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universities and special schools**

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Iowa State University  
University of Northern Iowa  
Iowa School for the Deaf  
Iowa Braille and Sight Saving School  
Lakeside Laboratory  
Quad-Cities Graduate Center  
Southwest Iowa Regents Resource Center  
Tri-State Graduate Center



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STATE OF IOWA

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January 30, 2006

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

Margaret A. Thomson  
Chief Clerk of the House  
State Capitol Building  
Des Moines IA 50319

RE: Diversity and Minority and Women Educators' Program Annual Report for 2005

Dear Members of the Iowa General Assembly:

Pursuant to Iowa Code §19B.5(3), enclosed is a report of Board of Regents' Diversity and Minority and Women Educators Program Annual Report for 2005.

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

Sincerely,

Gary W. Steinke

H:\BF\Legislative\2006 Session\diversity report 2005 - 013006.doc

**Enclosures**

cc: Mary Shipman, LSA  
Legislative Liaisons  
Legislative Log

**Contact: Marcia Brunson**

**ANNUAL DIVERSITY REPORT**

**Actions Requested:** (1) Receive the annual reports on Affirmative Action and the Minority and Women Educators Enhancement Program; 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 summarizes the progress that Regent institutions have made during the past year (October 1, 2004, through September 30, 2005) in providing equal employment opportunities for administrators, faculty, and staff. Due to the timing of the Board meeting and the statutory requirement that these reports be submitted to the Iowa General Assembly by January 31, it was necessary to ask the Board to review the report and comment on the report prior to the release of the agenda materials for the February meeting. In order to meet the statutory deadline, the reports were forwarded as required by the statute.

Institutional affirmative action officers will be present at the February meeting to provide brief comments and to respond to questions.

The Regent universities are “federal contractors” under Executive Order 11246 because they have fifty or more employees and have federal contracts exceeding \$50,000. Therefore, each university must develop an annual affirmative action program that includes:

- Taking affirmative action to employ and advance in employment qualified persons who are members of minority groups, women, persons with disabilities, disabled veterans, and veterans of the Vietnam era; and
- Development an affirmative action plan and reporting employment activities for these specific groups of individuals.

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 and in the Board’s exhibit book at the meeting.

To put the diversity activities of the institution into perspective, it is useful to consider some of the Iowa demographic data from the U.S. Census Bureau 2004 American Community Survey. The total population of Iowa is approximately 2.9 million; women comprise 50.8% of the population. The minority population is approximately 6.2%.

While increases or decreases in a given employment category may be slight from year to year, progress is evident when viewed over a five- or ten-year period. A decadal view reveals steady incremental progress toward ensuring equal employment opportunities at the Regent institutions. Total minority employment has risen from 7.0% in 1995; to 8.3% in 2000 and now stands at 9.1%.

Progress is also apparent in the percentage of women in the workforce, particularly in tenure track positions. The percentage of women tenure track faculty has increased from 24.1% in 1995 to 30.5% in 2005. Also the numbers of women in Executive/Administrative/Managerial positions have increased over the ten-year period – from 26.4% in 1995 to 34.4% in 2005.

More specific information from each institution is shown in Attachment A. The statistics are prepared from workforce data compiled for all permanent, full-time and part-time employees working 50% or more for the period October 1, 2004, to September 30, 2005 (federal fiscal year).

In accordance with Iowa Code §262.81, the Board of Regents shall establish a program to recruit women and minority educators to faculty positions at the Regent universities. For FY 2005, the Regent universities committed a total of approximately \$1 million to these efforts.

Iowa Code §19B.5 requires that the Board and its institutions submit an annual report on affirmative, 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 expenditures are detailed in Attachment B. The total expenditures for FY 2004 and FY 2005 are shown below:

	FY 2004	FY 2005	Percent Change
SUI	\$567,347	\$663,524	17%
ISU	\$264,373	\$253,139	-4%
UNI	\$213,878	\$224,319	5%

The University of Iowa noted that the increase in expenditures over the last year was due to adding new staff and filling a vacant position plus the set-up costs attributed to the addition of staff.

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

**FIVE AND TEN YEAR COMPARISONS  
(2004 State of Iowa Female Population 50.8%; Minority Population 6.2%)**

**UNIVERSITY OF IOWA**

POA GROUP	September 30, 1995					September 30, 2000					September 30, 2005				
	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	265	74	27.9%	20	7.5%	287	84	29.3%	17	5.9%	340	119	35.0%	22	6.5%
Faculty: Tenure Track	1,645	367	22.3%	187	11.4%	1,539	410	26.6%	198	12.9%	1,520	436	28.7%	225	14.8%
Faculty: Non- Tenure Track	341	132	38.7%	76	22.3%	529	223	42.2%	127	24.0%	565	250	44.2%	76	13.5%
Professional and Scientific	5,194	3,601	69.3%	251	4.8%	5,653	3,857	68.2%	345	6.1%	6,565	4,576	69.7%	426	6.5%
Secretarial/ Clerical	2,707	2,304	85.1%	69	2.5%	2,731	2,311	84.6%	87	3.2%	2,651	2,262	85.3%	99	3.7%
Technical/ Paraprofessional	547	341	62.3%	21	3.8%	500	315	63.0%	24	4.8%	455	287	63.1%	21	4.6%
Skilled Crafts Service/ Maintenance	455	37	8.1%	15	3.3%	423	34	8.0%	14	3.3%	401	36	9.0%	21	5.2%
	1,859	1,022	55.0%	148	8.0%	1,692	902	53.3%	203	12.0%	1,777	951	53.5%	241	13.6%
<b>TOTALS</b>	<b>13,013</b>	<b>7,878</b>	<b>60.5%</b>	<b>787</b>	<b>6.0%</b>	<b>13,354</b>	<b>8,136</b>	<b>60.9%</b>	<b>1,015</b>	<b>7.6%</b>	<b>14,274</b>	<b>8,917</b>	<b>62.5%</b>	<b>1,131</b>	<b>7.9%</b>

**IOWA STATE UNIVERSITY**

POA GROUP	September 30, 1995					September 30, 2000					September 30, 2005				
	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	261	68	26.1%	15	5.7%	263	75	28.5%	21	8.0%	297	100	33.7%	25	8.4%
Faculty: Tenure Track	1,275	273	21.4%	132	10.4%	1,278	325	25.4%	183	14.3%	1,243	353	28.4%	233	18.7%
Faculty: Non- Tenure Track	301	155	51.5%	32	10.6%	278	137	49.3%	35	12.6%	325	180	55.4%	38	11.7%
Professional and Scientific	2,086	948	45.4%	238	11.4%	1,999	884	44.2%	235	11.8%	2,166	967	44.6%	358	16.5%
Secretarial/ Clerical	1,169	1,078	92.2%	33	2.8%	1,300	1,186	91.2%	45	3.5%	1,116	1,010	90.5%	35	3.1%
Technical/ Paraprofessional	224	99	44.2%	7	3.1%	172	89	51.7%	5	2.9%	150	81	54.0%	5	3.3%
Skilled Crafts Service/ Maintenance	320	18	5.6%	6	1.9%	318	17	5.3%	7	2.2%	287	10	3.5%	4	1.4%
	682	343	50.3%	46	6.7%	564	321	56.9%	47	8.3%	571	315	55.2%	40	7.0%
<b>TOTALS</b>	<b>6,318</b>	<b>2,982</b>	<b>47.2%</b>	<b>509</b>	<b>8.1%</b>	<b>6,172</b>	<b>3,034</b>	<b>49.2%</b>	<b>578</b>	<b>9.4%</b>	<b>6,155</b>	<b>3,016</b>	<b>49.0%</b>	<b>738</b>	<b>12.0%</b>

**UNIVERSITY OF NORTHERN IOWA**

POA GROUP	September 30, 1995					September 30, 2000					September 30, 2005				
	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	112	27	24.1%	12	10.7%	104	28	26.9%	6	5.8%	96	32	33.3%	6	6.3%
Faculty: Tenure Track	558	198	35.5%	56	10.0%	561	223	39.8%	71	12.7%	547	222	40.6%	73	13.3%
Faculty: Non-Tenure Track	74	54	73.0%	6	8.1%	112	66	58.9%	12	10.7%	49	33	67.3%	2	4.1%
Professional and Scientific	378	176	46.6%	37	9.8%	508	256	50.4%	45	8.9%	517	273	52.8%	43	8.3%
Secretarial/ Clerical	285	280	98.2%	18	6.3%	335	326	97.3%	16	4.8%	282	272	96.5%	14	5.0%
Technical/ Paraprofessional	24	13	54.2%	3	12.5%	22	9	40.9%	2	9.1%	32	10	31.3%	5	15.6%
Skilled Crafts Service/ Maintenance	85	3	3.5%	8	9.4%	86	6	7.0%	6	7.0%	68	4	5.9%	3	4.4%
	250	146	58.4%	51	20.4%	252	142	56.3%	48	19.0%	232	129	55.6%	34	14.7%
<b>TOTALS</b>	<b>1,766</b>	<b>897</b>	<b>50.8%</b>	<b>191</b>	<b>10.8%</b>	<b>1,980</b>	<b>1,056</b>	<b>53.3%</b>	<b>206</b>	<b>10.4%</b>	<b>1,823</b>	<b>975</b>	<b>53.5%</b>	<b>180</b>	<b>9.9%</b>

**IOWA SCHOOL FOR THE DEAF**

POA GROUP	September 30, 1995					September 30, 2000					September 30, 2005				
	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	-	0.0%	-	0.0%	5	1	20.0%	-	0.0%	4	1	25.0%	-	0.0%
Faculty: Tenure Track															
Faculty: Non-Tenure Track	54	40	74.1%	-	0.0%	63	50	79.4%	-	0.0%	44	38	86.4%	-	0.0%
Professional and Scientific	24	20	83.3%	-	0.0%	35	24	68.6%	2	5.7%	34	27	79.4%	1	2.9%
Secretarial/ Clerical	11	11	100.0%	2	18.2%	8	8	100.0%	1	12.5%	5	5	100.0%	1	20.0%
Technical/ Paraprofessional	29	25	86.2%	-	0.0%	29	25	86.2%	1	3.4%	26	22	84.6%	2	7.7%
Skilled Crafts Service/ Maintenance	6	-	0.0%	-	0.0%	6	-	0.0%	-	0.0%	6	-	0.0%	-	0.0%
	19	7	36.8%	2	10.5%	20	8	40.0%	5	25.0%	19	8	42.1%	4	21.1%
<b>TOTALS</b>	<b>148</b>	<b>103</b>	<b>69.6%</b>	<b>4</b>	<b>2.7%</b>	<b>166</b>	<b>116</b>	<b>69.9%</b>	<b>9</b>	<b>5.4%</b>	<b>138</b>	<b>101</b>	<b>73.2%</b>	<b>8</b>	<b>5.8%</b>

**IOWA BRAILLE AND SIGHT SAVING SCHOOL**

POA GROUP	September 30, 1995					September 30, 2000					September 30, 2005				
	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	2	40.0%	-	0.0%	5	3	60.0%	-	0.0%	4	3	75.0%	-	0.0%
Faculty: Tenure Track															
Faculty: Non-Tenure Track	29	25	86.2%	-	0.0%	34	26	76.5%	-	0.0%	37	25	67.6%	-	0.0%
Professional and Scientific	2	2	100.0%	-	0.0%	8	5	62.5%	-	0.0%	8	6	75.0%	-	0.0%
Secretarial/ Clerical	8	8	100.0%	-	0.0%	8	8	100.0%	-	0.0%	7	7	100.0%	-	0.0%
Technical/ Paraprofessional	43	40	93.0%	-	0.0%	35	34	97.1%	-	0.0%	33	31	93.9%	-	0.0%
Skilled Crafts	2	-		-		-	-		-		-	-		-	
Service/ Maintenance	11	7	63.6%	-	0.0%	12	6	50.0%	-	0.0%	19	7	36.8%	1	5.3%
<b>TOTALS</b>	<b>100</b>	<b>84</b>	<b>84.0%</b>	<b>-</b>	<b>0.0%</b>	<b>102</b>	<b>82</b>	<b>80.4%</b>	<b>-</b>	<b>0.0%</b>	<b>108</b>	<b>79</b>	<b>73.1%</b>	<b>1</b>	<b>0.9%</b>

**TOTAL -- REGENT INSTITUTIONS**

POA GROUP	September 30, 1995					September 30, 2000					September 30, 2005				
	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	648	171	26.4%	47	7.3%	664	191	28.8%	44	6.6%	741	255	34.4%	53	7.2%
Faculty: Tenure Track	3,478	838	24.1%	375	10.8%	3,378	958	28.4%	452	13.4%	3,310	1,011	30.5%	531	16.0%
Faculty: Non-Tenure Track	799	406	50.8%	114	14.3%	1,016	502	49.4%	174	17.1%	1,020	526	51.6%	116	11.4%
Professional and Scientific	7,684	4,747	61.8%	526	6.8%	8,203	5,026	61.3%	627	7.6%	9,290	5,849	63.0%	828	8.9%
Secretarial/ Clerical	4,180	3,681	88.1%	122	2.9%	4,382	3,839	87.6%	149	3.4%	4,061	3,556	87.6%	149	3.7%
Technical/ Paraprofessional	867	518	59.7%	31	3.6%	758	472	62.3%	32	4.2%	696	431	61.9%	33	4.7%
Skilled Crafts	868	58	6.7%	29	3.3%	833	57	6.8%	27	3.2%	762	50	6.6%	28	3.7%
Service/ Maintenance	2,821	1,525	54.1%	247	8.8%	2,540	1,379	54.3%	303	11.9%	2,618	1,410	53.9%	320	12.2%
<b>TOTALS</b>	<b>21,345</b>	<b>11,944</b>	<b>56.0%</b>	<b>1,491</b>	<b>7.0%</b>	<b>21,774</b>	<b>12,424</b>	<b>57.1%</b>	<b>1,808</b>	<b>8.3%</b>	<b>22,498</b>	<b>13,088</b>	<b>58.2%</b>	<b>2,058</b>	<b>9.1%</b>

**Affirmative Action, Diversity, Multi-Cultural Costs  
FY 2005**

**Department Name:** Board of Regents  
**Person Completing Report:** Marcia Brunson  
**E-mail Address:** [mbruns@iastate.edu](mailto:mbruns@iastate.edu)

	<b>SUI Affirmative Action Office</b>	<b>ISU Office of Equal Opportunity and Diversity</b>	<b>UNI Office of Compliance and Equity Management</b>	<b>Total</b>
<b>REVENUES</b>				
<b>STATE APPROPRIATIONS</b>				
General Fund	663,524	253,139	224,319	1,140,982
Other	-	-	-	-
<b>OTHER REVENUES</b>				
Federal Support	-	-	-	-
Interest	-	-	-	-
Tuition and Fees	-	-	-	-
Reimb. Indirect Costs	-	-	-	-
Sales and Services	-	-	-	-
Other Income	-	-	-	-
<b>TOTAL REVENUES</b>	<b>663,524</b>	<b>253,139</b>	<b>224,319</b>	<b>1,140,982</b>
<b>EXPENDITURES</b>				
Fac. & Inst. Off. Salaries	-	-	110,433	110,433
Prof. & Sci. Staff Salaries	537,513	164,101	60,625	762,239
General Service Staff Salaries	50,324	26,165	1,125	77,614
Hourly Wages	12,433	10,328	-	22,761
Labor in Transfers	-	-	-	-
Vacancy Factor	-	-	-	-
Subtotal - Salaries	600,270	200,594	172,183	973,047
Prof. And Scientific Supplies	63,254	52,545	52,136	167,935
Library Acquisitions	-	-	-	-
Rentals	-	-	-	-
Utilities	-	-	-	-
Building Repairs	-	-	-	-
Auditor of State Reimb.	-	-	-	-
Aid to Individuals	-	-	-	-
Subtotal	63,254	52,545	52,136	167,935
<b>TOTAL EXPENDITURES</b>	<b>663,524</b>	<b>253,139</b>	<b>224,319</b>	<b>1,140,982</b>

**MINORITY AND WOMEN EDUCATORS  
ENHANCEMENT PROGRAM**

**The University of Iowa**

**Annual Report  
2004-2005**

**BOARD OF REGENTS  
STATE of IOWA**

Prepared by  
Marcella David  
Interim Associate Provost for Diversity  
Office of the Provost  
The University of Iowa



## **MINORITY AND WOMEN EDUCATORS ENHANCEMENT PROGRAM**

**University of Iowa  
2004-2005**

### **Faculty Diversity Opportunity Program (FDOP)**

At the University of Iowa, the Office of the Provost has established a program to enhance collegiate efforts to recruit and retain minority faculty. This program, called the Faculty Diversity Opportunities Program (FDOP), is administered by the Associate Provost for Diversity, who works with collegiate deans to identify potential faculty hires that add to the diversity of the UI faculty. FDOP resources are used to support part of the first several years, typically one to three years, of the newly recruited faculty member's tenure at the University. After this initial period, the college provides all of the resources for the faculty members' development and tenure. In some years, FDOP resources have been committed towards support the scholarly development of post-doctoral fellows. FDOP was established in 1999, expanding on previous similar initiatives. Since 1999, FDOP has been used to support 84 diversity hires to the UI campus.

For the current fiscal year, 2005-2006, the Office of the Provost is providing FDOP funding totaling **\$840,730** for partial salaries and other resources for a total of **31** faculty and **2** post-doctoral fellows. These positions are in the Colleges of Business, Dentistry, Education, Law, Liberal Arts and Sciences, Medicine, Nursing, and Public Health. Five of these appointments are new, and twenty-eight are continuing.

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 six year period ending 2005.

### **Collegiate Diversity Group**

The Office of the Provost 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. The Associate Provost for Diversity assists the group in organizing and developing agenda for the meetings, and the Offices of Equal Opportunity and Diversity and the General Counsel serve as resources to the Group. The Chair of the University's Committee on Diversity serves as an *ex officio*

member. 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 Personnel and Development. Consideration of diversity issues in the collegiate academic environment, curricula, and programming are also an important focus of the Associate Deans for Academic Programs group convened by the Associate Provost for Undergraduate Education.

### **Minority Faculty Orientation and Mentoring**

The Provost, through the Associate Provost for Diversity, is a sponsor of the orientation program for new faculty, which begins the faculty mentoring program. The faculty mentoring program teams new faculty with senior faculty in their respective departments to assist in the new faculty member's career development in teaching, scholarship and research, and committee service. 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 Associate Provost for Diversity provides support for several faculty and staff affinity groups, including the African-American Council, the Council on the Status of Latinos, the Council on the Status of Women, and the UI LGBT Association.

### **Diversity Scholars, Visitors, and Faculty Exchanges**

The Provost, through the Associate Provost for Diversity, provides financial support for efforts to bring underrepresented minority persons as visiting faculty and speakers to campus to present seminars and lectures, and to 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 Provost, through the Associate Provost for Diversity, regularly supports events that enhance dialog and sensitivity about diversity issues. The Associate Provost for Diversity continues to work with the Office of Equal Opportunity and Diversity and the UI Diversity Committee 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.

### **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 UI 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.

### **Developing Future Faculty**

The University of Iowa Graduate College annually conducts a Committee on Institutional Cooperation 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.

Through the College of Liberal Arts, the Graduate College, the Office of the Vice President for Research, and the 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.

