/Maintenance	20	8	40.0%	5	25.0%	19	8	42.1%	4	21.1%	19	9	47.4%	3	15.8%
TOTALS	166	116	69.9%	9	5.4%	138	101	73.2%	8	5.8%	127	96	75.6%	6	4.7%

IOWA BRAILLE AND SIGHT SAVING SCHOOL

POAGROUP	September 30, 2000					September 30, 2005					September 30, 2010				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	5	3	60.0%		0.0%	4	3	75.0%		0.0%	5	3	60.0%		0.0%
Faculty: Tenure Track															
Faculty: Non-Tenure Track	34	26	76.5%		0.0%	37	25	67.6%		0.0%	47	38	80.9%		0.0%
Professional and Scientific	8	5	62.5%		0.0%	8	6	75.0%		0.0%	6	5	83.3%		0.0%
Secretarial/Clerical	8	8	100.0%		0.0%	7	7	100.0%		0.0%	6	6	100.0%		0.0%
Technical/Paraprofessional	35	34	97.1%		0.0%	33	31	93.9%		0.0%	16	14	87.5%		0.0%
Skilled Crafts															
Service/Maintenance	12	6	50.0%		0.0%	19	7	36.8%		0.0%	13	7	53.8%		0.0%
TOTALS	102	82	80.4%	-	0.0%	108	79	73.1%	-	0.0%	93	73	78.5%	-	0.0%

TOTAL -- REGENT INSTITUTIONS

POAGROUP	September 30, 2000					September 30, 2005					September 30/October 31, 2010				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	664	191	28.8%	44	6.6%	741	255	34.4%	53	7.2%	835	316	37.8%	65	7.8%
Faculty: Tenure Track	3,378	958	28.4%	452	13.4%	3,310	1,011	30.5%	531	16.0%	3,202	1,051	32.8%	597	18.6%
Faculty: Non-Tenure Track	1,016	502	49.4%	174	17.1%	1,020	526	51.6%	116	11.4%	1,310	708	54.0%	181	13.8%
Professional and Scientific	8,203	5,026	61.3%	627	7.6%	9,290	5,849	63.0%	828	8.9%	10,127	6,722	66.4%	831	8.2%
Secretarial/Clerical	4,382	3,839	87.6%	149	3.4%	4,061	3,556	87.6%	149	3.7%	3,384	2,965	87.6%	139	4.1%
Technical/Paraprofessional	758	472	62.3%	32	4.2%	696	431	61.9%	33	4.7%	781	537	68.8%	58	7.4%
Skilled Crafts	833	57	6.8%	27	3.2%	762	50	6.6%	28	3.7%	685	39	5.7%	26	3.8%
Service/Maintenance	2,540	1,379	54.3%	303	11.9%	2,618	1,410	53.9%	319	12.2%	2,571	1,327	51.6%	345	13.4%
TOTALS	21,774	12,424	57.1%	1,808	8.3%	22,498	13,088	58.2%	2,057	9.1%	22,895	13,665	59.7%	2,242	9.8%

**AFFIRMATIVE ACTION REVENUES AND EXPENDITURES
FY 2010**

Department Name: Board of Regents
 Person Completing Report: Marcia Brunson
 E-mail Address: mbruns@iastate.edu

	SUI Office of Equal Opportunity and Diversity	ISU Office of Equal Opportunity and Diversity	UNI Office of Compliance and Equity Management	Total
REVENUES				
STATE APPROPRIATIONS				
General Fund	828,979	314,544	310,199	
Other				
OTHER REVENUES				
Federal Support		20,000		20,000
Interest				-
Tuition and Fees				-
Reimb. Indirect Costs				-
Sales and Services				-
Other Income				-
TOTAL REVENUES	828,979	334,544	310,199	1,473,722
EXPENDITURES				
Fac. & Inst. Off. Salaries	173,028		216,034	
Prof. & Sci. Staff Salaries	497,523	310,133	48,091	
General Service Staff Salaries	43,807	4,184	5,869	
Hourly Wages	33,953			
Labor in Transfers				
Vacancy Factor				
Subtotal - Salaries	748,311	314,317	269,994	1,332,622
Prof. And Scientific Supplies	80,667	20,227	40,205	
Library Acquisitions				
Rentals				
Utilities				
Building Repairs				
Auditor of State Reimb.				
Aid to Individuals				
Subtotal	80,667	20,227	40,205	141,099
Total	828,978	334,544	310,199	1,473,721



**REPORT TO THE BOARD OF REGENTS
STATE OF IOWA**

**Annual Equal Employment Opportunity and
Affirmative Action Workforce Report
November 2010**

Submitted by

Georgina Dodge, PhD
Chief Diversity Officer,
Associate Vice President and
Title IX Coordinator

Chief Diversity Office
111 Jessup Hall
(319) 335-3565

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Annual Equal Employment Opportunity and Affirmative Action Workforce Report November 2010

I. INTRODUCTION

The purpose of The University of Iowa's Affirmative Action Program is to reaffirm and ensure that the principle of equality of opportunity for all persons is applied to the recruitment, appointment, and promotion of persons in all employment classifications.

The 2010 *Annual Equal Employment Opportunity and Affirmative Action Workforce Report* presents highlights of employment activity at the University. The statistical information in this report is prepared from workforce data compiled according to Board of Regents guidelines, i.e., it includes all regular full-time and part-time employees working 50 percent time or more on the annual snapshot date.¹ Changes and activities are reported for Primary Occupational Activity groups (a grouping of several job classifications similar in content, salary, and opportunity), tenured/tenure track faculty, clinical track faculty, research track faculty, women, racial/ethnic minorities, individuals who have disabilities, and veterans.

This report also uses federal guidelines prescribed by the Office of Federal Contracts Compliance Programs. It is important to note that other University reports may use different data sources and definitions; thus, prudence should be used when comparing the data in this report to data in other workforce-related reports, such as the Integrated Postsecondary Educational Data System (IPEDS) Fall Staff Survey and reports produced by other University offices.²

¹ In 2010, the annual snapshot date changed to November 1; in prior years, the snapshot date was October 1.

² As an example, this report includes deans, directors and departmental executive officers who hold faculty rank in the POA group for Executive, Administrative, and Managerial Staff, whereas in some workforce-related reports produced by the Office of the Provost these individuals may be included among the faculty.

II. OVERVIEW: HIGHLIGHTS OF EMPLOYMENT ACTIVITY

- **One-Year Comparison of Workforce Categories.** From October 1, 2009 to November 1, 2010, The University of Iowa workforce decreased by 224 individuals (1.5%), from 15,276 in 2009 to 15,052 in 2010.
 - The faculty and staff decreased by 104 women (1.1%).
 - Racial/ethnic minority representation increased by 51 individuals (3.8%).
 - There was a decrease of 38 tenured/tenure track faculty (2.5%).
 - The number of female faculty members on the tenure track increased by 10 (2.2%), increasing representation from 30.5% to 32.0%, achieving the strategic planning indicator in this category (32.0%).
 - Minority representation on the tenure track faculty increased by 2 (0.7%) to the highest level to date at 18.6%.
 - Female representation among executive, administrative, and managerial staff decreased by 11 (7.9%), from 37.3% in 2009 to 36.0% in 2010. The strategic planning indicator of 37% had been met in 2009, but was not met in 2010.
 - The number of racial/ethnic minorities among executive, administrative, and managerial staff decreased by 3 (9.7%), decreasing representation from 8.3% in 2009 to 7.8% in 2010, lower than the strategic planning indicator in this category (8.0%).
 - Minority representation among professional and scientific staff increased by 12 individuals (2.3%), increasing representation from 6.9% to 7.1%. Attainment of the strategic planning indicator (7.5%) for this area remains a challenge.
 - During the 2009-10 data year, the University hired or promoted 1,308 women and 229 racial/ethnic minorities. Despite this level of hiring, varied degrees of underrepresentation of women and minorities remain in individual job groups within the majority of the Primary Occupational Activity (POA) groups. With all job groups aggregated, the University is currently underrepresented by 369 women (2.4%) and by 140 minorities (0.7%).³
 - There was a net increase of 1 individual (1.1%) who self-reported having disabilities.
 - The number of disabled veterans increased by 2 (6.3%).

³ Underrepresentation is defined as having fewer women or minorities in a particular job group or department than would reasonably be expected by their availability. For more information on the determination of underrepresentation, see Chapter VI of this report.

- **Five-Year Comparison of Workforce Categories.** From October 1, 2005 to November 1, 2010, The University of Iowa workforce increased by 778 individuals (5.5%), from 14,274 in 2005 to 15,052 in 2010.
 - The faculty and staff increased by 664 women (7.4%).
 - Racial/ethnic minority representation increased by 260 individuals (23.0%).
 - There was a net decrease of 65 tenured/tenure track faculty (4.3%). The number of female tenure track faculty increased by 29 (6.7%), and the number of minority faculty increased by 46 (20.4%).
 - The number of employees who self-reported having disabilities increased by 4 (4.4%).
 - There was an increase of 8 individuals (30.8%) who self-identified as disabled veterans.

- **Ten-Year Comparison of Workforce Categories.** From October 1, 2000 to November 1, 2010, The University of Iowa workforce increased by 1,698 individuals (12.7%), from 13,354 in 2000 to 15,052 in 2010.
 - The faculty and staff increased by 1,445 women (17.8%).
 - Racial/ethnic minority representation increased by 376 individuals (37.0%).
 - There was a net decrease of 84 tenured/tenure track faculty (5.5%). The number of female tenure track faculty increased by 55 (13.4%), and minority representation increased by 73 (36.9%).
 - There was a decrease of 17 individuals (15.3%) who self-reported having disabilities.
 - The number of disabled veterans increased by 16 (88.9%).

III. EQUAL EMPLOYMENT OPPORTUNITY AND SELECTED DIVERSITY INITIATIVES AT THE UNIVERSITY OF IOWA

A. The Chief Diversity Office

The University of Iowa continues its efforts to promote equal employment opportunity and affirmative action at the institution. The University encourages each department to recruit, appoint, and promote persons who meet its high standards of excellence and who contribute to the University's affirmative action mission.

The Chief Diversity Officer and Associate Vice President (CDO/AVP), a position named in 2010, leads and coordinates the University's efforts to recruit and retain a diverse and inclusive academic community of faculty, staff, and students by initiating and implementing policies, initiatives, and programs in the areas of institutional diversity, equal opportunity, affirmative action, and human and civil rights. The CDO/AVP provides leadership and administrative oversight to the Office of Equal Opportunity and Diversity and the Center for Diversity and Enrichment. Additional duties include representing the Office of the President on matters related to diversity within the University and the broader Iowa community, providing campus-wide leadership regarding the importance of diversity to the educational mission of a public research university, and advising the Executive Vice President and Provost on academic matters related to issues of diversity.

B. The Office of Equal Opportunity and Diversity

The Office of Equal Opportunity and Diversity reports to the Chief Diversity Officer and Associate Vice President and is charged with the day-to-day implementation of affirmative action policies. The office supports the University's aspiration to become one of the leading distinguished public universities in the country by providing all members of the community with (1) expert advice, education, and services which ensure the University's compliance with all applicable federal, state, and University equal opportunity, affirmative action, nondiscrimination, and civil rights laws, regulations, and policies; and (2) leadership and resources that support the University's goal to increase the diversity of University faculty, staff and students.

In connection with its compliance responsibilities, the Office of Equal Opportunity and Diversity is actively involved in reviewing the recruitment and hiring process for all faculty positions and for all Professional and Scientific staff positions (50% time or greater for a duration of one year or more). Throughout the review process, the staff evaluates all recruitment plans; conducts pre-interview audits to ensure that qualified women and minority candidates, as well as candidates protected against discrimination based on their age, disability, or veteran status, are fairly considered; and reviews the process used to select final candidates. Where underrepresentation of women and/or minorities exists, the office works with search committees to ensure steps are taken to increase the number of women and minorities in the applicant pool, thereby increasing the likelihood of hires of qualified women and minorities.

C. Sexual Harassment Prevention Education

In response to two recent University reports⁴ indicating a continuing need to improve the campus climate at The University of Iowa, then President David Skorton mandated in 2006 that all academic and administrative officers and teaching assistants receive education on the Policy on Sexual Harassment, and that all teaching assistants additionally receive education on the Policy on Consensual Relationships Involving Students.

The Office of Equal Opportunity and Diversity subsequently designed a Sexual Harassment Train-the-Trainer Program in Spring 2007 and trained 24 representatives of various campus units to provide sexual harassment prevention education to academic and administrative officers and teaching assistants in their respective units. Several of these trainers continue to provide sexual harassment prevention education in their units in FY 2010.

In addition to instructor-led courses, an online anti-harassment course, *Preventing Harassment on Campus* by Global Compliance, has been available to UI faculty and staff from the University's Employee Self Service website since December 2008.

In an email to all faculty and staff in August 2008, President Sally Mason expanded the mandate for sexual harassment prevention education to include all faculty and staff. The Office of the Provost was charged with monitoring and oversight, and announced to the deans and vice presidents in December 2008 the expectation that the following employees complete sexual harassment prevention education by June 1, 2009:

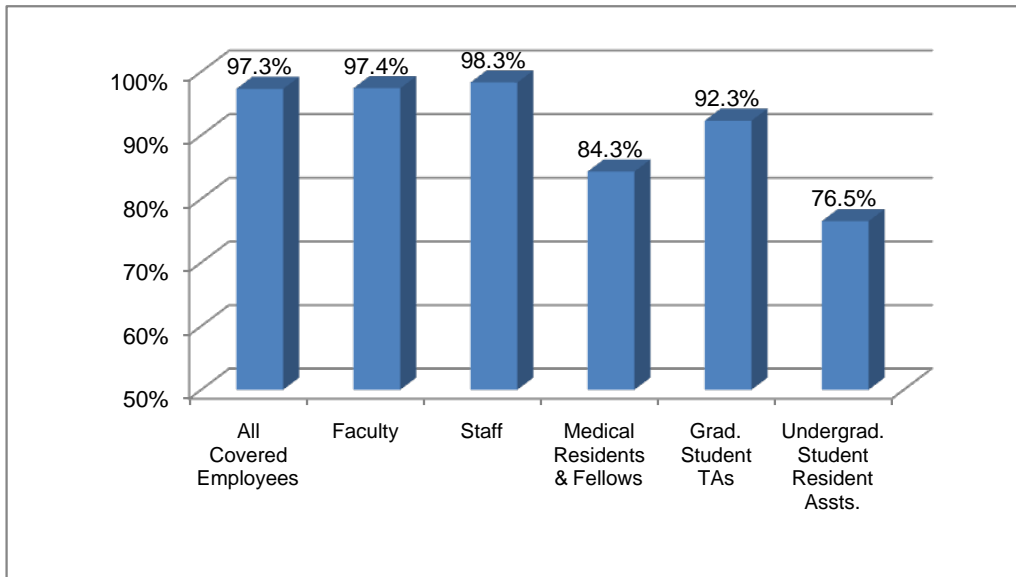
- Regular faculty (except adjunct faculty, postdoctoral researchers, and postdoctoral associates) with appointments of at least 50% time
- All regular staff with appointments of at least 50% time
- Medical residents and fellows with appointments of at least 50% time
- Graduate student teaching assistants and undergraduate student University Housing resident assistants

Typically, teaching assistants attend an instructor-led course. Individual colleges and divisions determine whether to allow other covered employees to receive training from an instructor, the online course, or either method.

Deans, directors, departmental administrative officers, and human resources representatives across campus were instrumental in ensuring that covered employees complete the mandated sexual harassment prevention education. As of June 30, 2010, 97.3 percent of current covered employees had completed an approved sexual harassment prevention course; of those, 82 percent completed an online training module and 18 percent attended an instructor-led course (either by an EOD staff member or a staff member who has been certified by EOD following completion of the Sexual Harassment Train-the-Trainer course). The chart below shows completion rates by employee category.

⁴ *Campus Climate Committee Report* (2003) and the *Sexual Harassment and Unwelcome Behavior at The University of Iowa* report (2006).

Figure 1
Sexual Harassment Prevention Education
Completion Rates as of June 30, 2010 by Employee Category



In October 2009, senior human resources leadership group members received training from Monique Di Carlo, the University's Sexual Misconduct Response Coordinator, and Jennifer Modestou, the director of the Office of Equal Opportunity and Diversity, on the role of the Sexual Misconduct Response Coordinator and the University Policy on Sexual Misconduct Involving Students. Similar training was also provided to the Unit Human resources Representatives in December 2009.

Students, staff, and faculty are notified annually of the following University policies:

- Policy on Sexual Harassment
- Policy on Sexual Misconduct Involving Students, Including Sexual Assault and Sexual Harassment
- Anti-Harassment Policy
- Policy on Consensual Relationships Involving Students
- Policy on Violence
- Anti-Retaliation Policy

These policy notifications are sent via mass email in September of each year.

D. Veterans Task Force

Record numbers of military service members are expected to enroll in colleges and universities across the United States as service members return from deployment to Iraq and Afghanistan. In May 2009, the University of Iowa Veterans Task Force was established to assess current University of Iowa veterans' services and recommend strategies to enhance veteran support services as veterans enter, matriculate through and graduate.

Current and potential providers of veterans' services were selected for the task force, including University of Iowa (UI) personnel and members of the external community. The Veterans Task Force was co-chaired by Chet Rzonca (Associate Provost and Dean of Continuing Education,

UI Division of Continuing Education) and Dorothy Simpson-Taylor (Director of Diversity Resources, UI Office of Equal Opportunity and Diversity). Additional task force members included representatives from several campus units including the Office of Admissions, Chief Diversity Office, Student Disability Services, Registrar's Office, UI Veterans Center, Academic Advising, UI Veterans Association, ROTC program, Iowa Center for Assistive Technology Education and Research, and the Office of Student Financial Aid. State and local agencies/organizations represented included Iowa Workforce Development, Iowa City Department of Veterans Affairs Medical Center, and Iowa Vocational Rehabilitation Services.

E. The Diversity Catalyst Award

The Office of Equal Opportunity and Diversity has recognized distinctive and innovative contributions to diversity within the campus community since 1999. The annual Diversity Catalyst Award honors creative initiatives by faculty, staff, programs, departments, students, or student organizations to promote the development of an inclusive, diverse campus community. The criteria for the award are that 1) the nominee has developed an innovative program, policy, or activity to enhance diversity within the University; 2) the nominee's contributions have had a positive effect on building respect for diversity within the University community; or 3) the contribution is distinctive, above and beyond routine efforts. A monetary award is made to the selected recipients through the generous support of colleges and departments throughout the University.

The eleventh annual Diversity Catalyst Award reception was held on April 21, 2010. The 2010 Diversity Catalyst Award recipients are:

- Individual Faculty/Staff Award: Thomas A. Weingeist, PhD, MD; Department of Ophthalmology and Visual Sciences, College of Medicine
- Individual Student Award: Theodore J. Patton. Co-President of the Iowa Student Bar Association, College of Law
- Program/Department Award: REACH (Realizing Educational and Career Hopes), College of Education
- Student Organization Award: Engineers Without Borders, College of Engineering
- Individual Diversity Practitioner Award: Helen Jameson, Office of International Students and Scholars, International Programs

Dr. Nicole Nisly, Interim Chief Diversity Officer and Associate Vice President, delivered the keynote address entitled *At Home in the World: Creating Synergy between Multicultural Education and Globalization*. The Diversity Catalyst Award Reception was held in conjunction with the Erroll B. Davis, Jr. Alliant Energy Awards.

The event was generously supported by the following colleges and departments: Chief Diversity Office, Office of Equal Opportunity and Diversity, Carver College of Medicine- Office of Cultural Affairs and Diversity Initiatives, College of Nursing, Department of Internal Medicine, Department of Orthopaedic Surgery, Department of Pathology, Department of Psychiatry, Department of Surgery, Office of Student Life, UI Staff Council, Tippie College of Business-Finance Department, University Human Resources and the Office of the Vice President for Strategic Communications.

The Catalyst Award Diversity Seed Grant program was designed to support the Catalyst Award. Targeted toward creative projects with potential to impact the diversity goals of *The Iowa Promise*, the program provides seed grants of \$300 to \$1,000 for start-up projects, programs with potential sustainability, or short-term projects that demonstrate significance and impact. The grants support projects that advance cross-cultural understanding; strengthen positive inter-group relations; and promote more welcoming learning, living, and working environments. Activities are encouraged that cross curricular, co-curricular and/or extra-curricular domains.

Recipients of the 2010-11 Catalyst Award Seed Grants are:

- *Certificate in Critical Cultural Competence*, School of Social Work, Sociology, Rhetoric, OISS Intercultural Programs, Social Work: a collaborative program that allows undergraduates across all disciplines and majors to earn a certificate in cultural competence
- *Intercultural Translation & Interpretation, A Service for Iowa Communities*, Office of International Students and Scholars, International Programs, ALLNET, IP: uses the cross-cultural knowledge skills of international students and American students who study foreign languages to assist campus and community individuals, groups, organizations and businesses with translation and interpretation
- *International Flag Purchase*, College of Engineering: provides a more inclusive and welcoming environment by displaying flags representing nations around the world in the Seamans Center
- *Hispanic Culture & Language Living-Learning Community*, Spanish & Portuguese Department, Center for Diversity Enrichment, University Housing: supports curricular and extra-curricular programming for a new learning community
- *Law School Admission Clinic*, Latino Law Students Association: assists undergraduates in preparing law school applications by purchasing books and supplies for clinic participants
- *Workplace Support Program*, Faculty/Staff Disability Services, Rehabilitation Counseling: creates a more welcoming and understanding environment through improved interaction between employees with psychiatric disabilities, work peers and supervisors

F. Iowa's IDEA (formerly Higher Education and Diversity Regional Summit)

In 2006, The University of Iowa hosted the inaugural Higher Education and Diversity Regional Summit, later renamed Iowa's IDEA (Impacting Diversity through Educational Alliances). The summit is a collaboration among public and private colleges and universities seeking to promote diversity recruitment and retention across the educational experience of faculty, staff, students and institutions; to support an inclusive environment for local and regional community impact; and to advocate environmental change and the creation and maintenance of diverse communities by providing cutting-edge education and leadership. An ultimate goal of the collaboration is to create a higher education consortium which, at its center, enhances institutional diversity and inclusive excellence. The University of Iowa continues to provide leadership team and annual sponsors for the summit.

Collaborating institutions are Central College, Clark College, Iowa State University, Kirkwood Community College, Loras College, University of Dubuque, The University of Iowa, and The University of Northern Iowa. The site of the annual summit rotates through the campuses of the member institutions.

Kirkwood Community College hosted the fifth annual Iowa's IDEA Diversity Summit in April 2010, focused on providing attendees from higher education, business, and community organizations specific hands-on strategies for recruitment and retention. The keynote address was presented by Jose Soto, Vice President of Access, Equity and Diversity at Southeast Community College in Lincoln, Nebraska. Todd Ingram, Clinical Assistant Professor at The University of Iowa College of Nursing, led a break-out session titled "Gender Diversity - Males in Nursing."

G. Recruitment Ambassadors Program

The Recruitment Ambassadors Program, jointly sponsored by the Department of Human Resources and the Office of Equal Opportunity and Diversity, supports the University's strategic goals for increasing the diversity of the faculty and staff. Recruitment Ambassadors are current or former faculty and staff members who volunteer to help recruit diverse prospective employees. The program is designed to be a valuable part of the search process that ensures that talented and diverse candidates who visit our campus and community acquire a broad knowledge of all the area has to offer.

Over 15 University employees are trained and ready to aid departments in providing a more personal touch to the recruitment process. Specifically, Recruitment Ambassadors are equipped to showcase the community and answer candidates' questions on topics ranging from the area's arts and culture, housing, school systems, dining and shopping, sports and recreation, and healthcare, to name just a few. Additionally, Recruitment Ambassadors provide candidates with informative and valuable resource materials regarding our local communities. To date this calendar year, six candidates have requested to meet with Recruitment Ambassadors, and many departments have requested Recruitment Ambassador packet materials.

H. Faculty Diversity Opportunity Program (FDOP)

In 1999, the Office of the Executive Vice President and Provost established a program to aid collegiate efforts to recruit and retain faculty from underrepresented communities, with an emphasis on recruiting faculty of color. This program, now called the Faculty Diversity Opportunity Program (FDOP), has been an important tool for reaching the University's diversity goals and thereby enhancing the excellence of The University of Iowa. The program is administered by the Chief Diversity Officer and Associate Vice President (CDO), who works with collegiate deans to identify potential faculty hires who would add to the diversity of the UI faculty. Mentoring and retention follow-up plans remain critical components of FDOP funding requests. The CDO, working in close collaboration with the Associate Provost for Faculty, collegiate deans and others, coordinates a central effort to recruit and retain minority faculty.

In *The Iowa Promise*, the University's 2005-2010 strategic plan, the University committed to increasing the budget allocated to the FDOP program to \$1.3M. For the current fiscal year, FY10, the Office of the Provost budgeted FDOP funds totaling \$1,830,953 for partial salaries and other resources supporting 53 faculty members. These positions are in the University Library, the Graduate College, and the Colleges of Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, and Public Health.

Since 1999, FDOP has been used to support 142 diversity hires to the UI campus. When appropriate, FDOP funding has been successfully used to support the research of post-doctoral fellows as a means of increasing the pipeline to the professorate. The Faculty Diversity Opportunities Program has proven to be an important incentive to colleges and departments to identify and recruit faculty from underrepresented communities and has contributed significantly to the increased representation of faculty from underrepresented communities in the thirteen-year period ending 2011.

IV. ONE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2009 - 2010

A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/ Ethnicity, 2009 – 2010

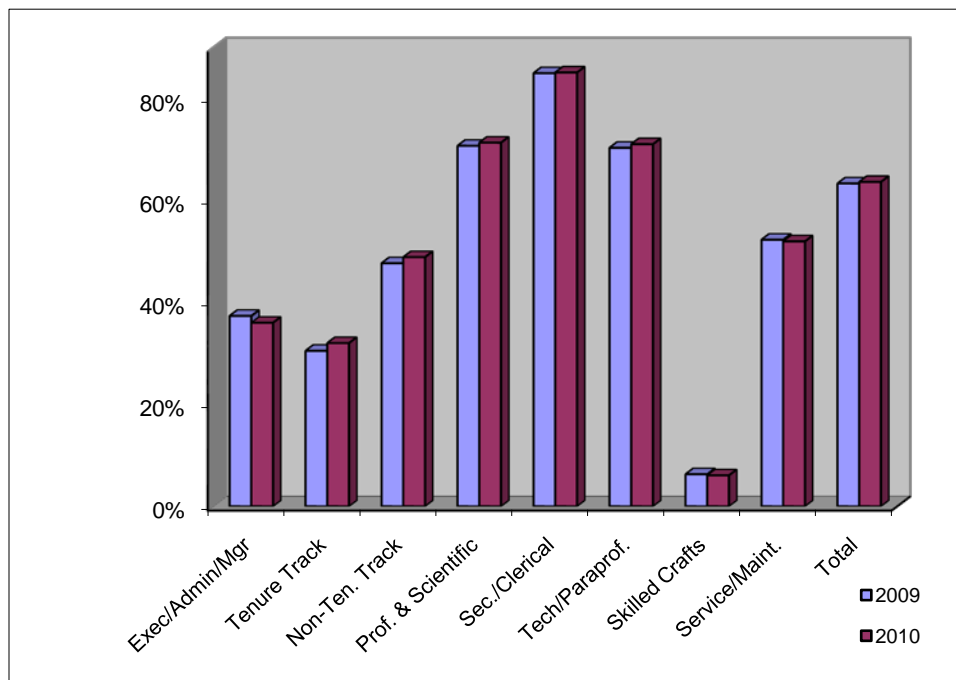
Overall Changes. The University of Iowa workforce decreased by 224 employees (1.5 percent) during the 2009-10 data year, from 15,276 in 2009 to 15,052 in 2010. For analytical purposes, job titles have been categorized into Primary Occupational Activity (POA) groups based on job content, salary, and opportunities. The POA group with the greatest proportional increase was Non-Tenure Track Faculty, and the largest net increase was in Service and Maintenance Staff. The largest proportional and net decrease occurred among Secretarial and Clerical Staff.

Gender. The number of women in the workforce decreased by 104 (1.1 percent). The largest proportional and net increase was among Non-Tenure Track Faculty. The largest proportional and decrease was in Secretarial and Clerical Staff. The following table and chart compare the composition of the University's workforce on October 1, 2009 to that on November 1, 2010 by Primary Occupational Activity group and gender.

Table I
Faculty and Staff by Primary Occupational Activity Group and Gender
October 1, 2009 – November 1, 2010

Primary Occupational Activity Group	2009		2010		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	375	140 37.3 %	358	129 36.0 %	- 17 - 4.5 %	- 11 - 7.9 %
2 Tenured/Tenure Track Faculty	1,493	455 30.5 %	1,455	465 32.0 %	- 38 - 2.5 %	+ 10 + 2.2 %
3 Non-Tenure Track Faculty	719	343 47.7 %	761	372 48.9 %	+ 42 + 5.8 %	+ 29 + 8.5 %
4 Professional & Scientific Staff	7,610	5,379 70.7 %	7,587	5,406 71.3 %	- 23 - 0.3 %	+ 27 + 0.5 %
5 Secretarial and Clerical Staff	2,402	2,041 85.0 %	2,176	1,852 85.01%	- 226 - 9.4 %	- 189 - 9.3 %
6 Technical and Paraprofessional Staff	562	395 70.3 %	576	409 71.0 %	+ 14 + 2.5 %	+ 14 + 3.5 %
7 Skilled Crafts Staff	380	24 6.3 %	359	22 6.1 %	- 21 - 5.5 %	- 2 - 8.3 %
8 Service and Maintenance Staff	1,735	908 52.3 %	1,780	926 52.0 %	+ 45 + 2.6 %	+ 18 + 2.0 %
Total	15,276	9,685 63.4 %	15,052	9,581 63.7 %	- 224 - 1.5 %	- 104 - 1.1 %

Figure 2
Female Faculty and Staff by Primary Occupational Activity Group
October 1, 2009 – November 1, 2010



Race/Ethnicity. Race/ethnicity is self-reported by employees to the University at the time of appointment; this personal data may be updated and/or corrected by the employee at any time. Due to changes by the federal government in requirements for reporting employees' race and ethnicity, the University requested employees to update their self-reported demographic information in the fall of 2010 using the new federal categories. Key changes include:

- There are now two separate questions regarding race and Hispanic/Latino ethnicity. Employees who indicate that their ethnicity is Hispanic/Latino are reported as Hispanic/Latino, regardless of the race category or categories they indicate, and are included among racial/ethnic minorities for analytical purposes.
- Employees may select one or more of the following race categories: American Indian/Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White. Formerly, Asian/Pacific Islander had been a single category. Employees who select two or more races are included among racial/ethnic minorities for analytical purposes.

The total number of racial/ethnic minorities increased by 51 (3.8 percent) from 2009 to 2010. The largest proportional and net increase was in Service and Maintenance Staff. The largest proportional decrease was in Executive, Administrative, and Managerial Staff, and the largest net decrease was in Secretarial and Clerical Staff. There were increases in the total numbers of Blacks/African Americans and Hispanics/Latinos, while the total numbers of Asians and American Indians/Alaska Natives decreased.⁵ Changes in the racial/ethnic composition of The University of Iowa's workforce from October 1, 2009 to November 1, 2010 are detailed in the table and charts on the following pages.

⁵ In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian.

Table II
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity *
October 1, 2009 – November 1, 2010

Primary Occupational Activity Group	2009							2010							Net Change							
	Total	Total Minorities	Asian/ Pacific Islander	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native		Total	Total Minorities	Asian	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races		Total	Total Minorities	Asian	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races
1 Executive, Administrative, & Managerial Staff	375	31 8.3%	8 2.1%	16 4.3%	6 1.6%	1 0.3%		358	28 7.8%	8 2.2%	12 3.4%	6 1.7%	1 0.3%	1 0.3%		-17 -4.5%	-3 -9.7%	0	-4 -25.0%	0	0	n/a
2 Tenured/Tenure Track Faculty	1,493	269 18.0%	177 11.9%	38 2.5%	46 3.1%	8 0.5%		1,455	271 18.6%	171 11.8%	38 2.6%	49 3.4%	7 0.5%	6 0.4%		-38 -2.5%	+2 +0.7%	-6 -3.4%	0	+3 +6.5%	-1 -12.5%	n/a
3 Non-Tenure Track Faculty	719	114 15.9%	73 10.2%	16 2.2%	23 3.2%	2 0.3%		761	125 16.4%	83 10.9%	16 2.1%	22 2.9%	2 0.3%	2 0.3%		+42 +5.8%	+11 +9.6%	+10 +13.7%	0	-1 -4.3%	0	n/a
4 Professional & Scientific Staff	7,610	525 6.9%	323 4.2%	88 1.2%	100 1.3%	14 0.2%		7,587	537 7.1%	321 4.2%	88 1.2%	108 1.4%	13 0.2%	7 0.1%		-23 -0.3%	+12 +2.3%	-2 -0.6%	0	+8 +8.0%	-1 -7.1%	n/a
5 Secretarial & Clerical Staff	2,402	97 4.0%	30 1.2%	34 1.4%	25 1.0%	8 0.3%		2,176	92 4.2%	23 1.1%	34 1.6%	26 1.2%	7 0.3%	2 0.1%		-226 -9.4%	-5 -5.2%	-7 -23.3%	0	+1 +4.0%	-1 -12.5%	n/a
6 Technical & Paraprofessional Staff	562	43 7.7%	9 1.6%	16 2.8%	15 2.7%	3 0.5%		576	47 8.2%	9 1.6%	17 3.0%	17 3.0%	3 0.5%	1 0.2%		+14 +2.5%	+4 +9.3%	0	+1 +6.3%	+2 +13.3%	0	n/a
7 Skilled Crafts Staff	380	22 5.8%	1 0.3%	7 1.8%	7 1.8%	7 1.8%		359	20 5.6%	1 0.3%	7 1.9%	6 1.7%	6 1.7%	0		-21 -5.5%	-2 -9.1%	0	0	-1 -14.3%	-1 -14.3%	n/a
8 Service & Maintenance Staff	1,735	239 13.8%	67 3.9%	97 5.6%	56 3.2%	19 1.1%		1,780	271 15.2%	70 3.9%	122 6.9%	59 3.3%	18 1.0%	2 0.1%		+45 +2.6%	+32 +13.4%	+3 +4.5%	+25 +25.8%	+3 +5.4%	-1 -5.3%	n/a
Total	15,276	1,340 8.8%	688 4.5%	312 2.0%	278 1.8%	62 0.4%		15,052	1,391 9.2%	686 4.6%	334 2.2%	293 1.9%	57 0.4%	21 0.1%		-224 -1.5%	+51 +3.8%	-2 -0.3%	+22 +7.1%	+15 +5.4%	-5 -8.1%	n/a

* In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category in 2010.

Figure 3
Minority Faculty and Staff by Primary Occupational Activity Group
October 1, 2009 – November 1, 2010

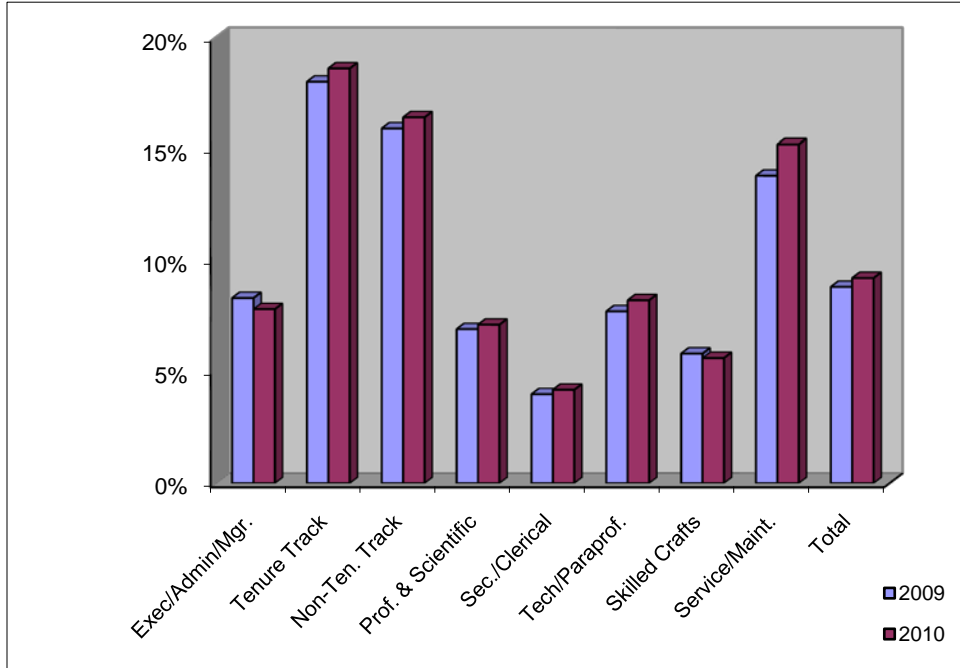
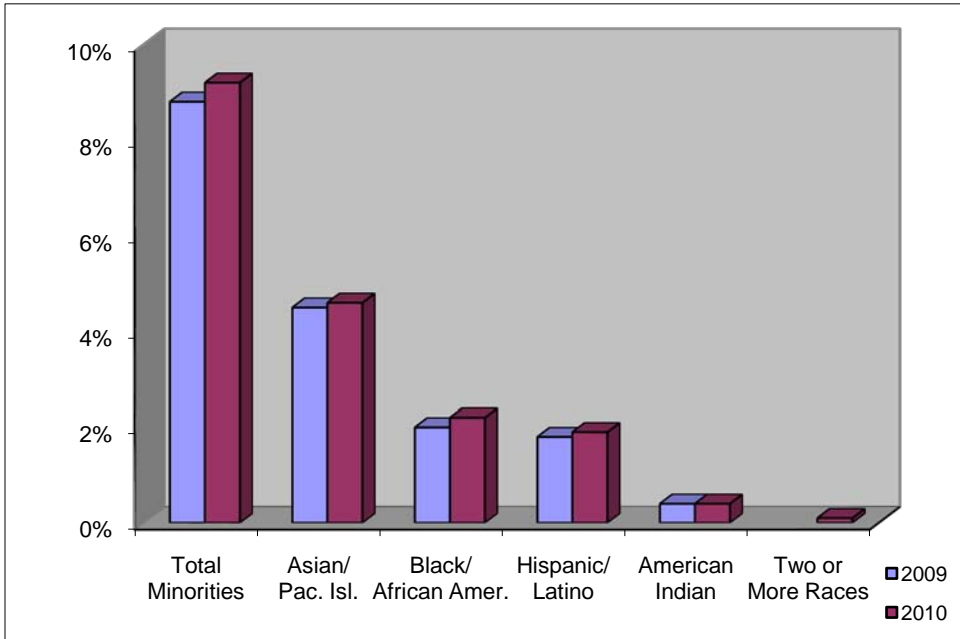


Figure 4
Total Workforce by Race/Ethnicity *
October 1, 2009 – November 1, 2010



* In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category in 2010.

Actual Workforce Gains and Losses. The following table details for each major Primary Occupational Activity group: 1) gains (the number of hires, promotions, transfers in); 2) losses (the number of resignations, terminations, transfers out); and 3) the net increase or decrease in the workforce. These figures are presented for the overall workforce and for women and minorities.

Some gains and losses are a result of promotions, transfers, reclassifications, or demotions across POA groups, so that a gain in one POA group has a corresponding loss in another POA group. Only a portion of these actions result in net losses of faculty and staff to the University as a whole.