**Annual Report on  
Regents Minority and Women Educators Enhancement Program**

**Iowa State University  
November 2005**

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. An administrative internship program was initiated to encourage a more diverse leadership at the university. Previously, the Office of the Provost had joined with the Kellogg Commission to support the Shared Leadership for Institutional Change (SLIC) initiative, which offered year-long leadership training for over 90 women and minority faculty and staff on campus. During the first year of the administrative internship program, 2004-2005, four interns were supported at a cost of \$50,900.
2. In an effort to increase the sensitivity of supervisors to the needs of working parents, the Provost encourages the use of existing policies to support new parent employees. (See <http://www.provost.iastate.edu/faculty/resources/newparents.html>.) Additionally, to further support female faculty in the early years of their academic careers, the University has developed a draft policy on part-time appointments for tenure-eligible and tenured faculty. Once adopted, this policy will help in the recruitment and retention of excellent faculty, particularly of women who must balance career and family.
3. In November 2004, the Provost sent a seven-person team (faculty and administrators) to the "Keeping Our Faculties of Color" conference at the University of Minnesota as a "Diversity Leadership Team." This team will lead additional on-campus efforts to improve our efforts at retention and hiring. This is one of several follow-ups to the Taskforce Report on the Recruitment and Retention of Women and Minority Faculty (2003).
4. The Office of the Provost recently submitted a \$3.5M proposal for an NSF ADVANCE Grant on "Institutional Transformation." These multi-year grants support changes in institutional and disciplinary cultures in STEM fields. The Associate Provost for Faculty Advancement held a retreat of STEM female faculty in Fall 2003 and again in Spring 2005.
5. We have developed a new handbook on best practices in hiring, aimed at diversifying the interview pools and hires of faculty. Together with the Office of Equal Opportunity and Diversity, we are providing additional resources to aid faculty search committees, department chairs and deans in this important effort.
6. The Advisory Committee on Diversity, appointed by President Geoffroy in 2002, continues its work. The Committee completed a campus climate survey in Spring

2004. The President and Vice Presidents have incorporated the results of this survey into the "Implementation Plan for Diversity and Equity: 2006-2011." Annual progress reports will be used to monitor progress for the plan.

7. To increase the number of minority and women educators on the faculty of Iowa State University, a program to provide partial funding to support the hiring of under-represented faculty was initiated in FY89-90 with funding by the President through the Provost Office. The program provided funding for faculty positions in the amount of \$106,700 for FY05. Since inception, the program has provided \$2.3M in order to diversify the faculty at ISU.
8. The Provost Office also initiated a funding program entitled the "Academic Plan Pool" beginning in FY01. Under this program, the Provost evaluates and funds requests and proposals from departments and colleges for the purpose of accommodating a spouse or partner of an ISU employee or potential employee. A priority for the funding is the recruitment and retention of faculty and staff from under-represented groups. A total of \$448,500 was allocated to colleges and departments in FY05 for this program.
9. To assist new faculty in establishing firm roots within Iowa State University, a faculty mentoring program was initiated in fall 1992. The goal is to provide advice and counsel to junior faculty members as they "learn the ropes". In recognition of the senior faculty member's mentoring efforts, each receives a \$500 stipend to support their professional development. In FY04, 76 faculty (19 women and 22 minorities) were mentored. During FY05, an additional 62 faculty members (17 women and 14 minorities) were mentored. The cost of the program for FY05 was \$29,500. This program is being reviewed in FY06 with special attention paid to mentoring of women and faculty of color.
10. The Office of the Provost supported the establishment of a Women's Leadership Consortium in 2002. The consortium continues to bring together leaders of various women's programs on campus and to investigate strategies for increasing their visibility and impact on campus initiatives and programs. For the past two years, this group has sponsored an Iowa Women's Leadership Summit as part of the Advancing Women Leaders Lecture Series of the Consortium. The April 2005 event had national and Iowa speakers and drew over 200 participants.
11. The Associate Provost for Faculty Advancement serves as Co-Chair of the state chapter, Iowa Network, of Women in Higher Education, ACE. The primary goal of the Iowa Network is to facilitate the development of women leaders in higher education, through conversations, collaborations, and mentoring across the state.
12. The Women's Enrichment Mini-Grants Program is designed to support initiatives that will enrich the experiences of women faculty, staff and students at Iowa State University. Annual funding of \$25,000 comes from the ISU Foundation as part of the Greater University Fund of Excellence. The Provost Office administers the grant awards.

13. The Provost annually supports a female faculty member in attending a national training workshop on leadership.
14. 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, health-related 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.
15. 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.

November 2005

TO: Board of Regents, State of Iowa  
FROM: University of Northern Iowa  
RE: Minority and Women Educators Enhancement Program

Of the \$40,000 original budget, \$28,000 has been used since 1989 to recruit and hire a minority faculty member for the Political Science Department.

The balance of these funds (\$12,000) has been used since 1990 to recruit and hire an academic administrator as Associate Dean for the Graduate College. This individual retired from her position in July 2002. These funds (plus an additional \$8,000) have been reallocated to support teaching from visiting minority faculty and recruiting students from traditionally black schools such as Dillard, Xavier, and Southern universities.



THE UNIVERSITY  
OF IOWA

## REPORT TO THE BOARD OF REGENTS STATE OF IOWA

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**Annual Equal Employment Opportunity and  
Affirmative Action Workforce Report  
November 2005**

Submitted by Jennifer Modestou  
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Director of Equal Opportunity and Diversity  
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# **Annual Equal Employment Opportunity and Affirmative Action Workforce Report November 2005**

## **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 2005 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 permanent, full-time, and part-time employees working 50 percent time or more on October 1 of the data year. 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, 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.<sup>1</sup>

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<sup>1</sup> 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.** Between October 1, 2004 and October 1, 2005, the University of Iowa workforce increased by 75 individuals (0.5 percent), from 14,199 in 2004 to 14,274 in 2005.
  - The faculty and staff increased by 87 women (1.0 percent).
  - Racial/ethnic minority representation decreased by 1 individual (0.1 percent).
  - There was a decrease of 6 individuals (6.3 percent) who self-reported having disabilities.
  - The number of self-identified Vietnam-era veterans decreased by 4 (1.1 percent).
  - The number of disabled veterans decreased by 4 (13.3 percent), and the number of other eligible veterans increased by 4 (1.3 percent).
  - There was a decrease in the number of tenured/tenure track faculty (net loss of 37 faculty or 2.4 percent). The number of female tenure track faculty increased by 9 (2.1 percent), while overall minority representation on the tenure track decreased by 2 (0.9 percent).
  - The campus unit with the largest net increase in staff was the University of Iowa Hospitals and Clinics, with a net gain of 61 staff (1.1 percent).
  - During the 2004-05 data year, the University hired/promoted 898 women and 186 racial/ethnic minorities overall. Despite this level of hiring, with all employment groups aggregated, the University is currently under-represented by 299 women (2.1 percent) and by 123 minorities (0.9 percent).<sup>2</sup>
  
- **Five-Year Comparison of Workforce Categories.** Between October 1, 2000 and October 1, 2005, the University of Iowa workforce increased by 920 individuals (6.9 percent), from 13,354 in 2000 to 14,274 in 2005.
  - The faculty and staff increased by 781 women (9.6 percent).
  - Racial/ethnic minority representation increased by 116 individuals (11.4 percent).
  - The number of employees who self-reported having disabilities decreased by 21 (18.9 percent).
  - There was an increase of 14 individuals (4.2 percent) who self-identified as Vietnam-era veterans.
  - The number of disabled veterans increased by 8 (44.4 percent).
  - There was a net decrease of 19 tenured/tenure track faculty (1.2 percent). The number of female tenure track faculty increased by 26 (6.3 percent), and the number of minority faculty increased by 27 (13.6 percent).

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<sup>2</sup> Underrepresentation is defined as having fewer minorities or women 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 IV of this report.

- **Ten-Year Comparison of Workforce Categories.** Between October 1, 1995 and October 1, 2005, the University of Iowa workforce increased by 1,261 individuals (9.7 percent), from 13,013 to 14,274.
  - The faculty and staff increased by 1,039 women (13.2 percent).
  - Racial/ethnic minority representation increased by 344 individuals (43.7 percent).
  - There was a decrease of 26 individuals (22.4 percent) who self-reported having disabilities.
  - The number of self-identified Vietnam-era veterans nearly doubled, with an increase of 172 individuals (96.1 percent). The number of disabled veterans increased by 9 (52.9 percent).
  - There was a net decrease of 125 tenured/tenure track faculty (7.6 percent). The number of female tenure track faculty increased by 69 (18.8 percent), and minority representation increased by 38 (20.3 percent).

### III. ONE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2004 - 2005

#### A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Minority Status, 2004 – 2005

The University of Iowa workforce increased by 75 employees (one-half of one percent) during the 2004-05 data year, from 14,199 in 2004 to 14,274 in 2005. 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, while the largest net increase in number of employees occurred among Professional and Scientific Staff. The largest proportional decrease was among Technical and Paraprofessional Staff, and the largest net decrease was among Tenured/Tenure Track Faculty.

The number of women in the workforce increased by 87 (1 percent), with the largest proportional increase in Non-Tenure Track Faculty and the largest net increase in Professional and Scientific Staff. The number of racial/ethnic minorities decreased by one (one-tenth of one percent) overall; there were slight decreases in the representation of minorities in every POA group except Non-Tenure Track Faculty (no change) and Secretarial and Clerical Staff (increase of nearly 9 percent).

The following table and charts compare the composition of the University's workforce on October 1, 2004 to that on October 1, 2005 by POA group, gender, and minority status. Note that actual workforce gains and losses are detailed in Table II.

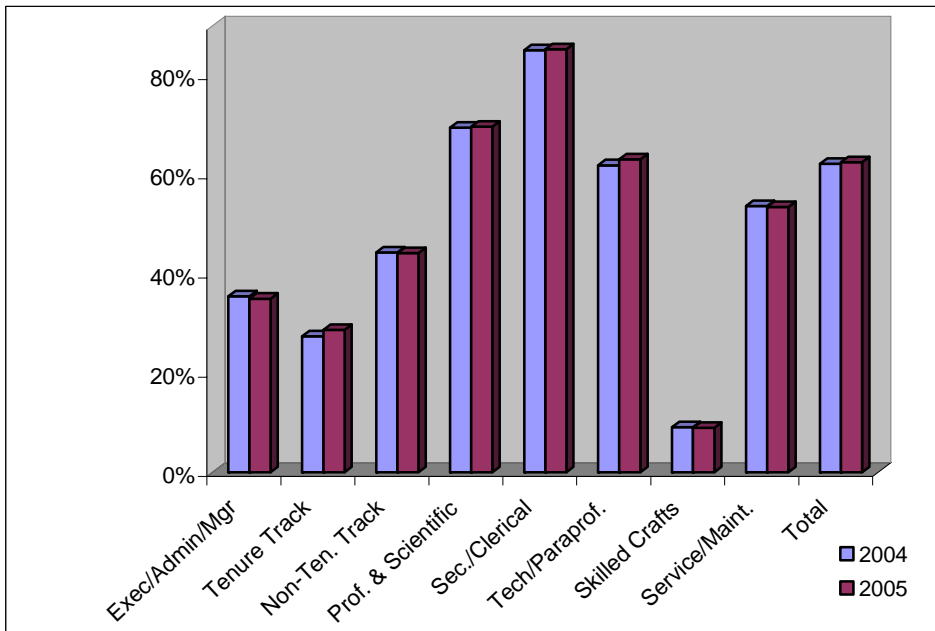
**Table I**  
**Faculty and Staff by Primary Occupational Activity Group, Gender, and Minority Status**  
**October 1, 2004 – October 1, 2005**

POA Group	2004			2005			Net Change		
	Total	Women	Minorities	Total	Women	Minorities	Total	Women	Minorities
1 Executive, Administrative, & Managerial Staff	327	116 35.5%	23 7.0%	340	119 35.0%	22 6.5%	+13 +4.0%	+3 +2.6%	-1 -4.3%
2 Tenured/Tenure Track Faculty	1,557	427 27.4%	227 14.6%	1,520	436 28.7%	225 14.8%	-37 -2.4%	+9 +2.1%	-2 -0.9%
3 Non-Tenure Track Faculty	537	238 44.3%	76 14.2%	565	250 44.2%	76 13.5%	+28 +5.2%	+12 +5.0%	0
4 Professional & Scientific Staff	6,467	4,495 69.5%	427 6.6%	6,565	4,576 69.7%	426 6.5%	+98 +1.5%	+81 +1.8%	-1 -0.2%
5 Secretarial and Clerical Staff	2,676	2,276 85.1%	91 3.4%	2,651	2,262 85.3%	99 3.7%	-25 -0.9%	-14 -0.6%	+8 +8.8%
6 Technical and Paraprofessional Staff	472	292 61.9%	22 4.7%	455	287 63.1%	21 4.6%	-17 -3.6%	-5 -1.7%	-1 -4.5%
7 Skilled Crafts Staff	394	36 9.1%	22 5.6%	401	36 9.0%	21 5.2%	+7 +1.8%	0	-1 -4.5%
8 Service and Maintenance Staff	1,769	950 53.7%	244 13.8%	1,777	951 53.5%	241 13.6%	+8 +0.5%	+1 +0.1%	-3 -1.2%

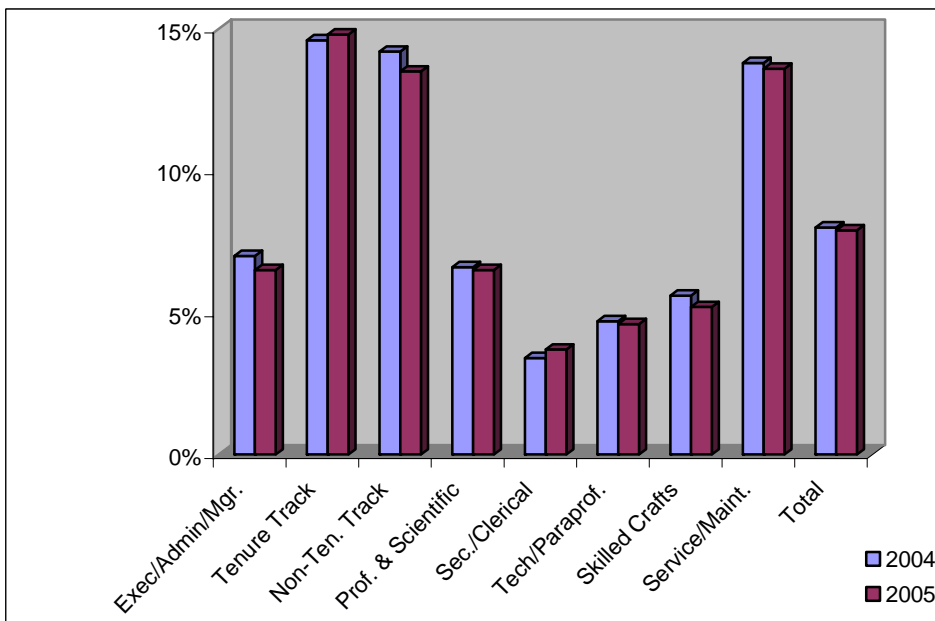
<b>Total</b>	<b>14,199</b>	<b>8,830</b> <b>62.2%</b>	<b>1,132</b> <b>8.0%</b>	<b>14,274</b>	<b>8,917</b> <b>62.5%</b>	<b>1,131</b> <b>7.9%</b>	<b>+ 75</b> <b>+ 0.5%</b>	<b>+ 87</b> <b>+ 1.0%</b>	<b>- 1</b> <b>- 0.1%</b>
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**Figure 1**  
**Female Faculty and Staff by Primary Occupational Activity Group**  
**October 1, 2004 – October 1, 2005**



**Figure 2**  
**Minority Faculty and Staff by Primary Occupational Activity Group**  
**October 1, 2004 – October 1, 2005**



The following table details for each Primary Occupational Activity group: 1) gains (the number of hires/promotions); 2) losses (the number of resignations/terminations); and 3) the net increase or decrease in the workforce. These changes are presented for the overall workforce and for women and minorities specifically.

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

**Table II**  
**Workforce Gains and Losses by Primary Occupational Activity Group,**  
**Gender, and Minority Status, October 1, 2004 – October 1, 2005**

POA Group	Gains			Losses			Net Change		
	Total	Women	Minorities	Total	Women	Minorities	Total	Women	Minorities
1 Executive, Administrative, & Managerial Staff	51	16	4	38	13	5	+ 13	+ 3	- 1
2 Tenured/Tenure Track Faculty	89	38	17	126	29	19	- 37	+ 9	- 2
3 Non-Tenure Track Faculty	111	49	25	83	37	25	+ 28	+ 12	0
4 Professional & Scientific Staff	731	519	80	633	438	81	+ 98	+ 81	- 1
5 Secretarial and Clerical Staff	181	155	17	206	169	9	- 25	- 14	+ 8
6 Technical and Paraprofessional Staff	44	31	3	61	36	4	- 17	- 5	- 1
7 Skilled Crafts Staff	24	3	0	17	3	1	+ 7	0	- 1
8 Service and Maintenance Staff	265	174	39	257	173	42	+ 8	+ 1	- 3
<b>Total</b>	<b>1,496</b>	<b>985</b>	<b>185</b>	<b>1,421</b>	<b>898</b>	<b>186</b>	<b>+ 75</b>	<b>+ 87</b>	<b>- 1</b>

The unit on campus with the largest net workforce increase over the past year was the University of Iowa Hospitals and Clinics with a net gain of 61 staff (1.1 percent), from 5,595 in 2004 to 5,656 in 2005. This increase is attributable to several factors, including:

- Greater recruitment success in filling long-standing vacancies in Nursing
- Continued volume growth and care delivery changes in ambulatory care clinics
- Continued expansion of phlebotomist positions as part of a process improvement which frees nurses and clinical lab scientists from this task
- The addition of patient account representatives to address new business office processes, including front end insurance verification

The campus unit with the largest net workforce decrease was the Carver College of Medicine, with a net loss of 37 faculty and staff since October 1, 2004.

**B. 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 over the next five years. The targeted employment categories include two workforce areas for women and three for racial/ethnic minorities.

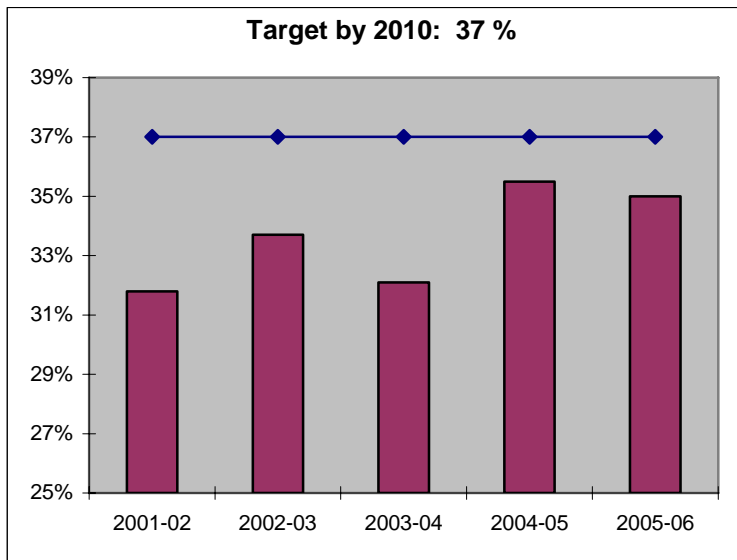
In the past year, the University has made gains towards its targets in two of these five categories.

The following table and charts identify the targeted categories and the progress made toward achieving the representation targets.

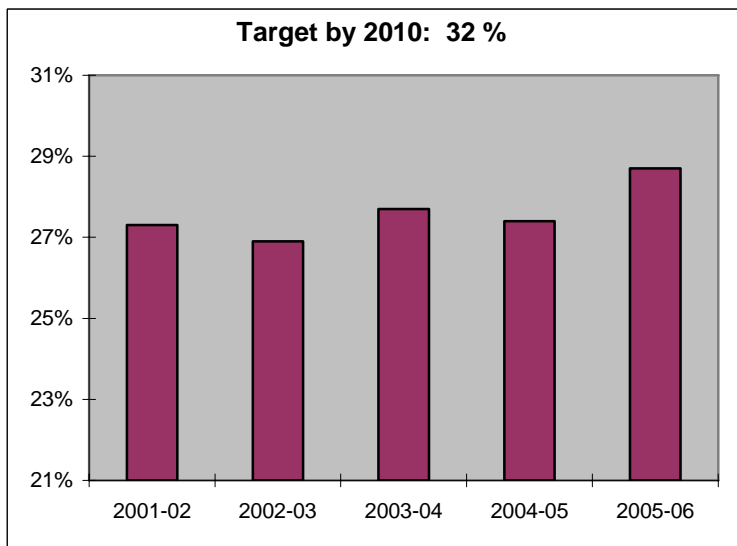
**Table III  
Progress Towards Strategic Planning Indicators of  
Gender and Racial/Ethnic Diversity Among Faculty and Staff**

<b>Category</b>	<b>Fiscal Year '05 (as of October 1, 2004)</b>	<b>Fiscal Year '06 (as of October 1, 2005)</b>	<b>Target</b>	<b>Target Met</b>
<b>WOMEN</b>				
Executive, Administrative, and Managerial Staff	35.5 %	Decreased to 35.0 %	37.0 %	No
Tenured/Tenure Track Faculty	27.4 %	Increased to 28.7 %	32.0 %	No
<b>RACIAL/ETHNIC MINORITIES</b>				
Executive, Administrative, and Managerial Staff	7.0 %	Decreased to 6.5 %	8.0 %	No
Tenured/Tenure Track Faculty	14.6 %	Increased to 14.8 %	16.0 %	No
Professional & Scientific Staff	6.6 %	Decreased to 6.5 %	7.5 %	No

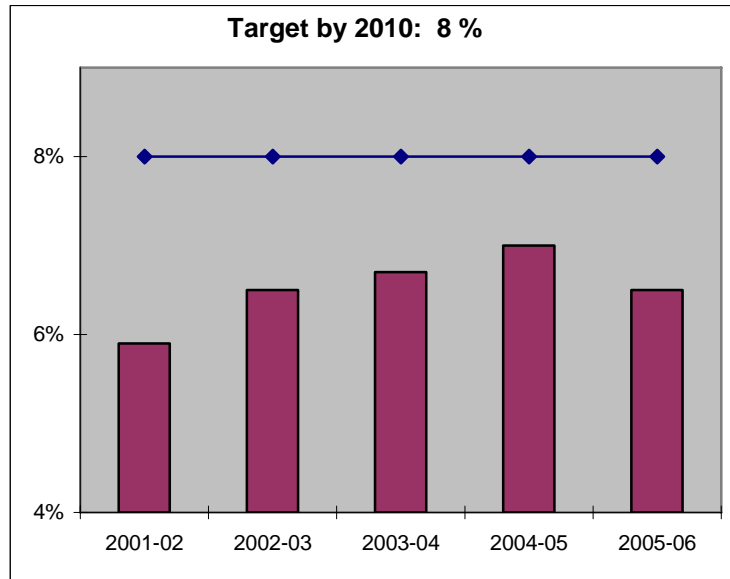
**Figure 3**  
**Female Executive, Administrative, and Managerial Staff**  
**Strategic Indicators, 2005 – 2010**



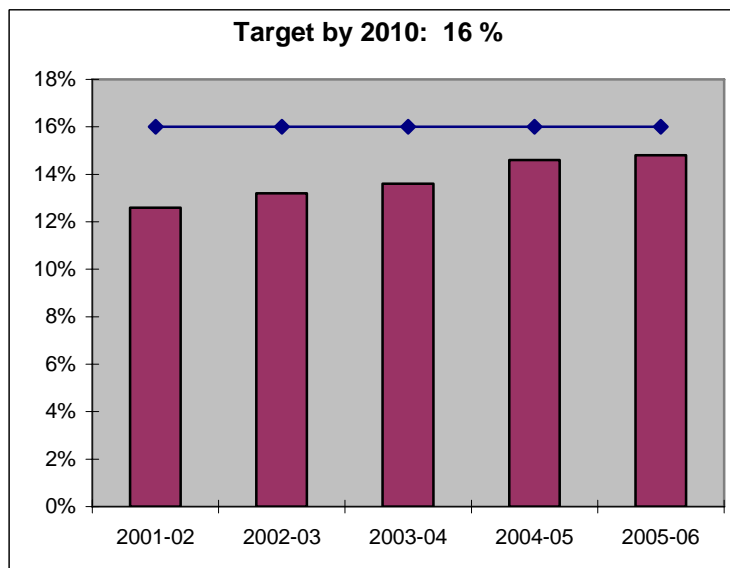
**Figure 4**  
**Female Tenured/Tenure Track Faculty**  
**Strategic Indicators, 2005 – 2010**



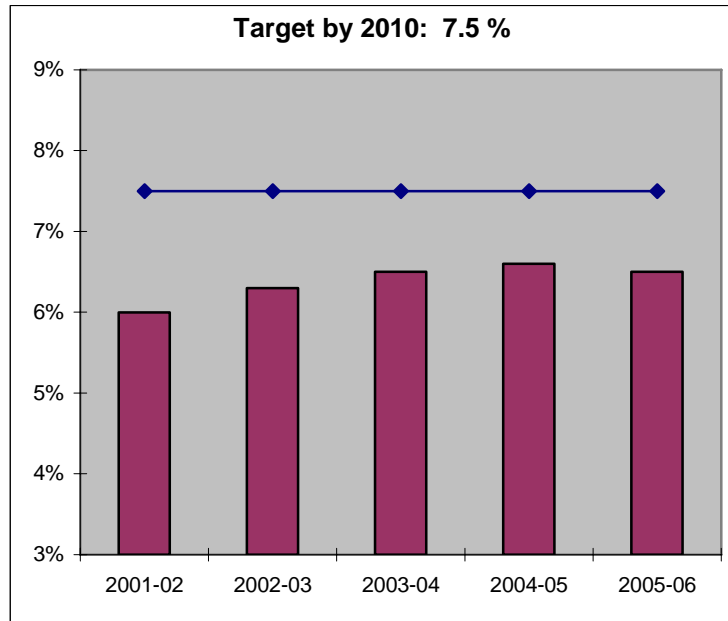
**Figure 5**  
**Racial/Ethnic Minority Executive, Administrative, and Managerial Staff**  
**Strategic Indicators, 2005 – 2010**



**Figure 6**  
**Racial/Ethnic Minority Tenured/Tenure Track Faculty**  
**Strategic Indicators, 2001 – 2005 – 2010**



**Figure 7**  
**Racial/Ethnic Minority Professional and Scientific Staff**  
**Strategic Indicators, 2005 – 2010**



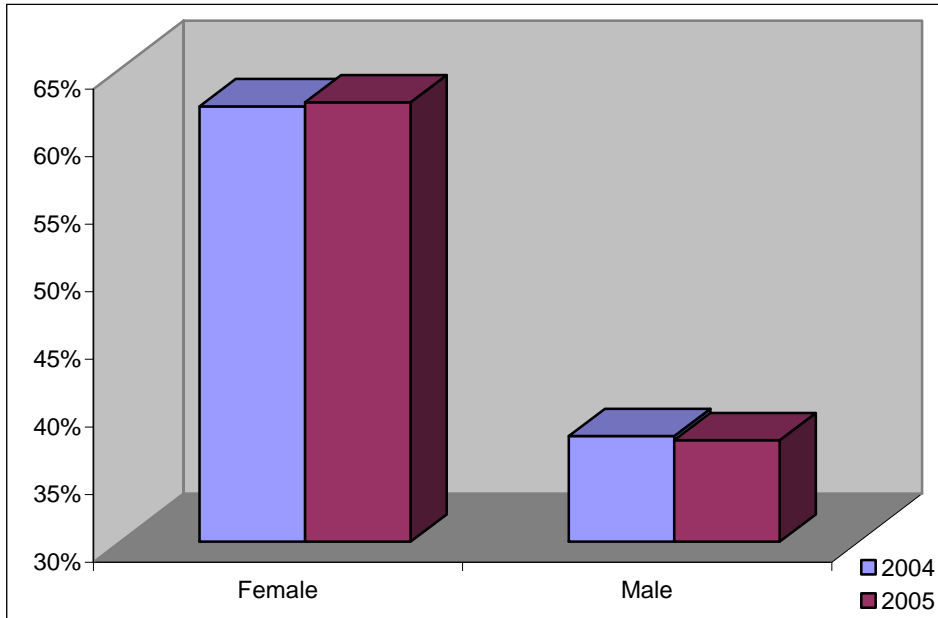
**C. Faculty and Staff by Gender, Race/Ethnicity, Disability, and Veteran Status, 2004 – 2005**

The following table and charts indicate the number of female and minority faculty and staff by gender and racial/ethnic group on October 1, 2004 and October 1, 2005. Race/ethnicity is self-reported by the employee to the University at the time of appointment; this personal data may be updated and/or corrected by the employee at any time.

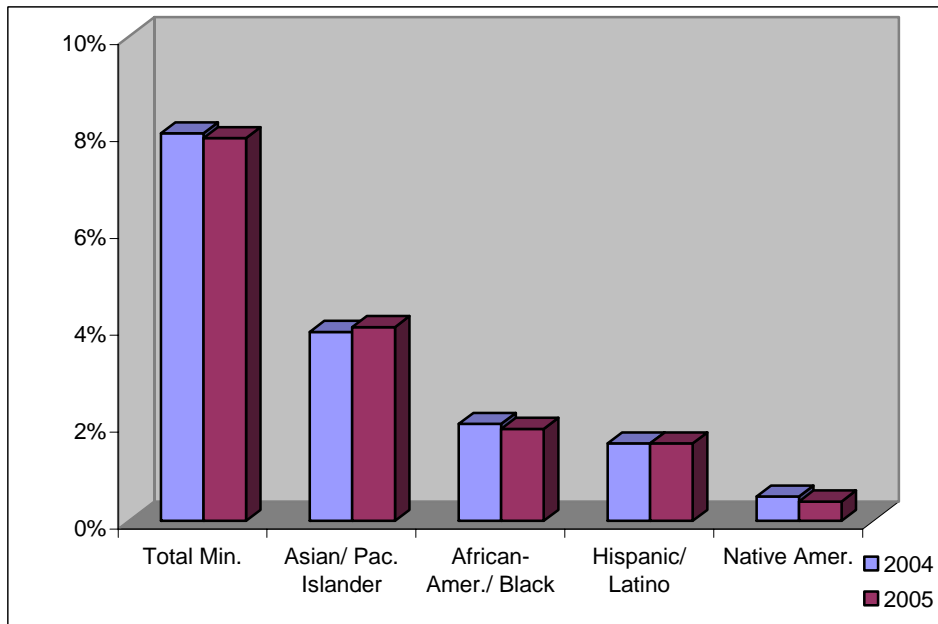
**Table IV**  
**Faculty and Staff by Gender and Race/Ethnicity**  
**October 1, 2004 – October 1, 2005**

Year	Total Faculty & Staff	Women	Total Minorities	Asian/Pacific Islander	African-American/Black	Hispanic/Latino	Native American
2004	14,199	8,830 62.2 %	1,132 8.0 %	559 3.9 %	283 2.0 %	222 1.6 %	68 0.5 %
2005	14,274	8,917 62.5 %	1,131 7.9 %	565 4.0 %	277 1.9 %	226 1.6 %	63 0.4 %
Net Change	+ 75 + 0.5 %	+ 87 + 1.0 %	- 1 - 0.1 %	+ 6 + 1.1 %	- 6 - 2.1 %	+ 4 + 1.8 %	- 5 - 7.4 %

**Figure 8**  
**Faculty and Staff by Gender**  
**October 1, 2004– October 1, 2005**



**Figure 9**  
**Faculty and Staff by Race/Ethnicity**  
**October 1, 2004– October 1, 2005**



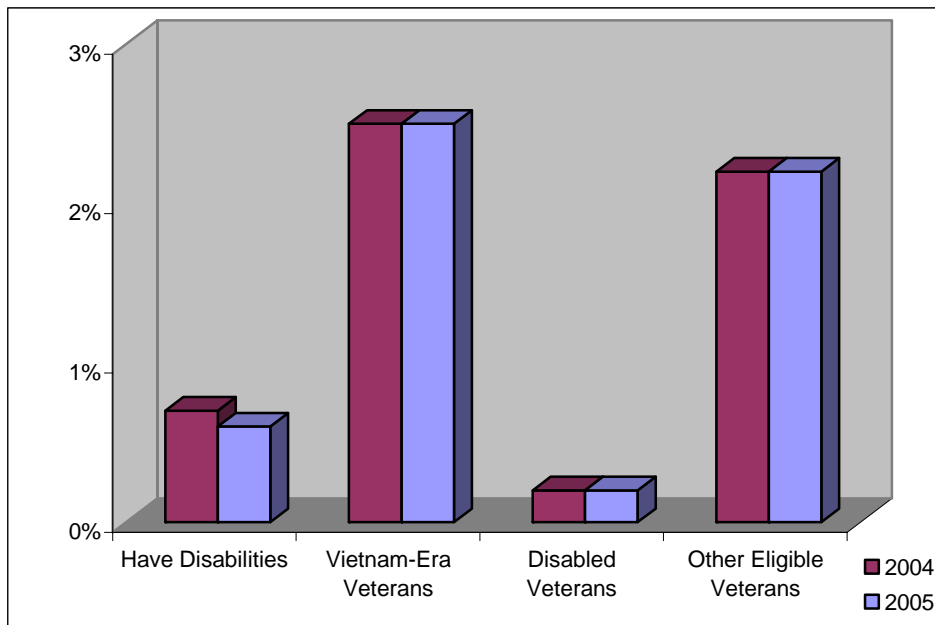
Employees self-report disability and veteran status to the University at the time of appointment, and may update or correct this information at any time via the Human Resources Employee Self-Service website. The number of faculty and staff who reported having a disability decreased by 6 individuals (6 percent) over the past year. The number of faculty and staff who self-identified as Vietnam-era or disabled veterans decreased slightly (by 4 individuals in each category), while the number of other eligible veterans increased by 4 individuals.

The following table and charts indicate the number of faculty and staff who self-reported disabilities and the number of Vietnam-era veterans, disabled veterans, and other eligible veterans on October 1, 2004 and October 1, 2005.

**Table V**  
**Faculty and Staff by Disability and Veteran Status**  
**October 1, 2004– October 1, 2005**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Vietnam-Era Veterans	Disabled Veterans	Other Eligible Veterans
2004	14,199	96 0.7 %	355 2.5 %	30 0.2 %	307 2.2 %
2005	14,274	90 0.6 %	351 2.5 %	26 0.2 %	311 2.2 %
Net Change	+ 75 + 0.5 %	- 6 - 6.3 %	- 4 - 1.1 %	- 4 - 13.3 %	+ 4 + 1.3 %

**Figure 10**  
**Faculty and Staff by Disability and Veteran Status**  
**October 1, 2004– October 1, 2005**





**D. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 2004 – 2005**

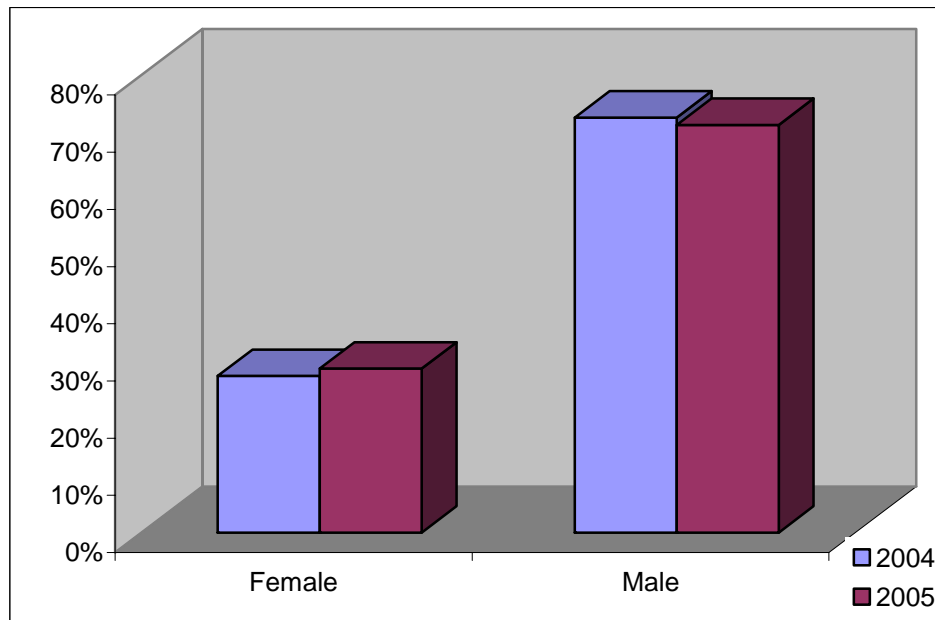
The number of tenured/tenure track faculty decreased by 37 individuals (2 percent) in the last year. The number of female tenured/tenure track faculty increased by 9, while overall minority representation decreased by 2 (1 percent).

The following table and charts present the gender and race/ethnicity of tenured/ tenure track faculty in 2004 and 2005.

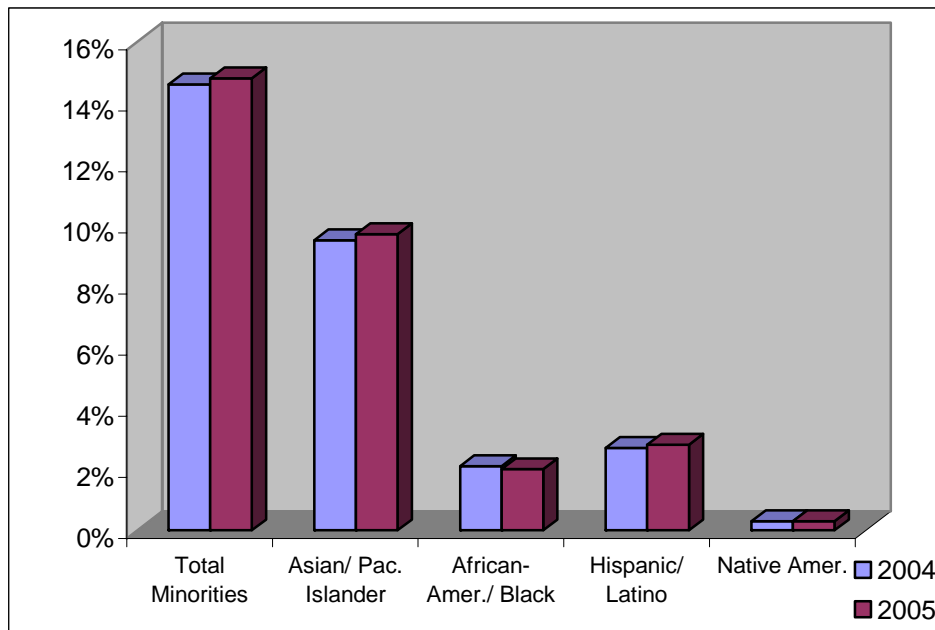
**Table VI  
Tenured/Tenure Track Faculty by Gender and Race/Ethnicity  
October 1, 2004– October 1, 2005**

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	African- American/ Black	Hispanic/ Latino	Native American
2004	1,557	427 27.4 %	227 14.6 %	148 9.5 %	32 2.1 %	42 2.7 %	5 0.3 %
2005	1,520	436 28.7 %	225 14.8 %	148 9.7 %	30 2.0 %	42 2.8 %	5 0.3 %
Net Change	- 37 - 2.4 %	+ 9 + 2.1 %	- 2 - 0.9 %	0	-2 - 6.3 %	0	0

**Figure 11  
Tenured/Tenure Track Faculty by Gender  
October 1, 2004– October 1, 2005**



**Figure 12**  
**Tenured/Tenure Track Faculty by Race/Ethnicity**  
**October 1, 2004– October 1, 2005**



**E. Tenured/Tenure Track Faculty Promotion and Tenure Rates by Gender and Minority Status, 2004 – 2005**

A total of 77 tenure track faculty were granted promotions effective Academic Year 2005-06, of whom 25 were women. This rate of promotion (32 percent) exceeds the percentage of women on the tenure track faculty, now at 29 percent. Minorities received 13 of the 77 promotions (17 percent); this representation is slightly higher than the representation of minorities on the tenure track faculty (15 percent).