Table III
Workforce Gains and Losses by Primary Occupational Activity Group,
Gender, and Minority Status, October 1, 2009 – November 1, 2010

Primary Occupational Activity Group	Gains			Losses			Net Change		
	Total	Women	Minorities	Total	Women	Minorities	Total	Women	Minorities
1 Executive, Administrative, & Managerial Staff	58	23	5	75	34	8	- 17	- 11	- 3
2 Tenured/Tenure Track Faculty	74	36	21	112	26	19	- 38	+ 10	+ 2
3 Non-Tenure Track Faculty	129	67	24	87	38	13	+ 42	+ 29	+ 11
4 Professional & Scientific Staff	1,040	773	94	1,063	746	82	- 23	+ 27	+ 12
5 Secretarial and Clerical Staff	163	144	9	389	333	14	- 226	- 189	- 5
6 Technical and Paraprofessional Staff	93	67	12	79	53	8	+ 14	+ 14	+ 4
7 Skilled Crafts Staff	42	1	0	63	3	2	- 21	- 2	- 2
8 Service and Maintenance Staff	342	197	64	297	179	32	+ 45	+ 18	+ 32
Total	1,941	1,308	229	2,165	1,412	178	- 224	- 104	+ 51

B. Faculty and Staff by Disability and Veteran Status, 2009 – 2010

Employees self-report disability and veteran status to the University at the time of appointment, and may update or correct this information at any time.

The number of faculty and staff who reported having a disability increased by 1 individual (1.1 percent) over the past year.

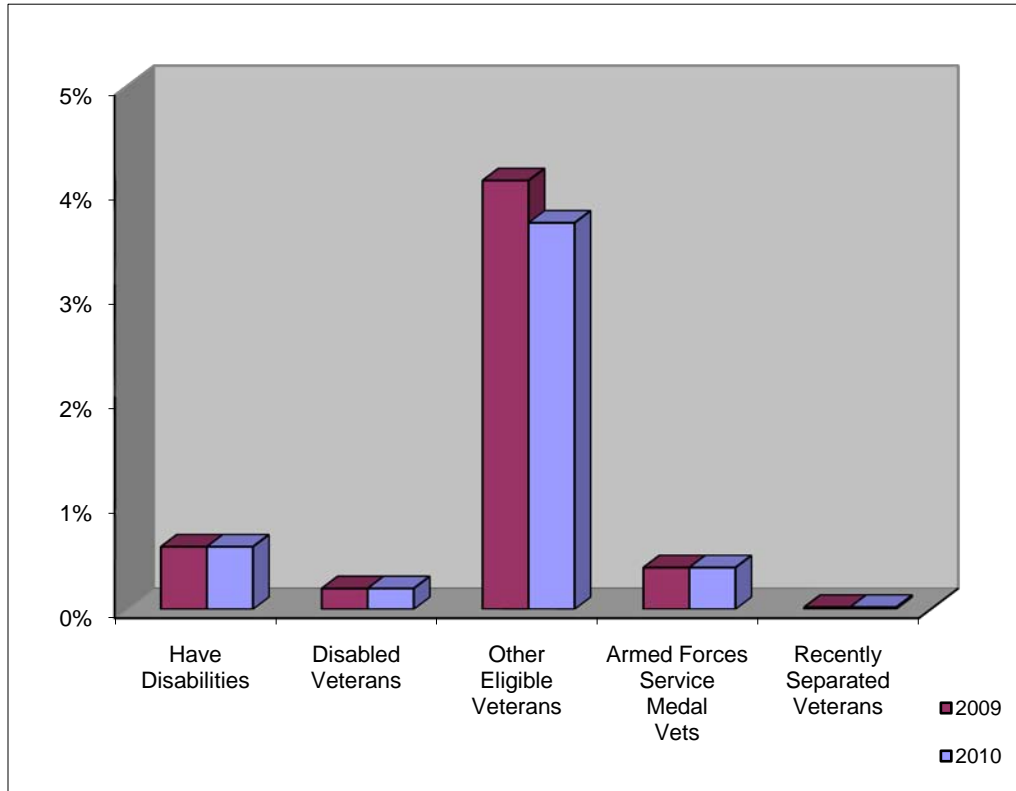
The number of faculty and staff who self-identified as disabled veterans increased by 2 individuals (6.3 percent). The number of other eligible veterans decreased by 78 (12.4 percent), while the number of Armed Forces Service Medal veterans increased by three. There was no change in the number of veterans whose discharge date from military service was within the three years prior to the data snapshot date.

The following table and chart indicate the number of faculty and staff who self-reported disability and veteran status in 2009 and 2010.

Table IV
Faculty and Staff by Disability and Veteran Status
October 1, 2009 – November 1, 2010

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Other Eligible Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2009	15,276	93 0.6 %	32 0.2 %	628 4.1 %	55 0.4 %	3 <0.1 %
2010	15,052	94 0.6 %	34 0.2 %	550 3.7 %	58 0.4 %	3 <0.1 %
Net Change	- 224 - 1.95%	+ 1 + 1.1 %	+ 2 + 6.3 %	- 78 - 12.4 %	+ 3 + 5.5 %	0

**Figure 5
Faculty and Staff by Disability and Veteran Status
October 1, 2009 – November 1, 2010**



C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 2009 – 2010

The number of tenured/tenure track faculty decreased by 38 individuals (2.5 percent) in the last year. The number of female tenured/tenure track faculty increased by 10 (2.2 percent), and overall minority representation increased by 2 (0.7 percent). The following table and charts present the gender and race/ethnicity of tenured/tenure track faculty in 2009 and 2010.

**Table V
Tenured/Tenure Track Faculty by Gender and Race/Ethnicity *
October 1, 2009 – November 1, 2010**

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2009	1,493	455 30.5 %	269 18.0 %	177 11.9 %	38 2.5 %	46 3.1 %	8 0.5 %	n/a
2010	1,455	465 32.0 %	271 18.6 %	171 11.8 %	38 2.6 %	49 3.4 %	7 0.5 %	6 0.4 %
Net Change	- 38 - 2.5 %	+ 10 + 2.2 %	+ 2 + 0.7 %	- 6 - 3.4 %	0	+ 3 + 6.5 %	- 1 - 12.5 %	+ 6 n/a

* In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category in 2010.

Figure 6
Tenured/Tenure Track Faculty by Gender
October 1, 2009 – November 1, 2010

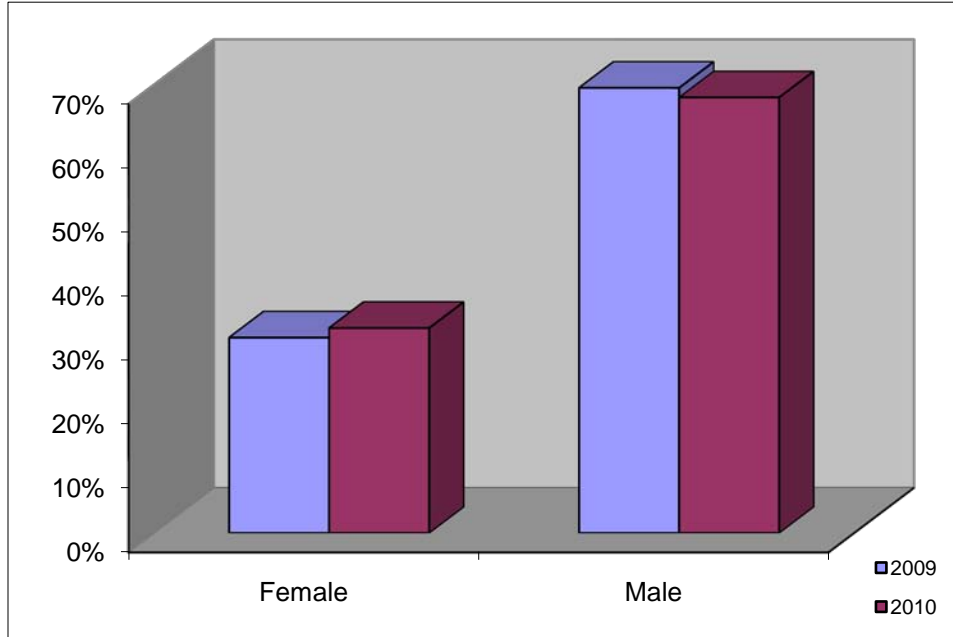
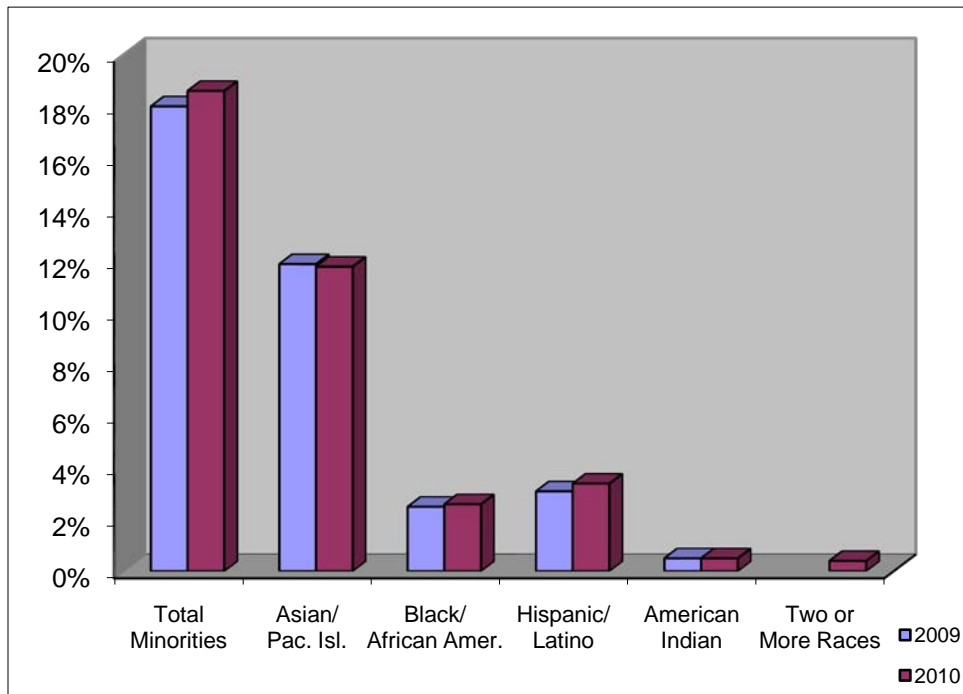


Figure 7
Tenured/Tenure Track Faculty by Race/Ethnicity *
October 1, 2009 – November 1, 2010



* In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category in 2010.

D. Tenured/Tenure Track Faculty Promotion and Tenure Rates by Gender and Minority Status, Academic Year 2010 – 2011

A total of 67 tenure track faculty were granted promotions effective Academic Year 2010-11, of whom 28 were women. This rate of promotion (41.8 percent) exceeds the percentage of women on the tenure track faculty, now at 32.0 percent. Minorities received 17 of the 67 promotions (25.4 percent); this representation is higher than the representation of minorities on the tenure track faculty (18.6 percent).

Thirty-eight tenure track faculty members were granted tenure effective Academic Year 2010-11, of whom 15 (39.5 percent) were women. As of November 2010, women represented 42.4 percent of the untenured faculty on the tenure track. Among the 38 tenure track faculty members who received tenure, 6 (15.8 percent) were members of minority groups. As of November 2010, minorities represented 30.0 percent of the untenured faculty on the tenure track.

It should be noted that the percentage of women and minorities who are eligible for tenure and/or promotion review varies from year to year, and, in some years, may be lower or higher than their representation among the untenured faculty on the tenure track as a whole.

The following table illustrates the rates of tenure and promotion for tenure track faculty.

**Table VI
Tenured/Tenure Track Faculty Promotions & Tenure Rates by Gender and Minority Status
Effective 2010-11 Academic Year**

	Total	Women	Minorities
PROMOTIONS			
Number on Tenure Track	1,455	465	271
Percentage of Total on Tenure Track		32.0 %	18.6 %
Sought Promotions	70	29	17
Percentage of All Faculty Who Sought Promotions (n = 70)		41.4 %	24.3 %
Percentage of Subgroup (Total, Women, or Minorities)	4.8 %	6.2 %	6.3 %
Granted Promotions	67	28	17
Percentage of All Faculty Who Were Granted Promotions (n = 67)		41.8 %	25.4 %
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Promotions	95.7 %	96.6 %	100.0 %
TENURE			
Number of Untenured Faculty on Tenure Track	370	157	111
Percentage of Total Untenured on Tenure Track		42.4 %	30.0 %
Sought Tenure	41	16	6
Percentage of All Faculty Who Sought Tenure (n = 41)		39.0 %	14.6 %
Percentage of Subgroup (Total, Women, or Minorities)	11.1 %	10.2 %	5.4 %
Granted Tenure	38	15	6
Percentage of All Faculty Who Were Granted Tenure (n = 38)		39.5 %	15.8 %
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Tenure	92.7 %	93.8 %	100.0 %

E. Clinical Track Faculty by Gender and Race/Ethnicity, 2009 – 2010

The University experienced a net increase of 26 clinical track faculty (5.5 percent) over the past year. Faculty appointed to clinical track positions are included in POA Group 3, Non-Tenure Track Faculty.

The number of women on the clinical track increased by 17 (7.9 percent), and the number of minorities on the clinical track increased by 10 (13.9 percent).

Carver College of Medicine continues to employ the majority of the clinical track faculty (77 percent), followed by the colleges of Dentistry (8 percent), Nursing (4 percent), and Liberal Arts and Sciences (4 percent). The remaining clinical track faculty are employed in the colleges of Pharmacy, Education, Public Health, Law, or the Tippie College of Business.

The following table and charts illustrate the growth of the clinical track over the last year and the representation of women and minorities on the clinical track.

Table VII
Clinical Track Faculty by Gender and Race/Ethnicity *
October 1, 2009 – November 1, 2010

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2009	477	216 45.3 %	72 15.1 %	47 9.9 %	12 2.5 %	12 2.5 %	1 0.2 %	n/a
2010	503	233 46.3 %	82 16.3 %	53 10.5 %	12 2.4 %	15 3.0 %	1 0.2 %	1 0.2 %
Net Change	+ 26 + 5.5 %	+ 17 + 7.9 %	+ 10 + 13.9 %	+ 6 + 12.8 %	0	+ 3 + 25.0 %	0	+ 1 n/a

* In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category in 2010.

Figure 8
Clinical Track Faculty by Gender
October 1, 2009 – November 1, 2010

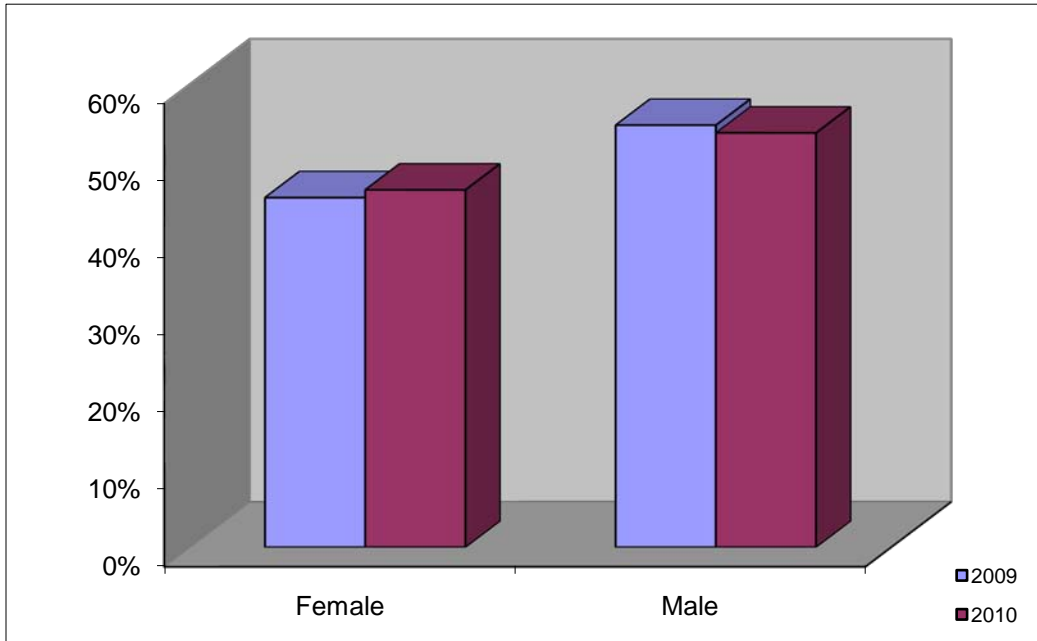
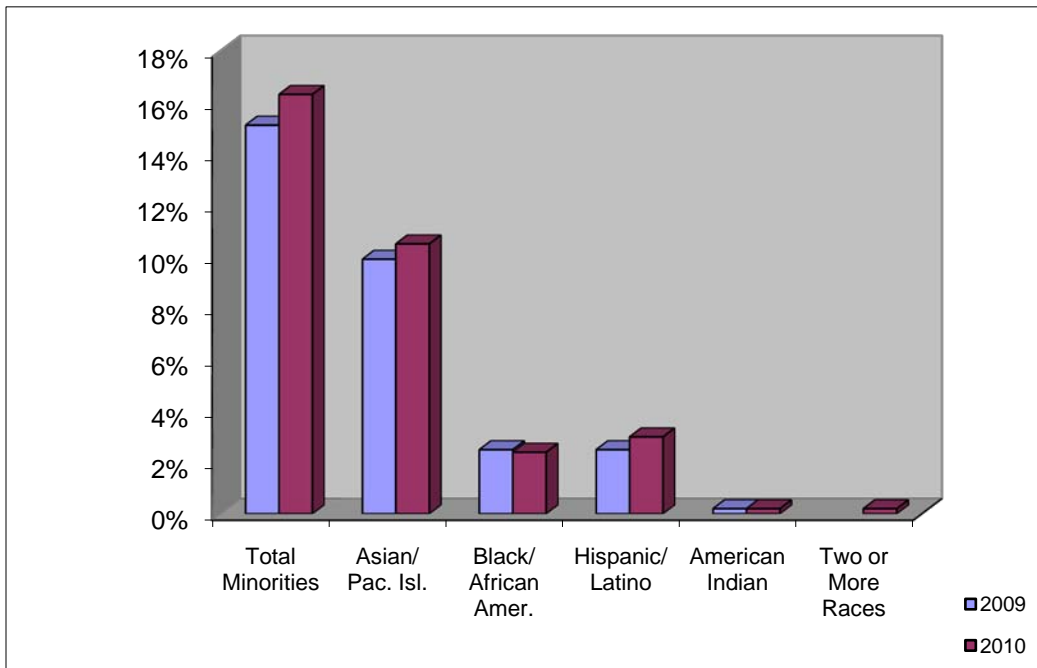


Figure 9
Clinical Track Faculty by Race/Ethnicity *
October 1, 2009 – November 1, 2010



* In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category in 2010.

F. Research Track Faculty by Gender and Race/Ethnicity, 2009 – 2010

The research track is a subset of POA Group 3, Non-Tenure Track Faculty, developed for faculty who devote most of their time to performing externally-supported research and who submit or assist in the submission of research grants. The research track was developed to allow the University more flexibility in adjusting programs to meet changing needs and remain competitive. This change was adopted by the Faculty Senate in February 2008 and approved by the Board of Regents in June 2008. Appointments to the research track began in February 2009.

Carver College of Medicine employs the majority of the research track faculty (96 percent). The College of Public Health employs one research track faculty member (4 percent).

The following table and charts show the gender and racial/ethnic composition of the research track faculty on October 1, 2009 and November 1, 2010.

**Table VIII
Research Track Faculty by Gender and Race/Ethnicity *
October 1, 2009 – November 1, 2010**

Year	Research Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2009	15	5 33.3 %	6 40.0 %	6 40.0%	0	0	0	n/a
2010	24	10 41.7 %	9 37.5 %	8 33.3 %	0	1 4.2 %	0	0
Net Change	+ 9 +60.0 %	+ 5 + 100.0 %	+ 3 + 50.0 %	+ 2 + 33.3 %	0	+ 1 n/a	0	n/a

* In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category in 2010.

Figure 10
Research Track Faculty by Gender
October 1, 2009 – November 1, 2010

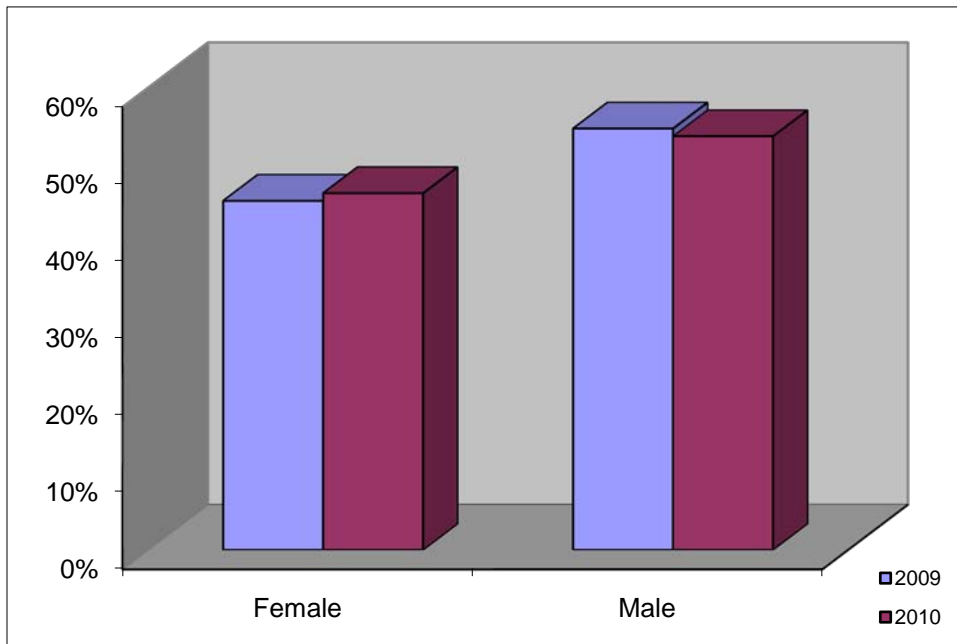
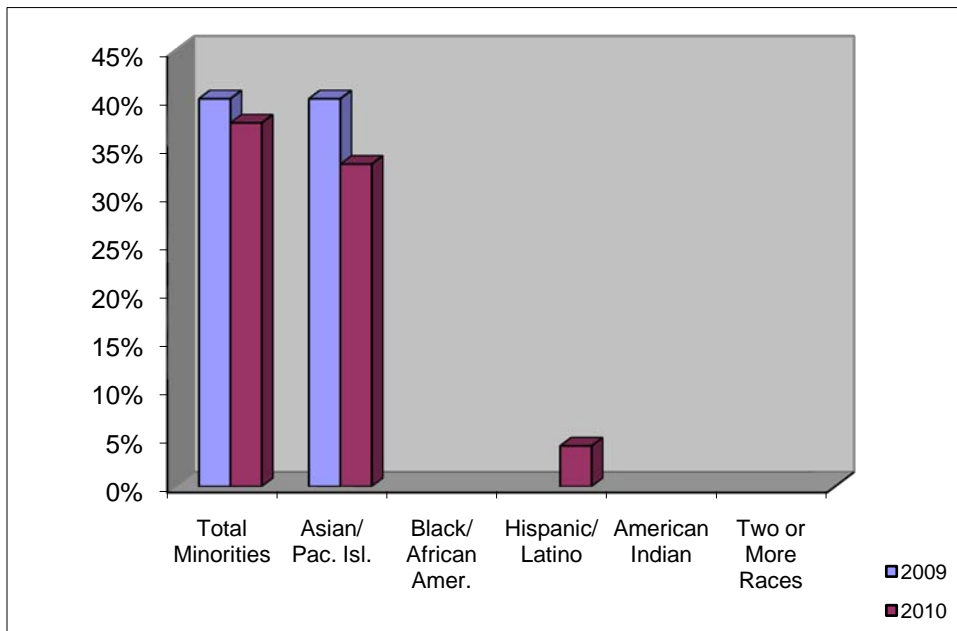


Figure 11
Research Track Faculty by Race/Ethnicity *
October 1, 2009 – November 1, 2010



* In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category in 2010.

V. STRATEGIC PLANNING INDICATORS: TARGET EMPLOYMENT CATEGORIES

In *The Iowa Promise: A Strategic Plan for The University of Iowa 2005 - 2010*, the University has established indicators of progress towards achieving a diverse faculty and staff. These indicators are specific targets for representation of women and racial/ethnic minorities in specific workforce categories. The targeted employment categories include two workforce areas for women and three for racial/ethnic minorities. In Fiscal Year 2011, the University achieved two of the five goals and made gains toward achieving one goal.

The following table and charts detail progress toward achieving the representation targets.

Table IX
Progress Towards Strategic Planning Indicators of
Gender and Racial/Ethnic Diversity Among Faculty and Staff

Category	Fiscal Year '10 (as of 10-1-09)	Fiscal Year '11 (as of 11-1-10)	Target	Target Met
WOMEN				
Executive, Administrative, and Managerial Staff	37.3 %	Decreased to 36.0 %	37.0 %	No
Tenured/Tenure Track Faculty	30.5 %	Increased to 32.0 %	32.0 %	Yes
RACIAL/ETHNIC MINORITIES				
Executive, Administrative, and Managerial Staff	8.3 %	Decreased to 7.8 %	8.0 %	No
Tenured/Tenure Track Faculty	18.0 %	Increased to 18.6 %	16.0 %	Yes
Professional & Scientific Staff	6.9 %	Increased to 7.1 %	7.5 %	No

Figure 12
Female Executive, Administrative, and Managerial Staff
Strategic Indicators, 2005 – 2010

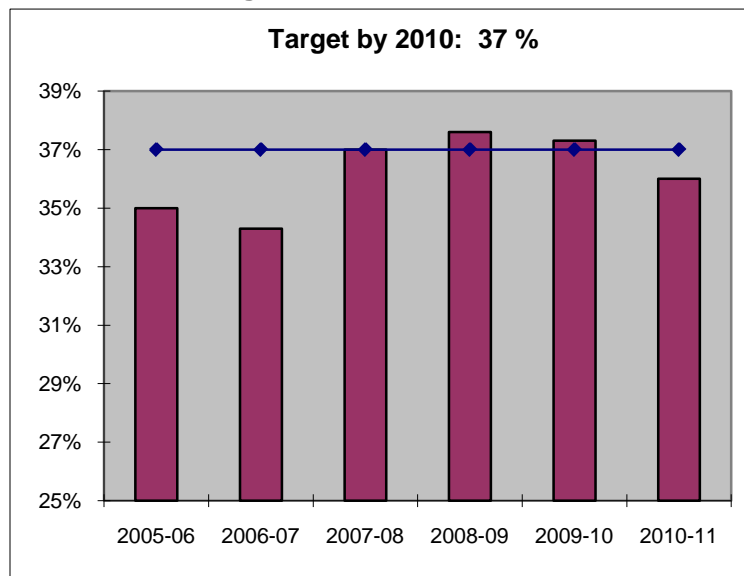


Figure 13
Female Tenured/Tenure Track Faculty
Strategic Indicators, 2005 – 2010

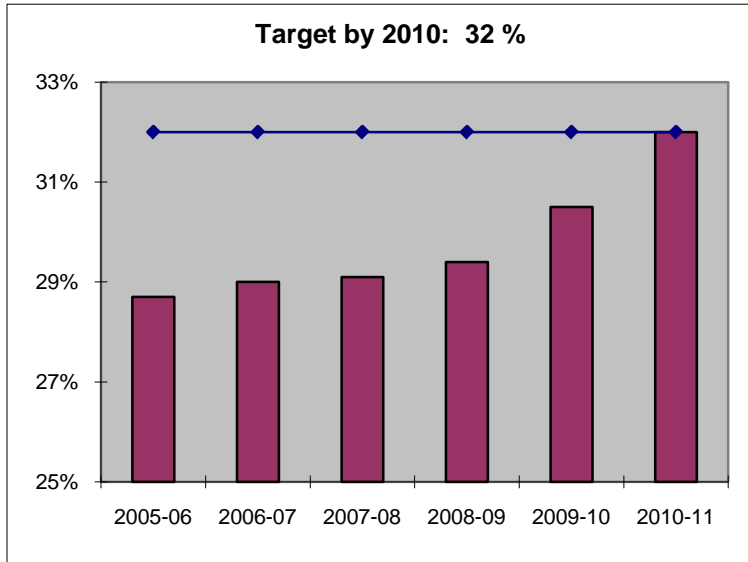


Figure 14
Racial/Ethnic Minority Executive, Administrative, and Managerial Staff
Strategic Indicators, 2005 – 2010

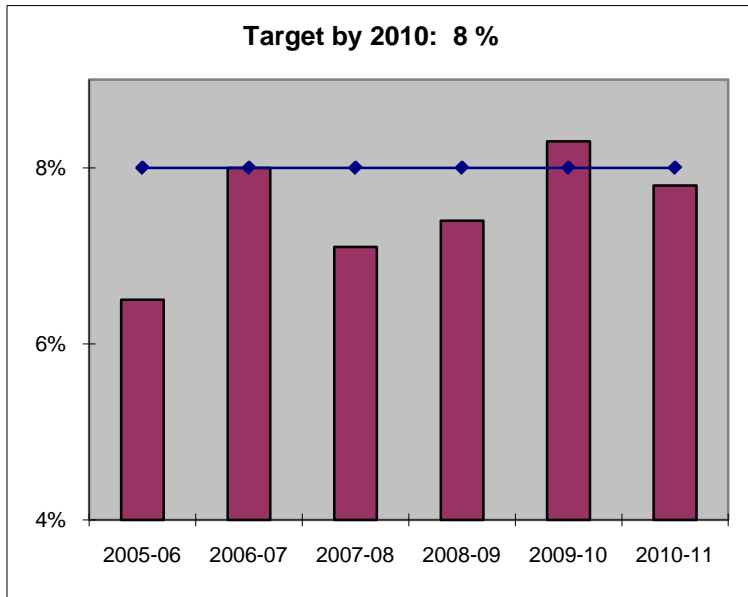


Figure 15
Racial/Ethnic Minority Tenured/Tenure Track Faculty
Strategic Indicators, 2005 – 2010

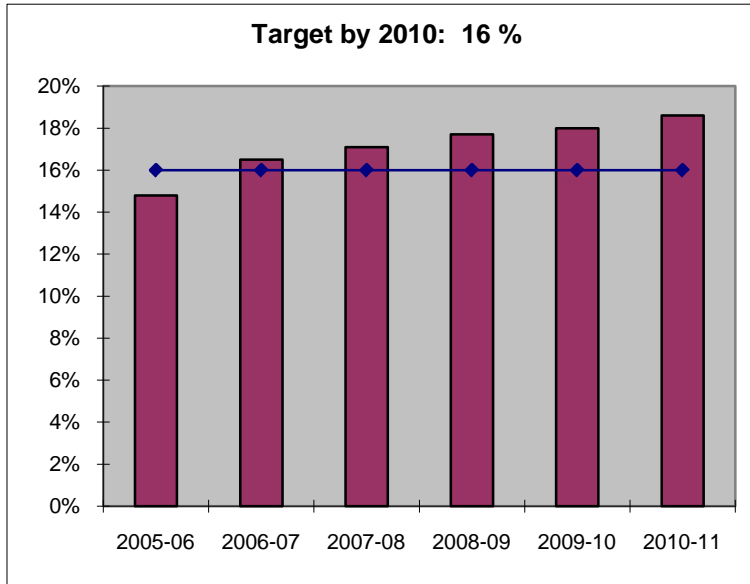
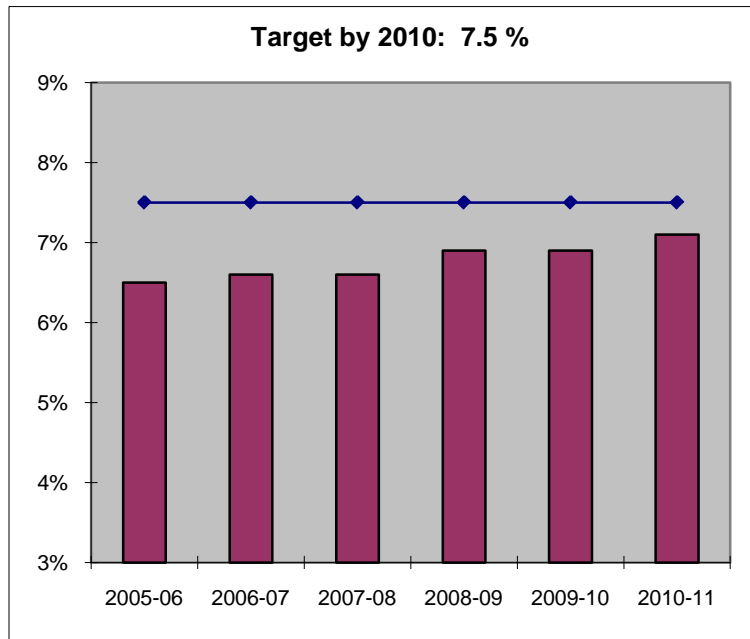


Figure 16
Racial/Ethnic Minority Professional and Scientific Staff
Strategic Indicators, 2005 – 2010



VI. ANNUAL HIRING GOALS: 2009-10 AND 2010-11

A. How Hiring Goals are Determined

In accordance with requirements of the Office of Federal Contract Compliance Programs, the Office of Equal Opportunity and Diversity annually conducts formal availability analyses, identifies areas where underrepresentation of women and/or racial/ethnic minorities exists, and establishes hiring goals for the coming year for those underrepresented areas. The availability analyses result in estimates of the percentage and number of qualified women and racial/ethnic minorities available for employment in each academic field and job group (staff job titles similar in content, pay rates, and opportunities) at The University of Iowa. These availability estimates are compared to the actual rates of employment by the University to identify faculty departments and staff job groups where underrepresentation exists.⁶ In other words, a faculty department or staff job group is said to be underrepresented for women or minorities when fewer women or minorities are employed than would reasonably be expected based on estimated availability. Underrepresentation may be affected by several factors including new hires, promotions and transfers; loss of personnel; a change in the availability of women and minorities in the relevant job market; and/or a combination of factors.

The University of Iowa sets annual hiring goals when underrepresentation of women or minorities is identified within a department or job group. Hiring goals are calculated as the total number of hires by the estimated availability percentage of the underrepresented group, rounded to the nearest whole number as goals are established in terms of individuals. Therefore, some underrepresented areas may not have goals established if the level of hiring activity by the estimated availability is insufficient to yield a rounded hiring goal of at least one individual. Goals are initially set at the beginning of the data year based on anticipated hiring activity and are adjusted at the close of the data year to reflect the actual rate of hiring activity.

B. Hiring Goals for the 2009-10 Data Year

After adjusting to reflect the actual rate of hiring, annual hiring goals for the 2009-10 data year totaled 129 women and 27 minorities. The goals were compared to the number of actual hires in each underrepresented department or job group to determine whether the goals were met. While hiring goals were achieved in some departments/job groups, underrepresentation of women and minorities remains in other areas. With all underrepresented departments and job groups aggregated, the University was underrepresented by 369 women (2.4%) and by 140 minorities (0.7%) as of November 1, 2010.

The following tables show departments/job groups in which underrepresentation was identified as of October 1, 2009; the hiring goals in those departments/job groups (as adjusted to reflect the actual rate of hiring) for 2009-10; and whether these goals were met.

⁶ Statistical analyses are conducted for each faculty department and staff job group; if the difference between the estimated availability and the actual workforce percentage meets or exceeds two standard deviations, the department or job group is identified as underrepresented.

Table X
Progress Toward Annual Hiring Goals for Faculty, Data Year 2009-10

College	Department	Number of New Hires	Women			Minorities		
			Hiring Goal for Women	Total Women Hired	Was Goal Met?	Hiring Goal for Minorities	Total Minorities Hired	Was Goal Met?
POA 2: Tenured/Tenure Track Faculty								
Education	Teaching & Learning	0	0	0	n/a *			
Liberal Arts & Sciences	Psychology	2	1	1	Yes			
Carver College of Medicine	Microbiology	1	0	1	Yes	0	1	Yes
	Internal Medicine	6	2	2	Yes			
	Pathology	1	0	1	Yes			
	Pediatrics	1	0	0	n/a *	0	0	n/a *
	Radiology	2	1	0	No			
POA 3: Non-Tenure Tenure Track Faculty								
Carver College of Medicine	Anatomy & Cell Biology	7	3	1	Partially			

* n/a: Although underrepresentation was identified within the department, the actual rate of new hires by the estimated availability was not sufficient to yield a hiring goal of at least one individual.

**Table XI
Progress Toward Annual Hiring Goals for Staff, Data Year 2009-10**

Job Group	Number of New Hires	Women			Minorities		
		Hiring Goal for Women	Total Women Hired	Was Goal Met?	Hiring Goal for Minorities	Total Minorities Hired	Was Goal Met?
1A	11	6	4	Partially			
3A	40	29	26	Partially			
3C	84				6	8	Yes
3E	33	12	9	Partially			
3F	28	11	5	Partially			
3H	63				5	1	Partially
3N	29				3	2	Partially
3O	16				2	0	No
3U	30	14	12	Partially			
3T	10				1	0	No
3Z	9	4	4	Yes			
4B	9				0	0	n/a *
4K	7	2	3	Yes			
5A	4	2	1	Partially			
5B	45				8	7	Partially
5E	4	2	1	Partially	1	0	No
5G	25	18	13	Partially			
7B	4	2	1	Partially			
7E	6	3	0	No			
7F	3				1	0	No
7I	6	1	0	No			
7J	9	4	2	Partially			
7O	16	12	6	Partially			

* n/a: Although underrepresentation was identified within the job group, the actual rate of new hires by the estimated availability was not sufficient to yield a hiring goal of at least one individual.

C. Hiring Goals for the 2010–11 Data Year

Anticipated hiring goals for women and minorities for 2010-11, aggregated by Primary Occupational Activity group, are shown in the table below.

**Table XII
Annual Hiring Goals for Data Year 2009-10**

Primary Occupational Activity Group	Women Total Hiring Goals	Minorities Total Hiring Goals
1 Executive, Administrative, and Managerial Staff	12	3
2 Tenured/Tenure Track Faculty	10	
4 Professional & Scientific Staff	68	34
5 Secretarial and Clerical Staff	2	
6 Technical and Paraprofessional Staff	23	1
7 Skilled Crafts Staff	1	
8 Service and Maintenance Staff	22	1
Total	138	39

Note: Blank cells indicate that goals were not established, either because no underrepresentation was identified or because the estimated availability by the anticipated rate of hiring was insufficient to yield a rounded hiring goal of at least one individual.

**VII. FIVE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:
2005 - 2010**

A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity, 2005 – 2010

Overall Changes. The University of Iowa workforce has increased by 778 individuals (5.5 percent) over the last five years, from 14,274 in 2005 to 15,052 in 2010. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease was among Secretarial and Clerical Staff.

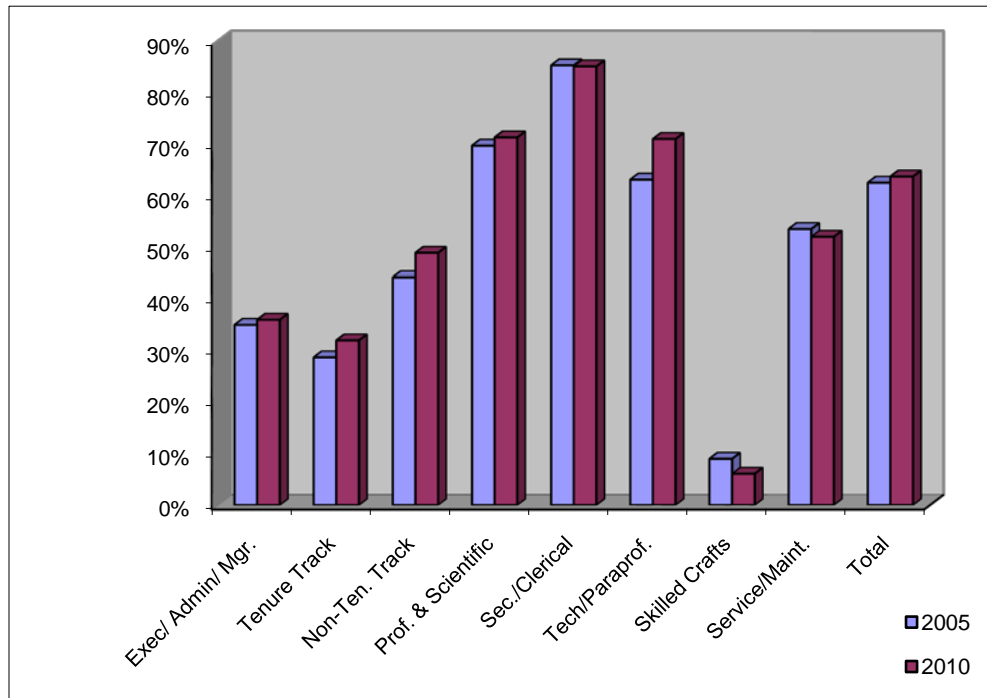
Gender. The number of women in the workforce increased by 7.4 percent in the five-year period, with the largest proportional increase in Non-Tenure Track Faculty and the largest net increase in Professional and Scientific Staff. The largest proportional decrease was among Skilled Crafts Staff, and the largest net decrease was among Secretarial and Clerical Staff.