Forty-seven tenure track faculty members were granted tenure effective Academic Year 2005-06, of whom 18 (38 percent) were women. As of October 2005, women represented 38 percent of the untenured faculty on the tenure track. Among the 47 tenure track faculty members who received tenure, six (13 percent) were members of minority groups. As of October 2005, minorities represented 22 percent of the untenured faculty on the tenure track.

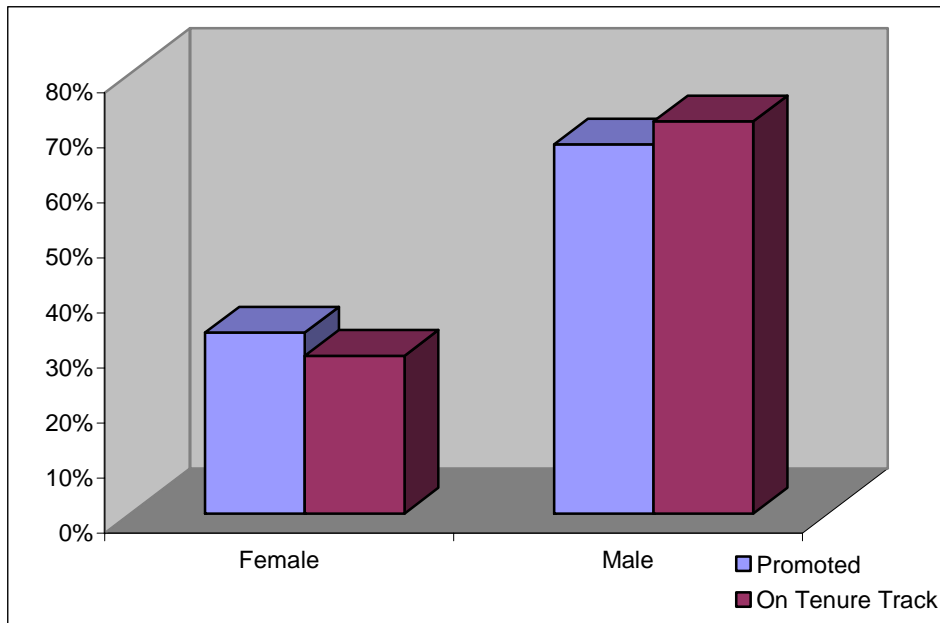
The rate of promotion and tenure for women and minority faculty in recent years continues to be relatively comparable to their representation on the tenure track. It should be noted, however, that the percentage of women and minorities who are eligible for tenure and/or promotion review varies from year 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 and charts illustrate the rates of tenure and promotion for tenure track faculty.

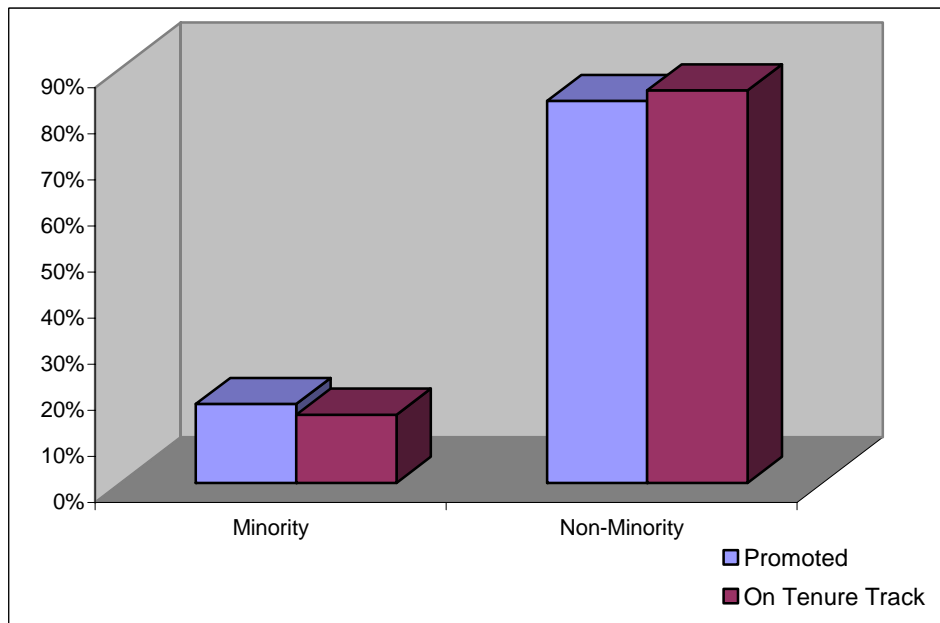
**Table VII**  
**Tenured/Tenure Track Faculty Promotions & Tenure Rates by Gender and Minority Status**  
**Effective 2005-06 Academic Year**

	Total	Women	Minorities
<b>PROMOTIONS</b>			
Number on Tenure Track	1,520	436	225
Percentage of Total on Tenure Track		28.7 %	14.8 %
Sought Promotions	83	26	16
Percentage of All Faculty Who Sought Promotions (n = 83)		31.3 %	19.3 %
Percentage of Subgroup (Total, Women, or Minorities)	5.5 %	6.0 %	7.1 %
Granted Promotions	77	25	13
Percentage of All Faculty Who Were Granted Promotions (n = 77)		32.5 %	16.9 %
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Promotions	92.8 %	96.2 %	81.3 %
<b>TENURE</b>			
Number of Untenured Faculty on Tenure Track	421	162	92
Percentage of Total Untenured on Tenure Track		38.5 %	21.9 %
Sought Tenure	48	18	6
Percentage of All Faculty Who Sought Tenure (n = 48)		37.5 %	12.5 %
Percentage of Subgroup (Total, Women, or Minorities)	11.4 %	11.1 %	6.5 %
Granted Tenure	47	18	6
Percentage of All Faculty Who Were Granted Tenure (n = 47)		38.3 %	12.8 %
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Tenure	97.9 %	100 %	100 %

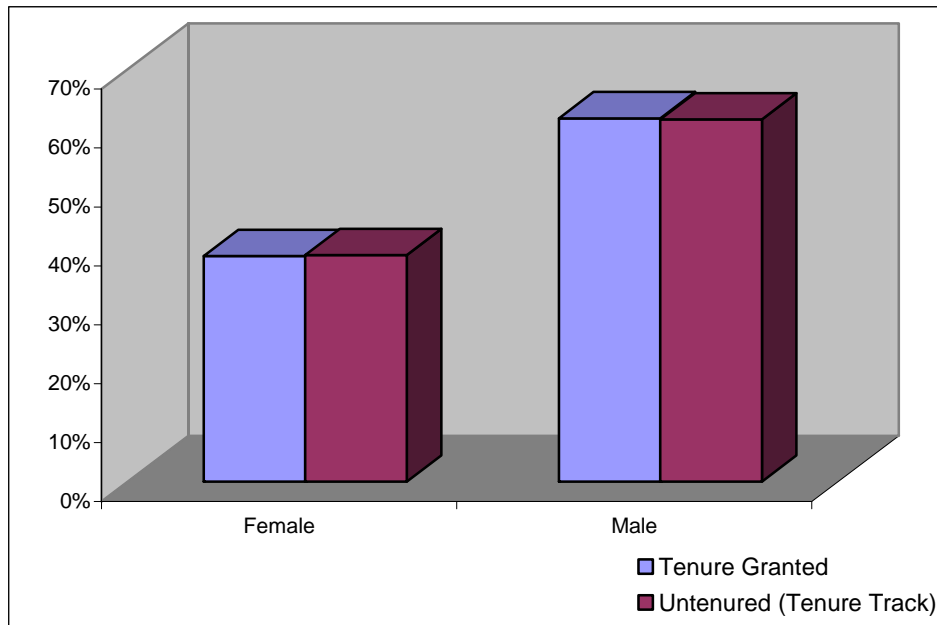
**Figure 13**  
**Tenure Track Faculty Promotions by Gender**  
**Effective Academic Year 2005-06**



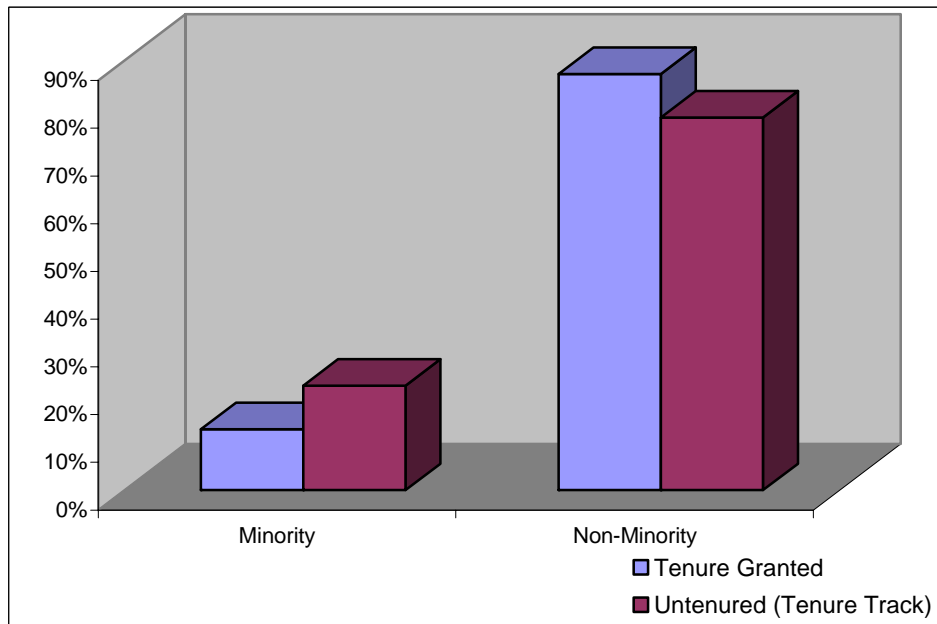
**Figure 14**  
**Tenure Track Faculty Promotions by Minority Status**  
**Effective Academic Year 2005-06**



**Figure 15**  
**Tenure Decisions by Gender**  
**Effective Academic Year 2005-06**



**Figure 16**  
**Tenure Decisions by Minority Status**  
**Effective Academic Year 2005-06**



**F. Clinical Track Faculty by Gender and Race/Ethnicity, 2004 – 2005**

The University experienced slight growth of the clinical track faculty during the data year, with a net increase of 12 individuals (3 percent). 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 1 individual (1 percent), while the number of minorities on the clinical track decreased by 8 (9 percent).

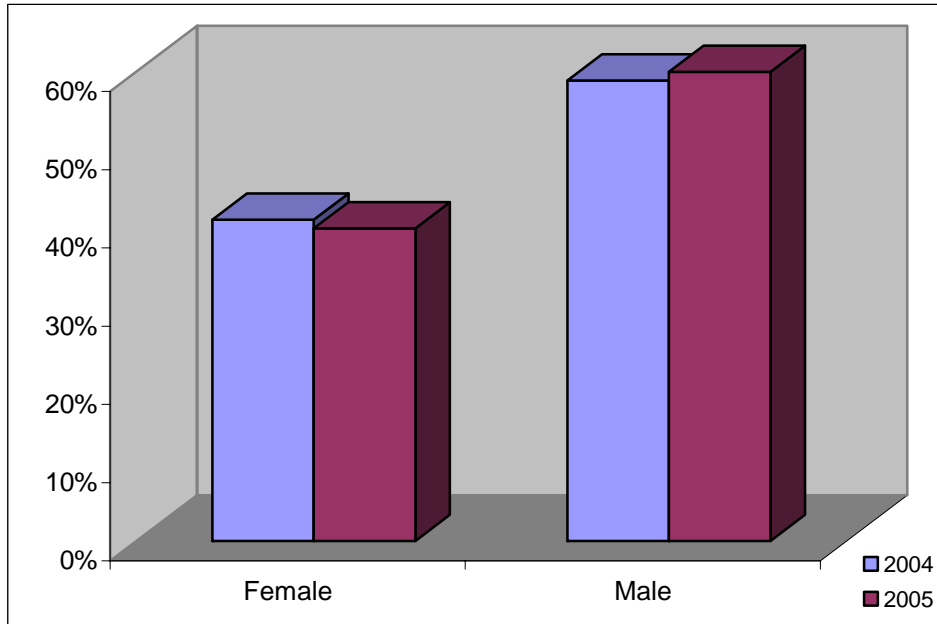
The College of Medicine continues to employ the majority of the clinical track faculty (73 percent), followed by the College of Dentistry (9 percent), the College of Nursing (5 percent), and the College of Liberal Arts and Sciences (4 percent). The remaining 9 percent of clinical track faculty are employed in the Colleges of Public Health, Pharmacy, Education, or Business.

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

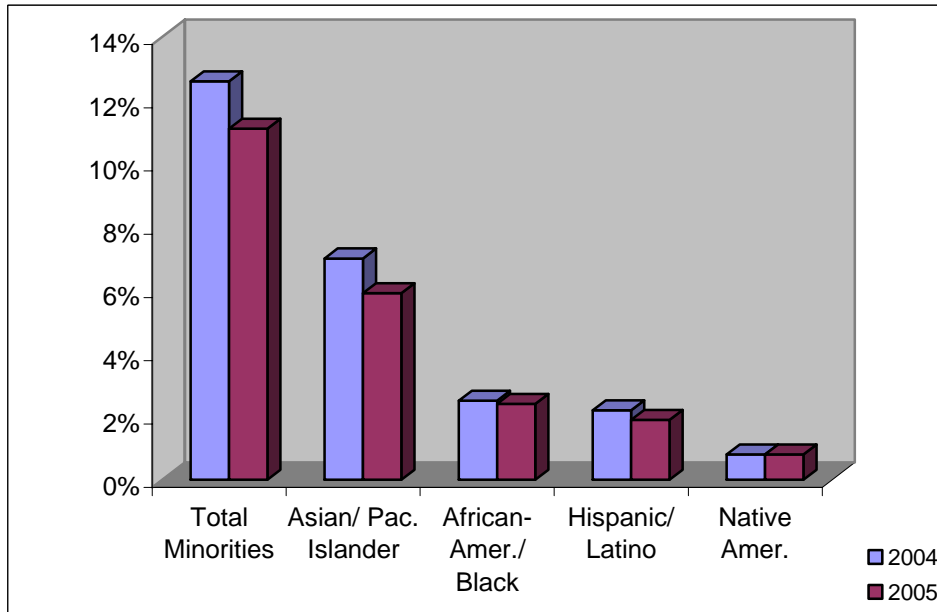
**Table VIII  
Clinical Track Faculty by Gender and Race/Ethnicity  
October 1, 2004 – October 1, 2005**

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	African-American/Black	Hispanic/Latino	Native American
2004	358	147 41.1 %	45 12.6 %	25 7.0 %	9 2.5 %	8 2.2 %	3 0.9 %
2005	370	148 40.0 %	41 11.1 %	22 5.9 %	9 2.4 %	7 1.9 %	3 0.8 %
Net Change	+ 12 + 3.4 %	+ 1 + 0.7 %	- 4 - 8.9 %	- 3 -12.0 %	0	- 1 - 12.5 %	0

**Figure 17**  
**Clinical Track Faculty by Gender**  
**October 1, 2004 – October 1, 2005**



**Figure 18**  
**Clinical Track Faculty by Race/Ethnicity**  
**October 1, 2004 – October 1, 2005**



## **IV. ANNUAL HIRING GOALS: 2004-05 AND 2005-06**

### **A. How Hiring Goals are Determined**

The term “underrepresentation” is defined as “having fewer minorities or women in a particular job group or department than would reasonably be expected by their availability.” The Office of Equal Opportunity and Diversity conducts formal analyses of availability in order to estimate the number of qualified women and minorities available for employment in a given field or job group. The availability estimates are then compared to the actual rates of employment using a two standard deviations test of statistical significance to determine whether underrepresentation exists (i.e., the difference between the estimated availability and the actual workforce percentage meets or exceeds two standard deviations). 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 detected within a department (for faculty) or job group (for staff). Goals are initially set at the beginning of the data year based on the level of underrepresentation, the estimated availability of women and minorities, and the anticipated upcoming hiring activity. At the close of the data year, the goals are adjusted to reflect the actual rate of hiring that occurred during the data year.

For the purposes of this report, the annual hiring goals are aggregated by major Primary Occupational Activity (POA) group. Underrepresentation may remain in individual job groups despite the fact that the aggregate goals for the major POA group were met or exceeded. For example, a department with numerous job groups may remain underrepresented for women in one particular job group, despite the fact that the overall hiring of women exceeded the cumulative hiring goal for women.

### **B. Hiring Goals for the 2004-05 Data Year**

The annual hiring goals across all POA groups for the 2004-5 data year totaled 169 women and 22 minorities. The goals were compared to the number of women and minorities hired to determine whether the goals were met. During the 2004-05 data year, the University hired or promoted 898 women and 186 racial/ethnic minorities overall. Despite this level of hiring, varied degrees of underrepresentation of women and minorities remain in individual job groups within the majority of the POA groups. With all POA groups aggregated, the University is currently under-represented by 299 women (2.1%) and by 123 minorities (0.9%).

The following table indicates the hiring goals aggregated by POA group for 2004-05 and whether these goals were met.



**Table IX**  
**Progress Toward Annual Hiring Goals**  
**Data Year 2004-05**

POA Group	Women			Minorities		
	'04-'05 Goal	'04-'05 Gains	Goal Met	'04-'05 Goal	'04-'05 Gains	Goal Met
1 Executive, Administrative, and Managerial Staff	n/a	16	n/a	n/a	4	n/a
2 Tenured/Tenure Track Faculty	10	38	Yes	n/a	17	n/a
3 Non-Tenure Track Faculty	n/a	49	n/a	n/a	25	n/a
4 Professional & Scientific Staff	70	519	Yes	21	80	Yes
5 Secretarial and Clerical Staff	49	155	Yes	n/a	17	n/a
6 Technical and Paraprofessional Staff	1	31	Yes	1	3	Yes
7 Skilled Crafts Staff	n/a	3	n/a	n/a	0	n/a
8 Service and Maintenance Staff	39	174	Yes	n/a	39	n/a
<b>Total</b>	<b>169</b>	<b>985</b>	<b>Yes</b>	<b>22</b>	<b>185</b>	<b>Yes</b>

### C. Hiring Goals for the 2005–06 Data Year

The following table indicates the anticipated hiring goals for women and minorities for 2005-06, totaled across job groups within each POA group.