The following table and chart provide more details of the University's workforce on October 1, 2005 and on November 1, 2010 by POA group and gender.

**Table XIII
Faculty and Staff by Primary Occupational Activity Group and Gender
October 1, 2005 – November 1, 2010**

Primary Occupational Activity Group	2005		2010		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	340	119 35.0%	358	129 36.0 %	+ 18 + 5.3 %	+ 10 + 8.4 %
2 Tenured/Tenure Track Faculty	1,520	436 28.7%	1,455	465 32.0 %	- 65 - 4.3%	+ 29 + 6.7 %
3 Non-Tenure Track Faculty	565	250 44.2%	761	372 48.9 %	+ 196 + 34.7 %	+ 122 + 48.8 %
4 Professional & Scientific Staff	6,565	4,576 69.7%	7,587	5,406 71.3 %	+ 1,022 + 15.6 %	+ 830 + 18.1 %
5 Secretarial and Clerical Staff	2,651	2,262 85.3%	2,176	1,852 85.01%	- 475 - 17.9 %	- 410 - 18.1 %
6 Technical and Paraprofessional Staff	455	287 63.1%	576	409 71.0 %	+ 121 + 26.6 %	+ 122 + 42.5 %
7 Skilled Crafts Staff	401	36 9.0%	359	22 6.1 %	- 42 - 10.5 %	- 14 - 38.9 %
8 Service and Maintenance Staff	1,777	951 53.5%	1,780	926 52.0 %	+ 3 + 0.2 %	- 25 - 2.6 %
Total	14,274	8,917 62.5%	15,052	9,581 63.7 %	+ 778 + 5.5 %	+ 664 + 7.4 %

Figure 17
Female Faculty and Staff by Primary Occupational Activity Group
October 1, 2005 – November 1, 2010



Race/Ethnicity. Race/ethnicity is self-reported by employees to the University at the time of appointment; this personal data may be updated and/or corrected by the employee at any time. Due to changes by the federal government in requirements for reporting employees' race and ethnicity, the University requested employees to update their self-reported demographic information in the fall of 2010 using the new federal categories. Key changes include:

- There are now two separate questions regarding race and Hispanic/Latino ethnicity. Employees who indicate that their ethnicity is Hispanic/Latino are reported as Hispanic/Latino, regardless of the race category or categories they indicate, and are included among racial/ethnic minorities for analytical purposes.
- Employees may select one or more of the following race categories: American Indian/Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White. Formerly, Asian/Pacific Islander had been a single category. Employees who select two or more races are included among racial/ethnic minorities for analytical purposes.

From October 1, 2005 and November 1, 2010, overall racial/ethnic minority representation increased by 23.0 percent, with notable gains among Non-Tenure Track Faculty, Technical and Paraprofessional Staff, and Professional and Scientific Staff. The total numbers of Asians, Blacks/African-Americans, and Hispanics/Latinos increased, while the number of American Indians decreased.⁷

Changes in the racial/ethnic composition of The University of Iowa's workforce from October 1, 2005 to November 1, 2010 are detailed in the table and charts on the following pages.

⁷ In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian.

**Table XIV
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity *
October 1, 2005 – November 1, 2010**

Primary Occupational Activity Group	2005						2010						Net Change							
	Total	Total Minorities	Asian/Pacific Islander	Black/African Amer.	Hispanic/Latino	Amer. Indian/Alaska Native	Total	Total Minorities	Asian	Black/African Amer.	Hispanic/Latino	Amer. Indian/Alaska Native	Two or More Races	Total	Total Minorities	Asian	Black/African Amer.	Hispanic/Latino	Amer. Indian/Alaska Native	Two or More Races
1 Executive, Administrative, & Managerial Staff	340	22 6.5%	8 2.4%	9 2.6%	3 0.9%	2 0.6%	358	28 7.8%	8 2.2%	12 3.4%	6 1.7%	1 0.3%	1 0.3%	+18 +5.3%	+6 +27.3%	0	+3 +33.3%	+3 +100.0%	-1 -50.0%	n/a
2 Tenured/Tenure Track Faculty	1,520	225 14.8%	148 9.7%	30 2.0%	42 2.8%	5 0.3%	1,455	271 18.6%	171 11.8%	38 2.6%	49 3.4%	7 0.5%	6 0.4%	-65 -4.3%	+46 +20.4%	+23 +15.5%	+8 +26.7%	+7 +16.7%	+2 +40.0%	n/a
3 Non-Tenure Track Faculty	565	76 13.5%	49 8.7%	14 2.5%	10 1.8%	3 0.5%	761	125 16.4%	83 10.9%	16 2.1%	22 2.9%	2 0.3%	2 0.3%	+196 +34.7%	+49 +64.5%	+34 +69.4%	+2 +14.3%	+12 +120.0%	-1 -33.3%	n/a
4 Professional & Scientific Staff	6,565	426 6.5%	252 3.8%	83 1.3%	78 1.2%	13 0.2%	7,587	537 7.1%	321 4.2%	88 1.2%	108 1.4%	13 0.2%	7 0.1%	+1,022 +15.6%	+111 +26.1%	+69 +27.4%	+5 +6.0%	+30 +38.5%	0	n/a
5 Secretarial & Clerical Staff	2,651	99 3.7%	33 1.2%	34 1.3%	19 0.7%	13 0.5%	2,176	92 4.2%	23 1.1%	34 1.6%	26 1.2%	7 0.3%	2 0.1%	-475 -17.9%	-7 -7.1%	-10 -30.3%	0	+7 +36.8%	-6 -46.2%	n/a
6 Technical & Paraprofessional Staff	455	21 4.6%	9 2.0%	4 0.9%	7 1.5%	1 0.2%	576	47 8.2%	9 1.6%	17 3.0%	17 3.0%	3 0.5%	1 0.2%	+121 +26.6%	+26 +123.8%	0	+13 +325.0%	+10 +142.9%	+2 +200.0%	n/a
7 Skilled Crafts Staff	401	21 5.2%	0	7 1.7%	7 1.7%	7 1.7%	359	20 5.6%	1 0.3%	7 1.9%	6 1.7%	6 1.7%	0	-42 -10.5%	-1 -4.8%	+1 n/a	0	-1 -14.3%	-1 -14.3%	n/a
8 Service & Maintenance Staff	1,777	241 13.6%	66 3.7%	96 5.4%	60 3.4%	19 1.1%	1,780	271 15.2%	70 3.9%	122 6.9%	59 3.3%	18 1.0%	2 0.1%	+3 +0.2%	+30 +13.4%	+4 +6.1%	+26 +27.1%	-1 -1.7%	-1 -5.3%	n/a
Total	14,274	1,131 7.9%	565 4.0%	277 1.9%	226 1.6%	63 0.4%	15,052	1,391 9.2%	686 4.6%	334 2.2%	293 1.9%	57 0.4%	21 0.1%	+778 +5.5%	+260 +23.0%	+121 +21.4%	+57 +20.6%	+67 +29.6%	-6 -9.5%	n/a

* In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category in 2010.

Figure 18
Minority Faculty and Staff by Primary Occupational Activity Group
October 1, 2005 – November 1, 2010

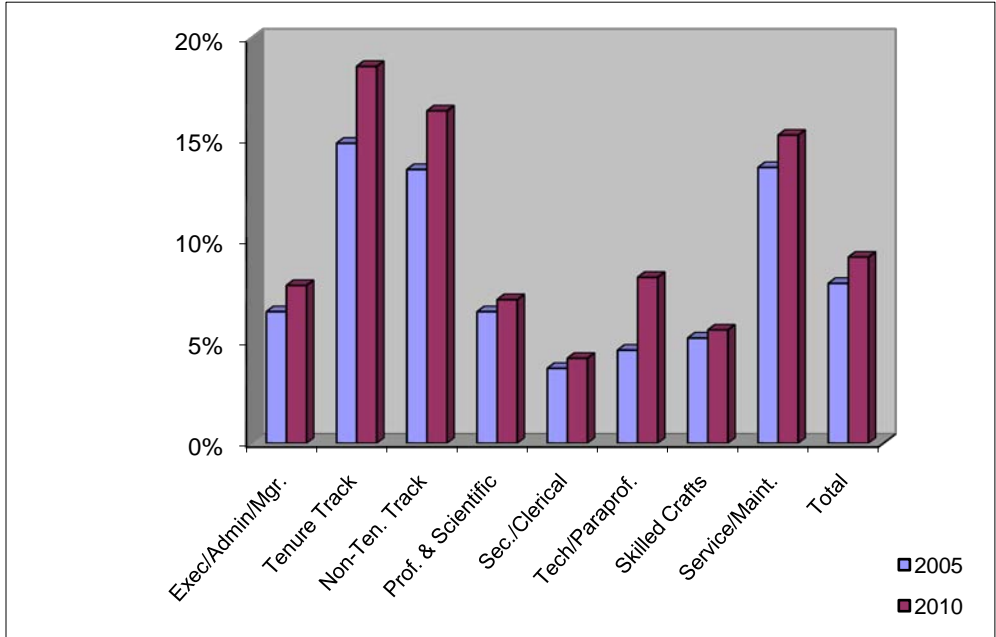
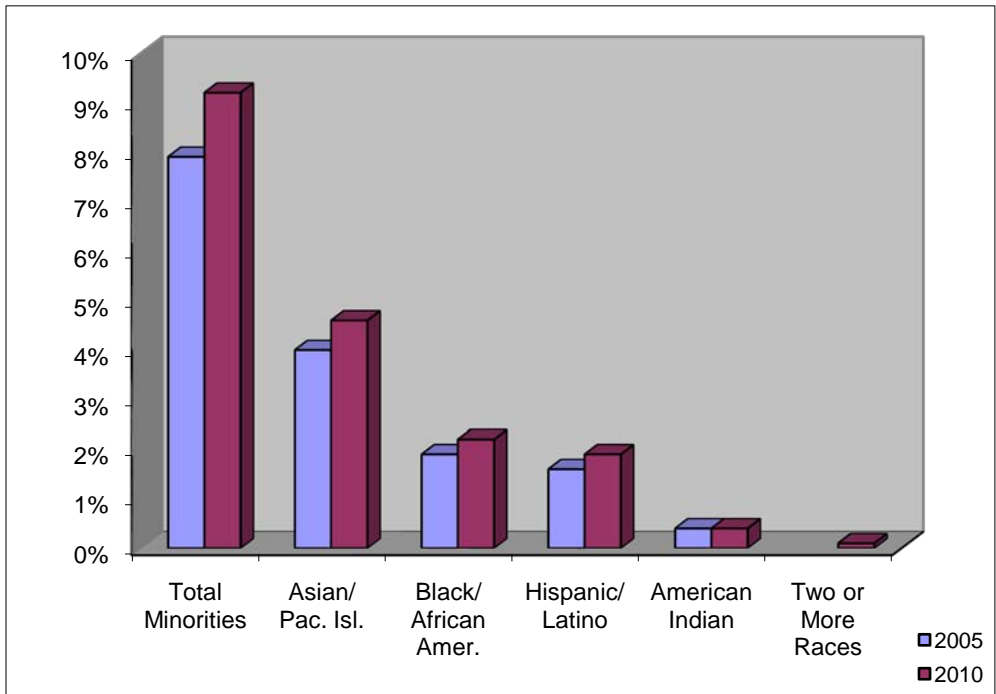


Figure 19
Total Workforce by Race/Ethnicity *
October 1, 2005 – November 1, 2010



* In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category in 2010.

B. Faculty and Staff by Disability and Veteran Status, 2005 – 2010

Employees self-report disability and veteran status to the University at the time of appointment, and may update or correct this information at any time. During the five-year period, the number of faculty and staff who reported having disabilities increased from 90 to 94, a change of 4.4 percent.

The number of faculty and staff who self-identified as disabled veterans increased by 8 individuals (30.8 percent). In 2010, the University modified the categories of veteran status to comply with changes in reporting requirements to the U.S. Department of Labor. As a result, direct comparisons between 2005 and 2010 data are not possible for several of the veteran categories. The changes are as follows:

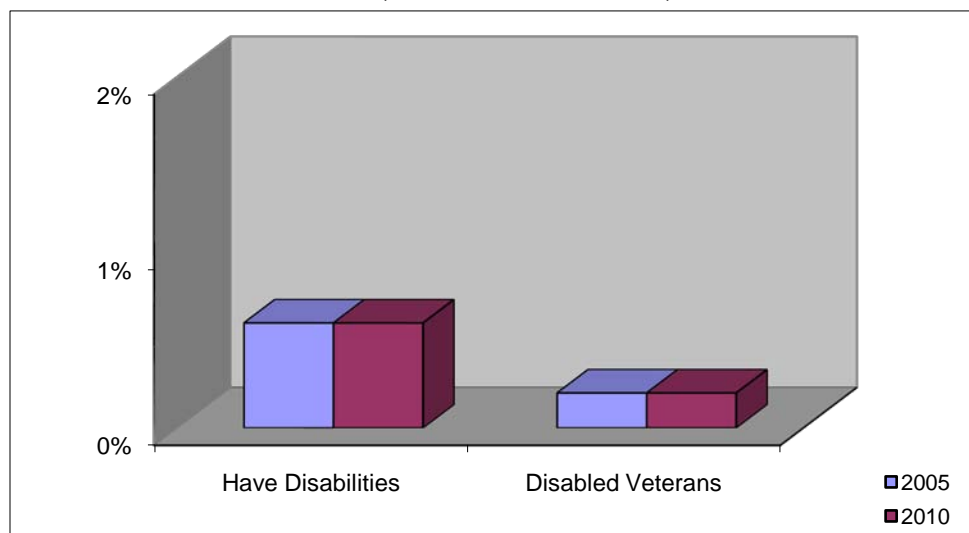
- “Vietnam-era veteran” is no longer collected
- “Other eligible veteran” has been expanded and now includes many veterans previously reported as Vietnam-era veterans
- “Armed Forces Service Medal veterans” has been added
- “Recently separated veterans” includes those individuals whose discharge date from military service was in the previous three years

The following table and chart indicate the number of faculty and staff who self-reported disabilities and veteran status in 2005 and 2010.

Table XV
Faculty and Staff by Disability and Veteran Status
October 1, 2005 – November 1, 2010

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Vietnam-Era Veterans	Other Eligible Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2005	14,274	90 0.6 %	26 0.2 %	351 2.5 %	311 2.2 %	n/a	n/a
2010	15,052	94 0.6 %	34 0.2 %	n/a	550 3.7 %	58 0.4 %	3 <0.1 %
Net Change	+ 778 + 5.5 %	+ 4 + 4.4 %	+ 8 + 30.8 %	n/a	+ 239 + 76.8 %	n/a	n/a

Figure 20
Faculty and Staff by Disability and Veteran Status
October 1, 2005 – November 1, 2010



C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 2005 – 2010

The University has experienced a net decrease of 65 tenured/tenure track faculty (4.3 percent) since October 1, 2005. During this five-year period, the number of female tenured/tenure track faculty increased by 29 (6.7 percent) and the number of minorities increased by 46 (20.4 percent). The largest net gain in the minority tenure track faculty was among Asians (23 faculty members) and the largest proportional gain was among American Indians/Alaska Natives (2 faculty or 40 percent).

The following table and charts indicate the gender and racial/ethnic representation among the tenured/tenure track faculty in October 2005 and in November 2010.

Table XVI
Tenured/Tenure Track Faculty by Gender and Race/Ethnicity *
October 1, 2005 – November 1, 2010

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2005	1,520	436 28.7 %	225 14.8 %	148 9.7 %	30 2.0 %	42 2.8 %	5 0.3 %	n/a
2010	1,455	465 32.0 %	271 18.6 %	171 11.8 %	38 2.6 %	49 3.4 %	7 0.5 %	6 0.4 %
Net Change	- 65 - 4.3 %	+ 29 + 6.7 %	+ 46 + 20.4 %	+ 23 + 15.5 %	+ 8 + 26.7 %	+ 7 + 16.7 %	+ 2 + 40.0 %	+ 6 n/a

* In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category in 2010.

Figure 21
Tenured/Tenure Track Faculty by Gender
October 1, 2005 – November 1, 2010

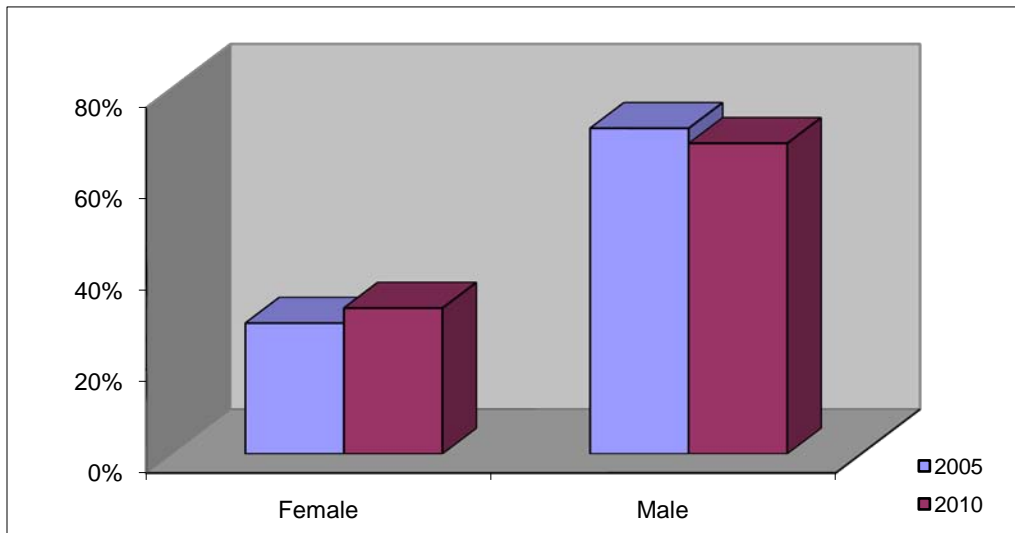
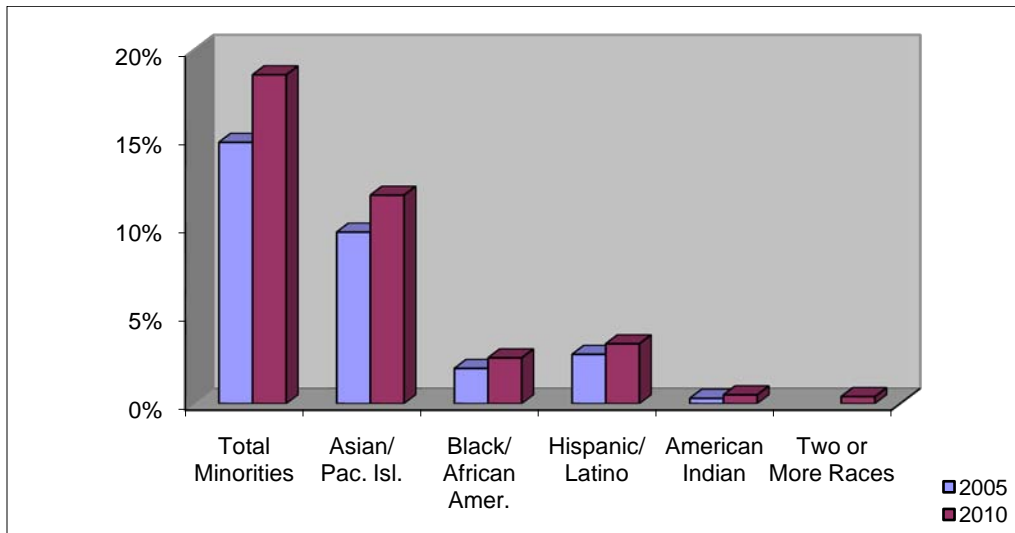


Figure 22
Tenured/Tenure Track Faculty by Race/Ethnicity*
October 1, 2005 – November 1, 2010



* In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category in 2010.

D. Clinical Track Faculty by Gender and Race/Ethnicity, 2005 - 2010

There has been significant growth over the last five years in the number of clinical track faculty. Faculty appointed to clinical track positions are included in POA Group 3, Non-Tenure Track Faculty. The growth in the number of non-tenure track faculty is directly related to the increased number of clinical track appointments.

The clinical track faculty increased from 370 in 2005 to 503 in 2010, an increase of 35.9 percent over the five-year period. The number of women on the clinical track has increased by 57.4 percent, and the number of minorities has doubled.

The table and charts on the following pages illustrate the growth of the clinical track over the last five years and the representation of women and minorities on the clinical track.

Table XVII
Clinical Track Faculty by Gender and Race/Ethnicity *
October 1, 2005 – November 1, 2010

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2005	370	148 40.0 %	41 11.1 %	22 5.9 %	9 2.4 %	7 1.9 %	3 0.8 %	n/a
2010	503	233 46.3 %	82 16.3 %	53 10.5 %	12 2.4 %	15 3.0 %	1 0.2 %	1 0.2 %
Net Change	+ 133 + 35.9 %	+ 85 + 57.4 %	+ 41 + 100.0 %	+ 31 + 140.9 %	+ 3 + 33.3%	+ 8 + 114.3 %	- 2 - 66.7 %	+ 1 n/a

* In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category in 2010.

Figure 23
Clinical Track Faculty by Gender
October 1, 2005 – November 1, 2010

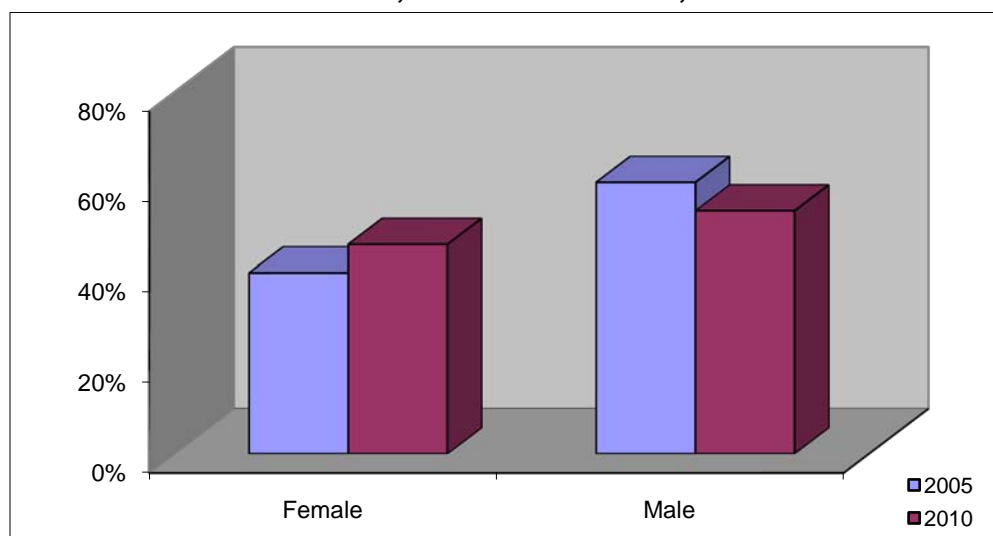
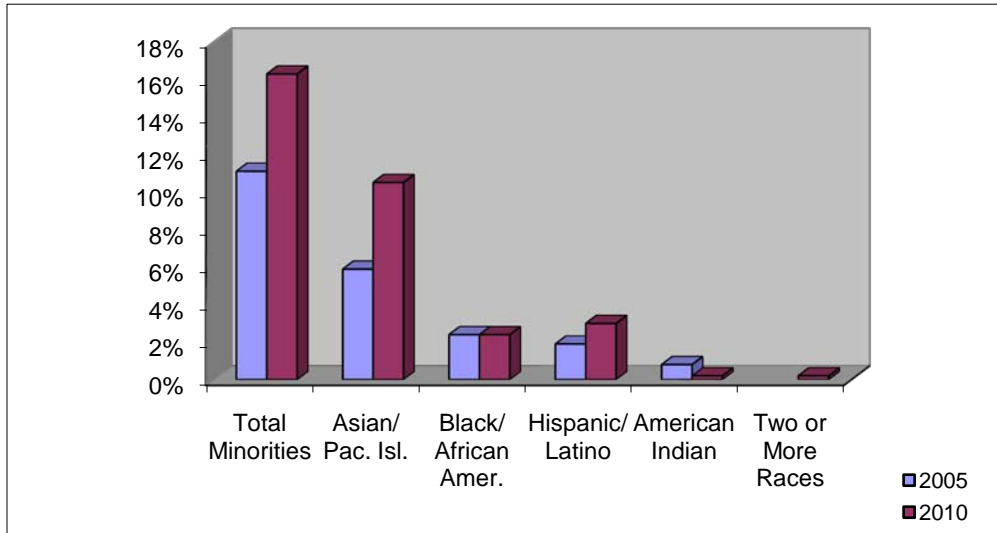


Figure 24
Clinical Track Faculty by Race/Ethnicity *
October 1, 2005 – November 1, 2010



* In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category in 2010.

VIII. TEN-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2000 - 2010

A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity, 2000 - 2010

Overall Changes. Over the last ten years, The University of Iowa workforce has increased by 12.7 percent, from 13,354 in 2000 to 15,052 in 2010. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was among Professional and Scientific Staff. The greatest proportional and net decrease was in Secretarial and Clerical Staff.

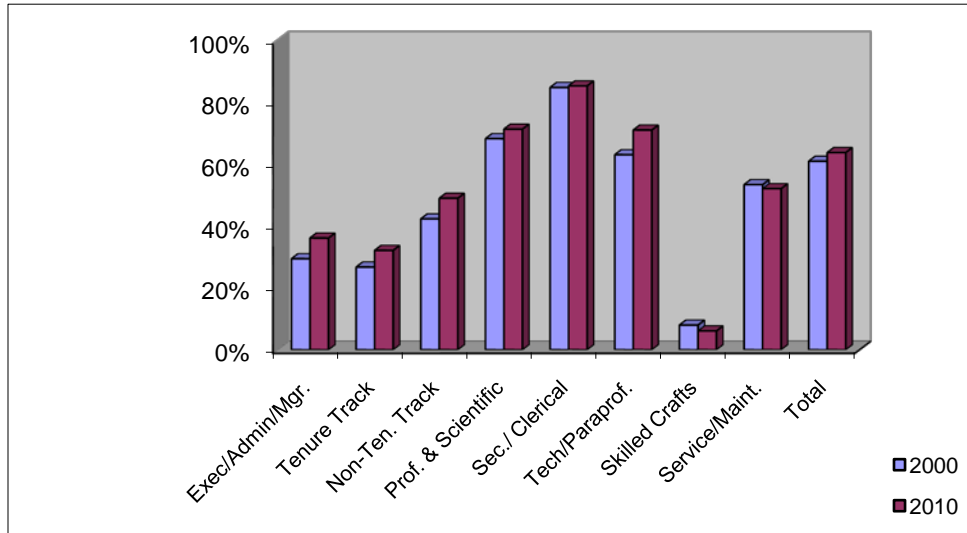
Gender. The number of women in the workforce has increased by 17.8 percent overall, with the largest proportional increase in Non-Tenure Track Faculty and the largest net increase in Professional and Scientific Staff. The POA group with the largest proportional decrease was Skilled Crafts Staff and the largest net decrease was among Secretarial and Clerical Staff.

The following table and chart compare the University's workforce on October 1, 2000 to that on November 1, 2010 by POA group and gender.

Table XVIII
Faculty and Staff by Primary Occupational Activity Group and Gender
October 1, 2000 – November 1, 2010

Primary Occupational Activity Group	2000		2010		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	287	84 29.3%	358	129 36.0 %	+ 71 + 24.7 %	+ 45 +53.6 %
2 Tenured/Tenure Track Faculty	1,539	410 26.6%	1,455	465 32.0 %	- 84 - 5.5 %	+ 55 + 13.4 %
3 Non-Tenure Track Faculty	529	223 42.2%	761	372 48.9 %	+ 232 + 43.9 %	+ 149 + 66.8 %
4 Professional & Scientific Staff	5,653	3,857 68.2%	7,587	5,406 71.3 %	+ 1,934 + 34.2 %	+ 1,549 + 40.2 %
5 Secretarial and Clerical Staff	2,731	2,311 84.6%	2,176	1,852 85.1%	- 555 - 20.3 %	- 459 - 19.9 %
6 Technical and Paraprofessional Staff	500	315 63.0%	576	409 71.0 %	+ 76 + 15.2 %	+ 94 + 29.8 %
7 Skilled Crafts Staff	423	34 8.0%	359	22 6.1 %	- 64 - 15.1 %	- 12 - 35.3 %
8 Service and Maintenance Staff	1,692	902 53.3%	1,780	926 52.0 %	+ 88 + 5.2 %	+ 24 + 2.7 %
Total	13,354	8,136 60.9%	15,052	9,581 63.7 %	+ 1,698 + 12.7 %	+ 1,445 + 17.8 %

Figure 25
Female Faculty and Staff by Primary Occupational Activity Group
October 1, 2000 – November 1, 2010



Race/Ethnicity. Race/ethnicity is self-reported by employees to the University at the time of appointment; this personal data may be updated and/or corrected by the employee at any time. Due to changes by the federal government in requirements for reporting employees' race and ethnicity, the University requested employees to update their self-reported demographic information in the fall of 2010 using the new federal categories. Key changes include:

- There are now two separate questions regarding race and Hispanic/Latino ethnicity. Employees who indicate that their ethnicity is Hispanic/Latino are reported as Hispanic/Latino, regardless of the race category or categories they indicate, and are included among racial/ethnic minorities for analytical purposes.
- Employees may select one or more of the following race categories: American Indian/Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White. Formerly, Asian/Pacific Islander had been a single category. Employees who select two or more races are included among racial/ethnic minorities for analytical purposes.

Since 2000, racial/ethnic minority representation in the workforce has increased by 37.0 percent overall, with increases in the numbers of Asians, Hispanics/Latinos, and Blacks/African Americans.⁸ The number of American Indians decreased by 5 individuals or 7.4 percent. The number of minorities increased in all of the POA groups except Non-Tenure Track Faculty, with the largest proportional increase among Technical and Paraprofessional Staff and the largest net increase in Professional and Scientific Staff.

The following table and charts provide more detail about the number of minority faculty and staff by race/ethnicity and POA group on October 1, 2000 and November 1, 2010.

⁸ In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian

Table XIX
Faculty and Staff by Primary Occupational Activity Group and Minority Status
October 1, 2000 – November 1, 2010

Primary Occupational Activity Group	2000		2010		Net Change	
	Total	Minorities	Total	Minorities	Total	Minorities
1 Executive, Administrative, & Managerial Staff	287	17 5.9%	358	28 7.8 %	+ 71 + 24.7 %	+ 11 +64.7 %
2 Tenured/Tenure Track Faculty	1,539	198 12.9%	1,455	271 18.6 %	- 84 - 5.5 %	+ 73 + 36.9 %
3 Non-Tenure Track Faculty	529	127 24.0%	761	125 16.4 %	+ 232 + 43.9 %	- 2 - 1.6 %
4 Professional & Scientific Staff	5,653	345 6.1%	7,587	537 7.1 %	+ 1,934 + 34.2 %	+ 192 + 55.7 %
5 Secretarial and Clerical Staff	2,731	87 3.2%	2,176	92 4.2%	- 555 - 20.3 %	+ 5 + 5.7 %
6 Technical and Paraprofessional Staff	500	24 4.8%	576	47 8.2 %	+ 76 + 15.2 %	+ 23 + 95.8 %
7 Skilled Crafts Staff	423	14 3.3%	359	20 5.6 %	- 64 - 15.1 %	+ 6 + 42.9 %
8 Service and Maintenance Staff	1,692	203 12.0%	1,780	271 15.2 %	+ 88 + 5.2 %	+ 68 + 33.5 %
Total	13,354	1,015 7.6%	15,052	1,391 9.2 %	+ 1,698 + 12.7 %	+ 376 + 37.0 %

Figure 26
Minority Faculty and Staff by Primary Occupational Activity Group
October 1, 2000 – November 1, 2010

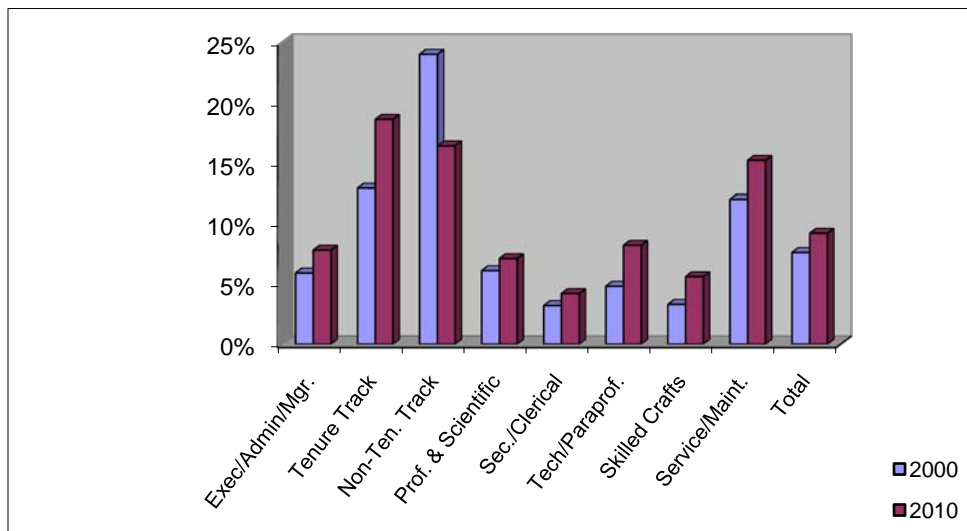
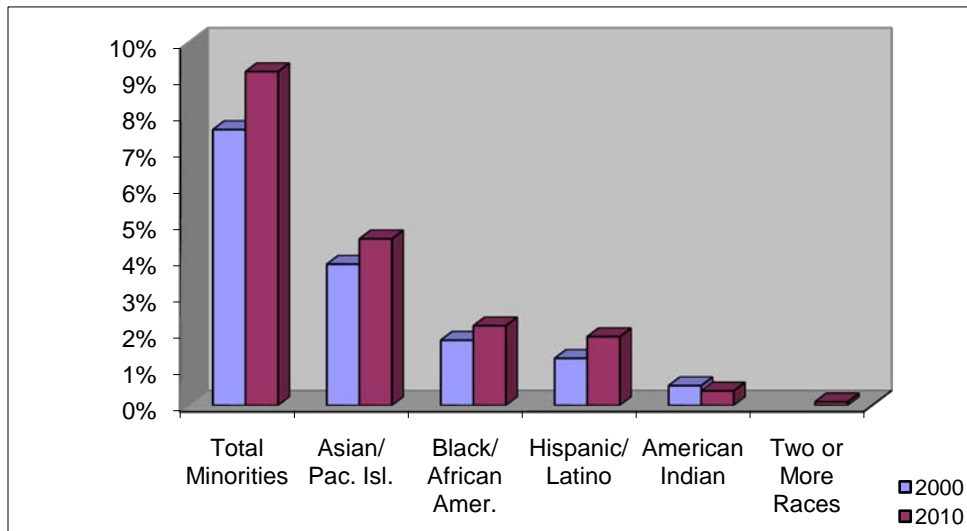


Figure 27
Total Workforce by Race/Ethnicity *
October 1, 2000 – November 1, 2010



* In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category in 2010.

B. Faculty and Staff by Disability and Veteran Status, 2000 – 2010

Employees self-report disability and veteran status to the University at the time of appointment, and may update or correct this information at any time. Since 2000, the number of faculty and staff who reported having a disability has decreased by 15.3 percent (17 individuals).

The number of faculty and staff who self-identified as disabled veterans increased by 16 individuals (88.9 percent). In 2009, the University modified the categories of veteran status to comply with changes in reporting requirements to the U.S. Department of Labor. As a result, direct comparisons between 2000 and 2010 data are not possible for several of the veteran categories. The changes are as follows:

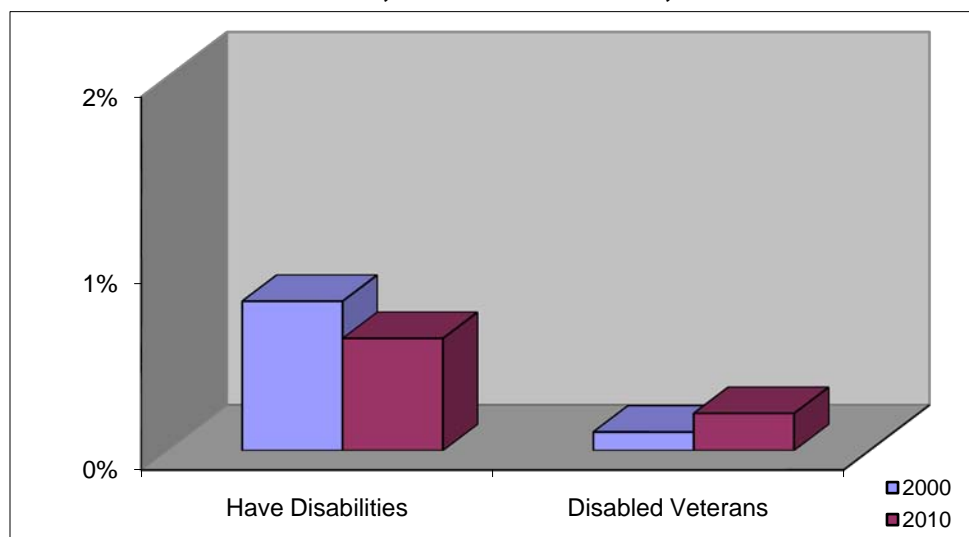
- “Vietnam-era veteran” is no longer collected
- “Other eligible veteran” has been expanded and now includes many veterans previously reported as Vietnam-era veterans
- “Armed Forces Service Medal veterans” has been added
- “Recently separated veterans” includes those individuals whose discharge date from military service was in the previous three years

The following table and chart indicate the number of faculty and staff who self-reported disabilities and veteran status in 1999 and 2009.

Table XX
Faculty and Staff by Disability and Veteran Status
October 1, 2000 – November 1, 2010

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Vietnam-Era Veterans	Other Eligible Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2000	13,354	111 0.8 %	18 0.1 %	337 2.5%	n/a	n/a	n/a
2010	15,052	94 0.6 %	34 0.2 %	n/a	550 3.7 %	58 0.4 %	3 <0.1 %
Net Change	+ 1,698 + 12.7 %	- 17 - 15.3 %	+ 16 + 88.9 %	n/a	n/a	n/a	n/a

Figure 28
Faculty and Staff by Disability and Veteran Status
October 1, 2000 – November 1, 2010



C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 2000 – 2010

The number of tenured/tenure track faculty decreased by 84 individuals (5.5 percent) over the ten-year period, from 1,539 in 2000 to 1,455 in 2010. However, the numbers of female and racial/ethnic minority tenured/tenure track faculty increased over this time period, women by 13.4 percent and minorities by 36.9 percent. The largest increase in minority tenured/tenure track faculty occurred among Asians (44 individuals or 34.6 percent). There were also increases in the numbers of Hispanics/Latinos (13 individuals or 36.1 percent), Blacks/African Americans (7 individuals or 22.6 percent), and American Indians (3 individuals or 75.0 percent) on the tenure track faculty.

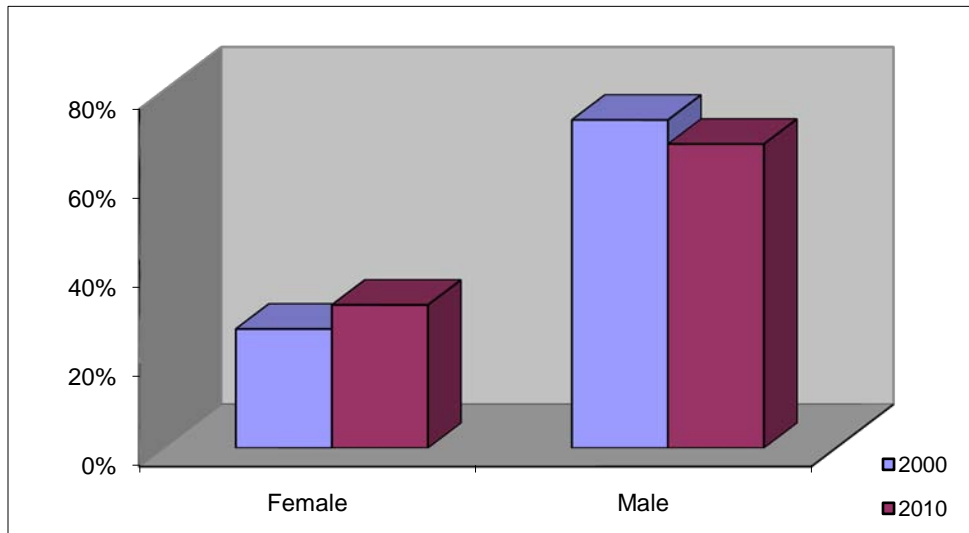
The following table and charts indicate the gender and racial/ethnic representation among the tenured/tenure track faculty in October 2000 and in November 2010.

**Table XXI
Tenured/Tenure Track Faculty by Gender and Race/Ethnicity *
October 1, 2000 – November 1, 2010**

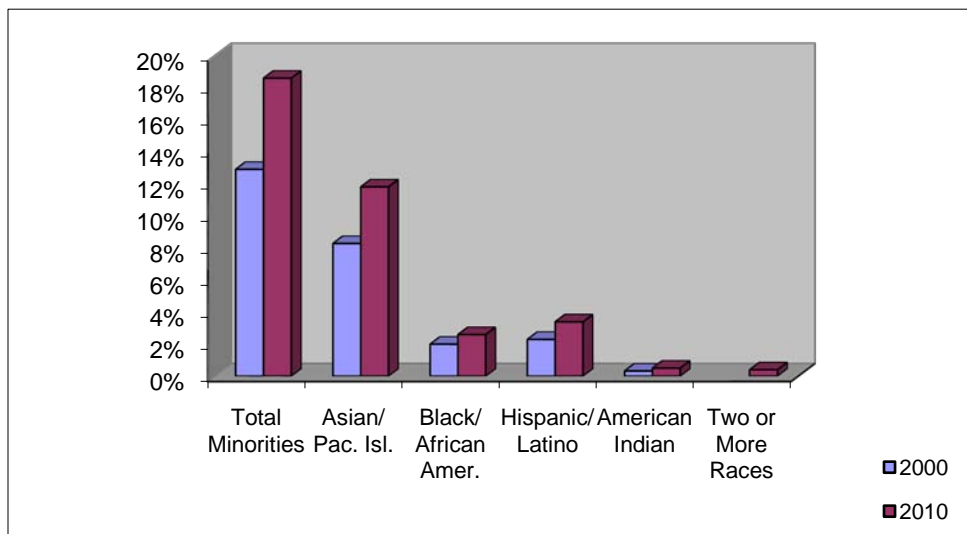
Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2000	1,539	410 26.6 %	198 12.9 %	127 8.3 %	31 2.0 %	36 2.3 %	4 0.3 %	n/a
2010	1,455	465 32.0 %	271 18.6 %	171 11.8 %	38 2.6 %	49 3.4 %	7 0.5 %	6 0.4 %
Net Change	- 84 - 5.5 %	+ 55 + 13.4 %	+ 73 + 36.9 %	+ 44 + 34.6 %	+ 7 + 22.6 %	+ 13 + 36.1 %	+3 + 75.0 %	+6 n/a

* In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category in 2010.

**Figure 29
Tenured/Tenure Track Faculty by Gender
October 1, 2000 – November 1, 2010**



**Figure 30
Tenured/Tenure Track Faculty by Race/Ethnicity *
October 1, 2000 – November 1, 2010**



* In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category in 2010.

D. Clinical Track Faculty by Gender and Race/Ethnicity, 2000 – 2010

The clinical track faculty has more than doubled in size in the last ten years, from 248 faculty in 2000 to 503 in 2010. Faculty appointed to clinical track positions are counted among the Non-Tenure Track Faculty POA group. The growth in the number of non-tenure track faculty is directly related to the increased number of clinical track appointments.

The number of women on the clinical track increased from 100 (40.3 percent) in 2000 to 233 (46.3 percent) in 2010. Over the ten-year period, the number of minorities on the clinical track increased from 25 individuals (10.1 percent) to 82 individuals (16.3 percent). The following table and charts illustrate the growth of the clinical track over the last ten years and the representation of women and minorities on the clinical track.

**Table XXII
Clinical Track Faculty by Gender and Race/Ethnicity *
October 1, 2000 – November 1, 2010**

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	African-American/Black	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2000	248	100 40.3 %	25 10.1 %	16 6.5 %	3 1.2 %	6 2.4 %	0	n/a
2010	503	233 46.3 %	82 16.3 %	53 10.5 %	12 2.4 %	15 3.0 %	1 0.2 %	1 0.2 %
Net Change	+ 255 + 102.8 %	+ 133 + 133.0 %	+ 57 + 228 %	+ 37 + 231.3 %	+ 9 + 300.0%	+ 9 + 150.0 %	+ 1 -n/a	+1 n/a

* In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category in 2010.

Figure 31
Clinical Track Faculty by Gender
October 1, 2000 – November 1, 2010

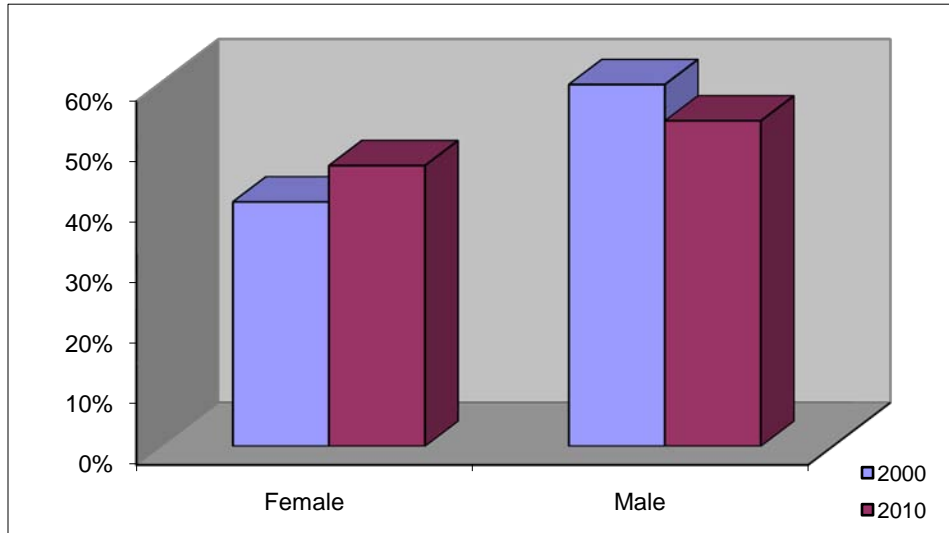
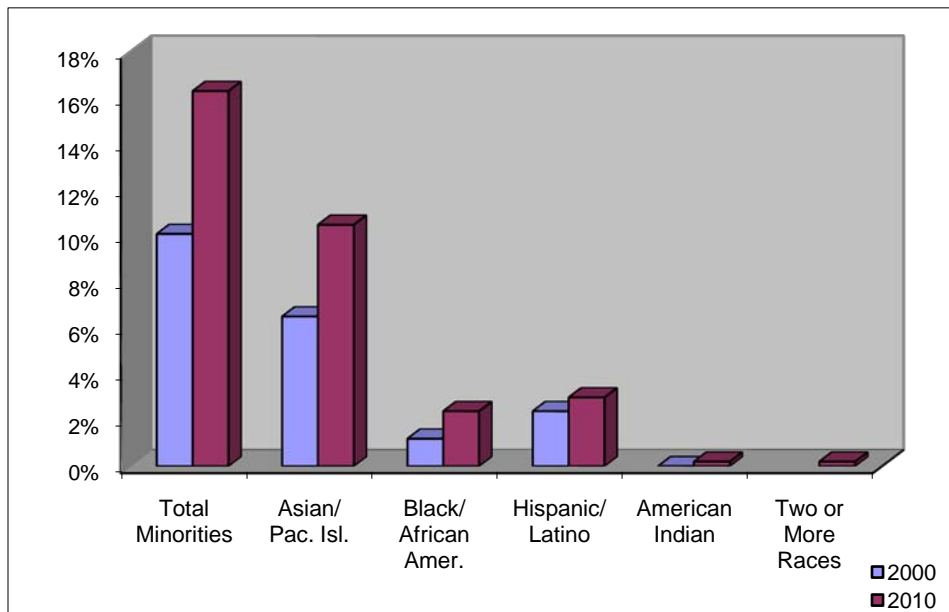


Figure 32
Clinical Track Faculty by Race/Ethnicity *
October 1, 2000 – November 1, 2010



* In 2010, no employees selected the new race category Native Hawaiian or Other Pacific Islander; in previous years, this category was included with the category Asian. Two or More Races was a new category in 2010.

IX. FIVE-YEAR AND TEN-YEAR COMPARISON SUMMARY

Table XXIII

The University of Iowa Workforce by Primary Occupational Activity Group, Gender, and Minority Status in 2000, 2005, and 2010

Primary Occupational Activity (POA) Group	September 30, 2000				September 30, 2005				October 31, 2010						
	Total Work-force	Women	% of Total	Minorities	% of Total	Total Work-force	Women	% of Total	Minorities	% of Total	Total Work-force	Women	% of Total	Minorities	% of Total
Executive, Administrative, and Managerial Staff	287	84	29.3%	17	5.9%	340	119	35.0%	22	6.5%	358	129	36.0%	28	7.8%
Tenured/Tenure Track Faculty	1,539	410	26.6%	198	12.9%	1,520	436	28.7%	225	14.8%	1,455	465	32.0%	271	18.6%
Non-Tenure Track Faculty	529	223	42.2%	127	24.0%	565	250	44.2%	76	13.5%	761	372	48.9%	125	16.4%
Professional and Scientific Staff	5,653	3,857	68.2%	345	6.1%	6,565	4,576	69.7%	426	6.5%	7,587	5,406	71.3%	537	7.1%
Secretarial and Clerical Staff	2,731	2,311	84.6%	87	3.2%	2,651	2,262	85.3%	99	3.7%	2,176	1,852	85.1%	92	4.2%
Technical and Paraprofessional Staff	500	315	63.0%	24	4.8%	455	287	63.1%	21	4.6%	576	409	71.0%	47	8.2%
Skilled Crafts Staff	423	34	8.0%	14	3.3%	401	36	9.0%	21	5.2%	359	22	6.1%	20	5.6%
Service and Maintenance Staff	1,692	902	53.3%	203	12.0%	1,777	951	53.5%	241	13.6%	1,780	926	52.0%	271	15.2%
Total	13,354	8,136	60.9%	1,015	7.6%	14,274	8,917	62.5%	1,131	7.9%	15,052	9,581	63.7%	1,391	9.2%

IOWA STATE UNIVERSITY

OF SCIENCE AND TECHNOLOGY

**REPORT TO THE BOARD OF REGENTS
STATE OF IOWA**

Annual Affirmative Action Progress
and Diversity Report
November 2010

Submitted by:
Carla R. Espinoza
Associate Vice President of Human Resource Services
Director of Equal Opportunity
3750 Beardshear Hall
Ames, Iowa 50011-2024
(515) 294-6458

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EXECUTIVE SUMMARY

Iowa State University has prepared this Affirmative Action Progress Report to describe the progress made this past year in the areas of affirmative action and diversity. This Executive Summary explains the role diversity and inclusion play at Iowa State University and provides an overview of the changes in underrepresented groups in the faculty and staff. Additionally, this report summarizes programmatic efforts to promote diversity among faculty, staff, and students. The statistical data used in the Affirmative Action Progress Report has been gathered from November 1, 2009 to October 31, 2010.

Iowa State University continues to explore avenues to increase diversity within the community and across campus.

Iowa State University continues to take an active role in recruiting for diversity within the community.

Iowa State University has continued holding sessions for faculty, staff, and graduate students regarding the Discrimination and Harassment policy. The participants learn what discrimination and harassment may look like, how to prevent, and what the reporting procedures are. Having a solid policy and educating people on that policy will help in the event discrimination does occur.

In the past year the Dean of Students Office has conducted a number of outreach sessions to discuss the new policy and student rights and responsibilities on the topic of sexual misconduct. In addition to providing information about the policy itself, resources for students in need of support or assistance are also identified. Presentations have been done for a number of academic courses, Greek chapter houses, residence life staff and students, athletics, and other student organizations and leaders.

The Vice President of Student Affairs is an integral part of the planning and development of NCORE, a highly regarded national conference. Stemming from NCORE is the nationally acclaimed Iowa State Conference on Race and Ethnicity (ISCORE) held annually at Iowa State University, and organized by a committee with representatives from Student Affairs and other University departments. The Iowa State Conference on Race and Ethnicity has been in existence for more than a decade. The 2010 ISCORE conference morning remarks by Dr. Luis F. Rico-Gutierrez, Dean of the College of Design started the day with insight and inspiration. More than 320 students, faculty, and staff attended the luncheon address by Mr. Ariel Luckey, a prominent hip hop theater artist and founder and director of the Free Land Project. More than 740 students, staff, and faculty participated in the conference. ISCORE highlights how important discussions of race and ethnicity continue to be.

The Student Counseling Service continues to improve its accessibility to multicultural students through extensive networking and outreach presentations to improve visibility and overcome the stigma of utilizing counseling services. The clinical service of SCS serves a variety of diverse populations and works to maintain an atmosphere of welcome to all. In clinical practice, 6.8 % of SCS students identify as African American, Asian American or Native American while 4.2 % identify as international students. With the hiring of a full-time LGBTSS Coordinator in the

Dean of Students Office, SCS has a strong partnership with LGBTSS and works actively to support students who need counseling services as they address their gender identity. Additionally, 6.2% SCS students identify as lesbian, gay, bisexual or questioning.

In addition, representatives of Iowa State University serve on the national board of directors for the Office of Women in Higher Education, and a division of the American Council on Education; participate as members of the National Association of Diversity Officers, and a variety of other groups committed to advancing women and people of color in higher education.

This report will also showcase the efforts each college and department has made to ensure diversity is part of their academic and professional environment.

The efforts made by Iowa State University can be measured by the proportion of underrepresented faculty and staff as compared to the proportion of the state of Iowa's underrepresented population. The table below gives this overall proportion:

Underrepresented group	Percentage of underrepresented faculty and staff at Iowa State University	Percentage of underrepresented population in the state of Iowa ¹
Women	50.2	50.9
Minorities	11.4	6.1

Iowa State University experienced a decrease in total workforce from 2009, attributing to actual number decreases in most of the groups for female and minority employees.

Iowa State University saw a decrease in Executive/Administrative/Managerial female employees of 7 employees and a decrease of .3% from 2009. The same pattern is true for Service/Maintenance who saw a decrease of 34 female employees and a decrease of 2.9% from 2009.

Because the total workforce of some POA groups decreased, the percentages of females actually increased or stayed the same, even though the actual number of females decreased. This is true for POA Groups Faculty Tenured/Tenure Track, Non-Tenure Track Faculty, Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts, and Professional and Scientific.

There was a decrease of 9 female employees and an increase by .3% in Faculty Tenured/Tenure Track; a decrease of 88 female employees and an increase by .3% in Secretarial/Clerical; a decrease of 7 female employees and an increase by .3% in Technical/Paraprofessional; and a decrease of 54 female employees but a percentage that was unchanged in Professional and Scientific.

There was an increase of 28 female employees and an increase by .4% in Non-Tenure Track Faculty; there was no change for female employee numbers but an increase by .1% in Skilled Crafts.

¹ Information provided by the 2000 United States Census Bureau.

Because the total workforce of some POA groups decreased, the percentages of minorities actually increased, even though the actual number of minorities decreased. This is true for POA Groups Non-Tenure Track Faculty, Technical/Paraprofessional, Service/Maintenance, and Professional and Scientific.

There was a decrease of 6 minority employees and a decrease by 1.2% in Executive/Administrative/Managerial; a decrease of 10 minority employees and a decrease of .1% in Faculty Tenured/Tenure Track; a decrease of 5 minority employees and a decrease of .1% Secretarial/Clerical; and a decrease of 1 minority employee and a decrease of .4% in Skilled Crafts. There was a decrease of 1 minority employee but an increase of .4% in Service/Maintenance.

There was an increase of 9 minority employees and an increase of .8% in Non-Tenure Track Faculty; an increase of 10 minority employees and an increase of 1.2% in Professional and Scientific; and an increase of 1 minority employee and an increase of .9% in Technical/Paraprofessional.

Iowa State University experienced a net decrease of 173 female employees and a net decrease by .5% from 2009.

Iowa State University experienced a net decrease of 3 minority employees and a net increase by .5% from 2009.

Iowa State University decreased its total workforce by 285 employees. The large decrease in workforce is largely attributed to the staff reductions over the last year due to the budget crisis.

OVERVIEW OF OCCUPATIONAL HISTORY

MEASUREMENT OF GOALS FROM 2009-2010 AFFIRMATIVE ACTION PROGRESS REPORT

Iowa State University will continue to establish policies to encourage improvement of the climate of diversity. In addition, Iowa State University will work to meet the following goals, which are part of Iowa State University's goals to enhance students' understanding of global, cultural, ethical, and diversity issues and to expand the diversity of people, ideas, and cultures, and nurture an environment in which diversity can thrive by diversifying its workforce.

- The Office of Equal Opportunity will work with departments and offices to provide training to enhance the climate and culture of diversity and inclusion at Iowa State University.
Status: On-going.
The Office of Equal Opportunity has been working with departments in strategizing how to enhance inclusive environments by facilitating informational sessions on issues, successes and challenges in recruiting and retaining faculty and staff of color to departments and colleges or business units.
- The Office of Equal Opportunity will work with colleges and business units to maintain a campus environment free from discrimination and harassment.
Status: On-going.
- The Office of Equal Opportunity will continue to partner with the Advisory Committee on Diversity Program Planning and Coordination, the Work/Life Advisory Committee, College Diversity Committees, Women's Leadership Consortium, University Committee on Women to advance the University's commitment to fostering a more inclusive work and educational environment and to advance the ISU diversity strategic plan.
Status: On-going.
- The Office of Equal Opportunity continues to lead the University Committee on Disabilities and work with strategic partners across campus to continue to maintain an accessible campus and provide reasonable accommodations for employees and students.
Status: On-going.
- The Office of Equal Opportunity will contribute, partner, and participate in special projects to recruit minorities and women to STEM fields.
Status: On-going.
- The Office of Equal Opportunity participated in special sensitivity training to enhance the quality of cultural inclusion in the classroom.
Status: Complete.
The Office of Equal Opportunity completed three programs in the 2010 academic year.
- The Office of Equal Opportunity will assist deans, directors and other hiring managers to recruit and hire diverse faculty and staff.
Status: On-going.
The Office of Equal Opportunity has collaborated with various departments across campus to assist hiring managers better understand advertising strategies to increase a diverse applicant pool of candidates. The Human Resource Services Recruitment Services team has enhanced the online hiring program to facilitate applicants in providing the necessary information.

- The Office of Equal Opportunity will develop and provide training to search committees in an effort to support diversity of thought and representation to ensure equitable hiring practices.
Status: On-going.
- The Office of Equal Opportunity will continue to support and assist the division of Student Affairs in developing and streamlining the process and policy for student-to-student discrimination, harassment and sexual misconduct.
Status: On-going.

PROGRAMMATIC GOALS: 2010-2011

The Office of Equal Opportunity will

- Work with colleges and business units to maintain a campus environment free from discrimination and harassment;
- Continue to lead the University Committee on Disabilities and work with strategic partners across campus to continue to maintain an accessible campus and provide reasonable accommodations for employees and students;
- Contribute, partner and participate in special projects to recruit minorities and women to STEM fields;
- Assist deans, directors and other hiring managers to recruit and hire diverse faculty and staff;
- Develop and provide training to search committees in an effort to support diversity of thought and representation to ensure equitable hiring practices;
- Continue to support and assist the division of Student Affairs in developing and streamlining the process and policy for student-to-student discrimination, harassment and sexual misconduct.
- Assist in the transition of diversity programming to Chief Diversity Officer in the Provost Office.

EFFORTS IN DIVERSITY

Iowa State University was selected for an Affirmative Action audit by the Office of Federal Contract Compliance Programs as a result of receiving ARRA funds. The audit consists of a University-wide review of all minorities and women statistical data regarding retention, terminations, promotions, receipt or denial of tenure, and salaries of current staff. The audit also consists of specific applicant data including recruitment areas, including advertising and hiring process, hiring selections, and hiring leader information. This audit includes OFCCP auditors having access to University information regarding statistical data by employee, department and college or business unit. Because the University received ARRA funds, the OFCCP conducted an on-site audit of these documents which occurred June 14, 2010 – June 18, 2010. The OFCCP audit is still in progress.

A few programs that ISU is currently participating or developing include the following:

THE AMERICAN ASSOCIATION OF AFFIRMATIVE ACTION

The AAAA is the association of professionals managing affirmative action, equal opportunity, diversity and other human resource programs. Founded in 1974, the American Association for Affirmative Action (AAAA) is dedicated to the advancement of affirmative action and equal opportunity, and the elimination of discrimination on the basis of race, gender, ethnic background or any other criterion that deprives people of opportunities to live and work. The organization's dedication is realized in many activities designed to help Equal Employment Opportunity/Affirmative Action (EEO/AA) professionals be more successful and productive in careers.

Iowa State University continues an active membership in the American Association of Affirmative Action. This organization has been useful in providing opportunities to network and brainstorm with other Affirmative Action officers and work on joint projects of outreaching to diverse applicant pools.

As a member of AAAA's board the University has been instrumental in collaborating with a cross-functional team to bring forth new initiatives and positions on the future of Affirmative Action with the federal government. These include initiatives include hosting webinars for the general public on issues of policy adherence on revisions to the Americans with Disabilities Act, the new Veteran's 100 reporting policies, the new race and ethnicity reporting policies.

ISU ADVANCE PROGRAM

The ISU ADVANCE Program is supported by the National Science Foundation through an ADVANCE Institutional Transformation Award. The ISU ADVANCE Program is funded for 5 years (2006-2011). The goal of the ISU ADVANCE Program is to investigate the effectiveness of a multilevel collaborative effort to produce institutional transformation that results in the full participation of women faculty in science, technology, engineering and math (STEM) fields in the university.

Important accomplishments for the 4th year of the program (2009-10) include:

Program organization and evaluation

- The ADVANCE Council expanded to include representatives from partner programs as well as experts in the recruitment and retention of under-represented minorities to STEM. The Council discussed key issues of sustaining the program, defining ADVANCE work in the context of severe budget cuts, and recruiting under-represented minority faculty.
- We finalized an evaluation plan and logic model.
- We planned and executed a productive External Site Visit and refined our priorities and initiatives in response to the feedback.

Addressing barriers in departments through Collaborative Transformation

- We initiated the Collaborative Transformation process in 3 additional departments and continued work in the 6 departments already in the program.
- ADVANCE equity advisors worked with key department chairs to present a forum on strategies to improve department climate. Attendees included the University President, Executive Vice President and Provost, and Deans as well as chairs.

Addressing barriers at the college and university levels which included transparency, isolation, mentoring, faculty flexibility, and institutional positive change, some of these efforts included:

- Year 4 administrative fellow gathered data on promotion from associate to full professor and offered a forum to faculty and administrators to discuss data and possible interventions to ensure timely promotion.
- The ADVANCE lecture series demonstrates the easy connection between Eminent Scholars and transformation of the academy.
- The ADVANCE Scholars program initiated peer-mentoring meetings for the scholars.
- The ADVANCE Scholars program has matched four new under-represented minority faculty with external Eminent Scholars.
- We posted on-line [ISU Policies and Guidelines for Flexible Faculty Careers: Resources for Chairs & Deans.](#)
- Year 3 Administrative fellow held two events to introduce chairs and faculty to the document.
- We created a brochure to apply the lessons of ADVANCE department-level transformation to the broader issues of budget cuts. “Making the Most of Upcoming University Transitions: Perspectives from the ISU ADVANCE Program” has been well received by faculty and administrators.
- The University was awarded an I3 grant (Innovation through Institutional Integration) from the NSF (PI and co-PIs included ADVANCE personnel). Our I3 initiative, “Strengthening the Professoriate at ISU,” will draw on some of the strengths of ISU ADVANCE (equity advisors, a central council, central location in the Executive Vice President and Provost’s Office) and help us in designing ways to sustain ISU ADVANCE.
- We convened a “Taskforce on ISU Department Leadership” to enhance the success and diversity of department chairs at ISU.

BREAKING DOWN THE BARRIERS

ISU continues to participate the Breaking Down the Barriers committee in an effort to make Ames a more welcoming environment for women and minorities. The committee and its ISU representatives have discussed ways to overcome harassment issues that have occurred on campuses throughout the country and debated ways to improve the climate for equity on campus and in the community. This committee has brought about Community Conversations on Diversity which holds study circles across Ames to discuss issues of race and inclusion in our communities.

This past year the Advisory Committee on Diversity Program Planning and Coordination again invited the Break Down the Barriers committee to a joint meeting where the ISU diversity committee and the community leaders discussed potential partnerships to enhance inclusion in the Ames community.

DISCRIMINATION AND HARASSMENT POLICY TRAINING

Iowa State University is continuing its commitment to train students, faculty and staff about these very important policies. Iowa State University wants all ISU employees and students to live and work in a diverse and inclusive environment. ISU does not and will not tolerate unlawful discrimination or harassment.

Training of the Discrimination and Harassment policy, which educates faculty and staff regarding the complaint/reporting process, was very successful. An on-line training course continues to be available for use in training of the policy. New employees are also trained in the orientation/acclimation session every other month.

THE ISU CHILD CARE ADMINISTRATION, A UNIT OF HUMAN RESOURCE SERVICES

The ISU Child Care Administration supports Iowa State University families by linking them with programs and services that can help them with their child care needs. The University child care coordinator is responsible for developing, implementing, and promoting programs and services responsive to the child care needs of ISU students, faculty and staff. The child care coordinator is available to provide assistance to ISU students and employees seeking child care information and services on the campus and in the community.

The Center for Child Care Resources (CCR) is one agency in a statewide system of child care resource and referral agencies dedicated to enhancing child care and family services. This non-profit agency, serving Boone, Hardin, and Story counties helps parents locate professional child care providers through a personalized referral process *free of charge* to the ISU students, faculty and staff. Parents will receive information on how to evaluate child care options. The university supports three child care centers located on campus (Iowa State University Child Care Center at Veterinary Medicine, University Community Childcare, and the Comfort Zone) The Comfort Zone program that provides care for children suffering from routine childhood illnesses. An on-site nurse and child care professional provide care for children six months through twelve years of age. Sliding fee scales are based on family income and available to those affiliated (student, faculty, staff) with Iowa State University as well as residents of Story County.

UNIVERSITY COMMITTEE ON DISABILITIES

The University Committee on Disabilities (UCD) is responsible for sharing knowledge concerning disabilities with the University community, for fostering awareness of the needs of persons with disabilities, and for advocating ways to meet these needs.

The UCD partnered with Institutional Research to develop a campus-wide disability awareness survey to provide the university recommendations on potential awareness campaigns.

UNIVERSITY COMMITTEE ON WOMEN

The University Committee on Women (UCW) works to promote a university climate that fosters the full participation of women faculty, staff and students. The committee concerns itself with policies and practices that may cause particular difficulties for women as employees and students. This year, the committees focused and progressed on the following goals:

- Reviewed and reported on the status of women faculty, staff and students in the College of Design including salary comparisons to the overall set of statistics;
- Increasing visibility of UCW across campus and to encourage and support a high level of productivity by subcommittees;
- Members represented UCW on the high profile searches for the three college deans, director of Multicultural Student Affairs, and Vice President for Research and Economic Development;
- Continued to advocate on behalf of university employees and students in relation to work/life/school balance through our words and actions and provide a strong voice for family friendly practices;
- Continued strategic partnerships across campus to review and initiate and assist with climate changes across campus;
- Continued to explore graduation rates for female athletes; examine athletic budget; research coaching equity.

BUSINESS UNITS

EXTENSION

Extension continues to strive towards their goal of increasing minority and bilingual staff by 2010. We have encouraged current staff to become bilingual and supported that effort with financial resources. We encourage our field staff to help us identify potential staff, who will improve our diversity, at professional meetings and other association attendance in and outside Iowa. In the summer of 2010, we looked at ways to develop internships that would encourage minority students to look at Extension as a possible career opportunity in the future.

In 2007, the Center for Industrial Research and Service created a civil rights and diversity plan and a team to update and implement the plan. The team continues to monitor progress on the plan. In addition, the Center for Industrial Research and Service has created a Mentor Program for all new employees in order to welcome staff and integrate them with an experienced team member who can act as a trusted advisor.

Families Extension has allowed faculty/staff flexibility in working remotely, electronically from locations other than their offices as needed to focus on selected projects. With the restructuring of Extension, a few staff members have been allowed to move their offices to be closer to their homes.

The Community and Economic Development field staff also has several virtual offices. This program unit will be seeking retention/equity raises for two minority staff members while requesting additional funds for minority hires to program with minority business and community development clientele.

Extension's 4-H Youth Development Program is committed to providing diverse learning opportunities to its members. Examples of that include the development of 4-H Youth Development clubs for Latino youth in Waterloo, providing them an opportunity to learn horticulture and the principles of operating a greenhouse. In addition, many Iowa counties are paying the program development fees for youth unable to pay this fee.

Families Extension has encouraged faculty/staff to participate in diversity seminars as well as, facilitating discussions on how to reach non-traditional audiences.

Extension's Continuing Education and Professional Development unit has identified staff to respond to clients who have special needs; language, gender, cultural, disabilities, etc.

Extension's Center for Industrial Research and Service conducts on-going reviews of presentation materials to ensure the appropriateness for a diverse audience. The findings are shared with all staff to increase awareness and for continuous improvement.

Many Extension publications have been translated to or created in Spanish to better serve the growing Latino Extension clientele.

Two Families Extension campus staff mentored a Hispanic high school student, a participant in the George W. Carver summer internship program. Another faculty member has conducted and shared research about immigrant Latino families and their challenges with access to food, housing, and health care.

The Community and Economic Development unit of Extension partnered with the ISU College of Design to host a Roundtable discussion on Latino business entrepreneurship and small town street development. In addition, this unit cooperated with a graduate student's internship focusing upon Latino involvement in business development.

Also in the Horizons community program limited resource audiences were recruited to serve on the community steering committees. Purchase of resources for programming to serve minority audiences continues in Perry and Sioux City, even after the federal Children, Youth, and Families At Risk grant has ended. In Perry, the Hispanic staff member is now offering Spanish classes to community Anglo audiences. Also promotional publications have been re-designed to attract and reach out to limited resource and minority audiences.

Each year Extension conducts civil rights reviews and diversity training with some portion of the Iowa county Extension office staff and Extension councils. In five years all counties will have gone through a review and received training. The reviews include concerns about marketing and accessibility to diverse audiences.

The Agriculture and Natural Resources unit's commitment to diversity is demonstrated by programming, such as Annie's Project, which is designed to provide agricultural education for women who are classified as socially disadvantaged and limited in resources.

The Extension 4-H Youth Development Program also has designed programming efforts to serve the underrepresented populations. By partnering with local 21st Century grants, the 4-H Youth Development Office has reached audiences that are 50% minority enrollment. The State 4-H Youth Development Office also has successfully recruited two minority AmeriCorps members to work out of the 4-H Youth Development office. An additional indication of success working with the underrepresented populations is the increase in total percentage of minority 4-H participants and adults this year as compared to last year. Another example, of working to meet this goal is creating 4-H clubs for young people living in residential treatment centers.

Due to the efforts of the Vice President for Extension and Outreach, the Extension Citizens Advisory Council now has 8 minority members out of 38 total members for 21%.

The result of the Center for Industrial Research and Service using resources to advertise open positions in diverse sources has been 75% of new hires in the past two years belonging to a historically underrepresented population.

Extension Communities and Economic Development has designed programs, such as "Community Voices", specifically to underrepresented populations.

Each year, between 2 to 5 Extension staff, participates in a leadership development program, the National Extension Leadership Development Program-North Central. This program conducts four, four-day seminars throughout the year. One of those four seminars is focused solely on diversity.

The Center for Industrial Research and Service conducts an annual organizational excellence survey which includes questions seeking feedback on diversity issues. The unit's diversity team then develops a plan and deliverables to address any identified issues.

Families Extension has received donations honoring a retired administrator designed for programming to help limited resource and diverse audiences. A Families faculty member received a college scholarship to design training for Hispanic food service workers. Two additional faculty members participated in a ten day course in Yucatan to learn and practice Spanish. Another faculty member has designed programming on low cost home modifications for individuals with disabilities.

The Iowa AmeriCorps State of Promise program, sponsored by the Extension 4-H Youth Development program received four Disability Inclusion Mini-grants designed to attract participants with disabilities. Total value of the four grants was \$2000. This unit also partnered with the Leopold Center and the State of Iowa Carmen Sosa Project grant to develop curricula for Latino immigrant families.

INFORMATION TECHNOLOGY SERVICES

Information Technology Services (ITS) is a strong supporter of diversity efforts at Iowa State University. We fully believe that a diverse and supportive work environment is advantageous and necessary for us to meet our departmental objectives and serve our customers. As such, we have adopted a comprehensive and inclusive official statement of our beliefs in this area.

Our diversity statement, as posted on our website (<http://www.it.iastate.edu/policies/diversity/>), reads as follows:

Information Technology Services is fully committed to supporting the diversity goals of Iowa State University. A diverse and supportive workplace not only fosters good employee relationships, it also promotes individual growth and understanding that is vital to a creating both a dynamic workforce and an institution that is able to respond to the challenges of a changing educational environment.

As a service organization, we have daily interactions with a wide variety of faculty, staff, and students and we strive to treat them all equally and provide quality service that meets their needs. We believe that as a public institution, Iowa State University has a responsibility to serve the public in a non-discriminatory manner that reflects our commitment to promoting a just environment.

We support the educational goals of the university by providing teaching and learning accommodations to faculty, staff, and students. Further, we support the diversity goals of the university through the understanding and application of federal, state, and local laws and the policies of Iowa State University.

In order to ensure that this statement accurately reflects both the goals of the department and the University, it was vetted not only by senior ITS leadership but also by the Office of Equal Opportunity.

The creation and public posting of this statement was one of the major steps forward during this reporting period. Considerable time and attention was given to crafting a statement that is both visionary and specific. It reflects an awareness and understanding of the importance of this area and a renewed commitment to operating in a just and accessible manner.

This statement was developed during the first full year of operation of the ITS Diversity Committee, itself a manifestation of departmental concern. This committee meets periodically to review and discuss diversity issues and shares information about events, opportunities, and concerns.

As part of that effort, the committee has begun to take an active role in disseminating information to ITS staff about diversity activities. Appropriate notices are included as part of the weekly ITS newsletter, which goes out to all ITS staff.

As a service organization, ITS must provide fair and effective support to all our clients. We work on a daily basis with faculty, staff, and students with a wide range of cultures, backgrounds, and, in some cases, physical abilities. We strive to treat them all equally and provide services that meet their needs with respect and professionalism.

This is not a new role for ITS. Our efforts in this area go back to the very beginning of the department. We have long understood the need to engage both employees and students in ways that are inclusive and supportive.

One example of this is the policy that all ITS employees must complete the Discrimination and Harassment Training course offered by the Human Resource Services Office. This fosters better understanding and underscores the importance that the department attaches to this area.

- A major part of the diversity efforts that ITS engages in involves assisting faculty, staff, and students who have special technology needs for learning and teaching;
- Websites are developed and maintained by ITS in a manner consistent with Section 508 of the Americans with Disabilities Act;
- Several areas within ITS maintain a close working relationship with the Student Disability Resources Office (SDR);
- Short-term checkout of laptop computers containing assistive technology software, as well as training and troubleshooting, on request from SDR;
- Fifteen closed-caption decoding units available for temporary installation in campus classrooms;

- Closed captioning transmitters and decoders are installed in all new and remodeled large classroom facilities;
- Providing demonstrations of assistive technology as part of National Disability Employment Awareness Month, as well as at other times of the year;
- Provide assistive technology in computer labs across campus. This includes not only ITS labs, but also the Parks Library and the Athletic Success Center.

OFFICE OF THE EXECUTIVE VICE PRESIDENT AND PROVOST

The Office of the Executive Vice President and Provost (EVPP) is guided by the current University strategic plan that sees diversity as key to the university mission. Our office has played a large role in leading efforts to ensure that the plan's fifth goal--"Ensure that the university is a great place to learn and work"--is supported and assessed. The Executive Vice President and Provost is currently leading a strategic planning process for 2010 to 2015 which will affirm the importance of the diversity of people and ideas as ISU meets the challenges of the 21st century in the next 5 years. During annual review, the Office of the EVPP also assesses how each dean and college has made progress on diversity goals. The Office of the EVPP leads several diversity committees and initiatives for the university, with details of our progress in the last two years outlined below.

The Office of the EVPP plays two key roles in diversity efforts at the institution:

- Coordinating committees to facilitate the work of other units and
- Leading new initiatives that are best positioned centrally.

We have made significant progress in both areas over the last two years and will summarize here the highlights.

Advisory Committee on Diversity Program Planning and Coordination (ACD). Since its creation in 2007, the ACD has brought together representatives from the major divisions of the university as well as at-large members to share information and identify issues. The committee assesses annual diversity reports, with feedback to the Executive Steering Committee for Diversity as well as to the units. In the past two years, the committee has designed panel presentations for ISCORE, developed a "diverse alumni website", and coordinated the Diversity Grants competition. In collaboration with senior administrators, it is now in charge of the development of a new diversity web page for the university; the current definition of diversity is being assessed as a part of this project. We are also meeting with the city of Ames "Breaking down the Barriers" group on a regular basis.

FIRES (Faculty Initiatives to Recruit and Retain Excellence in STEM) is a working group that seeks to lead and collaborate on externally funded initiatives to increase the number of under-represented minorities and women, especially in STEM. It has met since January 2009 and was a key platform for the I-Cubed proposal to the NSF (see below).

Martin Luther King Jr. Celebration planning committee. This committee of faculty, staff, and students ensures that the remembrance of Dr. King allows for both community and contemplation; events include a holiday celebration in January as well as a prominent

national lecture. The “Advancing One Community” awards are given by the President and EVPP each year to make diversity efforts more visible.