**Table X**  
**Annual Hiring Goals for the Current Year**  
**Data Year 2005-06**

POA Group	Women	Minorities
	'05-'06 Goal	'05-'06 Goal
1 Executive, Administrative, and Managerial Staff	n/a	0
2 Tenured/Tenure Track Faculty	14	3
3 Non-Tenure Track Faculty	n/a	n/a
4 Professional & Scientific Staff	55	22
5 Secretarial and Clerical Staff	3	n/a
6 Technical and Paraprofessional Staff	1	0
7 Skilled Crafts Staff	n/a	n/a
8 Service and Maintenance Staff	30	0
<b>Total</b>	<b>103</b>	<b>25</b>

## V. FIVE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2000 - 2005

### A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Minority Status, 2000 – 2005

The University of Iowa workforce has increased by 920 employees (7 percent) over the last 5 years, from 13,354 in 2000 to 14,274 in 2005. The Primary Occupational Activity (POA) group with the largest proportional increase was Executive, Administrative, and Managerial Staff. There was also a notable increase in Professional and Scientific Staff. The largest proportional decrease was among Technical and Paraprofessional Staff, and the largest net decrease was among Secretarial and Clerical Staff.

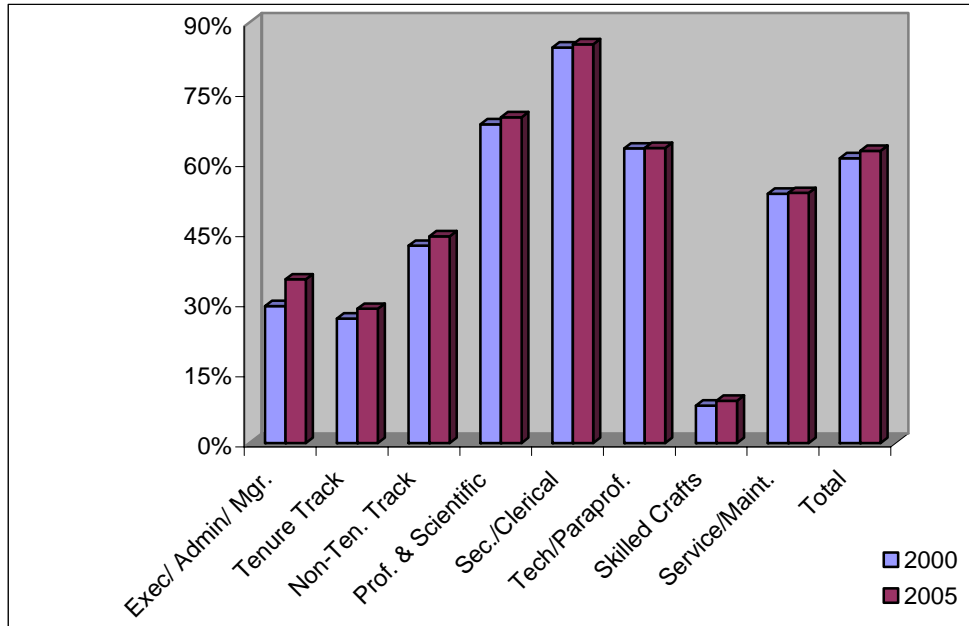
The percentage of women in the workforce increased by 10 percent in the five-year period, with the largest proportional increase in Executive, Administrative, and Managerial Staff. Overall racial/ethnic minority representation increased by 11 percent, with notable gains in Skilled Crafts Staff; Executive, Administrative and Managerial Staff; and Professional and Scientific Staff.

The following table and charts provide more details of the University's workforce on October 1, 2000 and on October 1, 2005.

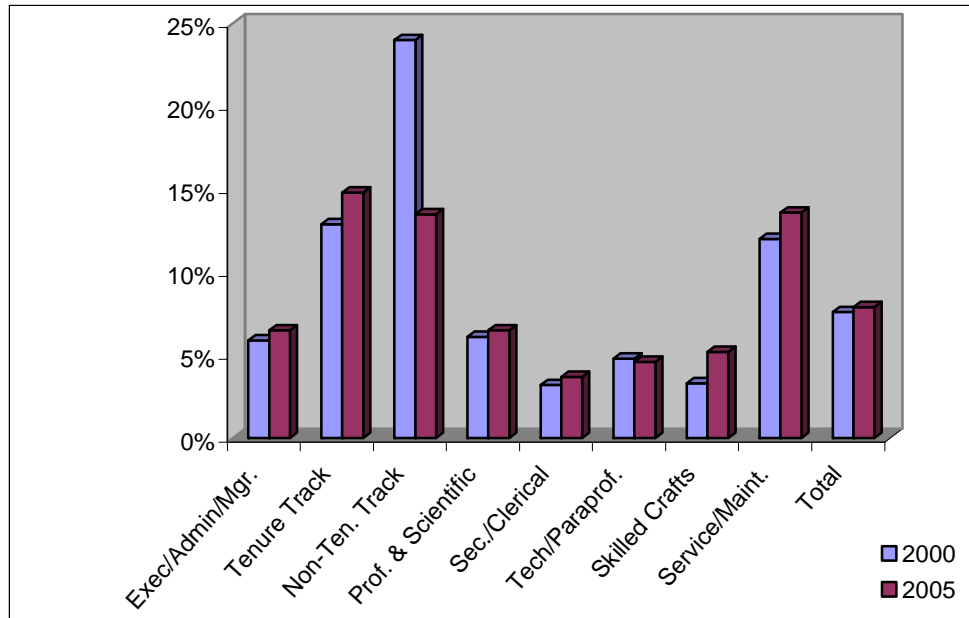
**Table XI**  
**Faculty and Staff by Primary Occupational Activity Group, Gender, and Minority Status**  
**October 1, 2000 – October 1, 2005**

POA Group	2000			2005			Net Change		
	Total	Women	Minorities	Total	Women	Minorities	Total	Women	Minorities
1 Executive, Administrative, & Managerial Staff	287	84 29.3%	17 5.9%	340	119 35.0%	22 6.5%	+ 53 +18.5%	+ 35 + 41.7%	+ 5 + 29.4%
2 Tenured/Tenure Track Faculty	1,539	410 26.6%	198 12.9%	1,520	436 28.7%	225 14.8%	- 19 - 1.2%	+ 26 + 6.3%	+ 27 + 13.6%
3 Non-Tenure Track Faculty	529	223 42.2%	127 24.0%	565	250 44.2%	76 13.5%	+ 36 + 6.8%	+ 27 + 12.1%	- 51 - 40.2%
4 Professional & Scientific Staff	5,653	3,857 68.2%	345 6.1%	6,565	4,576 69.7%	426 6.5%	+ 912 + 16.1%	+ 719 + 18.6%	+ 81 + 23.5%
5 Secretarial and Clerical Staff	2,731	2,311 84.6%	87 3.2%	2,651	2,262 85.3%	99 3.7%	- 80 - 2.9%	- 49 - 2.1%	+ 12 + 13.8%
6 Technical and Paraprofessional Staff	500	315 63.0%	24 4.8%	455	287 63.1%	21 4.6%	- 45 - 9.0%	- 28 - 8.9%	- 3 - 12.5%
7 Skilled Crafts Staff	423	34 8.0%	14 3.3%	401	36 9.0%	21 5.2%	- 22 - 5.2%	+ 2 + 5.9%	+ 7 + 50.0%
8 Service and Maintenance Staff	1,692	902 53.3%	203 12.0%	1,777	951 53.5%	241 13.6%	+ 85 + 5.0%	+ 49 + 5.4%	+ 38 + 18.7%
<b>Total</b>	<b>13,354</b>	<b>8,136</b> <b>60.9%</b>	<b>1,015</b> <b>7.6%</b>	<b>14,274</b>	<b>8,917</b> <b>62.5%</b>	<b>1,131</b> <b>7.9%</b>	<b>+ 920</b> <b>+ 6.9%</b>	<b>+ 781</b> <b>+ 9.6%</b>	<b>+ 116</b> <b>+ 11.4%</b>

**Figure 19**  
**Female Faculty and Staff by Primary Occupational Activity Group**  
**October 1, 2000 – October 1, 2005**



**Figure 20**  
**Minority Faculty and Staff by Primary Occupational Activity Group**  
**October 1, 2000 – October 1, 2005**



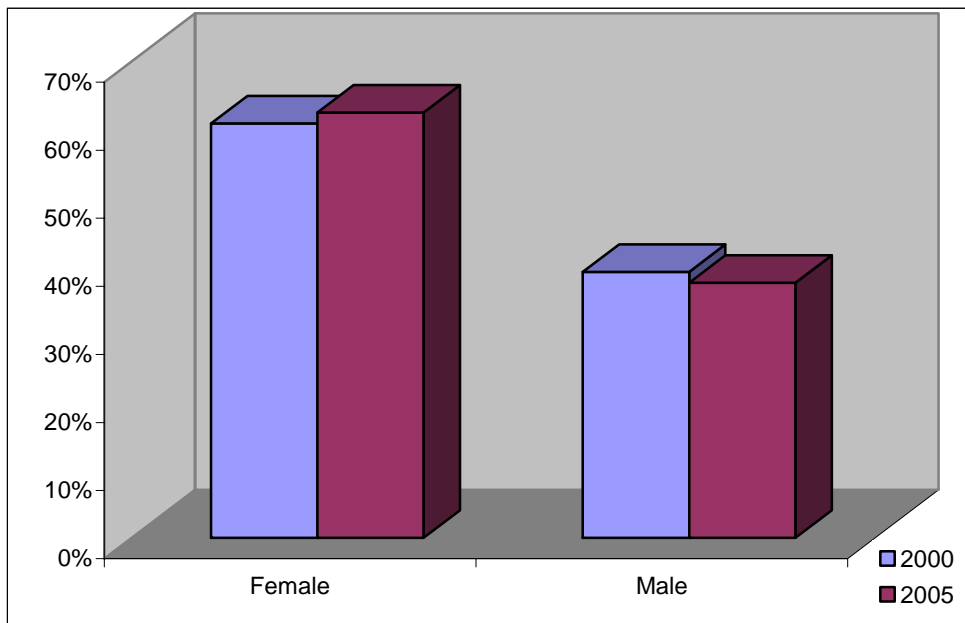
**B. Faculty and Staff by Gender, Race/Ethnicity, Disability, and Veteran Status, 2000 – 2005**

Between October 1, 2000 and October 1, 2005, the number of Asians/Pacific Islanders, African-Americans/Blacks, and Hispanics/Latinos on the University's faculty and staff increased by 7 to 27 percent, while the number of Native Americans decreased by 7 percent. The following table and charts present changes in the faculty and staff by gender and race/ethnicity from 2000 to 2005.

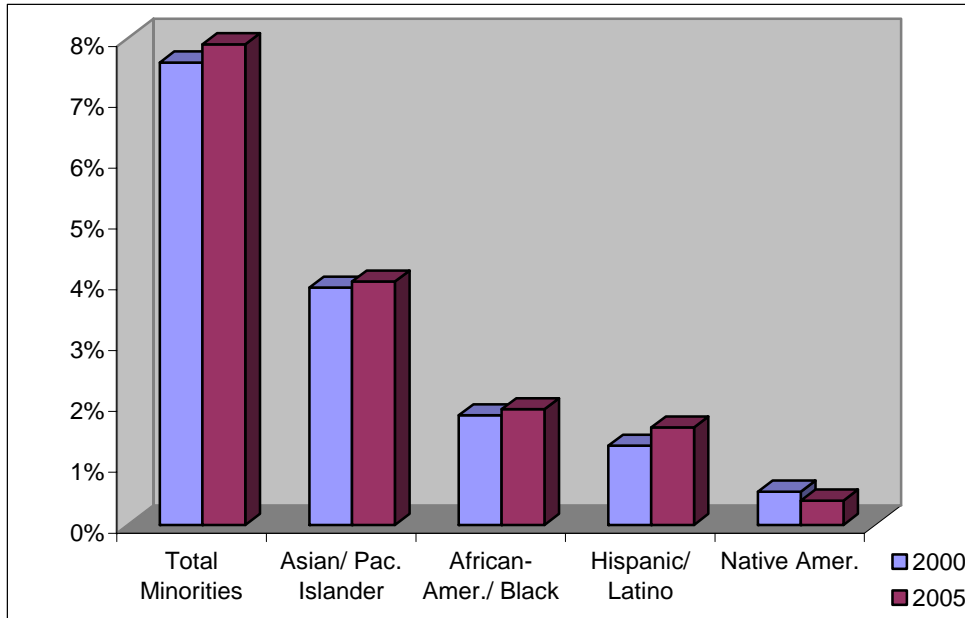
**Table XII  
Faculty and Staff by Gender and Race/Ethnicity  
October 1, 2000 – October 1, 2005**

Year	Total Faculty & Staff	Women	Total Minorities	Asian/Pacific Islander	African-American/Black	Hispanic/Latino	Native American
2000	13,354	8,136 60.9 %	1,015 7.6 %	526 3.9 %	243 1.8 %	178 1.3 %	68 0.5 %
2005	14,274	8,917 62.5 %	1,131 7.9 %	565 4.0 %	277 1.9 %	226 1.6 %	63 0.4 %
Net Change	+ 920 + 6.9 %	+ 781 + 9.6 %	+ 116 + 11.4 %	+ 39 + 7.4 %	+ 34 + 14.0 %	+ 48 + 27.0 %	- 5 - 7.4 %

**Figure 21  
Faculty and Staff by Gender  
October 1, 2000 – October 1, 2005**



**Figure 22**  
**Faculty and Staff by Race/Ethnicity**  
**October 1, 2000 – October 1, 2005**



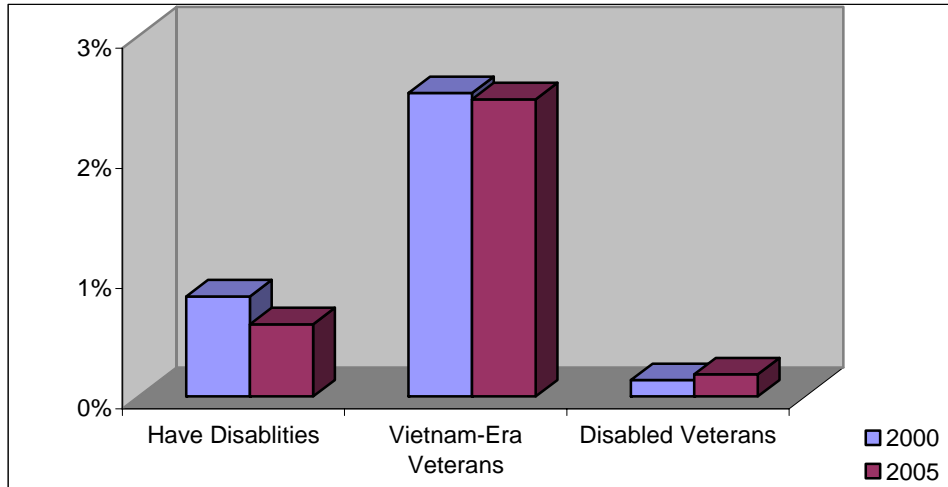
Employees self-report disability and veteran status to the University at the time of appointment, and may update or correct this information at any time. During the 5-year period, the number of faculty and staff who reported having a disability decreased from 111 to 90, a change of 19 percent. The number of faculty and staff who self-identified as Vietnam-era veterans increased by 14 (4 percent), and the number of disabled veterans increased by 8 (44 percent).

The following table and chart provide more details about the number of faculty and staff who reported having disabilities and the number of Vietnam-era veterans and disabled veterans in 2000 and in 2005.

**Table XIII**  
**Faculty and Staff by Disability and Veteran Status**  
**October 1, 2000 – October 1, 2005**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Vietnam-Era Veterans	Disabled Veterans	Other Eligible Veterans
2000	13,354	111 0.8 %	337 2.5 %	18 0.1 %	(not collected)
2005	14,274	90 0.6 %	351 2.5 %	26 0.2 %	311 2.2 %
Net Change	+ 920 + 6.9 %	- 21 - 18.9 %	+ 14 + 4.2 %	+ 8 + 44.4 %	(not applicable)

**Figure 23**  
**Faculty and Staff by Disability and Veteran Status**  
**October 1, 2000 – October 1, 2005**



**C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 2000 - 2005**

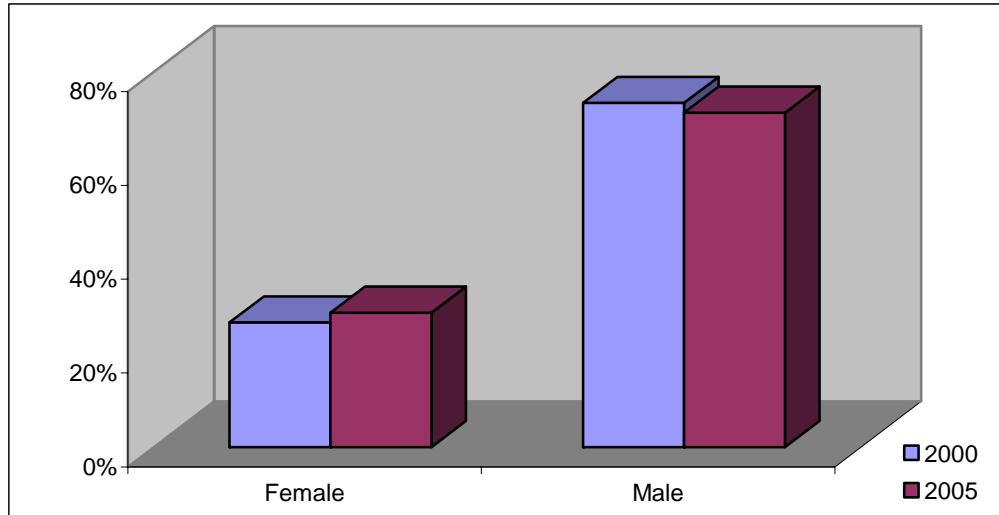
The University has experienced a net decrease of 19 tenured/tenure track faculty (1 percent) since October 1, 2000. During this five-year period, the number of female tenured/tenure track faculty increased by 26 (6 percent) and the number of minorities increased by 27 (14 percent). The largest gain in the minority tenure track faculty was among Asian/Pacific Islanders, with a net gain of 21 faculty (17 percent).

The following table and charts indicate the gender and racial/ethnic representation among the tenured/tenure track faculty in October 2000 and in October 2005.

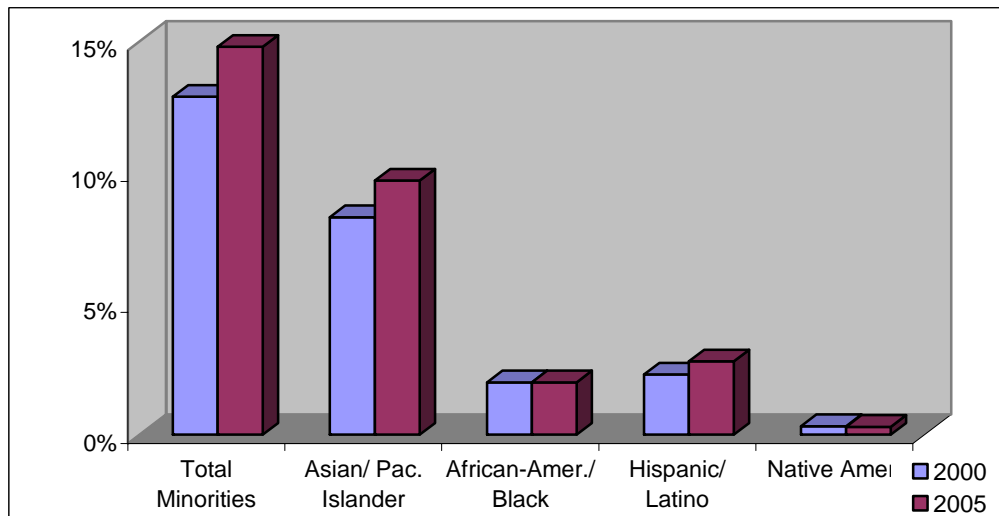
**Table XIV**  
**Tenured/Tenure Track Faculty by Gender and Race/Ethnicity**  
**October 1, 2000 – October 1, 2005**

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	African- American/ Black	Hispanic/ Latino	Native American
2000	1,539	410 26.6 %	198 12.9 %	127 8.3 %	31 2.0 %	36 2.3 %	4 0.3 %
2005	1,520	436 28.7 %	225 14.8 %	148 9.7 %	30 2.0 %	42 2.8 %	5 0.3 %
Net Change	- 19 - 1.2 %	+ 26 + 6.3 %	+ 27 + 13.6 %	+ 21 + 16.5 %	- 1 - 3.2 %	+ 6 + 16.7 %	+ 1 25.0 %

**Figure 24**  
**Tenured/Tenure Track Faculty by Gender**  
**October 1, 2000 – October 1, 2005**



**Figure 25**  
**Tenured/Tenure Track Faculty by Race/Ethnicity**  
**October 1, 2000 – October 1, 2005**



**D. Clinical Track Faculty by Gender and Race/Ethnicity, 2000 - 2005**

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 growth in the number of clinical track appointments.

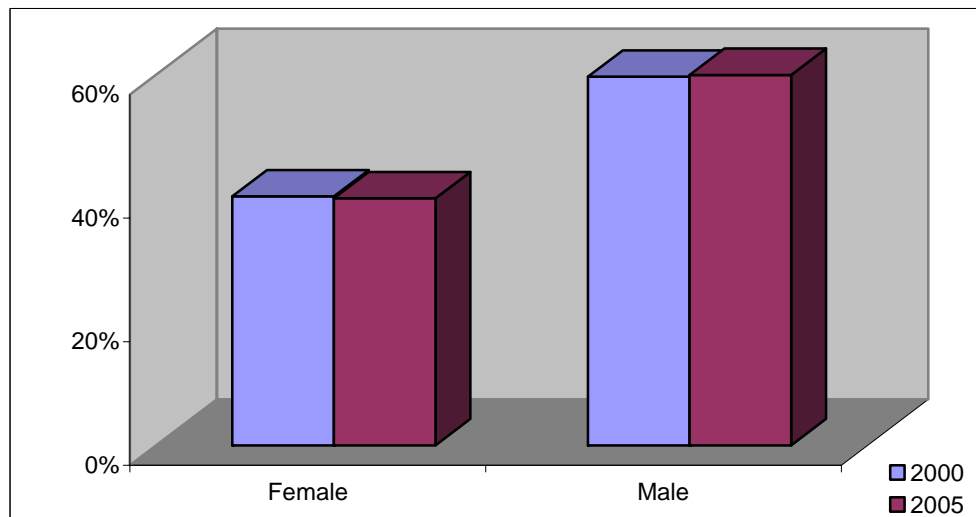
The clinical track faculty increased from 248 in 2000 to 370 in 2005, an increase of 49 percent over the five-year period. The number of women on the clinical track has increased by 48 percent, and the number of minorities has increased by 64 percent.

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 XV  
Clinical Track Faculty by Gender and Race/Ethnicity  
October 1, 2000 – October 1, 2005**

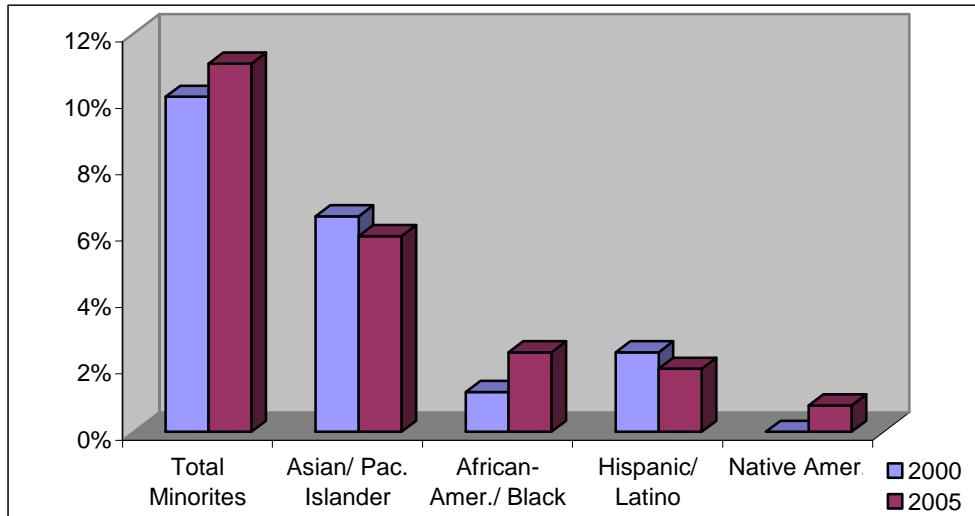
Year	Clinical Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	African-American/ Black	Hispanic/ Latino	Native American
2000	248	100 40.3 %	25 10.1 %	16 6.5 %	3 1.2 %	6 2.4 %	0
2005	370	148 40.0 %	41 11.1 %	22 5.9 %	9 2.4 %	7 1.9 %	3 0.8 %
Net Change	+ 122 + 49.2 %	+ 48 + 48.0 %	+ 16 + 64.0 %	+ 6 + 37.5 %	+ 6 + 200.0 %	+ 1 + 16.7 %	+ 3 n/a

**Figure 26  
Clinical Track Faculty by Gender  
October 1, 2000 – October 1, 2005**





**Figure 27**  
**Clinical Track Faculty by Race/Ethnicity**  
**October 1, 2000 – October 1, 2005**



## VI. TEN-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 1995 - 2005

### A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Minority Status, 1995 - 2005

Over the last ten years, the University of Iowa workforce has increased in size by 10 percent, from 13,013 in 1995 to 14,274 in 2005. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty (66 percent), while the group with the greatest decrease was Technical and Paraprofessional Staff (17 percent).

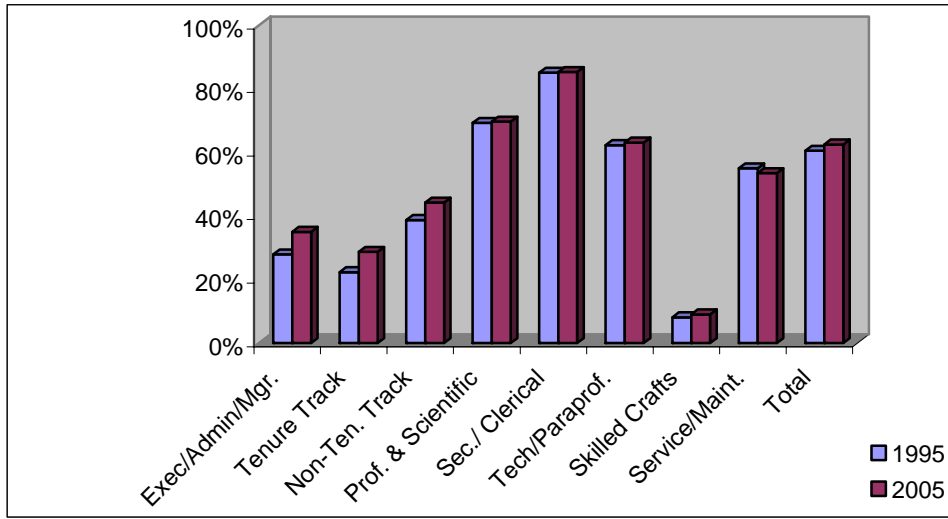
The number of women in the workforce has increased by 13 percent overall, with the largest proportional increases in Non-Tenure Track Faculty (89 percent) and Executive, Administrative, and Managerial Staff (61 percent). Racial/ethnic minority representation in the workforce has increased by 44 percent overall. The largest increases among minorities were in Professional and Scientific Staff (70 percent) and Service and Maintenance Staff (63 percent).

The following table and charts compare the University's workforce on October 1, 1995 to that on October 1, 2005 by POA group.

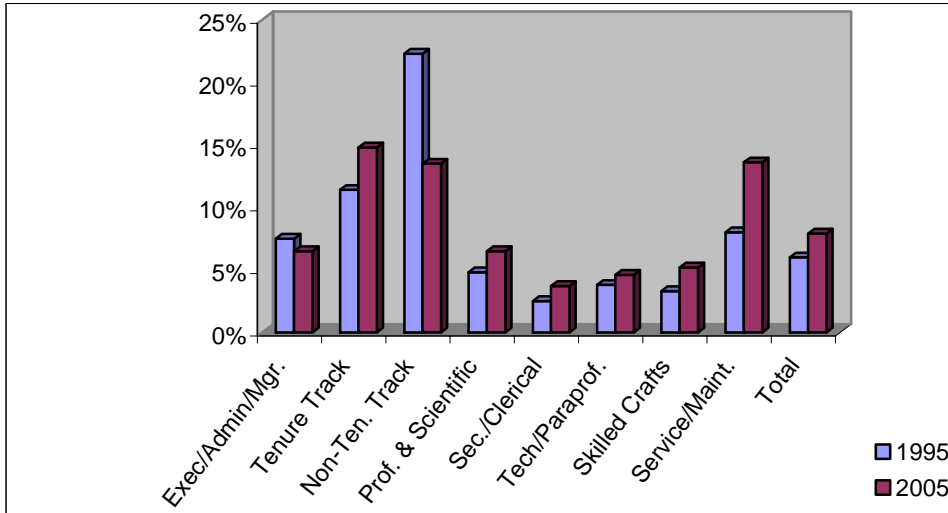
**Table XVI**  
**Faculty and Staff by POA Group, Gender, and Minority Status**  
**October 1, 1995 – October 1, 2005**

POA Group	1995			2005			Net Change		
	Total	Women	Minorities	Total	Women	Minorities	Total	Women	Minorities
1 Executive, Administrative, & Managerial Staff	265	74 27.9%	20 7.5%	340	119 35.0%	22 6.5%	+ 75 + 28.3%	+ 45 + 60.8%	+ 2 + 10.0%
2 Tenured/Tenure Track Faculty	1,645	367 22.3%	187 11.4%	1,520	436 28.7%	225 14.8%	- 125 - 7.6%	+ 69 + 18.8%	+ 38 + 20.3%
3 Non-Tenure Track Faculty	341	132 38.7%	76 22.3%	565	250 44.2%	76 13.5%	+ 224 + 65.7%	+ 118 + 89.4%	0
4 Professional & Scientific Staff	5,194	3,601 69.3%	251 4.8%	6,565	4,576 69.7%	426 6.5%	+ 1,371 + 26.4%	+ 975 + 27.1%	+ 175 + 69.7%
5 Secretarial and Clerical Staff	2,707	2,304 85.1%	69 2.5%	2,651	2,262 85.3%	99 3.7%	- 56 - 2.1%	- 42 - 1.8%	+ 30 + 43.5 %
6 Technical and Paraprofessional Staff	547	341 62.3%	21 3.8%	455	287 63.1%	21 4.6%	- 92 - 16.8%	- 54 - 15.8%	0
7 Skilled Crafts Staff	455	37 8.1%	15 3.3%	401	36 9.0%	21 5.2%	- 54 - 11.9%	- 1 - 2.7%	+ 6 + 40.0%
8 Service and Maintenance Staff	1,859	1,022 55.0%	148 8.0%	1,777	951 53.5%	241 13.6%	- 82 - 4.4%	- 71 - 6.9%	+ 93 + 62.8%
<b>Total</b>	<b>13,013</b>	<b>7,878</b> <b>60.5%</b>	<b>787</b> <b>6.0%</b>	<b>14,274</b>	<b>8,917</b> <b>62.5%</b>	<b>1,131</b> <b>7.9%</b>	<b>+ 1,261</b> <b>+ 9.7%</b>	<b>+ 1,039</b> <b>+ 13.2%</b>	<b>+ 344</b> <b>+ 43.7%</b>

**Figure 28**  
**Female Faculty and Staff by POA Group**  
**October 1, 1995 – October 1, 2005**



**Figure 29**  
**Minority Faculty and Staff by POA Group**  
**October 1, 1995 – October 1, 2005**



**B. Faculty and Staff by Gender, Race/Ethnicity, Disability, and Veteran Status, 1995 – 2005**

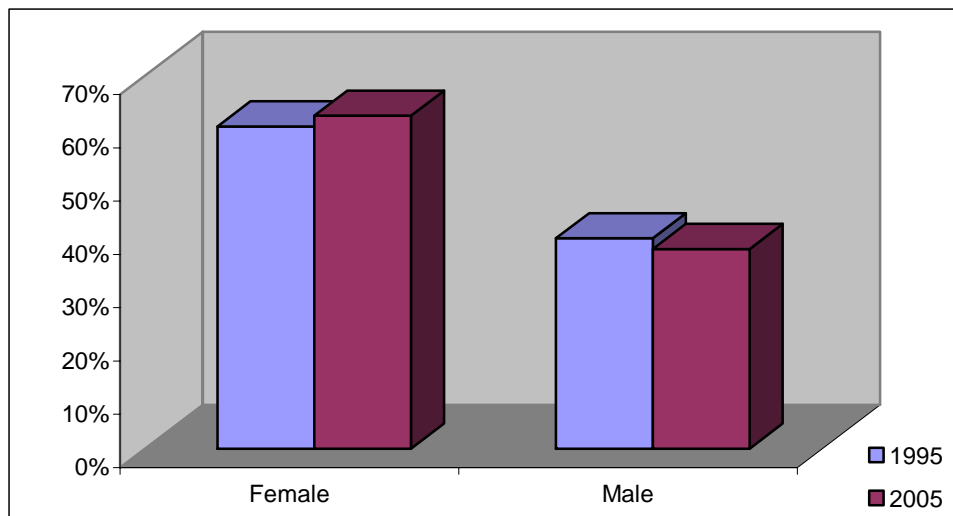
Since 1995, the representation of women and racial/ethnic minorities in the University of Iowa workforce has increased. The number of women has increased by 13 percent, and the number of minorities has increased by 44 percent. The representation in each of the four minority racial/ethnic categories used has increased as well, with the largest increases among Hispanics/Latinos (66 percent) and Asians/Pacific Islanders (45 percent).

The following table and charts provide the number of female and minority faculty and staff by gender and race/ethnicity on October 1, 1995 and October 1, 2005.

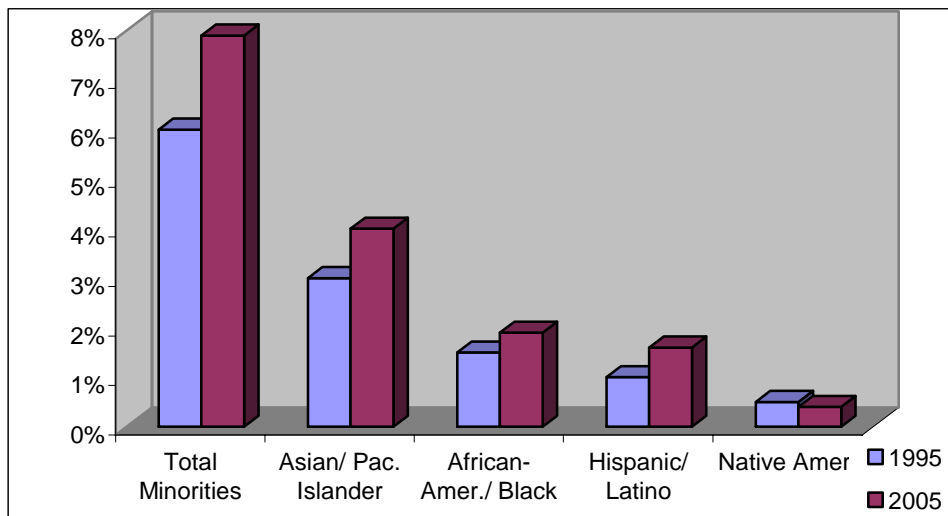
**Table XVII  
Faculty and Staff by Gender and Race/Ethnicity  
October 1, 1995 – October 1, 2005**

Year	Total Faculty & Staff	Women	Total Minorities	Asian/Pacific Islander	African-American/Black	Hispanic/Latino	Native American
1995	13,013	7,878 60.5 %	787 6.0 %	389 3.0 %	200 1.5 %	136 1.0 %	62 0.5 %
2005	14,274	8,917 62.5 %	1,131 7.9 %	565 4.0 %	277 1.9 %	226 1.6 %	63 0.4 %
Net Change	+ 1,261 + 9.7 %	+ 1,039 + 13.2 %	+ 344 + 43.7 %	+ 176 + 45.2 %	+ 77 + 38.5 %	+ 90 + 66.2 %	+ 1 + 1.6 %

**Figure 30  
Faculty and Staff by Gender  
October 1, 1995 – October 1, 2005**



**Figure 31  
Faculty and Staff by Race/Ethnicity  
October 1, 1995 – October 1, 2005**



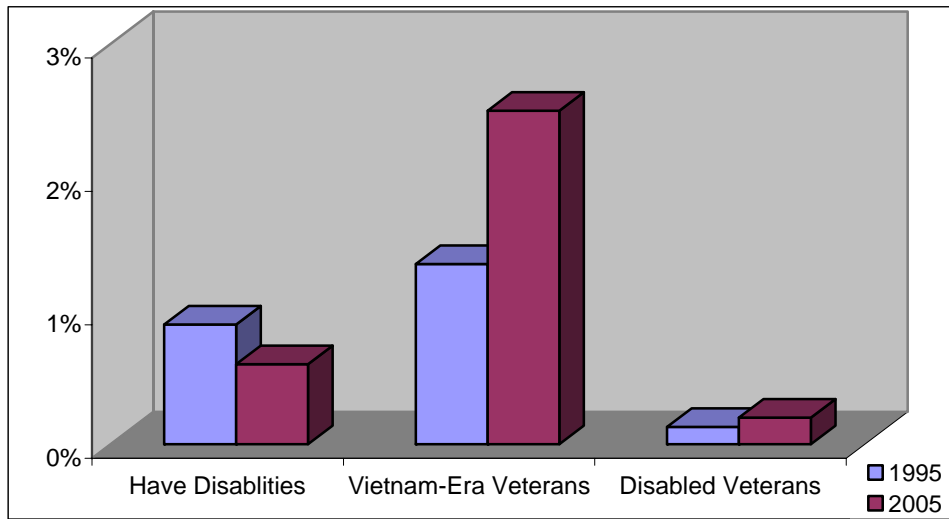
Employees self-report disability and veteran status to the University at the time of appointment, and may update or correct this information at any time. Since 1995, the number of faculty and staff who reported having a disability has decreased by 22 percent (26 individuals). The number of faculty and staff who self-identified as Vietnam-era veterans nearly doubled to 351 individuals, and the number of disabled veterans increased by 53 percent (9 individuals).

The following table and chart indicate the number of faculty and staff who reported having disabilities and the number of Vietnam-era veterans, disabled veterans, and other eligible veterans in October 1995 and in October 2005.