Work/Life Advisory Committee. This committee of faculty, staff, and student representatives was formed in the fall of 2008 and charged with coordinating the university’s efforts to recognize and address the stresses of work/life. The committee coordinated a panel for ISCORE 2010 and helps maintain a new university work/life web page. In addition, the Office of the EVPP has coordinated the “Great Places to Work For” survey of faculty and staff as well as the “University Life Survey” to assess the degree of workplace satisfaction. The Office has also coordinated taskforces that completed a “Modified Duties” policy for faculty (passed by the Faculty Senate in January 2009) and a “Parental Leave” policy soon to be under review by the Senate, the P&S Council, and post-doc groups. The Office of the EVPP continues to partner with colleges on a faculty “partner accommodation” program that allows us to recruit and retain top faculty at ISU; support for this program remains a major priority of the Institutional Excellence Fund.

University Committee on Women (UCW). The EVPP continues to support the work of the UCW, made up of faculty, staff, and students across the institution. Through its subcommittees, it has continued to assess the status of women, with a report this past year on the College of Design and a report on the College of Business the prior year. It has assessed employment patterns by gender and keeps the EVPP and President apprised of key issues for women on campus.

Women’s Leadership Consortium (WLC). The WLC is made up of those persons leading offices with missions including women’s work and role at ISU. Besides serving as a key coordinating body, it sponsors the annual women’s leadership speaker and participates in the Iowa Network for Women in Higher Education.

Cross-unit planning teams on International Activities and Multicultural, Diversity, and Women’s Activities, Programs, and Services (MDWAPS). Two of this spring’s cross-unit planning teams fall under the diversity heading, the work of MDWAPS in particular. The Office of the EVPP will follow up on these valuable reports, ensuring that coordination for such efforts continues.

Taskforce on ISU Department Leadership. With an initial meeting in April 2010, this taskforce (led out of the Office of the EVPP) will review the academic department chair position at ISU with the goal of enhancing both the success and diversity of chairs at ISU. As a part of its work, the taskforce will review the under-representation of women and persons of color in the role.

ISU ADVANCE Program. Now near the end of its fourth year, the ISU ADVANCE Program is the university’s strongest program dealing with faculty diversity issues. With its funding coming from the NSF, the EVPP, Institutional Research, CALS, LAS, and Engineering, it has been able to develop initiatives, programming, and materials to address diversity among the faculty ranks in STEM fields. The program is finalizing a sophisticated evaluation and assessment process as it enters its fifth year. While the entirety of the program can be found

on its web site (<http://www.advance.iastate.edu/>), a few highlights of the last two years include research findings on “collaborative transformation” in departments; the blossoming of a mentoring program for women of color STEM scientists; the development of a handbook for chairs and deans on “flexibility in faculty careers”; development of data on and training in addressing the issues of associate professors and promotion to full; a satisfaction survey of all faculty; training for department chairs; development of faculty search resources; and a stream of visiting national experts in STEM and diversity (including Dr. Caroline Turner in February 2010). The program is currently putting together a strategic plan for the recruitment and retention of under-represented women in STEM. The university now looks to the quality materials and programming that ADVANCE has produced to define diversity conversations in STEM; over the next year, ISU ADVANCE will design a way to continue such efforts when NSF funding expires.

I-Cubed. In April 2010, ISU received notification that its proposal to the NSF I-cubed competition would be funded, beginning in July 2010. This program, “Strengthening the Professoriate at ISU,” will allow us to continue efforts to strengthen and diversify faculty and senior scholars, by building on good diversity programs around the campus as well as strong policies and central support. The long-term goal is to develop a faculty who integrate their broader impacts efforts with their research enterprise. The program is a collaboration of the EVPP, the Graduate College, and the Vice President for Research and Economic Development. NSF funding will be \$1.25 million over 5 years; ISU has also made significant commitments to support the program during the 5 years and beyond.

Difficult Dialogues. With special ARRA funding, the Office of the EVPP was able to fund a program assistant during FY10 to develop a difficult dialogues program, and to create a culture of dialogue on campus, where people differing in perspectives, opinions, beliefs, and worldviews interact to embrace pluralism and promote academic freedom. In June of 2009, a team of faculty, staff, and students attended a training forum at the University of Missouri, Columbia, and that team became the core of an advisory committee for FY10. The project is housed in the Center for Excellence in Learning and Teaching (CELT) and has brought a major speaker to campus, is coordinating a faculty/staff reading circle, and was featured in the May 2010 Learning Communities Institute. Careful evaluation and assessment of the program are ongoing.

Emerging Leaders Academy. Since January 2009, the Office of the EVPP has coordinated the new Emerging Leaders Academy, designed to develop a diverse and informed set of leaders for ISU. Nearly 40 faculty and staff are being trained in issues of diversity and work/life balance alongside issues of budget and public accountability.

Lectures Program. The Lectures program continues to contribute to diversity efforts by identifying and funding speakers who bring their perspectives on a large range of issues. During 2009-2010, the program supported films, performances, speakers, and panels. During 2008-2009 there were over 35 speakers, events, and performances with people of diverse cultures or those speaking to issues of diversity.

Margaret Sloss Women’s Center (MSWC). The MSWC continues to provide programming and resources for women and women’s issues. The director and assistant director ensure gender

issues are considered by APEX, MLC, and ISCORE, among other groups. They provide support groups for faculty, staff, and students, and are sensitive to the special needs of other groups such as LGBT and women of color. Prominent events coordinated out of the Women's Center include The Vagina Monologues and Sexual Assault Awareness Month. The staff has been responsible for the development and teaching of Gender Justice, a 1-credit course for undergraduates.

Carver Academy. In partnership with the Dean of Students, the Office of the EVPP supports the Carver Academy, a key program for high ability students of color. Only through a collaboration of faculty and student affairs professionals has this program succeeded in serving so many undergraduates.

Diversity web page. The Office of the EVPP is coordinating development of a new diversity web page for the university. Students out of the College of Design are leading the efforts, with the advice of the university community (at ISCORE) and ACD. Key players are also the Vice President for Students Affairs, Equal Opportunity, and the Vice President for Research and Economic Development. The need for an effective diversity web page is recognized across the university.

Partner accommodation and diversity hires. Over the last two years, the Office of the EVPP has refined the process for partner accommodation and faculty diversity hires, facilitating college requests for funding. With currently over \$2.3 million committed to such efforts, we recognize the need to send a strong message about diversity and life choices for the newest generation of faculty.

OFFICE OF THE PRESIDENT

The President's Office provides financial support for several diversity-related programs and activities on campus, including:

- President's Cabinet Diversity Adviser
- Martin Luther King observance lecturer
- Martin Luther King "Advancing One Community" award

Department of Athletics (DA):

- High mark from the Black Coaches and Administrators on the annual BCA Hiring Report Card for Football 2008-2009 regarding our search and selection process.
- Regularly posting job vacancies on BCAsports.org (Black Coaches and Administrators).
- Providing paid memberships to the Black Coaches and Administrators organization for our minority staff and designated head coaches and administrators.
- In April 2010, Suzette Parks from the NCAA presented advanced diversity workshops focusing on race issues to department heads, coaching staff and SAAC members.
- In February 2010, two DA staff attended an MVP (Mentors in Violence Prevention) "Train the Trainer" workshop.
- In 2009-10, DA applied for and received a NCAA Division I Women's Basketball Grant for \$18,000 to better market/promote women's basketball.
- SAAC participated in ISU's Martin Luther King Day observance in 2009 and 2010.

- Student-athletes participated in ISCORE (Iowa State Conference on Race and Ethnicity) spring 2009, and 2010.
- SAAC was involved in Sexual Assault Awareness Month in spring 2010.
- Student-athletes participated in Sexual Assault Prevention fall 2009, and spring 2010.
- Student-Athletes of Color Recognition Banquet held in fall 2009.

ISU Alumni Association (ISUAA):

- Two of four new ISUAA board members are African-American.
- Coordinated alumni reception with President in Indonesia.
- Created Malaysian Special Interest Society.
- Planning a Black Alumni reunion for 2010.
- Hosted guests from University of Pretoria, South Africa, alumni relations to share ideas.
- Participated in International Student Graduation and Minority Student Graduation receptions.
- Alumni gathering was held in Singapore in March 2010.
- Discrimination and Harassment Prevention class attended by 28 out of 29 ISUAA staff.
- Increased ISUAA staff minority representative to 10%; 79% of staff is female.
- Diverse coverage in VISIONS magazine.

Ombuds Office (OO):

Since September, 2008, Ombuds Office has served 137 visitors. Presently the OO does not formally request its visitors to self identify if they are members of a protected class; however the diversity of visitors to the office is informally monitored by observation, and some visitors have self-identified as having a disability. Of the 137 visitors served since September, 2008:

- 72 visitors were female (52.5%)
- 20 visitors were observed to be a person of color, or in a protected class due to national origin (14.5%)
- 7 visitors self-identified as having a disability (5%)
- 18 visitors felt that a diversity-related issue played a part in their conflict (13%)

Ombuds Officer serves as a member of ISU's Difficult Dialogues Initiative, a program to help faculty learn how to successfully initiate and facilitate classroom discussions on difficult topics such as race/ethnicity, religion, gender, and sexuality. The members of the Initiative will be developing forums, programs, and workshops to teach faculty how to deal with these controversial topics in a manner that enhances student learning and faculty appreciation about the value of diversity.

Office of University Counsel (OUC):

The OUC is one of the responsible offices relating to non-discrimination and affirmative action law and policy. OUC staff have been involved in a multi-year effort to anticipate and resolve issues early and to reduce claims. That effort, in conjunction with the offices of the EVP/P, EO and HR, has resulted in a reduction of formal and informal complaints on the campus and in the courts. The number of internal and external complaints of discrimination has fallen dramatically in the last two years. OUC staff have also been involved in policy changes to improve the campus environment for our diverse population (Sexual Misconduct, Discrimination and

Harassment). OUC has been involved in assisting in development of policies relating to work-life balance, including: Flex Time, Children in the Workplace, and Family and Medical Leave. OUC staff are involved in diversity training and development programs on an ongoing basis.

Office of Equal Opportunity (EO):

Affirmative Action Compliance: EO is responsible for disseminating the Affirmative Action under-utilization goal information to colleges and business units. The efforts made to increase diversity at ISU can be measured by the proportion of underrepresented faculty and staff as compared to the proportion of the state of Iowa's underrepresented population. EO is the office of record for the OFCCP, the organization responsible for overseeing compliance to affirmative action policies.

Breaking Down the Barriers Partnership with iChooseDiversity: The iChooseDiversity competition through the College of Business was created in 2008 to reward the advancement of diversity in the ISU community and was funded by a generous grant from Cargill, Inc. A member of EO participated as a judge in the competition. The winning team was to host an event that encouraged and supported diversity at ISU. EO was able to connect the winning team with Breaking Down the Barriers to execute a university- and community-wide diversity event in September 2009. The celebration was held on central campus bringing local businesses, the university and Ames community together to recognize the diversity of Ames and ISU. Breaking Down the Barriers assisted in the planning and saw the event as an excellent interim for the FACES event which was not held in 2009.

Discrimination and Harassment Complaints: The EO Office, in conjunction with the Office of General Counsel, is responsible for investigating complaints of discrimination and harassment made by employees based on protected classes. This year, EO received 89 complaints regarding alleged discrimination and harassment (53 identified students as either the complainant or the accused, 24 identified faculty as either the complainant or the accused, 32 identified staff as either the complainant or the accused). EO and the Dean of Students Office have created a strong partnership and have developed a comprehensive process to handle claims of discrimination, harassment, and sexual assault involving students. The two offices have been invited to speak to faculty, staff, and students to educate them on the new Sexual Misconduct, Sexual Assault, and Sexual Harassment Involving Students Policy and the Discrimination and Harassment Policy. EO partners with the Office of the Executive Vice President and Provost (EVPP) on complaints regarding faculty and staff.

Discrimination and Harassment Prevention: EO is responsible for conducting discrimination and harassment prevention training across campus to help employees understand types and instances of discrimination and harassment, how these types or instances relate to ISU's Discrimination and Harassment Policy, how to prevent discrimination and harassment in the workplace, and appropriate reporting procedures. There are three face-to-face sessions, including one for employees, graduate students, and supervisors, and one web-based training. This year, 1,991 faculty, staff, and graduate students participated in discrimination and harassment prevention training sessions; 572 faculty, staff, and graduate students attended a face-to-face training; 350 attended employee sessions; 55 attended graduate

assistants sessions; 167 attended supervisors sessions; and 1,419 faculty, staff and students completed the web-based training. EO partnered with the Office of University Counsel, Human Resource Services, ISU Police Department and the Dean of Students Office to conduct additional training, include specialized topics and the Student Sexual Misconduct, Sexual Assault, and Sexual Harassment Involving Students Policy training.

Diversity Grant: Academic Advisors Multicultural Communication Initiative: EO in collaboration with the College of Engineering funded training Engineering Academic Advisors to better prepare them for working with multicultural students and the increasing diverse student population at ISU. Grant monies funded one ISU professional to develop and facilitate cross-cultural/multicultural training, geared specifically for advising. It included foundational information, student/advisor interactions, and an advisor toolkit for continuing education. It also provided for the development and implementation of a survey for undergraduate engineering student's regarding their experience with their academic advisors. Results from the student survey provided the academic advisors specific information as to the reach and scope of their services. During the final session, the advisors used the information to brainstorm new ways to assist students, including making modifications to their methods of communicating and disseminating information. The training also led to the advisors reviewing and modifying their orientation sessions to better prepare students for the academic year. In particular, the advisors considered evaluating how much information was provided to students early in their academic career. The survey coupled with their experiences indicated that an abundance of information was leading to "information overload," and resulting in students believing that they did not receive the necessary information for their success. Final evaluations from participants suggested that the advisors appreciated the variety of topics, the opportunities to learn about different value orientations, and the possibility of using some of the materials covered in their college orientation classes.

Diversity Grant: ISU Engineering Student Outreach to Marshalltown and Perry Middle Schools: EO in collaboration with the College of Engineering executed a diversity grant to increase minority female students in STEM fields in Marshalltown and Perry middle schools. The grant was used to engage ISU undergraduate, women, engineering students in outreach efforts to 7th and 8th grade middle school girls, from various ethnic groups. This effort included providing ISU women, engineering students with guidance and support as they develop outreach strategies and mentoring techniques. It offered ISU students the opportunity to influence the representation of women in their discipline as well as becoming potential ISU students. Its overall goal was to increase the pipeline of women into math, sciences, and technology. Sixty-nine Marshalltown middle school girls participated in the Taking the Road Less Traveled Career Conference on ISU campus. These students had the opportunity to interact with undergraduate student mentors/role models. Student participants commented that they enjoyed the experience and were looking forward to having additional opportunities such as this to learn more about engineering and Iowa State University.

Fostering an Inclusive Work Environment: EO facilitated an all-merit staff meeting for dining to clarify expectations of employees and management. Upon completion of the session, EO

provided the Vice President for Student Affairs and the Dining Director with a strategic plan for improving staff morale and streamlining processes to assist in increasing job satisfaction.

Iowa's IDEA Diversity Summit: Iowa State University and EO collaborated with colleges across the state of Iowa and other Regent Universities to deliver the 2009 Iowa's IDEA Diversity Summit. The event brought community and university professionals together to discuss current diversity events and to develop strategic partnerships. EO continues to be a key partner to the state and other institutions on the issues of diversity and inclusion.

Partnerships: EO Office has increased its partnerships across campus to deliver university-wide programs and services, including:

- Facilitating community presentation on diversity and inclusion;
- Facilitating diversity and inclusion conversations with student, faculty and staff groups;
- Facilitating diversity and inclusion presentations for external businesses as the request of the Office of University Relations;
- Increasing visibility and communication of diversity-related messages across campus;
- Partnering with Ames Lab to provide Department of Energy Director information on diversity at Iowa State University;
- Partnering with the Staff Diversification Committee to plan the Future Teacher's session in April;
- Sponsoring and participating in the Latino/a Conference in Des Moines with multicultural liaisons from various Colleges as EO guest attendees; and
- Supporting the EO graduate student's research on women of color and terminal degrees; research was presented at ISCORE and the National Conference on Race and Ethnicity (NCORE).

Partnership with Institutional Research: EO partnered with Institution Research (IR) to collaborate on delivering consistent statistical data on human resource related information to the University. This partnership includes sharing reporting techniques, information gathering dates, types of data collected, and guidelines on sharing protected employee information. Providing appropriate, consistent data to campus is a priority and the two offices continue to look for ways to streamline requests from Colleges, departments, and business units. In 2010, the offices will also participate in developing the new data warehouse.

Partnership with ISU Advance: EO provided the ISU Advance group statistical applicant data on STEM related fields to determine race and gender information on applicants in STEM fields and how to establish best practices and strategies for increasing representation.

Race and Ethnicity Reporting: EO led the university initiative to change internal systems to comply with Federal regulation requirements for reporting race and ethnicity for faculty and staff. Working with Information Technology and HRS Business Integration, changes were made to the personnel system to collect the new information. Employees were given the option to review and modify their race and ethnicity via the AccessPlus. From April 2008 to

January 31, 2010 EO partnered with Admissions, Recruiting, Institutional Research, HRS Records and Retention department and Information Technology to ensure consistency in changes to race and ethnicity internal reporting between students, faculty and staff. EO participated in training on the Integrated Post Secondary Education Data System (IPEDS) to assist with university compliance in the collection of race and gender as required by government regulations.

Recruitment: EO has collaborated with various departments across campus to assist hiring managers better understand advertising strategies to increase a diverse applicant pool of candidates. The HRS Recruitment Services team has enhanced the online hiring program to facilitate applicants in providing the necessary information. In conjunction with the Office of the Executive Vice President and Provost, EO provides consultation to assist departments in following Affirmative Action recruitment guidelines for recruiting and hiring faculty. In conjunction with the HRS Recruitment Services, the EO Office provides consultation to assist departments in following Affirmative Action recruitment guidelines for recruiting and hiring Professional and Scientific employees.

Regent Institution Meetings: EO initiated and executed quarterly meetings for the three Regent Equal Opportunity Offices. These meetings discussed Affirmative Action reporting, diversity, recruitment and retention, and information consistency. Meetings include all of the equal opportunity officers from the three Regent institutions and have resulted in collaborations on processes and procedures across the universities.

University-wide Committee Participation: EO staff serve on a variety of university-wide committees, including: the Work/Life Balance Committee (including the Parental Leave Sub-committee); Women's Leadership Consortium, the Advisory Committee on Diversity Program Planning and Coordination (ACD), Faculty and Staff Safety Team (FASST), and the Critical Incident Response Team (CIRT).

Office of University Relations (UR):

- Participated on the Critical Incident Response Team (CIRT).
- Publicizes and maintains the ISUI web page and helps to test/administer the ISU Alert system.
- In August 2009, developed and maintains the “safety” web site that provides useful information about sexual harassment, workplace and personal safety, counseling, crime reports and a variety of other issues.
- Publicizes articles and announcements on such topics as: how to be safe in the workplace and sexual misconduct policies.
- Publicized articles and announcements on such topics as: diversity fairs, diversity and enrichment grants, the Ombuds Office, STEM activities, multicultural center activities, surveys on the campus climate, open forums and lectures.
- Maintained an online calendar of multicultural events.
- Participated in various campus and community organizations, such as Ames Convention and Visitors Bureau, YWCA and the university program that provides “assistors” to help faculty and staff with issues of discrimination and harassment.
- Published numerous articles focusing on diversity.

University Marketing (UM):

- Developed a research project to determine how best to communicate the university's strengths with culturally diverse audiences; diversity brochure resulted.
- Reviews all publications created by University Marketing and for its clients to ensure the projects' photos, testimonials, and examples of the university's population are diverse.
- Encourages those responsible for the university diversity web page to promote culturally diverse campus activities, awards, and honors.
- Created new campus photography for university communications that included updated diversity images.

OFFICE OF STUDENT AFFAIRS

The Division of Student Affairs at Iowa State University is committed to the development of each individual student as well as the growth of the student body overall. In fact, an excerpt from the Division Philosophy reads:

We create and facilitate learning opportunities to support students in their academic pursuits; to encourage students to develop communication, teamwork, and leadership skills; and to permit students to gain experience in solving problems, resolving conflicts, and living in ethnically and culturally diverse communities.

Embracing and promoting diversity is very naturally included in the mission of Student Affairs, and enhancing the university's diversity remains one of the Division's priorities. This commitment has become infused into the programs and services we offer and has truly become part of the fabric of the Division.

The Black Cultural Center, Lesbian, Gay, Bisexual, and Transgender Student Services, MSA, the Margaret Sloss Women's Center and other locations within Student Affairs have as part of their primary role to provide a just environment where everyone is welcomed, respected and safe. Iowa State University is now better able to serve its lesbian, gay, bisexual, transgender, and ally students after hiring the university's first coordinator of LGBT Student Services (LGBTSS). The student traffic in the LGBTSS center has dramatically increased. In addition to providing a safe space for students, a lending library with resources on gender identity and sexual orientation, and support for students needing assistance, LGBTSS also offers programs such as support groups, Lavender Graduation and Safe Zone training. An incredible achievement this year is that Iowa State University was selected to host the 2012 Midwest Bisexual, Lesbian, Gay, Transgender and Ally Conference. The conference proposal was a close collaboration between LGBTSS, the LGBTTA Alliance student organization, and the Ames Convention and Visitors Bureau.

Multicultural Student Affairs continues to support multicultural student organizations through the Multicultural Student Services Coordinating Team. MSSCT represents the collaborative effort of various Multicultural Liaison Officers and offices across campus to positively impact the environment for students of color. Additional support for multicultural students comes through the Multicultural Student Programming Advisory Council. MSPAC is an advising

committee and funding source for registered student organizations implementing cross cultural collaboration projects at ISU.

The Black Student Alliance was recognized as Big XII Most Improved Council of the Year at the Big XII Conference on Black Student Government in Austin, Texas. BSA is advised by Kim Everett in Student Support Services Program.

In addition, departments throughout the Division have initiatives in place to create a just environment on campus, examples of which are:

ISU Dining has taken steps to assure that the environment is welcoming to all students, employees and visitors. Dining employees participate in workshops on diversity. ISU Dining also partners with student organizations and others to offer themed meals, such as Soul Food Night and Latino Lunch, throughout the year.

The Thielen Student Health Center strives for a welcoming environment to students of all cultures. Consent forms for immunization and directions for taking prescription medications are given in English as well other languages when available. The students appreciate the information in their native language as they report a better understanding of the material. TSHC also conducts customer satisfaction training that assists the staff in being more sensitive to individual needs.

The Memorial Union Board of Directors spent extensive time listening to students who expressed concerns about the display of religious symbols in the Memorial Union Chapel. An ad-hoc committee examined the issues raised and will recommend changes to the facility to make it more accessible and more versatile. The report of the ad-hoc committee will be made to the Memorial Union Board of Directors at its April 2010 meeting and work on any approved changes will commence over the summer 2010.

A “family” restroom has been completed in the East Lobby of the Memorial Union. Permanent ramps were installed in the West Lounge and West Lobby, making the ballrooms more accessible from the west; ramps and a portable lift allows access to the stages in the ballrooms were also purchased.

The International Students and Scholars Office focuses on creating a just and welcoming environment for students from other countries. They provide a program to orient new international students to campus each term, and also provide transportation and temporary housing to students when they first arrive in Ames before orientation. They also assist students and scholars with obtaining visas. From the Fall of 2006 to the Fall of 2009, the number of International students rose from 2,118 to 3,017. This 42% increase results in an international student representation of 10.8%.

The Division of Student Affairs implemented an assessment on understanding the campus experience of students of color. Students participated in focus groups and the findings will be used to strengthen programs and services.

Student Disability Resources provides resources, support services and information to members of the campus community regarding disabilities. SDR supports Disability Awareness Month, advocates for needs of students and in collaboration with the Government of the Student Body and helps manage a fund to provide sign-language/captioning at student organization programs to enhance accessibility on campus. The number of students with documented disabilities at Iowa State University continues to grow—increasing from 685 in the Fall of 2008 to 722 in the Fall of 2009. SDR staff also co-advise the student Alliance for Disability Awareness group which actively participates in Disability Awareness Month efforts including ‘Step into my World’ sensory experiences, educational/outreach activities to promote awareness of issues related to students with disabilities, and involvement of faculty and staff in developing universal design strategies in instruction and service delivery.

To ensure a safe environment for students, as did the other public universities in Iowa, in 2008-2009, Iowa State University engaged in a year-long process to revise our Sexual Misconduct Policy Involving Students. The policy development process involved a cross section of the campus community, including key members from the Division of Student Affairs, the office of Equal Opportunity, ISU Police, University Counsel and ACCESS—our community advocacy agency. Student input was sought throughout the process and continues to be a focal point as the university implements the policy.

Implementation of the policy has involved significant educational efforts for students and employees. Some primary goals in educating the student body has been helping them understand exactly what sexual assault and sexual harassment are as well as dispelling myths and misconceptions and providing information on resources to assist victims and survivors of misconduct. This process has led to a revitalization of programming to students around sexual misconduct that is positively impacting the entire campus community.

Specific trainings have been conducted for key populations, including academic classes, student leaders, student athletes, and residence life staff. In addition, a promotional campaign has been developed and implemented in conjunction with a series of workshops, peer education events, and theater productions targeted towards new students. We look forward to continuing these efforts with key university partners to assure that students are aware of resources related to sexual misconduct and understand how to prevent sexual misconduct—critically important concerns for all our students, regardless of gender. Many of these activities were undertaken through a three-year flagship campus grant from the Department of Justice, Office on Violence Against Women, in which Iowa State University partnered with both the University of Iowa and the University of Northern Iowa.

In addition to programs outlined above, other Student Affairs initiatives support enhanced relations within and among groups.

The Student Union Board Multicultural Committee develops and coordinates multicultural events including Culture Shock, which highlights a culture through educational and entertainment activities and Global Gala, a spring entertainment event where student organizations showcase performances and provide food from their cultures.

The Memorial Union also sponsors the Social Justice Summit, held for the tenth time in February 2010. Students learn from each other in a safe environment and diverse setting by participating in activities focused on "who they are" and "what they bring" to campus. The Summit strongly encourages students, through their personal action plans, to assume personal responsibility for change in the campus climate and in their own living and learning environments.

The International Students and Scholars Office supports a diverse community with workshops and sessions about adjusting to American society. With the International Student Council, ISSO promotes international awareness through International Week in November and the International Food Fair during VEISHEA. ISSO offers programs to enhance relations throughout the campus community. ISSO funds participation in the Iowa Council for International Understanding International Fellows Program, promoting international understanding, leadership, and activities in Iowa. The International Students and Scholars Office organizes the Friendships International program to help orient international students and scholars to the Ames community by pairing them with Ames area residents or with ISU American students. Several times a year, holiday celebrations and informal gatherings are held.

Together with the International Student Council and Minority Student Affairs, ISSO sponsors the World Soccer Tournament, held each spring in the Lied Recreational Center to encourage cross-cultural engagement by international and American students. ISSO also sponsors Culture Corps, which provides funding for academic and administrative units to engage in international activities through their units and helps to host International Week activities in November.

The MSWC provides numerous campus-wide awareness campaigns, programs, and events that highlight the needs of women, the services the MSWC provides, and the ways individuals can become involved.

OFFICE OF THE VICE PRESIDENT FOR BUSINESS AND FINANCE

The Vice President for Business and Finance's diversity initiatives relate to Iowa State University's strategic plan goals of education and university life. For business and finance, diversity is the inclusion of ideas and viewpoints from people who have different life experiences, based on, but not limited to ethnicity, culture, religion, generation, or gender. Each employee offers unique gifts and talents that are respected. Encouraging full participation promotes education, the cornerstone of a holistic environment for the university community. The mission and values statement for business and finance reads:

"Employees working in partnership with the university community to improve the quality of life by enhancing safety, personal security, and campus access services for students, faculty, staff and visitors."

Also included are:

- respect and safeguard the dignity and rights of all individuals
- maintain high standards of integrity, fairness, and quality services to the university community
- actively work with individuals and groups in seeking solutions to campus problems

- instill public confidence through our work and actions
- actively participate in the life of the university community

Staff is held accountable through a qualitative and quantitative annual review process. Progress is assessed at the departmental level and reflected in the annual Vice President for Business and Finance diversity report.

Our plan is to continue to increase awareness of diversity and cultural differences, ensure there is a mechanism in place to capture recruitment, selection, and retention data, create strategies to increase diversity of the applicant pools, and evaluate progress.

All business and finance units submit permanent and ongoing programs and innovative initiatives and strategies for their areas. Some of those are highlighted in this report as having the greatest impact to our diversity mission.

- All staff under the Vice President for Business and Finance is encouraged to participate in diversity classes.
- The Purchasing Department publishes a Vendor Diversity Initiative on their website to ensure that all vendors have better access to and knowledge of the university's procurement system.
- The Purchasing Department participates in the State's Workshop for Targeted Small Businesses to promote the university's commitment to diversity and doing businesses with minority-owned and women-owned businesses. They also participate in the CIRAS-sponsored workshops for women and minority owned businesses.
- The Purchasing Department initiated a Vendor Orientation Program in 2007. This program continues each year to assist newly identified minority-owned and women-owned businesses.
- The Purchasing Department developed and implemented a learning and development initiative, "Procurement Process Certification", in 2008. The program was expanded in 2009. This program consists of four sessions, of which one is devoted to explaining the Vendor Diversity Initiative and other social responsibility initiatives. The program is being offered to all ISU staff with delegated purchasing authority.
- Human Resource Services (HRS) hosted special sessions conducted by Outplacement Services to discuss working in a changing environment.
- The Treasurer's and Receivable's Offices worked closely with the Office of International Students and Scholars and US Bank to offer Chinese students entering in the Fall semester 2009 educational sessions on how the United States banking system works and how to understand and pay their U-bill.
- FP&M Room Scheduling Office works with the Disabilities Resource Office and departments regarding accessibility to classes for special needs students, faculty and staff. Schedules are reviewed for specific accommodations and classes are moved to meet their needs.
- Environmental Health & Safety and the Department of Public Safety's Parking Division made the EH&S Services Building more accessible to physically challenged clients by increasing the number of handicap parking spaces and moving them closer to the building. Environmental Health & Safety (EH&S) Learning Center accommodates participants in wheel chairs. EH&S provides alternative, healthy training refreshments for

diabetics and vegetarians. The EH&S Diversity Committee plans activities to promote diversity and maintains a diversity web page to post activities and information.

- The Controller's Department facilitates flexible scheduling to enable staff with young families as well as those dealing with aging parents to have a better work/life balance.
- HRS contracted with a new Employee Assistance Program vendor to provide employees with an expanded list of services. The new vendor, Employee and Family Resources, provides in-person and telephone counseling sessions, up to eight weeks of life coaching, legal services, financial consultations, and eldercare resources for employees and their family members.

University Museums presented the following exhibitions that were inclusive of diversity.

- *Imaging a Shattering Earth: Contemporary Photographs and the Environmental Debate* (presented with Center for Humanities and the Arts (an exhibition focusing on local decisions that impact global climate, and the clashes between East-West, poor-rich.
- *The Human Figure and Cultural Narratives: Selections from the Permanent Collection* (an exhibition focusing on the human form, and how its depiction reflects diverse perceptions of body, mind, gender, economic success or failure, and cultural fantasy.
- *Contemplate Japan* (an exhibition of decorative and fine arts exploring the artistic culture of Japan from 1868 to 1920, and illustrating conflicts and collaborations between East and West).
- *Gustavo Ramos Rivera* (a Latino-American's personal artistic expressions that merge Meso-American with contemporary culture).
- The AIDS Memorial Quilt (an exhibition and program focused on sexuality, gender, human loss and grieving, health care policy).
- *BodyScapes and CounterPoints: Prints of Beej Nierengarten-Smith* (an exhibition focused on women and their diverse roles in eastern and western cultures).
- *Exquisite Balance: Sculptures by Bill Barrett* (an exhibition that explores human joy and celebrations in dance and sculpture).
- *Artists Visions: Selections from the Permanent Collection* (an exhibition focused on urban and rural circumstances that influenced American communities from 1930-1970).
- *ReLationShips: From Our Roots* (an exhibition focused on individual's creative growth, and included artist of different gender, race, cultural and economic perspectives).
- *Day Without Art, 2008 and 2009* (World Aids Day focusing on HIV and artists).

In curating the above exhibitions and programs, a great deal of research and scholarship is undertaken, and is then returned to the ISU community in the exhibition, class curriculums and public programs. It is a goal of University Museums to make all exhibitions and collections physically and intellectually accessible-accomplished in the museums, in the classrooms, and electronically.

The University Museums address diversity primarily through exhibitions and public programs that enlighten, inspire, celebrate and explore diverse cultures, peoples and artistic expression unique to specific individuals and communities. Balanced and equal respect to artists and audiences are important outcomes in presenting diversity of ideas and expressions in objects, collections and exhibitions. Diverse artistic expressions explored in exhibitions, collections and programs support ISU's diversity by creating understanding and knowledge of all professional

artistic expression from artists of national and international reputation. Once cultural ideas, expressions and backgrounds are understood, they become valued within the larger context of community-campus and beyond.

ISU faculty and staff are routinely integrated into museum planning and program implementation including faculty curators (2-3 annually), public program presenters (25 annually), committee members serving on public art committees that acquire works of art for the Art on Campus Collection-an especially important mechanism that provides diversity of expression and content (12 projects annually, with 6-8 people on each committee); and the integration of Visual Literacy and Learning into over 90 ISU classes each year.

The Iowa State Center through its programming initiatives strives to reach a broad cross section of the university and general population within the state of Iowa. Within the Performing Arts Series at CY Stephens and the Martha-Ellen Tye Performing Arts Institute Youth Matinee Series, an array of performances in the genres of classical music, opera, theater, musicals, world music and dance, contemporary dance, family, and popular music (pop, jazz, and bluegrass) are presented annually. These genres have represented the cultures of Spain, Philippines, Russia, China, Mexico, Africa, Ireland, England, Czechoslovakia, Bulgaria, Poland, and Brazil as well as the roots of American music to name a few. Topics and issues addressed in the Martha-Ellen Tye Performing Arts Institute include: folk tales, history, geography, diversity, civil rights, literature, relationships, poverty, acceptance, immigration, sharing, math, stereotypes, and multi-cultural awareness.

The Iowa State Center also makes these programs available to underserved populations and individuals with impairments, while establishing and maintaining excellent relationships with touring personnel and artists from a wide range of backgrounds.

The Office of Risk Management provides assistance to community, state, and national organizations holding events at ISU, including, but not limited to, National Special Olympics, Iowa Special Olympics, and the Iowa Games.

The Purchasing Department continues to participate in statewide, interagency efforts to promote its commitment to diversity through workshops for businesses owned by underrepresented populations.

Transportation Services works closely with the International Students Office to shuttle increasing numbers of international students back and forth from the Des Moines International Airport, especially during the beginning of the academic year and for break periods. Transportation Services has developed strong inter-group and intra-group relations. It provides more than 800 diverse student organizations with the ability to travel safely and economically to many events around the country.

The University Book Store textbook department provides extra staffing and personal customer service to ISU students who are enrolled in the English 10 course, specifically, at the beginning of each semester. This can be an overwhelming experience for international students, when English is their second language. University Book Store employees are provided the opportunity

to participate in departmental teams and committees. The most recent committee is called the “Best Team” which has representation from most internal departments within the store plus three student employees. The purpose of this team is to make recommendations and promote improved customer service, cross-training guidelines, and social functions for all employees as a way of cultivating a “team” atmosphere. This type of committee allows for diverse input toward advancement of organizational initiatives.

Campus Organizations Accounting advises many diverse student groups. For example, they are currently working extensively with the Asian Pacific Awareness Coalition in their budgeting and loan processes. The Program Coordinator in Campus Organizations Accounting serves on the Multicultural Student Program Advisory Council.

The Scheman building at the Iowa State Center hosts wedding receptions; and staff wanted to ensure that same sex marriage partners were aware that their receptions were welcome. Advertisements were placed in ACCESSline, the Iowa LGBT newspaper. This initiative resulted in two receptions booking the facility. Reiman Gardens participated in Iowa’s first Gay Wedding Expo.

OFFICE OF THE VICE PRESIDENT FOR RESEARCH AND ECONOMIC DEVELOPMENT

The diversity reports included document the efforts by various units that report to the Office of the Vice President for Research and Economic Development. These units include Laboratory Animal Resources, OSPA, Office for Responsible Research, and Institutes and Centers (Bioeconomy Institute, Center for Survey Statistics and Methodology, Institute for Social and Behavioral Research, Institute for Transportation, Iowa Energy Center, Nutrition and Wellness Research Center, Partnerships in Prevention Science Institute, IPRT Science Bound). It is imperative that as the administering unit that our direct reports are accountable in creating an environment that promotes a culture and community indicative of inclusion and diversity, as well as work/life balance. There are a few units such as the Office of Biotechnology, Iowa Center for Advanced Neurotoxicology (ICAN), Iowa Water Center, Research Park, Plant Sciences Institute (PSI), and Iowa State Research Foundation (ISURF) that had limited comments on diversity but reported that staffing was diverse and work/life balance issues are practiced. For example, of the 13 professionals in ISURF, seven are females and six are males. PSI reported flexibility for a half-time communication specialist to build a work schedule that accommodated school-age children’s activities.

This office is dedicated to all aspects of diversity and participates in multiple opportunities to promote a campus community that embraces diversity.

Laboratory Animal Resources (LAR)

LAR provides animal and veterinary services for Iowa State University faculty, staff, and affiliated organizations that use animals in research, teaching and testing. LAR is committed to delivering these services in a manner consistent with the university program of nondiscrimination and affirmative action, and promoting the concept of developing a safe and supportive climate for all members of the ISU community. Progress towards these goals is reviewed in annual performance reviews.

LAR continues to provide a supportive environment for all users of our services, including many of foreign nationalities and minorities.

LAR has hired two animal caretakers over this time period. One hire was a male and another was a female. The LAR Director was hired by the VPR&ED office who was a male. None of these hires are known to be minorities. Seventeen student animal caretakers were hired during this time period. Twelve of those are female and five are male. Although information about minority status is not recorded by LAR, at least one student is Pacific American in national origin.

LAR has developed an environment that recognizes and celebrates cultural differences and socially constructed difference by maintaining a collegial environment for all people. LAR has received no complaints or concerns regarding this issue.

Office of Sponsored Programs Administration

OSPA is dedicated to providing a just environment on campus where everyone feels welcomed, respected and safe. To assist the university in achieving this goal, OSPA staff will be required to attend university provided training on diversity-related topics.

OSPA tries to increase the representation of historically underrepresented populations in several ways. In our searches for student employees, we also seek to employ underrepresented populations. OSPA has been successful in attracting underrepresented populations amongst its staff - we currently employ individuals with Hispanic, American Indian, and Chinese backgrounds.

Bioeconomy Institute

The Bioeconomy Institute (BEI) supports diversity in Education, Research, and Outreach and Conferences.

1. Education

BEI supports a graduate program in Biorenewable Resources and Technology (BRT). The BRT includes men and women from a wide variety of science and engineering backgrounds. They represent a diverse cultural and ethnic background as well.

2. Research

Industry Collaborations include Albemarle, Archer Daniels Midland, Cargill, Ceres, ConocoPhillips, DuPont Danisco Cellulosic Ethanol (DDCE), DuPont/Pioneer, General Motors, John Deere, Novozymes, and Toyota.

Conoco Phillips (COP): COP provides approximately \$3M in sponsored funding to BEI each year. Each research project conducted at ISU with COP funding has a COP project leader; the COP project leaders have strong gender, racial, and ethnic diversity.

BEI meets with many international collaborators including Albemarle, Borregaard, Biomass Technology Group (BTG), Cluster Industrielle Biotechnologie (CLIB), Dutch State Mines (DSM), Gent University, and the University of Toulouse.

BEI Strategic Plan

Continue support of PWISE and other existing diversity recruiting programs on an as-needed basis.

The BEI Management Team supported travel expenses for an employee to attend the Undergraduate Research Symposium in Puerto Rico, Fall 2009.

This symposium was initiated by UMET's Science Honor Program to give our students the opportunity to present their scientific research experiences. Since 2000, we have expanded the reach of our meeting to other institutions in the nation with minority participation in the Science, Technology, Engineering and Mathematics (STEM) areas.

COLLEGES

THE COLLEGE OF AGRICULTURE AND LIFE SCIENCES

Diversity Mission/Vision Statement

The College of Agriculture and Life Sciences (CALs) is committed to a comprehensive diversity effort focusing on 1) undergraduate and graduate students, 2) a college-wide Diversity Committee, and 3) an expanding program associated with the CALs ADVANCE (and ISU ADVANCE) project for faculty, staff and post-doctoral students. The College provides opportunities for U.S. citizens of underrepresented groups while also strengthening multicultural understanding among students, staff and faculty and relationships with minority-serving institutions.

Our undergraduate and graduate Diversity Programs component is one of the administrative units in the College and is composed of both the CALs Diversity Programs office and the Ag Multicultural Programs office see <http://www.ag.iastate.edu/diversity/>.

In addition, our College Diversity Committee, representing every department, promotes and facilitates diversity activities at the departmental level, including interdepartmental cooperation and individual faculty, student and staff awareness and involvement in diversity programs.

An additional component of our CALs diversity effort is CALs ADVANCE, which focuses on recruitment, retention and advancement of faculty women and minorities. An Equity Advisor coordinates the CALs ADVANCE activities, programs, and services across the three CALs-specific focal departments (GDCB, Animal Science, and Plant Pathology) as well as the other 12 academic departments and service units.

Vision Statement for Diversity Programs for the College

The College of Agriculture and Life Sciences has three mission areas: teaching/learning, research and extension/outreach. The College's 2005-2010 Strategic Plan articulates the importance of diversity of ideas, peoples and culture as one of our core values. Diversity is a core value, one that we strive to make continual advancements in through leadership, committee activities, and engagement of our students, staff and faculty.

The Diversity goals expressed in the College's 2005-2010 Strategic Plan are:

- To prepare students for working and living in a diverse, globally interdependent world.
- To enhance the visibility of outstanding faculty and staff, research accomplishments and graduate and research programs.
- To expand the diversity of people, ideas and cultures, and nurture an environment in which diversity can thrive.

Vision

The College of Agriculture and Life Sciences (CALs) will enrich the lives of people in Iowa, the nation and the world through excellence in education, scholarship, service and leadership in food, agricultural, environmental and social sciences. We embrace and strive for a

living-learning and work environment that is enriched by diversity of its students, staff and faculty with respect to race, gender, ethnicity and nationality.

These past two years CALS has engaged in many diversity activities, programs and services to:

- enrich the educational experience of all students, staff and faculty,
- prepare students for a diverse work environment and challenges associated with diverse clientele as students seek employment all over the U.S. and abroad,
- provide leadership to the people of Iowa, including minorities and immigrants, the fastest growing segments of the state's population as a part of the land-grant mission,
- strive for student enrollment higher than the current percentage of ethnic and racial minorities in the state of Iowa to more nearly reflect society at the national level, and promote opportunities for all students
- foster a more welcoming and supportive work environment for women and minorities
- evaluate and change college and departmental level culture and processes to ensure a more diverse group of outstanding and successful students, staff, and faculty.

The biggest change during this two year period is the increase in ADVANCE programs, activities, and services. Through our Equity Advisor's efforts and those of the CALS-specific Advance Professors in our three focal departments as well as the ISU ADVANCE team, a variety of workshops, training sessions, resource materials, research publications and ADVANCE research-related assessments of the focal departments have been developed and occurred and continue to occur.

Diversity Efforts

ADVANCE: Diversity director serves on CALS Advisory Committee. Four CALS professors have served in focal departments for collaborative transformation over a three-year period. The CALS Equity advisor attends cabinet meetings to provide touch points to administrators and provides seminars/presentations to non-focal departments to more rapidly extend the knowledge and best practices gained from the focal departments to all academic units in the college.

Work/Life Advisory Committee as part of ADVANCE: Agricultural Education and Studies (AGEDS) faculty member serves on committee; presented workshop "Our Life's Work. Finding time for your passions and pursuits" for ISCORE 2010.

MANRRS: Minority in Agriculture, Natural Resources and Related Sciences is open to all students. The organization fosters academic achievement in the agricultural sciences, provides leadership and professional development opportunities, represents all minorities and offers a welcoming environment to members. CALS diversity director advises the MANRRS and chairs the diversity committee of the national organization. CALS MLO also serves as MANRRS advisor and is past graduate student national president.

- The College provides one-on-one mentoring of research interns in the eight-week George Washington Carver Internship program focusing on multicultural issues.
- The College houses the George Washington Carver Endowed Chair – a new position to promote research and address diversity issues.

- The Center for Integrated Animal Genomics (CIAG) is supported by CALS as special research initiative. CIAG provides partial financial support for faculty who agree to take on a minority intern through the CALS diversity program for summer interns.
- The Autopistas Americas Recruitment Tour to Puerto Rico in collaboration with Office of Admissions and Graduate College has increased GWC internship applications and undergraduate enrollment.
- Chicago High School Recruitment Program resulted in increased undergraduate enrollment in the college each year.
- George Washington Carver (GWC) Internship Program resulted in 2008 enrollment of four of the five high school interns. Presently on campus there are 16 graduate students who previously participated in the GWC program for non-ISU students. Of the nearly 350 interns over its 17-year history, about 20% enrolled as undergraduates or as graduate students. New in 2009 was on-line application for the GWC Internship Program. Around 125 applications were received for 15 spots in the program.
- An Iowa High School Recruitment Tour is conducted along with the college recruitment office.
- MANRRS exhibited at 2009 and 2010 national MANRRS conferences with 60-75 student inquiries regarding graduate studies at ISU.
- The Diversity Programs director serves on the Science Bound advisory board; the college seeks a greater role in this successful program to recruit high school students to ISU in areas of science.
- CALS will host Ag-Discovery this summer, a recruitment program targeting middle and high school students with a particular focus on minorities. The two-week experiential learning program will feature a broad array of agricultural sciences, encouraging students to continue their science studies in high school, seek meaningful summer internships in life sciences and explore careers in the field of agriculture. The program is supported through USDA in collaboration with the CALS and Vet Medicine.
- The Equity Advisor led or several workshops for department DEOs and faculty search committee chairs on subtle bias and best recruitment practices.
- We have grown our scholarships for undergraduates, in particular the Kolschowsky Scholarships, the Pioneer Hi-Bred International scholarships through the Latino Network and the African American Network and the Dean's Multicultural Scholarship. This has helped to increase CALS attraction for undergraduate minorities.
- The undergraduate Learning Community increases the level of collaborative learning as individuals make the transition to college.
- Academic Advising for undergraduates increases student expectations and responsibilities. MLO recommends tutoring or other help as needed to minority students experiencing problems.
- MLO and others in the college meet with APEX (Academic Program for Excellence) first-year students of color involved with the eight-week summer transition program and in follow-up activities.
- The Equity Advisor led workshops for pre- and post-tenure faculty regarding the Promotion and Tenure process. She also provided guidance to DEO and P&T Committee Chairs regarding best practices for P&T review.

- CALS Diversity Committee improves communication within and among departments in collaboration with the Diversity and MLO directors. The CALS Diversity Committee members help identify mentors for the GWC Internship Program. They suggested departments show diversity on their web pages and conducted a faculty survey to assess involvement in diversity activities. The chair of the CALS Diversity Committee serves on Provost's Diversity Committee for greater awareness of campus-wide issues.
- The CALS Faculty Research Exchange Visit provides limited support to faculty to strengthen ties with minority serving institutions by visits there or hosting colleagues to visit ISU. Visits have produced both minority graduate student enrollment and joint proposals and foster ongoing relationships. As an example, a professor in Food Science and Human Nutrition hosted a colleague at University of Arkansas Pine Bluffs; they obtained a grant to pursue food safety research and recruited a GWC intern and a graduate student.
- The Equity Advisor is a regular member of the Dean's CALS Cabinet meetings and has provided several lengthy presentations about ADVANCE activities and resources to further diversity goals related to faculty (and staff and post-doctoral students).
- MANRRS student representative on the Ag and Life Sciences Student Council plays an important role in visibility and integration with agricultural science students and as a campus organization.
- The college supports two or more faculty/staff members' attendance at the Agricultural Research Directors Symposium, a bi-annual event at which faculty and students of the 1890 institutions present research. CALS exhibit and participation yields not only potential graduate students, it strengthens ties with the 17 universities and their agricultural sciences faculty and administrators.
- ISCORE/NCORE planning committee and participation helps create inclusive environments to improve racial and ethnic relations; conference attracts university and non-university participants.
- NSF-REU and NSF-IGERT collaboration with internship programs campus-wide in order to match up schedules, logistics, share applications from underrepresented students and discuss management and administrative decisions.
- Graduate Minority Assistantship Program (GMAP) collaborates with departments for the financial match. Our CALS Graduate Research Assistantship Match (GRAM) program provides matching stipend (and tuition in some cases) to diversity graduate students.
- MLO collaborates with other MLOs on campus-wide issues and programs.
- Study Abroad for Diversity increases international opportunities for underrepresented students, exposes minority students to rural and urban communities, institutions of higher learning and provides social and cultural experiences. Students help establish program of activities for international experiential learning and conduct a service project in the visited country.
- CALS faculty member serves on University Disability Committee.
- Diversity Programs collaborates with Agricultural Research Services of USDA through the Plant Germplasm and Genomics Outreach to American Indians. The five-year program, funded through NSF pairs from four to six American Indian students with mentors through the George Washington Carver Internship Program. Activities of the Outreach to American Indians program can be viewed at <http://www.lawrencelab.org/Outreach/>. A proposal has been submitted to continue the program for another five years.

- CALS seeks to increase opportunities for graduate students in the agricultural sciences through the George Washington Carver Fellowship program and other university programs such as AGEF, NSF-IGERTS, and NSF-REU.
- The CALS MLO, Diversity Director, Dean and Senior Associate Dean and students participate regularly in NAACP banquet, I'll Make Me a World in Des Moines, Hispanic Heritage Month, Black History Month, American Indian Symposium, Social Justice Summit, Martin Luther King, Jr. Celebration and other festivals and events honoring and acknowledging students.
- The College continues outreach to 1994 Tribal Colleges and Universities and exhibits and recruits at the American Indian Higher Education Consortium (AIHEC) annual meeting
- MANRRS, as members of the African American Museum of Iowa, conducted video recordings accessible for student use for the "African American Voices" project.

THE COLLEGE OF BUSINESS

Diversity Mission and Vision Statement

The mission of the College of Business (COB), as stated in the college's 2005-2010 strategic plan, is "conduct and share research and educate tomorrow's business leaders so they are prepared to deal with multi-disciplinary, global, technological, ethical, and diversity challenges". Further, one of the college's core values and objectives is to "enhance and embrace diversity among our students, staff, and faculty." To accomplish the mission and this objective, one of the key priorities in the 2005-2010 strategic plan is to "support a collaborative culture" with the accompanying goal, "increase the diversity among faculty, staff, and students." This goal echoes one of the University goals under the priority of "university life": "expand the diversity of people, ideas, and cultures, and nurture an environment in which diversity can thrive."

Progress on achieving the goal, "increase the diversity among faculty, staff, and students," is specifically measured and tracked annually by the following three measures:

- Increase scholarships to attract more minority students.
- Increase the number of Carver Scholars, National Achievement Scholars, etc.
- Increase minority and female faculty and staff.

Each year we review progress in accomplishing these goals at the administrative levels within the college and discuss ways in which we can improve, not only with respect to these three measures, but in other areas related to diversity, such as exposure of current students to diversity issues, providing an environment which fosters respect for diversity, and raising awareness of diversity issues among the staff and faculty.

At the writing of this report, the College of Business 2010-2015 Strategic Plan is not yet finalized. We anticipate that diversity will be centrally important in the plan.

The COB Diversity Committee addresses diversity issues in the College related to the recruitment and retention of faculty, staff, and students; fosters an environment that welcomes different perspectives backgrounds, and life experiences; encourages all members of the College

community to develop mutual respect and appreciation for multiple viewpoints; and promotes the principle of equal opportunity in both the educational and work environments.

Diversity Efforts

The College of Business has been generally successful in increasing diversity among the faculty, staff, and students. The college also is involved in several activities that address the other implementation goals of ISU's Plan for Diversity, Equity, and Community. Our efforts are detailed in the following paragraphs.

Although not specified as a measurable outcome for the college's diversity efforts, the college is actively working at increasing faculty, staff, and students' awareness of and engagement with diversity issues. Notable among these efforts are the following.

All COB students are required to understand and be committed to upholding the College's professional expectations and standards. One of the expectations is directly related to treating others with respect:

- I treat all individuals with respect and dignity.
 - Social expectations include but are not limited to:
 - Addressing others with courtesy, sensitivity, and respect.
 - Respecting others' property.
 - Contributing to a community in which everyone works together in an atmosphere free from discrimination.
 - Responding appropriately and in a timely manner to all acts of discrimination.

Students acknowledge their commitment to the professional standards and expectations upon entry to the College and again when they apply for admission to the professional program. In addition, the professional standards and expectations are posted throughout the Gerdin Business Building, and faculty members are encouraged to include them in course syllabi.

The Gerdin Citizenship Program includes a requirement for participants to engage in at least two activities where they will interact with others who are different from them. The purpose is for students to learn to appreciate and respect diversity through experience rather than lecture. About 125 students voluntarily opted into this program. After these interactions, students are asked to reflect on the differences and similarities between themselves and others. Students have reported that their experiences have been very meaningful and have helped them look at people and the world in a different way than when they arrived at Iowa State. To date, approximately 250 COB students have participated in the optional citizenship program. This program is supervised by the associate dean for undergraduate programs.

In Fall 2008, the COB Diversity Committee implemented a diversity awareness competition called iChooseDiversity, which was made possible by a \$7500 grant from Cargill. Thirteen teams composed of three (3) College of Business students submitted proposals for a project or initiative aimed at fostering diversity at Iowa State and/or in the Ames community. A panel of Cargill managers, COB faculty, and ISU staff reviewed the submissions and three finalists were

chosen to present their proposals. The winning team received scholarships and financial support to implement their project, Cyclone Cultural Festival. The initiative was implemented with success in Fall 2009. While we hoped to continue this competition on an annual basis, the economic crisis for both Cargill and the COB made this impossible for now.

The COB has established general learning outcomes for all undergraduate students in the college, one of which directly relates to diversity:

- Recognize the benefits and challenges of diversity

Diversity content is included in the majority of the 300 and 400-level business courses and there are some specific business courses in which the majority of the content is related to diversity (multicultural, gender, and international cultural differences) (e.g., MGMT 472, Management of Diversity; MKT 448, International Marketing; MGMT 414, International Management; MGMT 367/567, International Entrepreneurship).

In an effort to raise students' awareness about diversity issues in business earlier in their academic career, beginning in Fall 2009, all COB students are required to take BusAd 201, Careers in Business, which contains a component introducing students to diversity issues in the workplace. This course will generally be taken in the second or third semester at ISU.

The COB Outcomes Assessment Committee collects a direct measure of business students' ability to recognize the benefits and challenges of diversity annually during spring semester. Students are required to respond to a short scenario with a diversity dilemma in the workplace by writing an essay in which they have to identify the issues and how they would handle the situation as a manager. These essays are then evaluated with a rubric. In Spring 2008, 92% of the essays scored in the satisfactory to good range; 95% scored in the satisfactory to good range in Spring 2009. Assessment data for Spring 2010 is not yet collected.

While there is no special directive or expectation that College of Business faculty will engage in diversity-related research, there are currently 16 research projects by COB faculty members that examine cultural and/or social differences. Some of this research examines race and gender issues within U.S. business and/or consumers, while some of the projects focus on cross-country comparisons. As we continue to network globally, we anticipate that cross-cultural research will continue to be a focus of COB faculty.

The Multicultural Business Network is a COB student organization with the specific purpose of providing support, networking opportunities, and professional development for multicultural business students. Minority students also receive support with respect to career development and placement services. Each semester, in conjunction with the Business Career Fair, the Multicultural Business Network co-hosts a networking breakfast with the Career Services Office. A resume book for minority students is put together and made available to all recruiters attending this event. Student support for minority students is also specifically provided by the college's multicultural liaison officer (MLO).

For the past three years, the College has hosted a reception each fall for all international business students. The purpose of this event is to network and meet faculty and staff in the college. This has become an increasingly important event given the growing international student population.

The COB promotes awareness and respect for diversity through its Gerdin Citizenship Program, as described in the institutional commitment section of this report. However, given the growth in international students in the college, we believe we need to take a more proactive approach to creating an environment that recognizes and celebrates cultural differences that will have a lasting impact on all COB students. The COB Diversity Committee has begun to address this issue—its first step is to conduct a survey of faculty, staff, and students in the college to obtain feedback on the culture.

New minority faculty, like all new faculty in the college, receive mentoring from a colleague for their first three years at Iowa State. The purpose of this relationship is to provide whatever support the new faculty member needs that will help him/her be successful at Iowa State. We have also implemented a Faculty Development Program, which requires that each new faculty member, in conjunction with his/her department chair and mentor, develop a customized plan with respect to research, teaching, and service that will contribute to his/her success.

Since April 2008, the College of Business has contributed \$242,577 to support diversity efforts and activities. These monies supported the SOARS program (Sloss Women's Center) (\$150), Multicultural Business Network and multicultural recruitment/support efforts (\$4,685), international student reception (\$2,254), networking breakfast for multicultural students and recruiters (\$7,938), study abroad scholarships for female and minority students (\$35,500), academic scholarships for female and minority students (\$162,050), and scholarships to support international internships (\$30,000). Despite budget constraints, our financial commitment to the support of diversity has increased over the last two years.

THE COLLEGE OF DESIGN

Diversity Mission/Vision Statement

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

Diversity Efforts

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

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

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

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

Faculty members throughout all departments in the College of Design are involved in research, teaching, and studio projects that center on issues of equity and social justice. Examples include, but are not limited to, research and teaching on Latino communities in Iowa, research and teaching on affordable housing, teaching/studio work in underserved neighborhoods, teaching on gender issues and social justice, international travel to assess humanitarian needs and the way design and design students can contribute, and specialized studio classes on various US Ethnic Minority groups: their history, culture, and contribution to design study.

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

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

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

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

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

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

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

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

Recruiting historically underrepresented students has been a priority for the College of Design. The multicultural liaison officer (MLO) has assisted in recruitment efforts by participating in an Upward Bound College Fair for Native American students at the University of Colorado, Boulder, as well as interviews for the Multicultural Vision Program scholarship. She has also targeted mailings to prospective students that serve to introduce the MLO and her services/resources. In addition, the MLO and college academic advisers are involved with the Office of Admissions in the College Week Live program by participating in online chats with prospective students, many of whom identify with underrepresented groups. The MLO also participates in the Academic Program for Excellence (APEX), a summer bridge program for incoming multicultural students, assisting in recruiting students to the College of Design or

retaining them as students at Iowa State University. The MLO also works with the Office of Admissions, sitting on the George Washington Carver Appeals Committee, providing opportunities for students to maintain academic standing at the university. The MLO, along with academic advisors, participates in the I'll Make Me a World in Iowa program in Des Moines each year, introducing the College, and design principles, to predominantly African-American school children (Grade school through High school).

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

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

- Ricardo Gomes spoke about the importance of incorporating diversity in all aspects of design in his lecture, *Responsible Design for our Global Community*, as part of the college's 30th anniversary celebration.
- Daniel Wildcat, member of the Muscogee nation and professor and co-director, Haskell Environmental Research Studies Center, spoke about the use of indigenous knowledge in sustainable design in his lecture, *Climate Change: Using Traditional Indigenous Knowledge to Save the Planet*, also as part of the college's 30th anniversary celebration.
- Henrietta Mann, president of the Cheyenne-Arapaho Tribal College, spoke about traditional knowledge and indigenous education in *White Buffalo Woman's Daughter: Carrier of Traditional Knowledge*, for the university's 2009 Richard Thompson Memorial Lecture.
- R. Steven Lewis, president of the National Organization for Minority Architects, visited with faculty members, studio classes, and student organizations during his visit to cover issues of inclusivity and outreach in design fields. He also gave a campus wide lecture, *Who Will Tell the Story: The Black Architect's Epic Journey Toward Equal Opportunity*, as part of the university's 2010 MLK Jr. celebration.
- Ken Rhyne, principal with the Urban Design Group in Atlanta, will speak about *Native Identity in Contemporary American Indian Design* in the 2010 Richard Thompson Memorial Lecture.
- The College of Design has numerous study abroad opportunities in which all students from ISU can learn and interact with diverse peoples, and students from other countries have the opportunity to come to ISU in order to learn and share their cultural and lived experiences. These programs include study abroad opportunities for students in Rome and with the Beijing University of Technology. The college also has a Memorandum of Agreement (MOA) with Lanzhou Jiaotong University in China, the University of Western Australia, and Yeungnam University in South Korea.

- The MLO for the College of Design provides opportunities for students from all backgrounds to engage with one another in social and academic settings. Examples include Pow Wow celebrations at the University of Iowa, lectures sponsored by the Des Moines Art Center, trips to local art shows in the Ames/Des Moines area, and cultural meals and gatherings.
- The MLO for the College of Design runs a monthly portfolio workshop to assist first-year underrepresented students with the process of applying to enrollment-managed programs. Students are mentored by second-, third- and fourth-year underrepresented students in our programs, both in the sessions and in between as needed.
- Faculty members in the Department of Architecture have been leaders in the American Institute of Architects (AIA)-Iowa Diversity Committee, working especially hard in the last year to create a relationship in which underrepresented college and high school students from the Ames and ISU community are mentored within the field on educational and professional development topics. This program will be implemented in fall 2010, although the committee has already worked with faculty and students in the College of Design throughout the 2009-2010 academic year to write their proposal.
- The College of Design participated in the University Committee on Women's review of the status of women in colleges, a comprehensive analysis of data on the status of women at the college level for the purpose of developing strategies to ensure equality and diversity.

THE COLLEGE OF ENGINEERING

Diversity Mission/Vision Statement

The diversity of our community is critical to the College of Engineering. We know that people who come from varied backgrounds and life experiences offer new ideas and diverse perspectives for meeting the technological needs of our society in the future. The National Academy of Engineering has identified Grand Challenges, and the engineering college has articulated the 2050 Challenge vision, both of which involve using engineering to improve lives and livelihoods. To meet global needs of clean water, green energy, sustainable agriculture, and affordable healthcare, among others, the engineering profession needs to draw upon the creativity and ingenuity of people as never before. Doing so will require fully engaging communities that have previously been under-represented in the engineering workforce.

This is a resonant message. Our students – tomorrow's practicing engineers – are the ones who will lead us to a cleaner, healthier, safer, and more sustainable world. The next generation of engineers, coming from varied backgrounds and life experiences, will offer new and diverse perspectives for meeting these technological challenges.

However, there are realities – sometimes uncomfortable ones – that we likewise acknowledge. The engineering profession is challenged because our workforce does not look like America. Only about 18% of doctoral degrees in engineering are awarded to women. The numbers for traditionally under-represented minority students are even lower. At Iowa State, we lag national averages for the participation of women and multicultural students in engineering. Our own

challenges, and our progress, take place against the national backdrop where engineering is not widely-seen as an inclusive profession.

From the practical standpoint of workforce development, our country needs to expand its pipeline and production of engineers. We know that an engineering talent shortage looms over the horizon, and that the number of science and engineering retirements among the baby boomers is increasing dramatically. The press on our workforce can be met only by increasing the participation of groups that have historically been underrepresented in engineering—in particular, women and students of color. The College of Engineering administers the country's largest engineering career fair, and so we are well-positioned to meet this demand. Recruiters and key corporate partners have indicated that they look to the college to become more diverse for this very reason.

Diversity Efforts

We are making small but important steps. Especially heartening are positive trends that we are beginning to see in gender and ethnic diversity. 755 women now study in the engineering college, up from 681 last year. 80 additional multicultural students are studying with us this year. Compared to two years ago, African American freshman enrollment has doubled.

Our chemical and biological engineering department has actively worked to recruit and retain students of color. The CBE department initiated a chapter of the National Organization of Black Chemists and Chemical Engineers as one of its student groups several years ago, and it supports students to attend national meetings. The mechanical engineering department established mentoring and networking programs within the Women in ME initiative. The department supports the professional success of women once they are on campus with workshops like Being a Women in Engineering, a program that draws freshmen through post-docs to discussions on work-life balance.

In 2009, women students in cooperation with the Electrical and Computer Engineering Department initiated the Digital Women group, a student-initiated and run organization dedicated to create an inclusive community of women in degree programs related to computing and electrical engineering. This past year, the college piloted a program called SPEED, with academic and research tracks, to prepare incoming students for the rigors of studying engineering, to give them hands-on experiences in the lab, and to build their 1:1 relationships with faculty. The college will continue to support this important program which is directed at the acute need to advance enrolled students to alumni. We will do more, but in the meantime, we celebrate this progress.

Broadening participation of students requires a holistic approach, including developing the prospective students in the K-12 years and then once entering ISU, providing our students with appropriate transition support and other student support programs to ensure the success and retention of students toward the goals of graduation. Likewise, broadening the participation of graduate students, post-docs, and staff requires a holistic approach ranging from partnerships with faculty at other institutions and developing the supportive environment within the colleges and departments. Consequently, the college is working to have the entire organization embracing diversity as a shared responsibility. There needs to be effort at different organizational levels centrally, at the college level, at department levels, and at the levels of individuals and their

decisions. It shouldn't be just one person, or one office, that has the responsibility. Hence, some diversity functions vest at the college, some that we collaborate with others on campus with, and some that vest at the departmental level.

In that view, each academic department, for instance, will establish and maintain a department-level diversity initiative, as best suited to the need of the department, which is directed at the recruitment, retention, and academic success of women and under-represented minority students. Department chairs will identify a faculty member to serve as lead of the departmental program, and these responsibilities will be included in the faculty member's Position Responsibility Statement so that the faculty member will be duly recognized for advancing the college's diversity mission. Collaboration among departments and their faculty and staff members to improve the diversity of our student body is encouraged, as is collaboration with the Professor-in-Charge of Community Based Recruitment and Retention. Each Chair will identify goals, benchmarked relative to their peer programs, with key performance indicators including enrollment, retention, and success to graduation. As part of the college's overall strategic approach to improvement, the college is developing Key Performance Indicators (KPI's) which are defined at the college and departmental levels. In addition to KPI's such as the number of women and minority faculty hired and promoted, the number of women and minority PhD students enrolled and graduating, a set of KPI's are being developed to measure the underlying activities which are known to support these outcomes.

In short, each of the college's departments and research centers, and the energy of our faculty and staff, must be marshaled as resources. Our approach is to build bridges and interdependencies between diversity programs at the department, college, and university levels. We will also engage industrial advisory councils and corporate recruiters. We know that they share our commitment to a diverse workforce, and we will ask for their help.

Our world is changing rapidly, and we understand that for U.S. engineering to provide the technology to meet future world demands, it will require critical cultural changes in the present that make engineering the destination of choice regardless of gender, ethnicity, or income level. Our college is committed to broadening participation in engineering fields as we work diligently to become a destination of choice for underrepresented students, faculty, and staff. The work will require collaboration, resources, and hard work, all that must be tracked and success rewarded. The development of these systems is an ongoing effort.

THE COLLEGE OF HUMAN SCIENCES

Diversity Mission and Vision Statement

As the College of Human Sciences strives to expand human potential and improve the lives of others, we develop our individual capabilities to accept, grow, and project new ideas that will help create a better society for all. Diversity is at the core of what we do in the College of Human Sciences; and we work to create a stimulating, holistic, nourishing environment for students, alumni, faculty, and staff of all backgrounds. We examine ways in which both intentional and unintentional assumptions about diversity influence issues of equity.

The 2005-2010 Strategic Plan for the College of Human Sciences (CHS) has not changed since the last diversity report. However, a College Strategic Planning Committee is currently developing a new 2010-2015 Strategic Plan and the CHS Fall Faculty Convocation focused on gaining input for the new Strategic Plan. The new plan will be finalized and presented to Dean Pamela White in summer 2010.

Departments and other college units must identify staff/faculty applicant pools that are as diverse as possible when hiring. For faculty hires, a diverse set of candidates should be identified and the method by which this is done is reported to the dean for final approval. Chairs must report annually their efforts to recruit and retain diverse faculty and staff. Likewise, chairs are responsible for increasing the diversity of students enrolled in their departments. Strategies to address shortcomings in these efforts are devised jointly by chairs, deans, faculty, and key staff members such as our multicultural liaison officer, recruitment officer, and advisors. Finally, in their annual evaluations, administrators are accountable for their efforts to support and enhance diversity. The CHS Diversity committee is currently considering ways to include diversity goals in faculty personal responsibility statements and staff position descriptions when relevant in order to address the progress in annual performance evaluations.

A CHS award has been created to recognize outstanding performance in enhancing diversity in departmental, college, or university programs at Iowa State University.

Diversity Efforts

- College of Human Sciences students, faculty, and staff centered conversations around the idea of providing diversity workshops and classes for all faculty and staff. It was also suggested that interested faculty members could mentor second-year multicultural students in order to foster strong relationships and provide students with academic and career guidance, similar to first-year learning community experiences.
- CHS is currently participating in a Provost office initiative called **Difficult Dialogues**. A CHS faculty member and a CHS student joined a team from ISU that attended a 2009 summer institute on difficult Dialogues at the University of Missouri. CHS was chosen as a pilot college to implement Difficult Dialogues. The CHS Diversity committee is working with the university steering committee to implement the program. A Provost Diversity grant proposal was written by the CHS Diversity committee to develop a year-long CHS faculty learning community around the topic of difficult dialogues. We are waiting to hear if it was funded.
- **Carlos E. Cortés**, an expert on social change, diversity, and the popular media, presented a university lecture about ways the popular media are influencing people's views on diversity, Monday, November 10, 2009 in the Memorial Union Sun Room. Students enrolled in Iowa State's social justice concentration in the CHS department of Educational Leadership and Policy Studies selected Cortés to speak, as part of a lecture series on equity and economic justice and higher education.
- The **CHS Learning Community** programs continue to grow. Eight learning communities serve 375 CHS students. A central CHS Learning Community Coordinator was assigned this year. Multicultural students are enrolled in all learning communities. The Adult Non-Traditional Students learning community in particular is unique in the university in that it builds community amongst adult nontraditional students.

- Several CHS faculty and students presented at **ISCORE** in 2010.
- **Social Justice Concentration:** Instituted fall 08, the social justice concentration in the Department of Educational Leadership and Policy Studies at Iowa State is designed to provide students with the opportunity to engage in rigorous study of higher education in connection with social justice. Students study the dynamics of privilege and oppression at the individual, group and systemic levels. They also learn skills for helping to change policies and practices that effect social and economic justice. The program has developed a graduate certificate and is continuing to grow in enrollments.
- The CHS Curriculum Committee defined five new undergraduate core learning outcomes that include social justice/responsibility among its areas of focus. The CHS faculty voted to accept the new core outcomes in spring 09. The CHS Outcomes Assessment committee is currently working to implement social justice at the introductory, intermediate and advanced levels in the curriculum of each of the college majors.
- The college continues to provide leadership and instruction for Dialogues on Diversity, a class taught through Curriculum and Instruction that serves the university community. Typically, 120 students enroll in this course each semester, which seeks to develop deeper student understanding of individuals from diverse cultures; multicultural perspectives; and the roles of race, ethnicity, and socio-economic status in an increasingly diverse Iowa and nation. Currently a two-credit second course, Dialogues into Action is under development to reinforce and apply the information learned in Dialogues on Diversity.
- Nineteen courses across the CHS departments are identified as meeting the U.S. Diversity undergraduate requirement for ISU students. These include such courses as Ethnicity and Learning, Human Sexuality, Aging and the Family, Housing and Services for Families with Special Needs. Fourteen CHS courses are identified as meeting the International Perspective requirement for ISU undergraduates.

The **2008-2009 Helen LeBaron Hilton Endowed Chair for CHS** was held by Dr. Gloria Ladson- Billings, a nationally distinguished scholar who has written extensively about educating teachers/faculty to engage sensitively and supportively with multicultural students. During her campus visits she spoke with students across the Iowa State and CHS spectrum of undergraduate to graduate students. In addition she met with ISU and CHS administrators and faculty, Ames School District personnel, and CHS advisors. She led a diversity forum for CHS that focused on critical race theory and pedagogies. The entire college engaged in a book discussion led by Dean Pam White on Dr. Ladson-Billings' 2001 book, **Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms**. Dr. Ladson-Billings also spoke to several CHS classes during the year and met with the ISU Division of Student Affairs. In addition she gave a public lecture, "The World is Neither Flat Nor Round: The Power of Research Paradigms".

CHS Families Extension offered the evidenced-based Strengthening Families Program for Parents and Youth 10-14 (series of seven 2-hr workshops that is proven effective to reduce substance abuse) in two at-risk communities; clientele include Latinos and African American families.

Faculty in the Department of Apparel, Educational Studies & Hospitality Management in CHS developed a display, **Ethnic Textile Traditions of Iowa Immigrant & Native Populations**, in the Mary Alice Gallery, Morrill Hall, Iowa State University, September-November, 2009.

International **student teaching partnerships** are established with England, Italy, Mexico, New Zealand, Norway and Puerto Rico. Field study opportunities are established with England, France, Italy and Mexico. A new **service learning program** is developing in Rwanda. Peru, India and Thailand have strong **academic programs** operating in conjunction with CHS. A **new director of International Studies** was recently hired with the intent of increasing international activities within the college.

THE COLLEGE OF LIBERAL ARTS AND SCIENCES

Diversity Mission/Vision Statement

Statement from the Dean of the LAS College

As the largest, and arguably the most disciplinarily complex academic unit at Iowa State University, the College of Liberal Arts & Sciences has a special obligation to be leaders when it comes to embracing a diversified student body, staff, faculty and curriculum. There is no easy way to measure how successful we are in achieving our goals. While we feel we are constantly making progress to get to where we would like to be, progress is always slower than we would like. We will never be content to declare complete success. Moreover, the target keeps moving and that is healthy. Reports, such as this one, are opportunities to assess what we have done and where we are going.

I am extremely pleased with the work of this year's LAS Diversity Committee. The group has seriously taken the charge to challenge the College on issues related to supporting and achieving diversity and I appreciate this. The report begins by offering a new definition of diversity that focuses on the maintenance of a safe, respectful and welcoming environment. It then outlines a series of goals, strategies and action that we plan to use to benchmark and continually assess our progress.

LAS College's Definition of Diversity

"Diversity" means more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that involve:

- Understanding and appreciating interdependence of humanity, cultures, and the natural environment.
- Practicing mutual respect for qualities and experiences that are different from our own.
- Understanding that diversity includes not only ways of being but also ways of knowing.
- Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others;
- Building alliances across differences so that we can work together to eradicate all forms of discrimination.

Diversity includes knowing how to relate to those qualities and conditions that are different from our own and outside the groups to which we belong, yet are present in other individuals and

groups. These include but are not limited to age, ethnicity, class, gender, physical abilities/qualities, race, sexual orientation, as well as religious status, gender expression, educational background, geographical location, income, marital status, parental status, and work experiences. Finally, we acknowledge that categories of difference are not always fixed but also can be fluid, we respect individual rights to self-identification, and we recognize that no one culture is intrinsically superior to another.

Diversity Efforts

The Dean has agreed to ask departments to appoint a diversity representative to monitor individual units, and to be a Diversity Resource for the unit. The LAS Diversity Committee will write a responsibility statement for the departmental representatives, including the tasks that they will be expected to complete during the 2010-2011 academic year.

In 2009, 238 individuals attended Orientation Meetings for incoming students of color and family members. The goals of the program are (1) to establish an early connection with incoming students of color, and (2) to show parents/family members that their students will be supported in the college. It has been discussed to possibly expand the luncheon to include majority students (including students involving diverse gender, religious, ability, or sexual identity characteristics) to participate in this orientation, to promote a diversity-inclusive community on our campus.

Multicultural Student Services in LAS continues to sponsor its annual academic recognition banquet for students of color with a 3.0 GPA and higher. This year, 234 students will be recognized for their academic excellence at an event which took on March 28, 2010. Students with a 3.9 GPA and higher also have their names engraved on a plaque, which is permanently displayed in Catt Hall. The goals of the program are (1) to recognize academic excellence of students of color in the college and (2) to have successful students in the college serve as an inspiration to other students.

Numerous LAS students (along with faculty and staff) regularly participate in the annual Lavender Graduation and Small Victories celebrations sponsored by the LGBT Student Services program.

The Lesbian, Gay, Bisexual, Transgender, Ally Alliance (The Alliance) has taken large contingents to the past two Midwest Bisexual, Lesbian, Gay, Transgender College conferences in Bloomington, Indiana (18) and Madison, Wisconsin (22). This year the Alliance proposed hosting the 2012 MBLGTACC at Iowa State University and won the bid. In February 2012, the largest college conference of its kind in the country with up to 2000 participants will be in Ames. With fantastic pre-planning and collaboration with the ACVB, University Conference Planning and Management, and the LGBTSS office we hope to set new records for attendance and transform Ames and ISU into a well-known LGBT friendly community.

In addition to this LAS sponsored program, LAS Faculty and staff have been active in university initiatives such as Difficult Dialogues and Dialogues on Diversity.

LAS is the home to Center for American Intercultural Studies which provides oversight of the LAS College's programs in U.S. Latino/a, African American, American Indian and Asian

American Studies. Its special charge is to support teaching and research on the experiences of the major underrepresented ethnic groups in American society, and it is currently building a curriculum focused on the ways that ethnic and cultural groups in America interact with one other and with the Euro-American community, as well as with others in broader global networks.

LAS is also the home to the Interdisciplinary Women's Studies program which focuses on gender diversity issues. Student numbers continue to grow over the past two years and last year over 1000 students took classes in this area.

THE UNIVERSITY LIBRARY

Diversity Mission/Vision Statement

The Library continues to uphold the following two goals as specified in the *University Library: In Pursuit of Our Strategic Vision 2005-2010*.

Learning and Teaching and Research Goals

“Ensure that library collections and programs support university goals in such areas as diversity, multiculturalism, globalization, interdisciplinary studies, and experiential learning.”

“Continue to strengthen and broaden library collections and programs that support university research in diversity, multiculturalism, and globalization.”

The Library continues its systematic collection programs in the areas of:

- Diversity: African American Studies, American Indian Studies, Asian American Studies, Latino/a Studies, Women's Studies, LGBT Studies, and multicultural diversity materials
- Globalization: Chinese Studies, French, German, Russian Studies, Spanish, and International materials of all types
- Religious diversity materials

To expand the diversity, multiculturalism, and globalization of its collections and services the Library has assigned Subject Librarians for each of the above subject areas. Subject Librarians are responsible for building the collections, providing classroom and online instruction, and in-depth research assistance to ISU faculty and students. The Library also has a wide variety of online class and research guides related to diverse classes and subject areas to assist researchers in identifying the best resource materials for their specific needs.

Human Resources Goal

“Maintain a well-trained, knowledgeable, diverse, and service-oriented staff (library faculty, professional & scientific staff, merit staff, and student assistants) and a positive work environment essential to the successful operation of the library.”

One approach of pursuing this goal is through the Library Diversity Committee. This is a long-standing library committee, which consists of six members representative of faculty, P&S staff

and merit staff. This is an active committee that meets on a monthly basis. The Library Committee on Diversity works with the Dean of the Library to develop and promote a diverse work force within the ISU Library. The creation and maintenance of a community that is multicultural, multiracial, and multinational as well as respectful of the dignity of all persons is essential to the educational mission of this library.

The Library Diversity Committee's charge includes:

- To inform and educate Library personnel concerning diversity issues.
- To maintain a focus on equal employment opportunity and affirmative action within the Library.
- To help create a work environment in which all personnel are able to develop to the fullest extent of their potential.
- To review with selection committees the recruitment process in relation to members of protected classes for professional positions, and to serve as a resource for hiring at all levels.