**Table XVIII  
Faculty and Staff by Disability and Veteran Status  
October 1, 1995 – October 1, 2005**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Vietnam-Era Veterans	Disabled Veterans	Other Eligible Veterans
1995	13,013	116 0.9 %	179 1.4 %	17 0.1 %	(not collected)
2005	14,274	90 0.6 %	351 2.5 %	26 0.2 %	311 2.2 %
Net Change	+ 1,261 + 9.7 %	- 26 - 22.4 %	+ 172 + 96.1 %	+ 9 + 52.9 %	(not applicable)

**Figure 32**  
**Faculty and Staff by Disability and Veteran Status**  
**October 1, 1995 – October 1, 2005**



**C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 1995 – 2005**

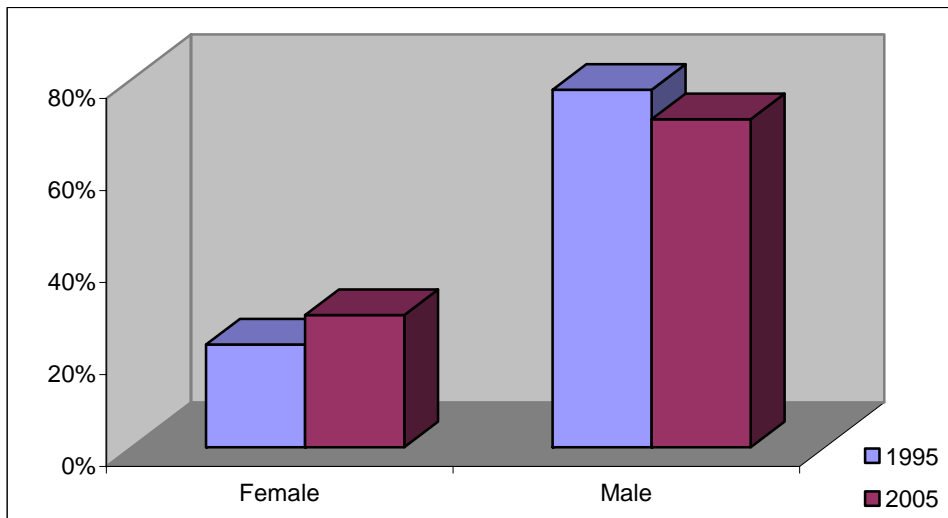
The number of tenured/tenure track faculty decreased by 125 individuals (8 percent) over the ten-year period, from 1,645 in 1995 to 1,520 in 2005. However, the numbers of female and racial/ethnic minority tenured/tenure track faculty increased over this time period, women by 19 percent and minorities by 20 percent. The largest increases in minority tenured/tenure track faculty occurred among Asians/Pacific Islanders (increase of 30 individuals or 25 percent) and Hispanics/Latinos (11 individuals or 36 percent). There was an increase of one Native American on the tenure track faculty, while the number of African-American/Black tenured/tenure track faculty decreased by four (12 percent).

The following table and charts indicate the gender and racial/ethnic representation among the tenured/tenure track faculty in October 1995 and in October 2005.

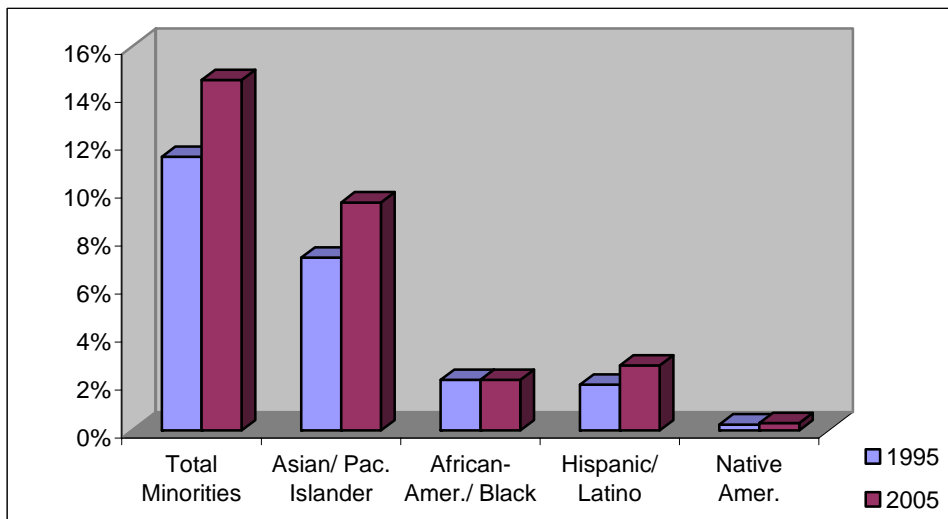
**Table XIX**  
**Tenured/Tenure Track Faculty by Gender and Race/Ethnicity**  
**October 1, 1995 – October 1, 2005**

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	African- American/ Black	Hispanic/ Latino	Native American
1995	1,645	367 22.3 %	187 11.4 %	118 7.2 %	34 2.1 %	31 1.9 %	4 0.2 %
2005	1,520	436 28.7 %	225 14.8 %	148 9.7 %	30 2.0 %	42 2.8 %	5 0.3 %
Net Change	- 125 - 7.6 %	+ 69 + 18.8 %	+ 38 + 20.3 %	+ 30 + 25.4 %	- 4 - 11.8 %	+ 11 + 35.5 %	+ 1 + 25.0 %

**Figure 33**  
**Tenured/Tenure Track Faculty by Gender**  
**October 1, 1995 – October 1, 2005**



**Figure 34**  
**Tenured/Tenure Track Faculty by Race/Ethnicity**  
**October 1, 1995 – October 1, 2005**



**D. Clinical Track Faculty by Gender and Race/Ethnicity, 1995 – 2005**

The clinical track faculty has increased more than 5-fold in the last ten years, from 70 faculty in 1995 to 370 in 2005. 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.

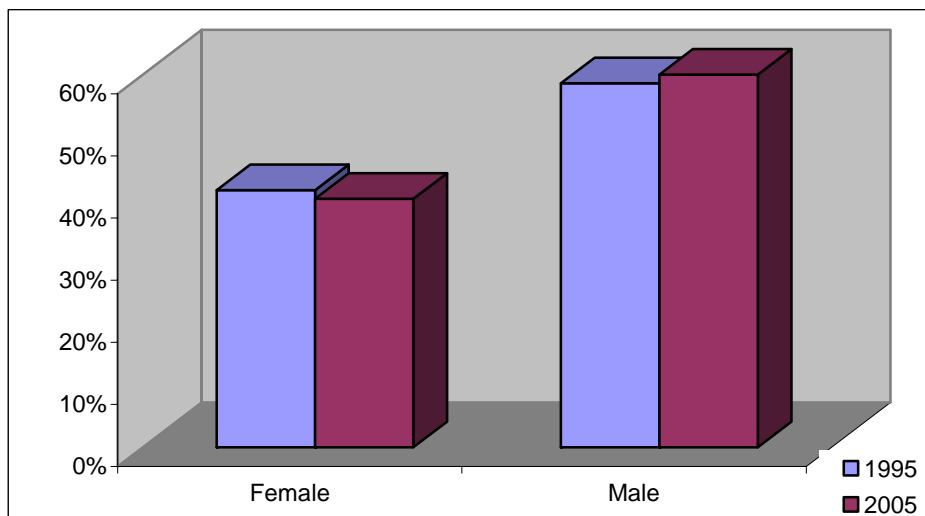
There was a significant net increase in the number of women (29 in 1995 to 148 in 2005) over the ten-year period. Minority representation increased from 6 individuals (9 percent) in 1995 to 41 individuals (11 percent) in 2005.

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

**Table XX**  
**Clinical Track Faculty by Gender and Race/Ethnicity**  
**October 1, 1995 – October 1, 2005**

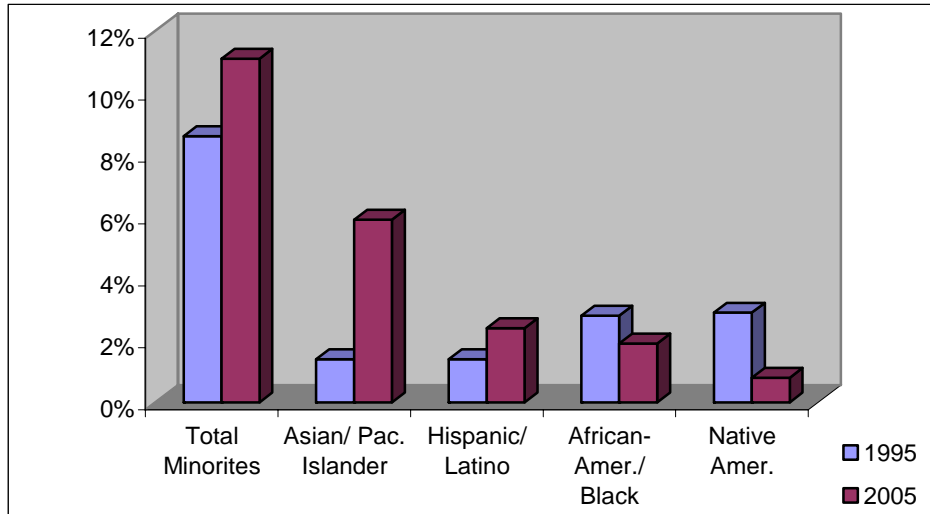
Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	African-American/Black	Hispanic/Latino	Native American
1995	70	29 41.4 %	6 8.6 %	1 1.4 %	1 1.4 %	2 2.9 %	2 2.9 %
2005	370	148 40.0 %	41 11.1 %	22 5.9 %	9 2.4 %	7 1.9 %	3 0.8 %
Net Change	+ 300 + 428.6 %	+ 119 + 410.3 %	+ 35 + 583.3 %	+ 21 + 2,100.0 %	+ 8 + 800.0%	+ 5 + 250.0 %	+ 1 + 50.0 %

**Figure 35**  
**Clinical Track Faculty by Gender**  
**October 1, 1995 – October 1, 2005**





**Figure 36**  
**Clinical Track Faculty by Race/Ethnicity**  
**October 1, 1995 – October 1, 2005**



## VII. EQUAL OPPORTUNITY AND DIVERSITY AT THE UNIVERSITY OF IOWA

### A. The Office of Equal Opportunity and Diversity

The University of Iowa continues its efforts to promote equal employment opportunity and affirmative action at the institution. On a basic level, 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 Office of Equal Opportunity and Diversity reports directly to the President of the University and is charged with the day-to-day implementation of affirmative action policies. The Office of Equal Opportunity and Diversity supports the University's aspiration to become one of the ten most 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 all 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 occurs, 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.

### B. The Catalyst Award

The Office of Equal Opportunity and Diversity has been awarding distinctive and innovative contributions to diversity for the campus community since 1999. The annual 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 campus.

The recipients of the 2005 Catalyst Awards were:

- Program/Departmental Award – Power Plant Diversity Task Force
- Individual Award – Carolyn Colvin, Associate Dean, College of Education  
Tess Judge-Ellis, Clinical Assistant Professor, College of Nursing
- Student Organization Award – UI Gay, Lesbian, Bisexual, Transgender and Allied Union

President David J. Skorton and Professor Carolyn Sotello Viernes Turner of Arizona State University offered remarks at the reception. Turner is a professor in the division of Educational Leadership and Policy Studies; her research and teaching interests include access and equity in higher education, faculty development, and organizational change. She is the founder of the annual

national symposium on the recruitment and retention of faculty of color, "Keeping Our Faculties," at the University of Minnesota.

**Affirmative Action, Diversity, Multi-Cultural Costs: FY 2005**

**Department Name:** Board of Regents  
**Person Completing Report:** Jennifer Modestou  
**E-mail Address:** [jennifer-modestou@uiowa.edu](mailto:jennifer-modestou@uiowa.edu)

	SUI Office of Equal Opportunity and Diversity	ISU Office of Equal Opportunity and Diversity	UNI Office of Compliance and Equity Management	Iowa School for the Deaf	Iowa Braille and Sight Saving School	Total
<b>REVENUES</b>						
<b>STATE APPROPRIATIONS</b>						
General Fund	\$663,524					\$663,524
Other						\$0
<b>OTHER REVENUES</b>						
Federal Support						\$0
Interest						\$0
Tuition and Fees						\$0
Reimb. Indirect Costs						\$0
Sales and Services						\$0
Other Income						\$0
<b>TOTAL REVENUES</b>	<b>\$663,524</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$663,524</b>
<b>EXPENDITURES</b>						
Fac. & Inst. Off. Salaries						\$0
Prof. & Sci. Staff Salaries	\$537,513			\$0	\$0	\$537,513
General Service Staff Salaries	\$50,324					\$50,324
Hourly Wages	\$12,433					\$12,433
Labor in Transfers						\$0
Vacancy Factor						\$0
Subtotal - Salaries	\$600,270	\$0	\$0	\$0	\$0	\$600,270
Prof. And Scientific Supplies	\$63,254					\$63,254
Library Acquisitions						\$0
Rentals						\$0
Utilities						\$0
Building Repairs						\$0
Auditor of State Reimb.						\$0
Aid to Individuals						\$0
Subtotal	\$63,254	\$0	\$0	\$0	\$0	\$63,254
<b>Total</b>	<b>\$663,524</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$663,524</b>

IOWA STATE UNIVERSITY  
OF SCIENCE AND TECHNOLOGY

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REPORT TO THE BOARD OF REGENTS  
STATE OF IOWA

Annual Affirmative Action Progress Report  
November 2005

Submitted by:  
Carla R. Espinoza  
Associate Vice President of Human Resource Services and  
Director of Equal Opportunity & Diversity

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(515) 294-7612

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## EXECUTIVE SUMMARY

*“As a University Community that values and appreciates diversity, we strive to uphold the highest levels of civility and tolerance. We are committed to building a community where diversity is welcomed and encouraged, and creating an environment where all people can thrive.”*  
Gregory Geoffroy, Iowa State University President, 2004.

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Iowa State University has prepared this Affirmative Action Progress Report to identify the progress made this past year in the area of diversity. This Executive Summary explains the role diversity plays at Iowa State University and gives an overview of the change in underrepresented groups throughout 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 October 1, 2004 to September 30, 2005.

Iowa State University continues to embrace and appreciate diversity, campus and community wide. Iowa State University reaffirms its commitment to diversity each year by holding itself to program goals, continuing to train key personnel and faculty, and celebrating diversity in order for others to thrive.

The importance of diversity on campus is made clear in the Strategic Plan set forth by Iowa State University President, Gregory Geoffroy and the Strategic Planning Committee. The strategic plan has a very clear mission, vision, and goals which include the view that Iowa State University has become, and will remain, a campus that makes diversity a top priority. The mission statement reads, “In carrying out its mission, Iowa State University will increase and support diversity in the university community. Diversity enlivens the exchange of ideas, broadens scholarship, and prepares students for lifelong, productive participation in society.”<sup>1</sup> Amongst other important goals, the Strategic Plan 2005-2010 has set forth specific goals regarding diversity. They include:

- Enhance students' understanding of global, cultural, ethical, and diversity issues.
- Expand the diversity of people, ideas, and cultures, and nurture an environment in which diversity can thrive

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 <sup>2</sup>
Women	<b>49.0</b>	<b>50.9</b>
Minorities	<b>12.0</b>	<b>6.1</b>

<sup>1</sup> Iowa State University 2005-2010 Strategic Plan

<sup>2</sup> Information provided by the 2000 United States Census Bureau.

Iowa State University experienced an increase in women in the Executive/Administrative/Managerial; Faculty Tenured/Tenure Track; Faculty Non-Tenure Track; and Technical/Paraprofessional group. There was an increase in minorities in the Faculty Tenured/Tenure Track and Professional & Scientific groups. The minority totals in the Technical/Paraprofessional group remained constant. Overall, Iowa State University experienced a net decrease of 17 employees.

The continued focus on diversity has helped Iowa State University utilize and develop talented employees in every segment of the population and enhance the diverse education of students.



## OVERVIEW OF OCCUPATIONAL HISTORY

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### Measurement of Goals from 2004-2005 Affirmative Action Progress Report

Iowa State University set forth goals in the 2004-2005 Affirmative Action Progress Report. It is important to measure progress and evaluate the past year's performance. Iowa State University's focus is to become the nation's premier land grant university by diversifying its workforce.

- Finalize a proposal that Iowa State University can use to build and promote diversity on campus and ensure that the plan includes the following key elements:
  - An education and business rationale for building excellence through diversity.
    - Status: Done, through the Campus Climate Survey
  - A set of initiatives with relevant strategies that inform and involve the campus community in the discussion or analysis of diversity, which could include plans for:
    - A diversity calendar that identifies special ethnic and cultural events across campus.
      - Status: Completed, the University groups are now adding diversity events onto one central diversity calendar.
    - Campus participation in the Campus Climate Survey process beginning in September.
      - Status: Survey completed, implementation plan now being worked on.
    - Utilization of the analyses resulting from the work of the Task Force examining ISU's Student Admissions policies to advance diversity.
      - Status: In progress
    - Written and electronic communication materials relevant to the initiatives.
      - Status: Ongoing
    - Performance measurement tools and incentives related to recruitment and retention successes of students, faculty and staff.
      - Status: In progress
- At the community level, continue to participate in civic and volunteer organizations to share ISU's diversity priority.
  - Status: Ongoing
- At the community level that includes the City of Des Moines, devise a strategy that will foster and fund diversity-related activities that connect ISU to a more diverse audience.
  - Status: Ongoing

- In collaboration with other relevant offices and committees:
  - develop an education and incentive program to secure compliance and the involvement of faculty in addressing the needs of disabled students,
    - Status: Disability liaisons trained and are addressing disabled students needs and accommodation.
- Work with the Board Office regarding its response at a state-wide level to the Olmstead Decision out of the U.S. Supreme Court in 1999.
  - Status: Completed
- Examine the Title IX issues from the University Committee on Women report.
  - Status: On going

## **PROGRAMMATIC GOALS: 2005-2006**

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Iowa State University will continue to work towards the Key Result Area of Diversity from the Board of Regents Strategic Plan. Iowa State University will continue to establish policies to encourage continuous 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.

- Re-evaluate organizational structures, offices, staffing, services, and naming related to campus climate.
- Review of 'policies' and 'statements' for campus climate impacting issues and ease of access to information.
- Assess needs and enhance training programs and services for diversity.
- Demonstrate the value of diversity through celebrations.
- Promote and enhance campus-wide discussions on diversity and campus climate issues.
- Train department and search chairs on techniques for conducting searches that improve diversity through a required online training course that would be completed prior to the search process.
- Require reporting on campus climate recruitment and retention of students, faculty, and staff, as appropriate. (See suggested questions on following pages).
- Establish a Campus Community Council to coordinate the ongoing communication & coordination of diversity-related programming, events, and efforts between offices and organizations.
- Create a 'Cyclone Code for Community Respect' – A written pledge to celebrate diversity, make a commitment to welcoming and encouraging persons of all ethnic origins, ability, religion, sex, gender, and sexual identity in all aspects of campus life.

## EFFORTS IN DIVERSITY

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### **Programs**

Some programs that ISU is currently implementing or developing include the following:

#### **President's Advisory Committee on Diversity (PACD)**

President Gregory Geoffroy appointed the President's Advisory Committee on Diversity to advise him on actions the university can take to promote, increase and retain diversity among the faculty, staff and students; elevate the importance of diversity issues on campus; and improve the campus climate for diversity. The committee is co-chaired by Mike Whiteford, Dean of the College of Liberal Arts and Sciences, and Carla Espinoza, Associate Vice President for Human Resource Services and Director of Equal Opportunity and Diversity. The Committee has developed action plans and methods for promoting diversity on campus and in the community, as well as a definition of diversity for Iowa State University. The committee convened subcommittees on Student Retention, Campus Climate, and Community Relations to address the issues identified as significant challenges to diversity at Iowa State University. The Committee commissioned a climate survey and is currently engaged in assessing, prioritizing, making recommendations, and where appropriate, conducting additional research or follow-up interviews to focus on the climate survey implementation committee recommendations. The Committee is focused on five areas: 1) Institutional Commitment; 2) Curriculum & Pedagogy; 3) Research & Scholarship; 4) Increasing the representation of historically underrepresented populations among faculty, staff and students; and 5) Inter-group & Intra-group Relations.