Diversity Efforts

An essential aspect of creating a welcoming environment begins with first impressions. All library applicants who are interviewed are welcomed and respected throughout the entire interview process. The search committee fulfills an active role in this process as well as the Diversity Committee, which provides all faculty and P&S search committee chairs with a diversity packet containing information regarding appropriate interview questions and diversity initiatives. At the conclusion of the formal interview a member of the Diversity Committee meets with each candidate, and asks key questions regarding the entire interview process. During the past two years we have not received any negative responses regarding inappropriate questions or behaviors. Moreover, we have received extremely positive feedback from external candidates regarding the professionalism shown during interviews.

Another important aspect of creating a welcoming environment for all library faculty and staff is our Library Staff Association. The mission of this organization states, "The Library Staff Association (LSA) is a non-profit social organization, which promotes and enhances the well being of Iowa State University library staff." All staff are welcome and encouraged to become part of this group and participate in events. Bi-annual meetings are held as well as various social events throughout the year. Events include potlucks, summer picnic, and various break activities. The LSA Council ensures all staff are welcomed at each event. These events and other library sponsored events make staff value the work environment at the University Library. The Library Staff Association also provides service opportunities throughout the year to support the Ames and Story County community. They regularly hold food drives and support local families in need through an annual giving tree.

Coupled with efforts to make an excellent first impression and welcoming environment for Library staff, the Library also strives to provide a welcoming environment for the entire campus in our physical facilities. We have staff dedicated to building security and public safety, and continue to strive for service excellence at our various service points throughout the University Library. We feel Parks Library and our branch facilities provide an environment where the campus community feels welcomed, respected, and safe.

The University Library's core function is to provide resources as needed for curriculum, research and scholarship across campus. One avenue of assisting the campus is through Library Guides.

The stated mission of the University Library is to be the first place that people in the ISU community think of when they need information. One way to accomplish this is to communicate frequently and effectively with our users regarding resources and services available. One direct means of contact is through the faculty liaisons that have been assigned by each department and program on campus. Subject Librarians have regular contact with these liaisons, sharing information about resources available as well as soliciting feedback and suggestions. Another means of communicating with the campus community is through our monthly *Your Library-Newsletter*. The newsletter is used to reach out to the campus community on new services, resources and other pertinent information. Lastly, our ultimate communication channel is the e-Library, which provides resources and information in support of research and scholarship.

The University Library, in collaboration with the ISUCard Office, also ensures that all visiting faculty and scholars have the same access to library collections and services as ISU faculty. This includes remote access to all licensed electronic content (e-journals and e-books, online indexes and abstracts, etc.) and interlibrary loan.

The Library continues to uphold the following goal as specified in the *University Library: In Pursuit of Our Strategic Vision 2005-2010* – “Ensure recruitment of a qualified, diverse, and service-oriented staff”. Although the Library conducted a limited number of searches during this time period, all faculty and some of our P&S positions are advertised nationally to recruit the most qualified, diverse candidates. Vacant positions are posted on as many websites as possible that reach diverse candidates in the specific field of the vacancy.

From the public perspective, the University Library offers a variety of services for patrons with either temporary or permanent disabilities, and works closely with staff in the university's Disability Resources Center to continuously improve these services. Iowa State students, faculty and staff are encouraged to contact the Library's Stacks Management for information on access and services available. Full-time staff or students are available to assist users. The e-Library provides a complete overview of all disability-related equipment and services provided by the Library (www.lib.iastate.edu/services1/other/disab.html). Having branch facilities throughout the campus is also an extremely valuable resource for patrons with disabilities.

Faculty and P&S staff serve on various University Committees with diversity-related missions:

- Committee on Disabilities
- Council on International Programs
- University Diversity Committee Chairs
- University Committee on Women
- Women's Leadership Consortium
- Sri Lankan Student Association
- YWCA Board

The Library Diversity Committee partnered with Library faculty to present diversity displays over the spring 2010 semester. The goal was to highlight material available within the Library's collection on the selected diversity related topics.

- January 2010 Diversity in Higher Education
- February 2010 Ethnic Food
- March 2010 Gender Issues
- April 2010 Race & Gender in College Sports
- May 2010 Mental Health Awareness

March 5, 2010: Several Library staff attended the campus ISCORE. After attending, they shared their experiences with all staff through our internal staff newsletter, *InForm*.

To the extent possible, the University Library strives to accommodate staff members' requests to juggle the demands of balancing work and personal life. In some cases employees have been able to alter work schedules on a temporary or long-term basis to attend to family commitments. As a regular practice, supervisors try hard to approve employees' requests for time off, and to create an environment where faculty and staff are comfortable talking to management and making appropriate plans to meet both work and personal commitments.

THE COLLEGE OF VETERINARY MEDICINE

The College of Veterinary Medicine (CVM) is firmly committed to fulfilling the University's goals of increasing its diversity and that of the college. As a four-year professional program, efforts to increase diversity numbers are somewhat tempered, compared to undergraduate programs by highly competitive enrollment requirements 1,000+ applications for 145 openings, tightly regimented four-year professional curriculum, and the number of diversity candidates available for faculty and administrative positions. We are continuing our efforts to further develop welcoming environment, and are continuing to make progress in increasing diversity among faculty, staff and students.

Diversity Mission/Vision Statement

The College Mission and Vision Statements and our Core Values speak to our commitment to support these efforts. Statements are inclusive and intended to ensure diversity of the college and all who teach, learn, do research and provide support services at CVM.

Mission Statement:

The College of Veterinary Medicine at Iowa State University is dedicated to enhancing the health and well-being of animals and humans through excellence in education, research, professional practice, and committed service to the State of Iowa, the nation, and the world.

Vision Statement:

The Iowa State University College of Veterinary Medicine aspires to be a pre-eminent institution recognized for excellent and leadership in professional and graduate education, for the discovery and application of knowledge to promote animal and human health, and for exerting significant influence on the quality, safety and security of society's food supply, while providing a caring and supportive work environment.

Core Values include:

We conduct our affairs with the utmost integrity knowing that our interactions with one another and the public demand our best moral, ethical, and professional behavior. We insist on providing a safe and non-threatening work environment for faculty, staff and students.

The first goal under the College of Veterinary Medicine Strategic Plan – *Professional Students and Related Services* section is “Ensure the quality and diversity of our student population” with the following Objectives/Action Plans/Benchmarks:

- Admit outstanding students from diverse backgrounds that have a wide range of veterinary career interests.
- Office of Academic and Student Affairs (OASA) staff make extensive efforts to recruit and admit members of underrepresented groups.
- College recruiting personnel participated in the career fair at the Association of American Veterinary Medical College (AAVMC) meetings in Washington, DC in 2008 and 2010. Approximately 200 students attended this event each year, and 30% were students of color.
- Between 2008 and 2010 approximately 467 tours were given to over 1,800 people. Approximately 5% were members of underrepresented groups.

Diversity Efforts

Institutional Commitment: As stated in the college strategic plan and mission, vision and core values statements, the College of Veterinary Medicine places a high priority on creating and sustaining a welcoming and nurturing environment that allows all employees and students to reach their full potential. This is an ongoing point of emphasis as the college strives to meet its goals, those of the University, and those of the profession of veterinary medicine.

Curriculum and Pedagogy: The professional veterinary medical curriculum has minimal flexibility in the DVM program.

Research and Scholarship in the college are aligned with the requirements and expertise of the professional program. Specific research opportunities in the area of diversity and ethnicity are limited. Coursework in the role of the veterinarian in society attempts to instill awareness of multicultural issues.

Underrepresented Populations

The college continues to strive to increase the representation of historically underrepresented populations among faculty, staff and students, while maintaining the highest standards in academic and professional excellence. Central administration and departments continue to focus on recruiting outstanding faculty to the college with special attention being directed to recruiting a diverse pool of candidates. A number of departmental activities and successes are worth noting.

Biomedical Sciences (BMS)

The department chair has participated in almost all of the ADVANCE programs on campus in an effort to acquire insights into ways in which diversity and positive attitudes regarding this

important issue can be enhanced. The chair has made special efforts to provide as much help and guidance as possible to two women who are on tenure track. Both are being actively mentored within the department, and both received a competitive NIH award during the past year. A third received promotion to Associate Professor with tenure in the previous academic year. Members of departmental search committees are urged to work through the diversity website for search committee members. All search committees are charged with the responsibility of conducting searches with a focus on the importance of diversity. A fourth female faculty was recently hired with a joint appointment in VDPAM and BMS. She is being mentored successfully in both departments, and she is off to an excellent start in her quest for tenure. In 2009 the department also filled an open Lecturer position with a female candidate after a full search. Of the 16 staff positions (including soft money positions) in the department, 11 are women. The BMS department mentored one female PhD candidate through her final oral exam and the achievement of her degree. Three of the four postdoctoral fellows in the department are female. Five new female graduate students are being mentored by BMS faculty. This significantly impacts the ratio of female trainees in the department.

Veterinary Clinical Sciences (VCS)

The Veterinary Clinical Sciences department (VCS) is maintaining its goal of balanced faculty hiring based on unit need and individual qualifications. The department follows university policies with regard to equal opportunity and diversity recruitment. As the demographics of veterinary students continue to remain significantly shifted toward women entering the profession at a higher rate compared to men, it will be important to embrace the opportunity for an increasing number of women faculty and administrators to serve as role models and mentors. This is seen in the gender ratios of more senior faculty (professors) which are shifted toward males, wherein more junior faculty are more equally distributed or in fact, shifted toward female. The more recent faculty hires are following the trends in gender shifts in the profession at large. In addition, there is a fair amount of diversity associated with the activities in the wildlife care clinic. The clinic has many undergraduate students from multiple majors, ethnic groups, and both genders. There is a vast number of volunteers of both genders who also provide a wide spectrum of interests, ages, and ethnic backgrounds. The clinic also provides a range of curricular content during outreach activities with respect to the value of a diverse ecosystem and how this impacts humans.

Veterinary Pathology (VPATH)

The department supports work-life success for all its members. We accomplish this by acting as a community to help each other; trying to understand needs; informing departmental members of policies for flexibility; and maintaining the culture of dedication, responsibility and support. Women in the department: 1) are important role models for our 75-80% professional students who are women; 2) participate in the summer scholars program; 3) mentor residents and graduate students in our department and other departments such as VCS; 4) actively attend ADVANCE seminars; and 5) assisted in finding fellowships for a Latina graduate student. In addition, the men in the department are equally supportive of diversity; both men and women serve as University Assistors. A recent quote from a PhD graduate student who will remain at ISU CVM to finish her KO8 NIH mentored clinical scientist award, "I know I can succeed with my work and family in this environment". A woman DVM, PhD, Diplomate ACVP associate professor was hired in VPTH via the ISU

Dual Career Hire Program, and also, a woman DVM, PhD, was hired as a resident/lecturer from Serbia. The VPTH department chair has participated in and assisted in ADVANCE programs at ISU; and was invited to speak by the Provost and Associate Provost on an ISU panel: *Creating a welcoming environment for new faculty*. The VPTH chair is currently faculty mentor to a new woman faculty member in VCS, in addition to mentoring the faculty and graduate students in the VPATH department. We currently have highly sought after women in our STEM-related field for faculty positions upon the completion of their graduate programs. A DVM who finished her PhD in spring of 2010 has been hired as an assistant professor by the University of Iowa Carver School of Medicine. The department chair is the peer mentoring coordinator for the CVM and has provided information to assist new faculty. International diversity includes post-docs and graduate students from Argentina, China, Senegal, Kenya, Serbia, and the Netherlands.

Veterinary Microbiology and Preventive Medicine (VMPPM)

During the past year, VMPPM interviewed and hired a faculty member in the area of infectious disease and vaccine development. This individual is a female of Hispanic descent. She has attended ADVANCE seminars. Two new NTER faculty were hired of Chinese and Turkish descent. Dr. Nancy Cornick is a member of the Advisory committee for Diversity Program Planning and Coordination. Cultural and ethnic diversity were enhanced within VMPPM by the presence of international visiting scholars within the department. During the past two years, individuals from Portugal, Thailand, China, Nigeria, and Pakistan have worked in VMPPM labs. One female was hired as a new P&S staff, Research Associate II. The bulk of the department's cultural diversity is generated by the array of international graduate students, post docs, and research associates working in VMPPM laboratories. These individuals have come from India, Mexico, Puerto Rico, China, Thailand, Zimbabwe, Vietnam, Japan, Korea, and Australia. Faculty in VMPPM coordinated international experiences for veterinary students to South Africa and Jordan. The Institute for International Collaboration in Animal Biologics (IICAB) provides summer training sessions that attract participants from throughout the world, bringing exposure to diverse ethnic and geographic backgrounds to the college.

Veterinary Diagnostics and Production Animal Medicine (VDPAM)

The VDPAM department continually strives to diversify the field of food animal agriculture through hiring. Since April of 2008, 12 faculty positions have been filled. Five of the new positions are clinicians with great potential. Three of those five clinicians are women. Four of the new positions are assistant professors, and two of them are from underrepresented groups (Hispanic, Chinese). Two of the new faculty are full professors who are internationally renowned leaders in dairy production medicine and diagnostic pathology. In an effort to retain a very talented female adjunct instructor, a new veterinary specialist position was created allowing her to further her research and training and foster industry interactions. In addition, VDPAM worked with the BMS department to successfully recruit a new female faculty to an assistant professor position that is a joint appointment.

Disability Accommodations:

OASA personnel continue to assist students in need of accommodations by providing coordination among the Disabilities Resources Office, the academic department, and the

CVM students making the requests. Between 2008-10, the college had twelve students enrolled in the professional program who had documented disabilities. All received or continue to receive accommodations while enrolled in the curriculum.

International Activities:

Between April 1, 2008 and April 1, 2010, the College of Veterinary Medicine received fifteen international students for learning experiences in its clinical rotations. These students came from Spain, Norway, Trinidad and Tobago, Canada, Mexico, and Italy. Their areas of study varied from small animal to swine medicine to equine medicine. All but one student visited under a Memorandum of Understanding from their home institutions.

While the college was receiving students, it was also sending its students on international experiences. During this time period, 50 students traveled to five different countries, including South Africa, Mexico, Canada, Scotland, and Costa Rica. Over 70 students will be traveling on international experiences during summer 2010.

In February, 2010, Dr. Eldon Uhlenhopp led a two-week visit to the Philippines to sign four Memoranda of Agreement, visit six veterinary institutions, and present on the One World, One Health initiative at the Philippine Veterinary Medical Association annual meeting. The trip will result in extensive exchange and collaboration between ISU and the Philippines.

The College also signed a Memorandum of Understanding with the Jordan University of Science and Technology and hopes to form a lasting partnership, including faculty exchanges and collaborative research.

The college hosted ten visiting scholars from Serbia, Montenegro, Bulgaria, and South Korea.

The International Programs Office has record of 81 international trips made by faculty in this time period. Their travel included conference presentations, hazard training, site visits, and guest lecturing. Countries visited include: China, India, the U.K., Canada, Mexico, Australia, Italy, Denmark, and Norway.

College faculty and researchers are continually engaged in activities that recognize and celebrate cultural differences. As a professional program, Veterinary Medicine provides a unique opportunity for students to experience their four year education as a cohort and relationships developed through this four-year learning community type environment are based on experiencing ethnic, gender, and geographic diversity.

PERSPECTIVE: TEN YEARS OF AFFIRMATIVE ACTION: 2000-2010

The total workforce decreased by 376 employees, from 2000 to 2010. Even with the decrease in overall employees, Iowa State University has continued to work hard to increase the number of minority and female employees in its workforce.

The female workforce has experienced growth in five of the POA groups from 2000 to 2010. The largest increase in workforce for females from 2000 to 2010 was in the POA groups Executive/Administrative/Managerial and Technical/Paraprofessional. The number of females in the workforce had an overall decrease of 124 employees and an increase of 1% in this ten-year period. Females in 2010 are 50.2% of the total workforce compared to 49.2% in 2000.

The minority workforce has experienced growth in five of the POA groups during this time period. The largest increase in workforce for minorities was in the POA groups Executive/Administrative/Managerial and Technical/Paraprofessional. The minority workforce had an overall increase of 83 employees and an increase of 2% in this ten-year period. In 2000, minority employees were 9.4% of the total workforce. In 2010, minority employees are 11.4% of the total workforce.



University of Northern Iowa
Office of Compliance and Equity Management

**Annual Report on Affirmative Action
To the Board of Regents, State of Iowa**

October 2010

Submitted by Leah Gutknecht
Assistant to the President for Compliance and Equity Management
<http://www.uni.edu/equity>
<http://www.uni.edu/diversity>
117 Gilchrist, UNI
Cedar Falls, IA 50614-0028
Phone: 319.273.2846
Fax: 319.273.7045
equity@uni.edu

**Annual Report on Affirmative Action
To the Board of Regents, State of Iowa
University of Northern Iowa (UNI)
October 2010**

I. INTRODUCTION.

It is the policy of the University of Northern Iowa that there will be equal employment and educational opportunity without regard to age, color, creed, disability, gender identity, national origin, race, religion, sex, sexual orientation, veteran status, or any other basis protected by federal and/or state law. This includes the provision of a campus environment that is free from illegal discrimination and harassment, and applies to the recruitment, appointment, and promotion of persons in all employment groups.

This report presents recent employment activities at UNI. The data in this report are compiled according to Board of Regents, State of Iowa guidelines, and include all non-temporary, full-time, and part-time employees working 50 percent time or more as of October 1, 2010. The categories used for the job groupings are determined by federal guidelines. It is important to note that other reports generated for other University purposes will use different data sources, definitions, and groupings of employees. Care should be taken in attempts to compare data from this report with other UNI workforce reports.

II. 2009-10 OVERVIEW.

As of October 1, 2010, the UNI workforce totals 1827 non-temporary employees. This includes 1005 (55%) female employees and 184 (10%) minority employees. The percentages represent steady employment of females and a slight gain in the employment of minority persons from 2009. One year ago, UNI employed 1870, including 1029 (55%) female employees and 180 (9.6%) minority employees.

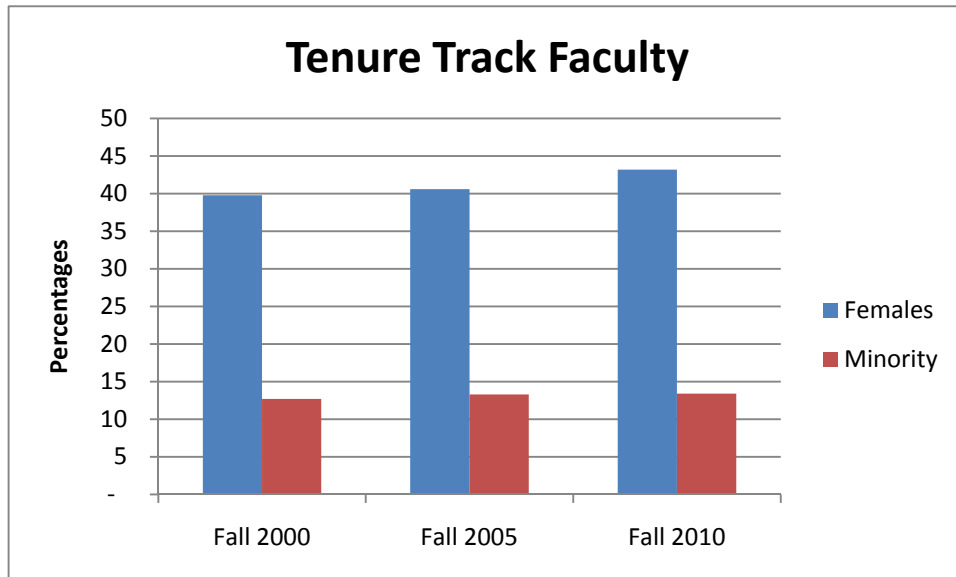
Five- and ten-year comparisons for the overall workforce show progress in female and minority representation. Over the ten-year history, total employment numbers varied dramatically in response to budget fluctuations. The total number of non-temporary employees working at UNI is down 153 from 10 years ago, yet the percentage of female and minority employees has made steady gains over the same period.

Females were employed at a rate of 53.3% ten years ago. Although there are 153 less employees overall, the number of females employed over the last ten years has seen a decrease of only 51 with the percentage of female employees increasing from 53.3% ten years ago to 55% today.

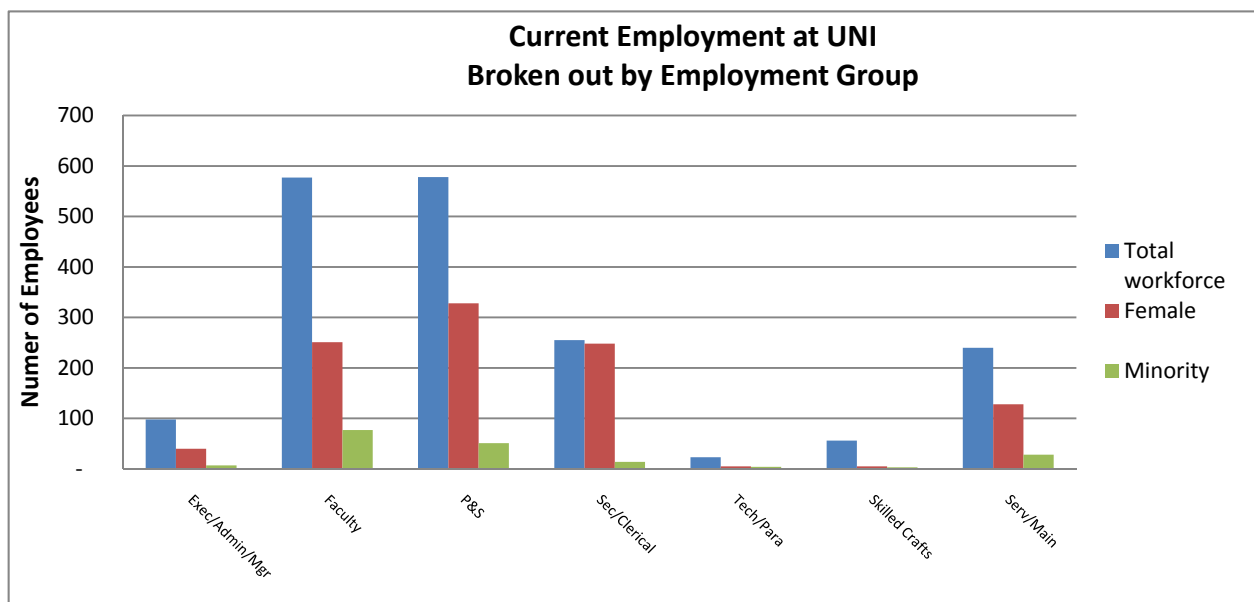
A similar trend is seen with regard to minority employment. The number of non-temporary minority employees has decreased by 22 over the ten year period, but the percentage remains relatively the same, at just over 10%.

The tenured and tenure track employee group employs a total of 547 employees. This represents an increase of three employees from last year. The five- and ten-year comparisons reflect overall gains in the proportion of both females and minorities in the tenured and tenure track faculty group. While the overall number of employees in that job group has actually decreased by 14 employees over the past ten years, female and minority representation has increased.

The following chart compares ten-, five-, and current-year percentages of female and minority tenure track faculty at UNI.



The following chart shows current employment levels in each of the employment groups at UNI.



III. 2009-10 HIRING ACTIVITY.

In FY10, a total of 295 new searches were initiated. This number was 82 higher than the FY09 count and marks a 38% increase from the previous fiscal year.

Faculty Searches. Seventy-one (71) faculty searches were initiated in FY10:

- 10 academic administrator positions;
- 34 tenure-track positions;
- 7 term appointments;
- 8 renewable term appointments;
- 11 temporary appointments; and
- 1 labor market study.

P&S Searches. Eighty-eight (88) P&S searches were initiated in FY10:

- 45 probationary positions;
- 33 term appointments;
- 9 contract (coach) positions; and
- 1 temporary position.

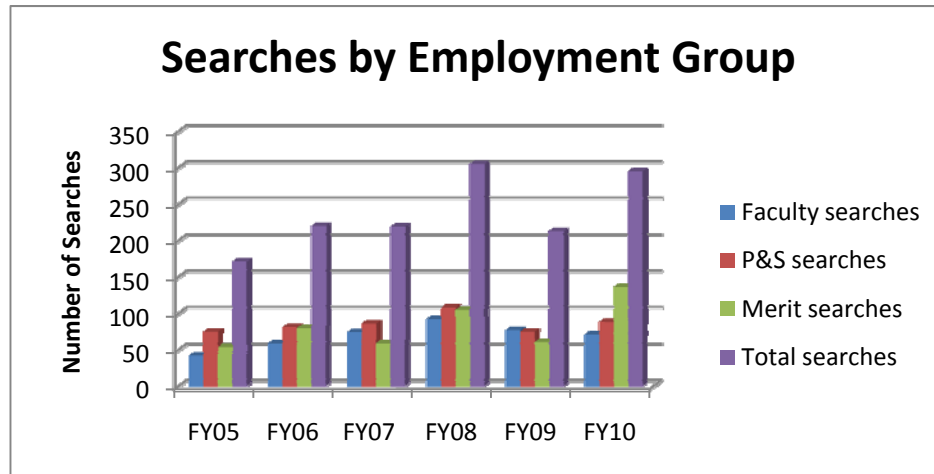
Merit Searches. One-hundred-thirty-six (136) Merit searches were initiated in FY10.

As evidenced by the chart below, the number of faculty searches initiated in FY10 was down by a total of six (6) searches or 8% as compared to FY09.

Other than a peak in FY08, P&S hiring continues to remain relatively steady. FY10 saw a 17% increase in the number of searches over FY09.

Merit search activity in FY10 increased 123% over the previous fiscal year. This is largely attributed to the filling of vacancies created by the Early Retirement Incentive Program.

Searches Initiated	FY05	% of Total	FY06	% of Total	FY07	% of Total	FY08	% of Total	FY09	% of Total	FY10	% of Total
Faculty	42	25%	59	27%	74	34%	92	30%	77	36%	71	24%
P&S	75	44%	81	37%	86	39%	108	35%	75	35%	88	30%
Merit	54	31%	80	36%	59	27%	105	35%	61	29%	136	46%
	171		220		219		305		213		295	



Internal Searches. Fifty-six (56) or 19% of the 295 searches initiated in FY10 were internal searches with the bulk (43) of those reflecting contract transfers within the Merit System. Thirteen (13) of the internal searches were faculty while P&S had no internal searches in FY10.

Search Waivers. The Office of Compliance and Equity Management received 13 requests for search waivers during FY10. Of those requests, nine internal promotions were approved, three transfers were approved, and one search waiver request was denied.

Geographic Origin of New Hires.

Faculty. Fifty-seven (57) faculty searches were completed and filled within the fiscal year. Twenty-six (26) of those were carried into FY10 from the previous fiscal year. (An additional 18 searches were closed and 22 were not yet completed at the end of the fiscal year.) The 57 successful applicants came from the following geographic areas:

- 51% originated from within UNI
 - 26% temporary employees
 - 12.5% term employees
 - 12.5% internal promotions/transfers;
- 9% from Black Hawk County;
- 7% originated from other parts of Iowa;
- 12% from the Midwest region;
- 19% from other parts of the United States; and
- 2% from outside of the United States.

P&S. Sixty-two (62) P&S searches were completed and filled within the fiscal year. Twenty-one (21) of those were carried into FY10 from the previous fiscal year. (An additional 10 searches were closed and 37 were not yet completed at the end of the fiscal year.) The 62 successful P&S applicants came from the following geographic areas:

- 45% originated from within UNI
 - 32% temporary employees
 - 13% internal promotions/transfers;
- 18% originated from Black Hawk County;
- 24% originated from other parts of Iowa;
- 10% from the Midwest region;

3% from other parts of the United States; and
0% from outside of the United States.

Merit. One-hundred-four (104) Merit searches were completed and filled within the fiscal year. One of those searches was carried into FY10 from the previous fiscal year. (An additional 19 searches were closed and 14 were not yet completed at the end of the fiscal year.) The 104 successful Merit applicants came from the following sources:

18% were filled through competitive searches, resulting in promotions;
39% were filled by contract transfers; and
43% were filled by outside applicants.

IV. 2009-10 HIRING GOAL ATTAINMENT BY EMPLOYMENT GROUPS.

The following table shows 2009-10 hiring goals for women and minorities by job groups. Actual numbers hired are shown in parentheses. *Numbers do not reflect any losses experienced during the same time period, which were higher than normal due to the Early Retirement Incentive Program.*

Employment Group (with total number hired)	2009-10 Goal		Achieved?	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial (1)	1	1	No (0)	Yes (1)
Faculty (Tenured and Tenure Track) (23)	-	4		Yes (6)
Professional/Scientific (62)	-	-		
Secretarial/Clerical (12)	1	-	Yes (11)	
Technical/Paraprofessional (1)	-	1		No (0)
Skilled Craft (8)	1	1	No (0)	No (0)
Service/Maintenance (28)	-	-		
Total (135)	3	7		

V. CURRENT PROGRAMS AND ACTIVITIES.

Affirmative Action at UNI is a shared responsibility. With the support of the President, the Vice Presidents, and the Office of Compliance and Equity Management, UNI will continue to hire faculty and staff in accordance with affirmative action principles and will consistently enforce federal guidelines established for educational institutions. The University relies heavily on its administrators and search committees to make affirmative action a priority in their hiring activity.

The Office of Compliance and Equity Management provides information, strategy, and support to departments in their recruitment and hiring activities. Each search is reviewed on an individual basis to determine the most appropriate method of recruitment for that particular vacancy. The development of these individualized recruiting strategies and the personal attention allows departments the opportunity to be creative in their outreach while adhering to equal opportunity and affirmative action hiring procedures.

UNI emphasizes the benefits of having a diverse work force. We believe that opportunity is the true value of affirmative action and that diversity remains a key component in strengthening excellence throughout the University. To that end, the Office of Compliance and Equity Management has been leading efforts designed to embed an appreciation for diversity into the core culture of the University. Working with a multitude of departments and committees on campus, major strides have been made in terms of increasing the awareness of the importance and significance of diversity. Examples of such actions include regular climate surveys, increased coordination of existing campus resources, promoting diversity-related research and activity of individual faculty and staff, and expanded web access to diversity resources.

In fall 2006, the Diversity Matters web site (www.uni.edu/diversity) was launched as a clearinghouse to promote the many diversity-minded activities, research, and resources available at UNI. In fall 2007, the Diversity Matters link was placed on the main UNI web page to offer an immediate connection to diversity resources. The icon and link were also added to all divisional, college, and primary web sites. An employment link was also added to the front page of the UNI site to offer a more welcoming presence to those considering employment at UNI. For administrators and search committees, additional tools and resources are continually added and updated in the Hiring Toolkit found on the web site for the Office of Compliance and Equity Management (www.uni.edu/equity).

President Allen appointed the first Diversity Council in fall 2008. The Diversity Council provides university-wide leadership and coordination. In addition, a Diversity Advisory Committee was formed to provide input and ideas to the Diversity Council. Diversity town hall meetings are now held each January to report activities to and receive feedback from the campus. 2010 marked the first year of the Diversity Matters award program. Ten individuals from across campus were recognized for their outstanding contributions to enhancing diversity at UNI. Information from the 2009 climate survey has guided the work of the Diversity Council. Data from the climate survey and input from the Diversity Advisory Committee were used to further define the diversity mission and vision for the UNI campus.

The Office of Compliance and Equity Management partners with diversity offices at Iowa State University, University of Iowa, and other Iowa universities, colleges, and community colleges to collaborate on statewide diversity efforts. Iowa's Impacting Diversity through Educational Alliances (IDEA) is a statewide consortium dedicated to diversity in higher education. An outgrowth of the consortium is an annual summit focused on the recruitment and retention of diverse faculty and staff. The 2010 event was held in Cedar Rapids at Kirkwood Community College. The consortium is currently planning the 2011 event to be held at Central College in Pella.

Additional recruitment tools and advertising locations continue to be sought and researched. As new ad locations are identified the information is added to the Office of Compliance and Equity Management web site. Members of departments and search committees also participate in year-round recruitment at conferences, meetings, and other professional activities. Staff members from the Office of Compliance and Equity Management meet with search committees and departments to strategize on recruitment efforts in order to maximize the potential applicant pool. UNI has also been actively enhancing their efforts of addressing the needs for persons with disabilities. The Office of Disability Services is now broken out into two separate offices,

Student Disability Services and Faculty and Staff Disability Services. This separation provides for more specific services to each of the groups and has allowed services in both areas to be expanded. In addition, the Coordinating Committee for Disability Accommodations provides for campus-wide attention to providing accessibility and resources to persons with disabilities.

VI. LOOKING AHEAD: 2010-11 HIRING GOALS BY EMPLOYMENT GROUP.

UNI conducts an annual availability analysis to establish a benchmark against which the demographic composition of UNI's workforce may be compared to determine whether barriers to equal employment opportunity exist within particular job groups.

The availability analysis for each job group examines two potential areas of availability: individuals with the requisite skills outside the institution (external availability) and those within the institution who are promotable, transferable and/or trainable (internal availability). Recruitment areas vary by job group, but include a combination of national, state, and local census data, as well as internal feeder positions and reasonable paths of progression. Finally, where a job group is composed of different job titles that carry different availability rates, a composite availability figure is calculated and then weighted accordingly.

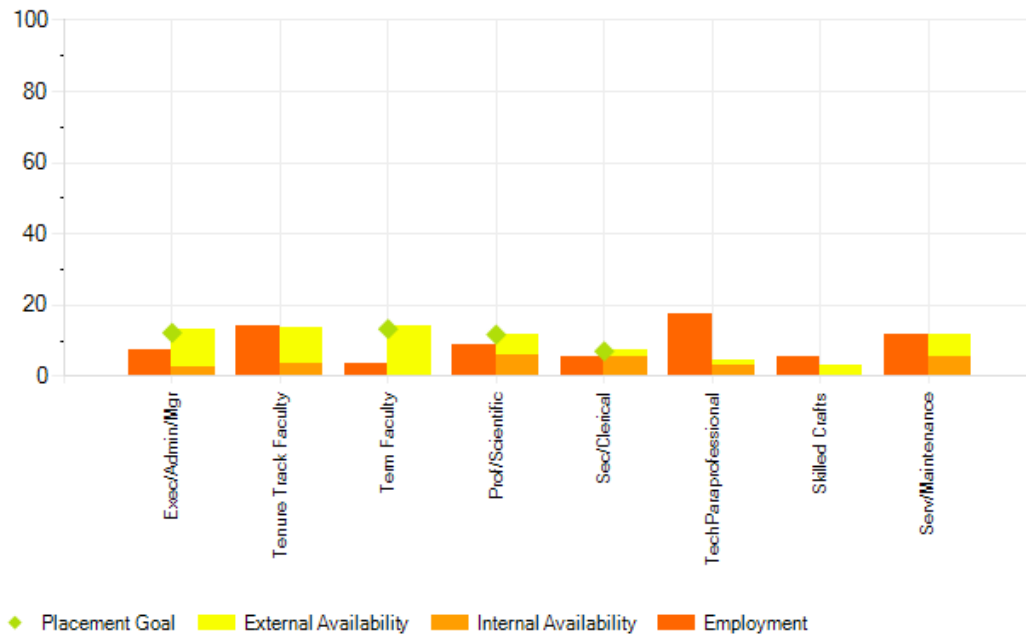
The representation of minorities and women in each job group is compared with the availability analysis of the respective job group. Where actual representation is less than the calculated availability, a statistical test identifies whether the difference is greater than could reasonably be expected. The comparison of availability with actual representation (incumbency) is then reviewed for statistical significance. UNI establishes placement goals where the actual representation of women or minorities in a job group is less than would be reasonably expected based on calculated availability.

In establishing placement goals, the following principles are applied:

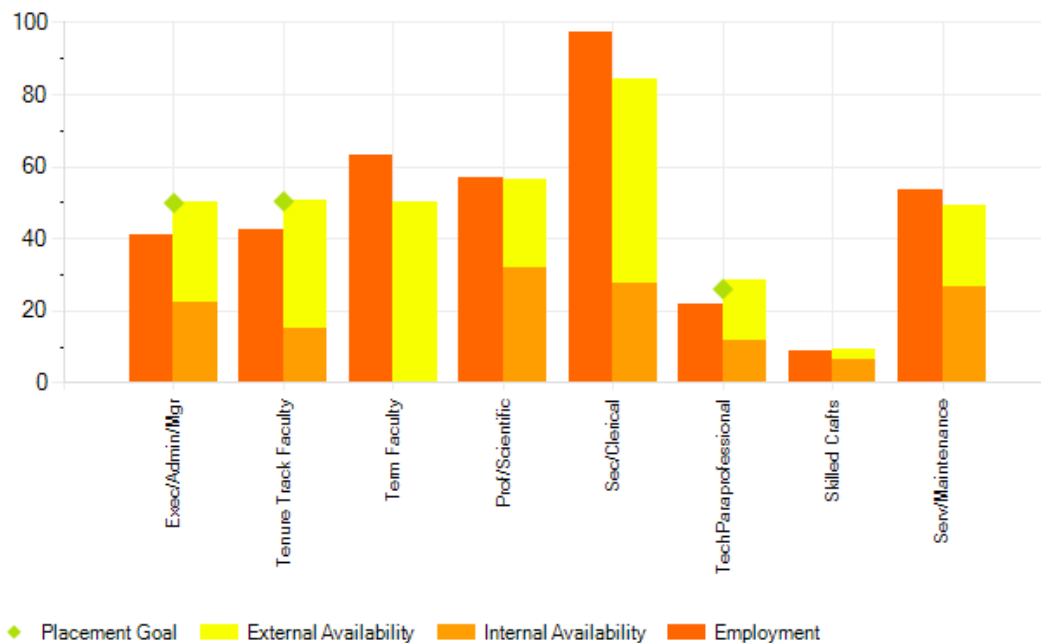
- When the percentage of minorities or women employed in a particular job group is less than would reasonably be expected given their availability percentage in that job group, UNI establishes a placement goal at least equal to the availability figure derived for women or minorities, as appropriate, for that job group.
- Placement goals are not quotas that must be met, nor are they to be considered as either a ceiling or a floor for the employment of particular groups.
- In all employment decisions, UNI makes selections in a nondiscriminatory manner. Placement goals do not provide a justification to extend a preference to any individual, select an individual, or adversely affect an individual's employment status, on the basis of that individual's age, color, creed, disability, gender identity, national origin, race, religion, sex, sexual orientation, or veteran status.
- Placement goals do not create set-asides for specific groups, nor are they intended to achieve proportional representation or equal results.
- Placement goals are not used to supersede merit selection principles, nor do these placement goals require UNI to hire a person who lacks qualifications to perform the job successfully or hire a less-qualified person in preference to a more-qualified one.

The availability analyses by job group, taking into account both external and internal availability, and incumbency compared to estimated availability is reflected in the charts below. The first chart shows minority employment, followed by female employment in the second chart.

Incumbency vs. Estimated Availability for Minorities



Incumbency vs. Estimated Availability for Females



The factors described previously are reflected in the goals established for the 2010-11 hiring year, as well as five-year goals, as shown in the following table.

Employment Group	2010-11 Goals		Five Year Goals/2014-15	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial	1	2	5	9
Faculty (Tenured and Tenure Track)	-*	9	-*	44
Professional/Scientific	3	-*	17	-*
Secretarial/Clerical	1	-*	4	-*
Technical/Paraprofessional	-*	1	-*	1
Skilled Craft	-*	-*	-*	-*
Service/Maintenance	-*	-*	-*	-*
Total	5	12	26	54

*The fact that a numerical goal is not indicated is not to be interpreted as UNI being relieved of any commitment toward furthering our goal of a diverse workforce.

**Iowa School for the Deaf
Annual Diversity Report
October 1, 2009 – September 30, 2010**

The Iowa School for the Deaf employed 127 full-time and part-time employees on September 30, 2010. This is a reduction of 10 since September 30, 2009 when there were 137 total employees.

The September 30, 2010 breakdown of ISD employees compared to September 30, 2009, is as follows:

CATEGORY	#EMPLOYEES		%OF POPULATION		2010 % CHANGE
	2010	2009	2010	2009	
Male-Majority	27	30	21.3%	21.9%	-.6%
Female-Majority	94	100	74.0%	73.0%	+1.0%
Male-Minority	4	5	3.1%	3.6%	-0.5%
Female-Minority	2	2	1.6%	1.5%	+.1%

The following are the goals ISD established for the October 1, 2009, to September 30, 2010 period:

**Iowa School for the Deaf
Affirmative Action Hiring Goals
October 1, 2009 – September 30, 2010**

Category	Projected Vacancies	Female Majority	Female Minority	Male Minority
Exec/Adm/Mgmt				
Faculty-Tenured				
Faculty-Non-Tenured	1			
Professional/Scientific	1			
Secretarial/Clerical				
Tech/Paraprofessional	2			1
Skilled Crafts	1			
Service/Maintenance				

Executive/Administrative/Managerial:

This group remained unchanged from last year.

Faculty Tenure Track:

There are no employees in the Faculty-Tenured Track. This is unchanged from the previous year.

Faculty Non-Tenure Track:

This group lost one male and two female majority members due to retirements. One female majority was added to the group.

Professional and Scientific:

Over the course of this year, 4 female majority members left employment due to RIFs. One male majority was hired into this group.

Secretarial/Clerical:

This group is unchanged from last year.

Technical/Paraprofessional:

We had a goal to hire a male minority member in this category. This goal was not met. This group decreased by one male majority (resignation), one female majority (retirement), and one male minority (resignation) employees. There were no hires to this group, during this year.

Skilled Crafts:

There was no change to this group.

Service Maintenance:

This group had one male majority member resign and a male majority member was hired during the year.

Summary:

The Iowa School for the Deaf established one affirmative action goal for the October 1, 2009 – September 30, 2010 time period. One goal was to add a male minority to the Technical/Paraprofessional category. This goal was not met, as there was no hiring to this group.

Iowa School for the Deaf believes it is important to have a diverse group of employees on our campus. As an education facility for deaf and hard of hearing children, deaf and hard

of hearing staff members are also very important. Traditionally, it has been difficult to recruit deaf professionals to this area of the country. 18.9 percent of our current employees are deaf or hard of hearing. This is similar to the previous year.

The number of minority employees decreased by one this year. With budget cuts, staff has been downsized which has limited hiring opportunities. ISD will continue to work for applicant pools which represent a diverse cross-section of the population and to ensure all applicants are considered fairly.

Recruiting efforts for ISD positions center around the Omaha/Council Bluffs area for the non-exempt positions. For vacancies in our executive, teaching, and professional positions, we do nation-wide searches. Routinely, we list positions with the Iowa Workforce, Nebraska Job Service, local and regional newspapers. Additionally, we have contacted local Area Educational Associations, deaf schools, several deaf related internet sites, colleges that offer programs which match our needs, journals, sign language interpreter registries, and employee referrals. The ISD web-site has been successful in announcing vacancies to a wider population. This web-site and the deaf related internet publications greatly assist us in reaching the highly specialized professional employees we need. However, there is still an extremely limited pool for these positions.

**Iowa School for the Deaf
Affirmative Action Hiring Goals
October 1, 2010 – September 30, 2011**

Category	Projected Vacancies	Female Majority	Female Minority	Male Minority
Exec/Adm/Mgmt				
Faculty-Tenured				
Faculty-Non-Tenured				
Professional/Scientific	1			
Secretarial/Clerical				
Tech/Paraprofessional	2			1
Skilled Crafts				
Service/Maintenance				

ISD will continue to utilize and enhance all the recruiting efforts currently established. We are also hopeful that the ISD website will continue to be an important recruiting tool. We continue to develop contacts and relationships with universities which train professionals to work in deaf education. Hosting deaf education student teachers and practicum students assists us in making contacts with recent graduates in the field.

Statewide System for Vision Services / Iowa Braille and Sight Saving School
DIVERSITY ANNUAL REPORT
October 1, 2009 - September 30, 2010

The Statewide System for Vision Services / Iowa Braille and Sight Saving School continues to offer equal employment opportunities regardless of race, color, national origin, religion, sex, sexual orientation, gender identity, age, marital status and physical or mental disabilities, with or without reasonable accommodation, to all qualified applicants. The school practices affirmative action in its programs, procurement and employment practices. The Iowa Braille School also continues to be in compliance with Section 504. See Appendix A.

The Statewide System for Vision Services / Iowa Braille School provides leadership in the field of vision in the State of Iowa through an inter-governmental agreement between the Board of Regents, State Board of Education, the Iowa Department for the Blind and the Association of Area Education Agencies. Collaborative efforts with these agencies and the local education agencies results in service provision to children in Iowa who are blind, visually impaired, deaf-blind, or multi-handicapped with a visual impairment, from birth through age twenty-one. Most services are provided throughout Iowa in the local school districts using an itinerant teaching model. Extended school year services are also provided in local school districts. Future supplemental special programs will be regionalized based on student and parent need and interest. The school also continues to provide short-term programs on campus, residential services, and a 5th year program on campus. For residential students, classrooms are in the local Vinton/Shellsburg Community schools.

Over the summer of 2010, another two Teachers of the Visually Impaired (TVIs) transferred their employment to the Statewide System, bringing the number of TVI's and Certified Orientation and Mobility Specialists (COMS) employed by the Statewide System to 42, plus one in a term appointment. Five additional professional employees serve as Consultants plus one Consultant who is contracted through Grant Wood AEA 10. As the Statewide System for Vision Service provides leadership in the field of vision, a five year plan for the development and implement of comprehensive professional development has been created that provides Iowa TVIs and COMS and related service providers with the knowledge and skills needed to contribute effectively to the continuous improvement of services to children who are blind or visually impaired and their families. The professional development program is complemented by the University of Northern Iowa teacher preparation program in the field of vision. Professional staff can receive graduate credit for attendance at professional conference and workshops through UNI. The Statewide System for Vision Services also supports professional development through the tuition reimbursement program. Major trainings during this reporting period included a spring conference focusing on educating parents and families and a three day fall conference provided for parents and professionals. Annually employees are also required to complete training in Exposure to Bloodborne Pathogens and other Infectious Diseases; review child abuse reporting policy and procedure; and review sexual misconduct and anti-bullying policies and procedures. Para-educators must bring certification of completion of a 32 semester disabilities program or its equivalent as a minimum entry qualification. Para-educators are encouraged to complete the state certification for paraprofessionals.

As of September 30, 2010, there were 93 permanent employees. Of the 93 permanent employees 92 are Caucasian, 73 are female and one female is Hispanic. We have not asked our staff to disclose any physical disabilities. Four Teachers of the Visually Impaired and one paraprofessional are themselves blind or visually impaired. Three are female and two are male. Retention of female staff is not a problem for the statewide system. Recruitment of professionals is a challenge as there is a shortage of teachers in the field nationally. However, growth in the number of teachers employed by the Statewide System is

expected to continue as the transfer of employment of professionals from the Area Education Agencies (AEAs) to the Statewide System continues.

The goal of hiring of minority was not met in 2009/10. There were no minorities in the group of Teachers of the Visually Impaired who transferred their employment to the Statewide System. As the model of service provision has moved away from center-based and to an itinerant model, there has not been the need for new employees at the center-based site in Vinton. When we have an open position, we use the resources available to us to recruit minorities. The school's application continues to include an optional information sheet where candidates may choose to self-identify race, sex and/or disability. Many applicants choose not to complete this information.

The school is a strong proponent of diversity and we desire to have a diverse staff. As we have employment opportunities, we will continue to try to create a more diverse workforce. We are particularly hopeful about our recruitment relationship with Kirkwood Community College as a source for finding qualified paraprofessional candidates, both minorities and males as well as female candidates. The teacher preparation program at the University of Northern Iowa has created the opportunity for us to recruit minorities from Iowa to the teacher training program. This may have a long-range impact on the ability to produce and employ Teachers of the Visually Impaired of a diverse background.

As the Statewide System for Vision Services strives to improve efficiency and effectiveness, staff have been redirected in their work assignments and we anticipate continued need for the creation of new roles for faculty and / or professionals. The following chart, notes the Diversity Goals of the Statewide System for Vision Services / Iowa Braille School projected for the period of October 1, 2010 through September 30, 2011.

DIVERSITY ACTION GOALS
October 1, 2009 - September 30, 2010

Statewide System for Vision Services	Number of Projected <u>Vacancies</u>	Numerical Goals:	
		<u>Women</u>	<u>Minorities</u>
01 Exec/Admin/Mgr	1	0	1
02 Faculty	2	0	1
04 Professional	.5	0	0
05 Secretarial/Clerical	0	0	0
06 Technical/Paraprofessionals	0	0	0
07 Skilled Crafts	not applicable (not using)		
<u>08 Service/Maintenance</u>	<u>1</u>	<u>0</u>	<u>0</u>
TOTAL	4.5	0	2

APPENDIX A: Section 504 Compliance

EQUAL EDUCATIONAL OPPORTUNITY FOR STUDENTS
AT THE IOWA BRAILLE SCHOOL

The Iowa Braille School will not discriminate in its educational activities on the basis of: race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status.

The Iowa Braille School requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

The Iowa Braille School is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status. Further, Iowa Braille School affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities includes comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status of the individual or individuals or creates an intimidating, hostile or demeaning environment for education.

Legal Reference: 20 U.S.C. §§ 1221 et seq. (1988).
20 U.S.C. §§ 1681 et seq. (1988).
20 U.S.C. §§ 1701 et seq. (1988).
42 U.S.C. §§ 12101 et seq. (Supp. 1990).
34 C.F.R. Pt. 100 (1993).
Iowa Code §§ 216.9; 256.11, .11A; 280.3 (1995).
281 I.A.C. 12.

SECTION 504 NOTICE OF NONDISCRIMINATION

Students, parents, employees and others doing business with or performing services for the Iowa Braille School are hereby notified that this school does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status in admission or access to, or treatment in, its programs and activities. Any person having inquiries concerning the school's compliance with the regulations implementing Title VI, Title VII, Title IX, the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 is directed to contact:

Superintendent
Iowa Braille School
Old Main, Room 132
1002 G Avenue
Vinton, IA 52349
319/472-5221, ext. 1132

OR

Director of Human Resources
Iowa Braille School
Old Main, Room 107
1002 G Avenue
Vinton, IA 52349
319/472-5221, ext. 1107

who have been designated by the school to coordinate the school's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the IDEA, the ADA, § 504 and Iowa Code 280.3.

GRIEVANCE PROCEDURE

Grievances based upon claims of discrimination based upon disability pursuant to §504 shall follow the procedures set forth in §3.30 of the Iowa Braille School Employee Handbook, with the §504 Coordinator taking the place of the Affirmative Action Officer.

(See Attachment A; §3.30 Grievance Procedure Under Affirmative Action: Race, Color, National Origin, Religion, Sex, Sexual Orientation, Gender Identity, Age, Marital Status or Disability, Title IX, Sexual Harassment)

In addition to or instead of the grievance procedures, students and their parents may also have a right to pursue an impartial hearing.

GRIEVANCE FORM FOR COMPLAINTS OF DISCRIMINATION
OR NON-COMPLIANCE WITH FEDERAL OR STATE REGULATIONS
REQUIRING NON-DISCRIMINATION

Date(s) of incident: _____

Person(s) involved:

Describe the incident or occurrence as accurately as possible:
(Attach additional sheets if necessary)

State the law, policy, or regulation violated, if known:

Specify the relief being sought:

Signature _____ Today's date _____

Address _____

Phone Number _____

If Student, Name _____ Grade Level _____

GRIEVANCE DOCUMENTATION: FINDINGS AND RECOMMENDATIONS

Name of Individual Alleging Discrimination or Non-Compliance

Name _____

Date formal grievance was filed _____

Attach a copy of the grievance.

Hearing Committee Findings and Recommendations:

- 1) State the validity of the grievance or complaint;
- 2) whether the grievant was indeed wronged and if so, to what degree;
- 3) statement as to the appropriateness of the relief sought by the grievant

Signature of Affirmative Action Officer
or of §504 Coordinator

_____ / _____

(date)

Disposition of the Grievance: The Affirmative Action Officer or §504 Coordinator shall submit committee findings and recommendations to the Superintendent for final action within five days of the close of the hearing. In the event the Superintendent is indicated in the Committee's proceedings, the Committee's findings, without recommendations, shall be forwarded to the President of the Board of Regents.

The Superintendent shall render a written decision within twenty-five (25) days of receipt of the Hearing Committee recommendations. The decision shall be mailed by ordinary mail or delivered to the Hearing Committee members, and to both parties to the grievance and their advisors.

SECTION 504 STUDENT AND PARENTAL RIGHTS

The Iowa Braille School does not discriminate in its educational programs and activities on the basis of a student's disability. It has been determined that your child has a qualifying disability for which accommodations may need to be made to meet his or her individual needs as adequately as the needs of other students. As a parent, you have the right to the following:

- participation of your child in school programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based upon the student's disability and at the same level as students without disabilities;
- receipt of free educational services to the extent they are provided students without disabilities;
- receipt of information about your child and your child's educational programs and activities in your native language;
- notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and right to periodically request a re-evaluation of your child;
- inspect and review your child's educational records including a right to copy those records for a reasonable fee; you also have a right to ask the school to amend your child's educational records if you feel the information in the records is misleading or inaccurate; should the school refuse to amend the records, you have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate;
- hearing before an impartial hearing officer if you disagree with your child's evaluation or placement; you have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

Inquiries concerning the school's compliance with the regulations implementing Title VI, Title IX, the IDEA, the American's with Disabilities Act (ADA), § 504 or Iowa Code §280.3 should be directed to:

Superintendent
Iowa Braille School
1002 G Avenue
Vinton, IA 52349
319/472-5221,ext. 1132

OR

Director of Human Resources
Iowa Braille School
1002 G Avenue
Vinton, IA 52349
319/472-5221,ext. 1107

who have been designated by the school to coordinate the school's efforts to comply with the regulations implementing Title VI, Title IX, the ADA, § 504 and Iowa Code 280.3.

IMPARTIAL HEARING PROCEDURE

Hearings under this procedure are available with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of handicap need, or are believed to need, special instruction or related services.

1. A hearing is requested by filing a written request with either of the §504 Coordinators.
2. The §504 Coordinator will arrange for a hearing officer.
3. Either the §504 Coordinator or the hearing officer shall give notice of the time and place of the hearing at least 10 calendar days in advance of the hearing.
4. The student's parent or guardian shall have the right to participate in the hearing and all parties shall have the right to be represented by counsel, at their own expense.
5. A request for continuance may be made by either party to the hearing officer.
6. At least seven calendar days before the hearing, the hearing officer shall hold a telephone conference with the parties, and their counsel or representatives, to clarify issues, discuss procedure and address any other matters relevant to the hearing.
7. At least five calendar days before the hearing, each party shall provide to the other party a copy of the exhibits they intend to use at the hearing and a list of witnesses they intend to call.
8. The hearing shall be closed to the public unless a written waiver is signed by the parent or guardian of the student involved.
9. The hearing shall be an informal rather than formal judicial procedure. The party requesting the hearing shall proceed first. Both parties shall have the right to present evidence and argument on all issues involved and to challenge and cross-examine any statement made by others and to present evidence in rebuttal.
10. The hearing shall be recorded by either mechanized means or by certified court reporter.
11. The hearing officer's decision shall be based upon substantial evidence which is such evidence a reasonable mind would find adequate to reach the decision made.
12. The parties or their representatives shall not communicate directly or indirectly in connection with any issue of fact or law with the hearing officer except upon notice and opportunity for all parties to participate.
13. The decision of the hearing officer shall be in writing and shall be mailed to all parties, or their counsel or representative within 15 calendar days following the close of the record.
14. Either party who is aggrieved by the decision of the hearing officer shall have a right to seek review of that decision to the Board of Regents by giving written notice to the Executive Director of the Board within seven calendar days of the date of the hearing officer decision is issued.
15. The Executive Director shall docket the request for review for consideration by the Board as soon as practicable. The Board may, in its discretion, grant or deny the request for review. If the Board grants the request for review on the merits, it shall then determine in its sole discretion whether or not to hold a further hearing and otherwise specify the procedure to be followed. The Executive Director shall promptly notify the person requesting review and the school in writing of the Board's decision.
16. The decision of the Board is final and judicial review as permitted by law may then follow.

**MINORITY AND WOMEN EDUCATORS
ENHANCEMENT PROGRAM**

The University of Iowa

**Annual Report
2009-2010**

**BOARD OF REGENTS
STATE of IOWA**

Prepared by
Georgina Dodge
Chief Diversity Officer
and Associate Vice President

Office of the Executive Vice President and Provost
The University of Iowa

MINORITY AND WOMEN EDUCATORS ENHANCEMENT PROGRAM

University of Iowa
2009-2010

Introduction

The Iowa Promise, the University of Iowa's strategic plan for 2005-2010, recognizes the link between educational excellence and diversity. To achieve educational excellence, it is important to recruit to the University faculty, staff, and students from underrepresented communities and to foster a climate that enables all to succeed. *The Iowa Promise* set forth goals for faculty diversity, including gender diversity, and established the principle that all parts of the University are to be accountable for achieving those goals.

The University of Iowa exceeded its strategic planning benchmark for racial and ethnic diversity of tenured/tenure-track faculty and also made progress on its gender diversity goal. A new strategic plan for 2010-2016, *Renewing The Iowa Promise*, has recently been approved. This plan builds upon the previous document and integrates a commitment to diversity as one of its seven interdependent values of excellence, learning, community, diversity, integrity, and respect.

To update the strategic plan, the Office of the Executive Vice President and Provost formed six strategic initiative task forces composed of faculty and staff who were recommended by shared governance leaders and collegiate deans. Their overarching charge was to offer ideas and recommendations to shape the academic direction of the University, bearing in mind the changing economic, demographic, and technological realities of our globalized world. One task force, the Task Force on Internationalization and Diversity, issued its final report in December 2009 with an emphasis on organizational effectiveness, recruitment and outreach, retention and cultural climate, and teaching and research.

All of these factors play a significant role in the recruitment and retention of diverse faculty. The strategies set forth by the task force will be implemented both by infusion into existing initiatives and the development of additional efforts to recruit and retain a more diverse faculty. The following initiatives reflect the progress of that work to date.

Faculty Diversity Opportunity Program (FDOP)

In 1999, the Office of the Executive Vice President and Provost established a program to aid collegiate efforts to recruit and retain faculty from underrepresented communities, with an emphasis on recruiting faculty of color. This program, now called the Faculty Diversity Opportunity Program (FDOP), has been an important tool for reaching the University's diversity goals and thereby enhancing the excellence of The University of Iowa. The

program is administered by the Chief Diversity Officer and Associate Vice President (CDO), who works with collegiate deans to identify potential faculty hires who would add to the diversity of the UI faculty. Mentoring and retention follow-up plans remain critical components of FDOP funding requests. The CDO, working in close collaboration with the Associate Provost for Faculty, collegiate deans and others, coordinates a central effort to recruit and retain minority faculty.

In *The Iowa Promise*, the UI 2005-2010 strategic plan, the University committed to increasing the budget allocated to the FDOP program to \$1.3M. For the current fiscal year, FY10, the Office of the Provost budgeted FDOP funds totaling \$1,830,953 for partial salaries and other resources supporting 53 faculty members. These positions are in the University Library, the Graduate College, and the Colleges of Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, and Public Health.

Since 1999, FDOP has been used to support 142 diversity hires to the UI campus. When appropriate, FDOP funding has been successfully used to support the research of post-doctoral fellows as a means of increasing the pipeline to the professorate. The Faculty Diversity Opportunities Program has proven to be an important incentive to colleges and departments to identify and recruit faculty from underrepresented communities and has contributed significantly to the increased representation of faculty from underrepresented communities in the thirteen-year period ending 2011.

Staff Diversity Opportunity Program (SDOP)

Reflecting best practices identified from the Faculty Diversity Opportunity Program (FDOP), the Staff Diversity Opportunity Program (SDOP) promotes employment of minorities and women in Professional and Scientific (P&S) classifications exhibiting underrepresentation. Administered through the Office of Central Human Resources, SDOP allows opportunity for the development of talent through apprenticeships, internships, pipeline positions, and other hires that enable the University to bring on board high potential, diverse candidates who do not fill a specific, immediate need, as well as for development opportunities to increase the new employee's skill, knowledge, abilities, and likelihood of a successful candidacy for future P&S vacancies. During 2009, three P&S staff members were hired under SDOP.

Recruitment Ambassadors Program

The Recruitment Ambassadors Program, jointly sponsored by the Office of Central Human Resources and the Office of Equal Opportunity and Diversity, supports the University's strategic goals for increasing the diversity of the faculty and staff. Recruitment Ambassadors are current or former faculty and staff members who volunteer to help recruit diverse prospective employees by providing "insider" information about the University of Iowa campus and Iowa City/Coralville community.

Collegiate Diversity Group

The Executive Vice President and Provost, through the Chief Diversity Officer and Associate Vice President, has organized the colleges, through the deans, to address diversity issues, including recruitment and retention of underrepresented minorities and

women faculty. The purpose of the Collegiate Diversity Group is to share information, assess the status of and concerns arising from the colleges' diversity efforts, identify and develop resources for collegiate diversity, and bring to the attention of the deans those issues in need of policy development or resolution across colleges. Meetings of the Collegiate Diversity Group have focused on undergraduate and graduate/professional student outreach and recruitment, admissions, and financial aid issues. Issues of faculty recruitment, mentoring, and retention have been addressed with the participation of the Associate Provost for Faculty. The chairs of the University's Diversity Charter Committee serve as *ex officio* members. Consideration of diversity issues in the collegiate academic environment, curricula, and programming are also important foci of the Associate Deans for Academic Programs group convened by the Associate Provost for Undergraduate Education.

Women and Minority Faculty Development

The Office of the Executive Vice President and Provost, through the Associate Provost for Faculty, sponsors faculty development programs for junior faculty members. These programs include a two-day new faculty orientation, a seminar on promotion and tenure, workshops and resources on effective writing habits and time management, and a faculty-led weekly writing group called UI Write-on-Site. The Write-on-Site group was initiated by a junior minority faculty member and approximately 90% of participants are women and/or faculty of color. Additionally, in response to junior faculty members' requests, the Office of the Provost piloted a summer online writing program in summer 2010; evaluations for this program show that the faculty members found the program worthwhile as a boost for their summer writing productivity. The Office of the Provost also publishes a comprehensive calendar of faculty development programs offered by other offices (e.g., focused on teaching, instructional technology, and research).

Individual colleges also develop initiatives for the retention of women and minority faculty members at the collegiate level. For example, the Carver College of Medicine administers the Women in Medicine and Science Program, which offers academic and social programming to its faculty. The college also hosts the annual Women in the Health Sciences conference each spring semester.

Additional informal events are offered to enhance networking among new faculty members and to introduce them to UI administration including: the President and Provost New Faculty Welcome Reception and Dinner, New Faculty of Color Reception, Breakfast with the Provost, and New Faculty End of Semester Reception.

New minority faculty members are also encouraged to become part of the University community through associations with other faculty across the University, with campus social life, and with student activities and organizations. The Chief Diversity Office provides support for several faculty and staff affinity groups, including the African American Council, the Council on Disability Awareness, the Council on the Status of Women, the Latino Council, the Native American Council, and the Lesbian, Gay, Bisexual, Transgender Staff and Faculty Association.

Diversity Scholars, Visitors, and Faculty Exchanges

The Executive Vice President and Provost, through the Chief Diversity Officer and Associate Vice President, provides financial support for efforts to bring underrepresented minority persons as visiting faculty and speakers to campus. Visiting faculty present seminars and lectures and participate in collaborative scholarly work and research with University faculty. The Provost also provides assistance to UI minority faculty members to enable them to pursue their scholarship and faculty responsibilities through collaborations with other institutions and individuals.

Workshops/Programs on Diversity

The University, through the Chief Diversity Officer and Associate Vice President, regularly supports events that enhance dialog and sensitivity about diversity issues. The Office of Equal Opportunity and Diversity, University Human Resources, the Council on the Status of Women, and the UI Diversity Charter Committee partner with other units to conduct university, collegiate and departmental faculty and staff workshops and other programming designed to enhance the University's recruitment and retention of underrepresented minority and women faculty.

In 2010, the University hosted the third annual Disability Awareness Summit to discuss issues related to climate and physical and technological access at the Regents Universities, which was attended by representatives from Iowa State University and the University of Northern Iowa. The Disability Planning and Action Committee, with representation by key University of Iowa leaders and chaired by the Chief Diversity Officer and Associate Vice President, furthers the work started in those sessions and provides leadership and coordination for UI efforts to build a campus environment that welcomes individuals with disabilities.

Catalyst Awards

The Catalyst Award annually recognizes faculty, staff, students, and units for distinctive and innovative diversity contributions at the University. Supported by campus wide contributions and participation, the Catalyst Award Seed Grants are targeted towards creative projects that will have an immediate impact on reaching the diversity goals of the University's strategic plan. Projects that advance cross-cultural understanding, strengthen positive inter-group relations and promote a welcoming learning, living and working environment are given preference by the selection committee. Additional information about Catalyst Award recipients and seed grant winners can be found in the Annual Equal Employment Opportunity and Affirmative Action Workforce Report to the Board of Regents.

Iowa's IDEA (Impacting Diversity through Educational Alliances)

The University of Iowa collaborates with Central College, Clark College, Iowa State University, Kirkwood Community College, Loras College, University of Dubuque, and the University of Northern Iowa to provide leadership and sponsorship for the annual Iowa's IDEA Summit. An ultimate goal of the collaboration is to create a higher education consortium which, at its center, enhances institutional diversity and inclusive excellence.

The 2009 summit was hosted by the University of Northern Iowa and featured several presentations by University of Iowa faculty and staff.

Diversity Executive in Residence Program

The Diversity Executive in Residence Program recognizes successful University of Iowa alumni who are distinguished and influential leaders in their professions and who understand the importance of diversity and global competency, the domestic and global challenges of the twenty-first century, and the strategic role of higher education in preparing the future workforce. Residents visit campus and provide workshops for faculty and students and contribute to faculty research.

Summer Research Opportunity Program (SROP)/McNair Scholars Program/Iowa Biosciences Advantage (IBA)/Alliance for Graduate Education and the Professorate (AGEP)

The University of Iowa Graduate College annually conducts a Committee on Institutional Cooperation (CIC) Summer Research Opportunities Program to recruit, support and assist minority individuals to pursue graduate studies and collegiate faculty careers, especially in the sciences and engineering fields. More than 50 individuals participate in these programs each year. The University of Iowa McNair Scholars Program provides talented undergraduates from disadvantaged backgrounds with opportunities to pursue research projects in order to develop future faculty.

Through the College of Liberal Arts and Sciences, the Graduate College, the Office of the Vice President for Research, and Office of the Executive Vice President and Provost, the Iowa Biosciences Advantage program was established for undergraduate students in the biological and medical sciences. This program is aimed especially at minority and other underrepresented undergraduate students and provides them with the support and preparation to enter graduate programs and ultimately to pursue careers as faculty at higher education institutions. AGEP, a program jointly run by the three Regents' universities, continued to support minority graduate students and provide summer research opportunities for undergraduates considering graduate education.

Gender Equity

In 2005, the Provost appointed a Gender Equity Task Force, which had as its charge to "take a broad look at the status of women faculty at The University of Iowa and recommend changes and programs to increase the number of women faculty and improve their quality of life." In response to the task force report, several of its recommendations related to faculty gender diversity have been implemented, including an enhanced parental leave policy and the development of the Dual Academic Career initiative, which helps fund spouse and partner appointments at the University. In addition, the Office of the Provost is in the final phases of conducting a gender equity salary study, which will be completed in 2011 and conducted every two years moving forward.

Dual Career Network

In February of 1994, The University of Iowa established the Dual Career Network, a program designed to assist the spouses or partners of University faculty recruits or, under

certain circumstances, the spouses or partners of current UI faculty, in locating employment opportunities. The services provided include: professional job search and career guidance for up to one year, resume writing assistance, advice on interviewing techniques, up-to-date resource information about local businesses, assistance with writing cover letters, access to job openings with local employers, letters of support written for University of Iowa employers, career counseling and guidance, guidance to appropriate resources for career exploration and planning, introduction to local groups to assist in networking attempts, current information about local hiring market and demographics, and social gatherings to meet other new people. The services of the Dual Career Network have been successfully used to recruit and retain diverse faculty hires.

Women in Science and Engineering (WISE)

The mission of the Women in Science and Engineering (WISE) Program is to expand and improve the educational and professional opportunities for women in all fields of science and technology by facilitating institutional and social change. The WISE program was established in August 1994 with joint support from the offices of the Vice President for Research and the Provost. The WISE Program staff includes a faculty director, a program coordinator, a faculty consultant, a mentoring coordinator, and an advisory board. The WISE Program cooperates with science, technology, engineering, and mathematics (STEM) programs at The University of Iowa. The goals of WISE are to increase the participation, professional development, and advancement of women as students, faculty, and professional staff; monitor and promote a supportive environment for women to study and work; integrate the ideas, strengths, and approaches of women into research, teaching, and service; and inform the public of educational and career opportunities for women in scientific and technical fields.

Diversity Focus

In 2005, The University of Iowa became a charter member of Diversity Focus, a community and business organization with the mission to increase diversity along the Cedar Rapids-Iowa City corridor by integrating and coordinating existing efforts as well as identifying or creating other activities and programs. Other charter members include the Cedar Rapids Chamber of Commerce, Alliant Energy and Rockwell Collins. The Chief Diversity Officer and Associate Vice President serves as a member of the Diversity Focus Board. Diversity Focus plans events, such as conferences, training sessions and social activities intended to support diversity in the corridor.

Iowa Promise Momentum Plus

The Provost and Vice President for Research partnered in a three-year Iowa Promise Momentum Plus initiative to provide funds to add diversity outreach to existing research projects on campus. In FY10, Momentum Plus initiatives had an emphasis on disability awareness. Through the Iowa Promise Momentum Plus initiative, The University of Iowa encouraged inventive ways to incorporate diversity programming into ongoing research endeavors.

* * *

The University of Iowa continues to work towards its primary goals of achieving educational excellence through diversity, promoting a supportive and welcoming environment for all faculty, staff and students, and recruiting and retaining a critical mass of faculty, staff and students from communities underrepresented in higher education.

Annual Report on
Regents Minority and Women Educators Enhancement Program

Iowa State University
October 2010

Iowa State University supports several key programs to cultivate the hiring, retention, and advancement of minority and women educators. Each of these programs is briefly described below.

1. The Office of the Executive Vice President and Provost launched a new leadership development program, the Emerging Leaders Academy, in January 2009. Two cohorts of faculty and professional and scientific employees have participated thus far. Our goal is to develop depth of leadership skills among faculty and staff, as well as to diversify the potential pool of leadership candidates at ISU.
2. ISU is in the fifth and final year of an “institutional transformation” grant from the National Science Foundation. The \$3.3M program has the goal of improving recruitment, retention and leadership of women faculty in the science, technology, engineering and mathematics (STEM) fields; there are 30 partner faculty, students, administrators, and staff participating in the effort across campus. During academic year 2009-2010, the “collaborative transformation” efforts involved a total of nine science and engineering departments assessing their department climate in order to improve the work environment. A workshop for department chairs on advancement from associate professor to full professor rank was held in the spring. Of particular importance is the role that gender may play in faculty familiarity with the promotion process. The program also provided a series of programming events, including a lectures series (with experts from around the country); an external mentoring program for female faculty of color in STEM; training for faculty search committees to enable them to recruit diverse faculty; and resources on work-life integration.
3. Iowa State University continues to make progress in creating a more flexible work environment for its faculty and staff. The Office of the Executive Vice President and Provost sponsors a Work/Life website which combines existing policies and resources so that the information can be accessed more efficiently and utilized more effectively. A Work/Life Advisory Council was also created and has been meeting for two years. This council is charged to review current university policies and practices and identify gaps.
4. In fall 2009, the COACHE Survey of Tenure-Track Faculty Satisfaction was administered again. The survey is administered only to junior faculty. This second administration of COACHE will allow us to track institutional progress on faculty satisfaction since the last COACHE Survey in 2005-2006. Analysis of the survey received in summer 2010 indicates that Iowa State has made progress on many fronts, including clarity of the tenure process, creating policies in support of work/life balance, and mentoring. This survey has helped the university identify issues on which there are significant differences by gender or minority status.

5. Women's Enrichment Fund Mini Grants. This funding supports initiatives that will enrich the experiences of women faculty, staff and students at ISU. Awards are made during spring semester and the faculty Project Facilitator has two fiscal years to complete the activity. For 2010-2011, \$23,392 in funding was awarded for eight initiatives. Projects included the "Women Impacting ISU Calendar" which has been a powerful and visible reminder of women's leadership roles on campus. Funding was also given for new projects such as women's leadership in global food production, female recruitment and retention in mechanical engineering, and connecting aspiring female farmers to the land.
6. Diversity Grants. This program was conceived in FY 2006 to support diversity in the mission areas of education, research, and outreach in order to positively impact and advance faculty, staff, and student minorities and under-represented groups at Iowa State University. The overarching goals are to accelerate institutional change and contribute to scholarly activity in education and research related to diversity. For FY 2010, \$27,440 was awarded to faculty for seven initiatives. The funding supported collaborations with minority students in Ag multicultural programs, a program that allows partnering with the YWCA to engage international spouses, and training workshops to facilitate a difficult dialogues program within the College of Human Sciences.
7. The university-wide diversity committee was restructured to provide better representation and coordination of diversity efforts across campus. The Advisory Committee for Diversity Program Planning and Coordination (ACD) is responsible for an annual report on diversity (directed both to the university president and to the university community), and for assessing progress on the Implementation Plan for Community, Equity, and Diversity (2006-2011) and recommending changes in its details. The committee made changes to the timeline for unit submission of diversity reports so that reports are submitted every two years. This will reduce the review work of the committee in order to allow it to be more proactive in its development work. ACD met twice with the chairs of the college/unit diversity committees last year in order to facilitate coordination and communication between these two groups. This year, a sub-committee has developed a new institutional diversity web page which should go live by the end of 2010.
8. The Office of the Executive Vice President and Provost continues to financially support the recruitment and retention of excellent faculty by specifically funding requests from colleges and departments for dual-career partner support and to support hires that diversify the faculty. In FY 2010, \$824,990 in funding was provided to support dual career hires and \$213,680 was provided for new faculty diversity hires. (These amounts do not include those funds provided for base salary increases for the retention of faculty due to market pressure or competitive job offers.)
9. Mentoring of faculty continues to be an important way for ISU to ensure that a diverse faculty succeeds at ISU. In addition to a one-on-one mentoring program that involves all first year faculty, the Provost supports college-level peer mentoring programs. A peer-mentoring program ensures that each college has appointed a senior faculty member to serve as a peer mentoring coordinator for the first-year faculty in the college. In addition, faculty of color have the option to take part in the ADVANCE mentoring program. In 2009-2010, the ISU ADVANCE Program sponsored an administrative fellow who gathered data regarding barriers to promotion for associate professors. National data suggests that women take longer than men to be promoted to full professor. The administrative fellow developed materials and held two workshops on this issue for the campus.

10. The Women's Leadership Consortium continues to bring together leaders of various women's programs on campus and to develop strategies for increasing the visibility and impact of women's initiatives and programs.
11. The Associate Provost for Faculty Advancement and Diversity served on the National Board of Directors for the ACE Office of Women in Higher Education. She also worked with the Iowa Network for Women in Higher Education to encourage more women to consider leadership in higher education. With IowaWHE, she organized in April 2009 a successful Leadership Summit on the UNI campus that brought together women leaders from across the state's universities and colleges.
12. The Margaret Sloss Women's Center provides programming and support systems for all women on campus. Though many programs are directed specifically for students, the emphasis on safety, healthy relationship issues, and topics related to the role of women in society support and benefit all. The Center provides support and information through active advocacy, educational outreach, appropriate referral services and a safe space. In addition, the Women's Center worked closely with the Women's Studies Program to coordinate instruction of Women's Studies (WS) 160 Gender Justice during fall and spring semesters. This popular one-credit course provides students with the opportunity to learn more about themselves and their interactions with others.
13. Child Care Resources, a unit of Human Resource Services, supports Iowa State University families by linking them with programs and services that can help meet their child care needs. The university childcare consultant is available to assist families in accessing services available both on the campus and in the community. The university supports two child care centers located on campus, University Community Childcare in Pammel Court and the University Child Care Center at Veterinary Medicine. In addition to these full-time programs, the university supports several other childcare initiatives including a resource and referral service, care for mildly ill children, part-time childcare for student families, and a family child care infant network.

October, 2010

TO: Board of Regents, State of Iowa
FROM: University of Northern Iowa
RE: Minority and Women Educators Enhancement Program

This past year, the allocation for the Minority and Women Educators Enhancement Program has been used in the following ways:

1. To supplement a minority faculty line in the Department of Political Science.
2. To enhance the salaries of two South African Fulbright scholars hired to work on a grant for the Regents' Center for Early Developmental Education. Established in 1988, the Regents' Center for Early Developmental Education focuses efforts on improving early childhood education (birth through 8 years) in Iowa and beyond.
3. To initiate a Summer Research Program for Minority Students in Chemistry and Psychology which was coordinated by UNI's Graduate College. Six students of underrepresented minority status from across the country came to UNI for six weeks in the summer of 2010, and conducted research while closely mentored by UNI faculty. UNI has been a partner with UI and ISU in two successful student diversity initiatives: 1) Iowa Alliance for Graduate Education and the Professoriate (AGEP), which is a National Science Foundation (NSF)-funded grant to support master's students from underrepresented minority groups in Mathematics at UNI who graduate and matriculate into PhD Mathematics and other STEM programs at ISU and UI; and 2) the Alliance summer research program in Mathematics for undergraduate students from underrepresented minorities studying in STEM fields (part of the AGEP grant). Building upon existing AGEP recruitment linkages with HBCU's, these collaborative programs have increased the number and quality of applications from minority students to UNI's graduate program in Mathematics, resulting in African American students completing doctoral degrees at various universities, including UI. The UNI Graduate College and Provost's Office have supported this program in Mathematics. This project expanded the current summer program into two additional STEM Departments at UNI - Psychology, and Chemistry and Biochemistry.

**AFFIRMATIVE ACTION REVENUES AND EXPENDITURES
FY 2010**

Department Name: Board of Regents
Person Completing Report: Marcia Brunson
E-mail Address: mbruns@iastate.edu

	SUI Office of Equal Opportunity and Diversity	ISU Office of Equal Opportunity and Diversity	UNI Office of Compliance and Equity Management	Total
REVENUES				
STATE APPROPRIATIONS				
General Fund	828,979	314,544	310,199	
Other				
OTHER REVENUES				
Federal Support		20,000		20,000
Interest				-
Tuition and Fees				-
Reimb. Indirect Costs				-
Sales and Services				-
Other Income				-
TOTAL REVENUES	828,979	334,544	310,199	1,473,722
EXPENDITURES				
Fac. & Inst. Off. Salaries	173,028		216,034	
Prof. & Sci. Staff Salaries	497,523	310,133	48,091	
General Service Staff Salaries	43,807	4,184	5,869	
Hourly Wages	33,953			
Labor in Transfers				
Vacancy Factor				
Subtotal - Salaries	748,311	314,317	269,994	1,332,622
Prof. And Scientific Supplies	80,667	20,227	40,205	
Library Acquisitions				
Rentals				
Utilities				
Building Repairs				
Auditor of State Reimb.				
Aid to Individuals				
Subtotal	80,667	20,227	40,205	141,099
Total	828,978	334,544	310,199	1,473,721