#### **Breaking Down the Barriers**

ISU has been actively involved with 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 created a Bias Incident report form that helps persons who believe they have been a victim of any act of discrimination or harassment reports such actions in a confidential way. This incident report is available by pamphlet or on the City of Ames website. ISU participated in Families in Ames Celebrate Ethnicities (F.A.C.E.S.). This celebration was held on October 1<sup>st</sup> with a goal of improving race relations in the community. ISU also chaired a booth committee for the F.A.C.E.S. celebration. Students and staff members participated in the Race Against Racism organized by Breaking Down the Barriers, which was held in September to help Ames and ISU be a better place for everyone. ISU is also working with the Ames

community on “Character Counts”. ISU has been actively working with Breaking Down the Barriers Committee also on the Campus Climate Survey implementation plan.

### **Faculty Senate Committee on Women and Minorities**

The seven member subcommittee on Women and Minorities worked on the faculty spring conference held in April 2005 on the topic of campus climate and faculty betterment.

The chair of the committee, Prof Carolyn Heising of the Industrial and Manufacturing Systems Engineering (IMSE) department, served as a liaison on the FDAR committee of the faculty senate, the University Committee on Women (UCW) and the Women's Leadership Consortium. An additional topic that the committee worked on in addition to the campus climate survey was the hiring and retention issue for women and minority faculty in key colleges, particularly engineering and veterinary medicine.

### **The Office of Equal Opportunity and Diversity’s ISU Diversity Webpage**

(<http://www.hrs.iastate.edu/AAO/eod/homepage.shtml>) is continually being updated to aid academic departments in reaching target audiences and advancing Iowa State University’s commitment to diversity. Specifically, the webpage provides links to information for the recruitment and retention of qualified minorities and women.

### **The ISU Child Care Administration, a unit of Human Resource Services**

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.

## **NCORE/ISCORE Project**

The NCORE/ISCORE Project consists of six programs designed to educate on various aspects of Diversity.

- **National Conference on Race and Ethnicity in Higher Education (NCORE)**, held annually in June in select locations across the country, is the leading and most comprehensive national forum surrounding issues of race and ethnicity in higher education. Iowa State University students, faculty, staff and administrator participants attend the conference in search of clarification concerning matters of race and ethnicity and the state of our communities. They return to our campus able to disseminate information relating to research, ideal models for change, perspectives on policy, theory and pedagogy, planning, programming, evaluation and assessment, and training and practice.
- **Iowa State Conference on Race and Ethnicity (ISCORE)** is designed to model NCORE and supported by Iowa State University's long-standing commitment to diversity. By providing an opportunity for university-wide participation in a day of workshops, training, and discussion on parallel issues in race and ethnicity, ISCORE brings more salient ideas and concepts of the national conference to Iowa State University by:
  - Developing and enhancing students, faculty, and staff awareness of racial and ethnic issues in higher education at ISU and around the country
  - Promoting multiculturalism in the classroom and in American higher education.
  - Supporting the university's ongoing efforts and making information regarding issues of race and ethnicity accessible to the ISU community
  - Providing insights, viewpoints, skills, tools, and/or strategies offering solutions, implementation, and practical applications for use
- **Student of Color Convocation** is the first calendar event at Iowa State University to welcome the new class of African American, Asian American, Native American, Latino American, and bi/multiracial students to the campus and Ames community. The program affords student of color the opportunity to make strong connections to resources and services that help:
  - Initiate relationships and interactions between faculty/staff and other African American, Asian American, Native American, and Latino American students

- Share information about extra-curricular activities and student involvement (i.e. student organizations, intramurals, etc.)
  - Discuss academic goals, social development and action plans towards African American, Asian American, Native American, and Latino American students “becoming their best”
  - Exchange ideas with different individuals about the needs of African American, Asian American, Native American, and Latino American students
  - Begin building strong networks across the campus for African American, Asian American, Native American, and Latino American students, staff and faculty.
- **Multicultural Task Force** is a group of ISU faculty, staff, and students committed to raising awareness of multicultural issues. It was created in 1996 with support from the offices of the Provost and the Vice President for Student Affairs. The Multicultural Task Force is also a funding source for student-initiated projects and events that address multiculturalism at ISU.

### **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.

A new Harassment policy went into effect November 1, 2005 that more specifically outlines the complaint/reporting process. All faculty and staff will be trained on this new policy. An online training course has been developed for future use in training of this new policy.

New employees are trained on this policy in the orientation/acclimation session held each month. In the one-year period from October 1, 2004 through September 30, 2005, a total of 1087 people have completed either the online or face-to-face training.

### **Advancing Women Leaders Series**

Sarah Weddington, who argued the winning side of the landmark case *Roe v. Wade* before the United States Supreme Court, opened a yearlong series on women and leadership. The events were sponsored by the Women’s Leadership Consortium, University Committee on Women, the Carrie Chapman Catt Center for Women and Politics, Office of the Provost, and Committee on Lectures.

Other speakers included Lieutenant General in the U.S. Army(Retired) Claudia Kennedy, the first and only woman to achieve the rank of three-star general spoke in November. University of Colorado President Elizabeth Hoffman addressed “One

Woman's Path to Leadership” in January. Laura Liswood, secretary general and co-founder of the Council of Women World Leaders, spoke in March.

A Women's Leadership Summit closed the year in April with a keynote address by civil rights attorney and University of California Chancellor's Fellow Angela Oh. She also joined a Leadership Roundtable discussion with Vice Chair of the Iowa Employment Appeal Board Mary Ann Spicer, Welmark Vice President Sheila McGuire Riggs, and DMACC Vice President Mary Louise Chapman. ISU Associate Dean of Education Ann Thompson moderating.

### **Iowa State University AsiaGroup Network**

Iowa State University began an Asian American Faculty & Staff group in 2005 to help the Asian American Faculty and Staff build a sense of community. This group worked in conjunction with the ISU Office of Equal Opportunity and Diversity to organize a discussion with Kim Poam, the President-Executive Director of the Iowa Asian Alliance (IAA). This was an informal meeting with Kim Poam to discuss Asians in Iowa. This group plans on having continued programs in the future.

### **University Committee on Disabilities**

The University Committee on Disabilities has continued to support awareness and advocacy of those with disabilities on campus. It has fully supported the new testing center which will become reality in the near future—it is projected to be completed in 2007. The 10 million dollar facility will provide services directed to any Iowa State student in need of academic counseling, tutoring, and testing. The facility will also include a resource library, computer labs, individual and group study rooms, and meeting and classroom spaces.

The University Committee on Disabilities co-sponsored a nationally known speaker, Dr. Frederick Frese, presented and led discussion regarding "Mental Illness on the College Campus". Jennie Salvato, Iowa Protection and Advocacy, also presented and led discussion related to "Invisible Disabilities".

Disability Awareness Week activities also included an open house and inspirational movies starring, or related to, people with disabilities sponsored by Disability Resources.

The Office of Human Resources, Disability Resources, and the Office of Equal Opportunity and Diversity delivered several training programs to Disability Liaisons representing all University departments and divisions.

University Committee on Disabilities membership was also invited to participate in the Diversity Forums convened by President Geoffroy.



### **The American Association of Affirmative Action**

Iowa State University has taken an active role 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. ISU assisted with planning of the National Conference of the American Association for Affirmative Action meeting which was held April, 2005, in St. Louis, Missouri.

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.

### **The Lectures Program**

Diversity concerns were covered by a wide spectrum of speakers. These included African General John Garang, Indian scholars C.K. Rajan and Rakesh Sharma, Puerto Rican writer Esmeralda Santiago, Leslie McCurdy's one-woman show about the life of Harriet Tubman, artist Alison Saars, African American filmmaker Keith Beauchamp, African American academic officer Mary Chapman and state official Mary Ann Spicer, Chinese American comedian and medium commentator Eliot Chang, Mexican American actor Efen Ramirez, American Indian performer Martin Gladstone and Park Service officer Darrell Martin, multiracial expert Jungmiwha Bullock, African American attorney Alfredo Parrish and community activist Ako Abdul-Samad, Korean American attorney Angela Oh, and middle eastern women's rights scholar Fazia Ahmed.

### **Summary of ISU Diversity Guest Speakers**

#### **Writing, Exile and Cunning**

Egyptian-American writer André Aciman, best know for his memoir *Out of Egypt*.

#### **Negotiating Peace in Sudan**

Sudanese General John Garang de Mabior, chairman of the Sudan People's Liberation Movement (SPLM) and Sudan People's Liberation Army (SPLA),

#### **Latino Heritage Month Keynote Address: Writing A Life**

Puerto Rican American writer Esmeralda Santiago, memoir *When I was Puerto Rican*.

**The Spirit of Harriet Tubman**

One-woman play by African American actress Leslie McCurdy.

**Indian Origins of Calculus and Its Transmission to Europe Prior to Newton and Leibniz**

C. K. Raju heads the Center for Computer Science at the National University of Journalism in Bhopal and leads the team which built India's first parallel supercomputer.

**Super Rice Research**

Professor Yuan Longping is the Director-General of the China National Hybrid Rice Research and Development Center in Changsha, Hunan, China, and 2004 World Food Prize Laureate.

**How Can You Help? Mental Illness on Campus**

Frederick J. Frese, Director of Psychology at Western Reserve Psychiatric Hospital, 35 years ago diagnosed with schizophrenia.

**Film and Lecture: Final Solution**

Indian film director Rakesha Sharma, examines the aftermath of the deadly violence that followed the burning of 58 Hindus on the train at Godhra, India.

**Asian Pacific Islander Americans and the 2004 Election**

Rep. Mike Honda, Chair, Congressional Asian Pacific American Caucus.

**Faculty of Color in Academe: Bittersweet Success**

African American scholar Caroline Sotello Viernes Turner, Arizona State University, and the author of *Faculty of Color in Academe: Bittersweet Success* and *Diversifying the Faculty: A Guidebook for Search Committees*.

**Race, Gender, and Spirit: Reclaiming Lost Histories through Art**

African American Alison Saar visual artist

**The Untold Story of Emmett Louis Till**

African American filmmaker Keith Beauchamp

**A Deeper Truth: Revelations of the Soul**

African American activist and school board member Ako Abdul-Samad

**Dwellings: A Reading**

American Indian writer Linda Hogan,

**Naming the Nameless: Blaming the Blameless: Divining the American Wild**

Native American writer Ray Young Bear.

**Druze Community in Israel: Another Perspective on the Israeli Arab Conflict**

Zeidan Atashi is a member of the Israeli-Druze community.

**Islam and Democracy**

John L. Esposito is the Founding Director and Vice-Chair of the Center for Muslim-Christian Understanding at Georgetown University.

**Killer Coke: Colombia, Human Rights and Coca-Cola**

Gerardo Cajamarca is a Colombian trade unionist and political leader

**Black History Month Series: Race and Justice**

Alfredo Parrish, African American attorney

**Gender, Islam and Democracy.**

Fauzia Ahmed is resident scholar with Brandeis University Women's Studies

**ISCORE Keynote Speaker on Race and Ethnicity**

Lee Mun Wah Chinese American therapist, filmmaker, educator, poet

**Lewis and Clark Confluence of Time and Courage**

American Indian singer, songwriter and storyteller Jack Gladstone

**The Corps of Discovery Meets the Gros Ventre Nation**

National Park Service American Indian Liaison Darrell Martin, president of the Gros Ventre

**POW WOW**

**Saturday, April 2, 2005 1& 7 pm, Forker Gym**

**Asian Heritage Celebration: Asians in the Media**

Asian American stand-up comic and media expert Eliot Chang

**The Multiracial Movement**

Multiracial scholar Jungmiwha Bullock, Irvine Fellow at the USC

**Women and Leadership for the 21st Century**

Korean American civil rights attorney Angela Oh

**Women's Leadership Summit: Roundtable**

African American academic officer Mary Chapman and state official Mary Ann Spicer

**An Evening with the Stars of Napoleon Dynamite**

Hispanic American actor Efren Ramirez

## COLLEGES

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### **The College of Agriculture**

#### **Recruitment**

The College of Agriculture continues to provide excellent opportunities for students to gain exposure to ISU as well as valuable research experience. Through the George Washington Carver Internship Program, (GWC) the college coordinated an 8 week summer research experience for 27 undergraduates and a 6 week experience for 6 high school students, funded through NSF and USDA grants, the College, and the McNabb Internship. Of the undergraduates, 20 came from 1890/Historically Black Colleges and Universities (HBCU) and 2 from Hispanic Serving Institutions. Fifteen interns were mentored by faculty in 8 departments in the College of Agriculture; other students were mentored by faculty in the Colleges of Engineering and Liberal Arts and Sciences. Two students from the 2005 GWC internship program enrolled at ISU during this fall semester.

Strengthening relationships with minority serving institutions also provide opportunities to attract students to ISU and expand experiences of our own faculty and students. For example, the USDA grant involving 1994 and 1862 schools has resulted in a Native American applicant to the NREM graduate program, 2 Native American on the George Washington Carver Internship Program, an ISU student interning at a Tribal College, more than 25 faculty, staff, graduate students and undergraduates visiting from 1 to 4 of the Tribal College partners and ISU hosting the mid-year meeting of the Natural Resources Education grant. Faculty research exchange visits have also resulted in joint research with 1890 Historically Black institutions.

#### **Awareness**

Diversity is included as a topic in the orientation of each new department and center chair as well as each new faculty member in the College. The all-college diversity committee has helped raise faculty, staff, and student awareness to enhance diversity. This has come about as a result of including “enhancing diversity” in faculty and department chair evaluations, impact of hosting the 2004 national MANRRS Conference, the third year for the faculty diversity award and ongoing support for diversity by the College administration. The committee addresses issues of minority and female faculty recruitment and retention as well as for students.

#### **Retention**

The Multicultural Liaison Officer interacts with students on the summer APEX program and monitors academic progress of minority students each semester. Graduate

Assistantships are provided to nearly half of the minority graduate students enrolled in the college. Presently, two College of Agriculture students are fellows in the NSF Alliance for Graduate Education in the Professoriate (AGEP) program. At the graduate and undergraduate levels, retention is enhanced by the welcoming environment of the MANRRS Chapter and by advising and services through the Minority and Diversity Offices.

### **Visibility**

Faculty, staff, and students have represented the College of Agriculture in promoting diversity at the university level and beyond. Several served on the “Climate” survey and implementation committees. Faculty serve on the Provost’s Diversity committee to encourage other colleges to establish active diversity committees. Faculty presented at this year’s ISCORE conference; a staff person was recognized by NAACP for outstanding recruitment of minority students; students participated in “dinner with the Dean;” P & S sponsored a multicultural seminar; staff and students participated in national Hispanic, American Indian, MANRRS, and other multicultural conferences. The Dean, faculty, staff, and students represented the College at the induction ceremony for George Washington Carver into the Iowa Black Hall of Fame. An ISU student was reelected as MANRRS national president and ISU MANRRS won “Chapter of the Year” at the 2005 MANRRS conference. The ISU MANRRS chapter hosted a breakfast for exhibitors at the 2004 College Career Fair, performed a number of community services, focused on careers through invited industry and agency guests, and offered leadership and organizational opportunities to members.

### **Integrating Diversity in Teaching, Research, and Extension**

Some faculty have provided opportunities for minority graduate students to serve as Teaching Assistants in the classroom – to encourage their consideration of careers at educational institutions while also enriching the classroom experience for the students.

## **The College of Business**

### **Faculty**

During the past year, several new diversity faculty members were hired. Out of 88 total faculty (tenured, tenure-track, and non-tenure track faculty), 25 are currently women, two are African-American, 19 are Asian (of which seven are also women), one Native American, and there are two Latino faculty members—thus, 48% of the faculty represent diversity.

### **Staff**

Two women were hired into Professional & Scientific positions in the college. An African American female was hired as the College's multicultural liaison and academic advisor in the undergraduate advising office.

### **Student Body**

The College of Business continues to increase the number of undergraduate minority students. The table below summarizes minority, women, and international students in the College, relative to the university. These data reflect fall 2005 enrollment numbers. The College continues to have a greater percentage of minority undergraduate students than the university and is holding steady with respect to female and international students; there was a significant increase in women in our graduate programs, however. Cultural diversity is characteristic of our graduate programs, although the percentages of minority, female, and international students fluctuate from year to year due to small numbers of students.

	<b>College of Business</b>	<b>Iowa State University</b>
<b>Undergraduate Students</b>		
Minority	10.0%	8.8%
Women	36.0%	44.0%
International	3.3%	3.1%
<b>Graduate Students</b>		
Minority	4.5%	6.3%
Women	66.0%	41.0%
International	19.7%	34%

### **Programs**

College of Business staff participated in a variety of diversity outreach activities in the past year. Some of these activities were made possible by a \$6000 diversity grant from Cargill, awarded to the Undergraduate Programs, Career Services, and Graduate Career Services offices to increase students' of color involvement in these offices.

#### Diversity Networking Breakfast—March and September 2005

An inaugural diversity networking breakfast was held in March 2005 (supported by Alcoa) for the purpose of facilitating networking between students of color and interested recruiters. The breakfast was a success, and repeated in September 2005 (sponsored by Cargill). These breakfasts have included a panel of recruiters speaking on the topic of diversity recruitment.

#### Academic Program for Excellence (APEX)—Summer 2005

Undergraduate Programs staff worked with APEX students during the summer.

#### NCORE/ISCORE—Spring 2005

Undergraduate Programs and Career Services staff participated in the 2005 ISCORE event. In addition, a Career Services employee attended the national conference in June 2005.

#### National Diversity Student Associations

The Undergraduate Programs office funded five students to attend the Big 12 Black Student Conference; two of these students are serving as chairs for the 2006 conference being held at Iowa State University.

MBA students attended the National Black MBA Association and National Society of Hispanic MBAs annual conferences—both conferences host significant career fairs.

#### Multicultural Business Network

The Undergraduate Programs office and multicultural liaison officer supported (advising and funding) the Multicultural Business Network, which sponsored trips and or speakers for the students to Cargill, Pella, General Mills, Principal Financial, and Target.

#### Minority-Owned Business Internships

The College launched a program in fall 2004 to place College of Business students as interns with minority-owned businesses—a unique feature of this program is that the College shares the internship costs with the businesses. To date, three internships have been established.

#### Funding/Scholarships

The Undergraduate Programs office contributed funding to diversity related university programs, including Community of Color Orientation (Fall 2004 and 2005), 4 point academic program (Fall 2005), and Black Student Graduation (Fall 2004).

The Pappajohn Center for Entrepreneurship awards John & Mary Pappajohn Entrepreneur scholarships, targeting minority and disadvantaged students. Ten \$1000 scholarships are awarded annually.

The LOMIS department awarded two supply chain management scholarships for undergraduate women/minority students; \$3,000 total was awarded, made possible by a grant from Deere Foundation.

### Business Outreach

The Pappajohn Center for Entrepreneurship worked with approximately 50 clients in the past year interested in learning more about the Targeted and Small Business Program that provides financial resources to minority and female entrepreneurs. The SBDC also provided assistance to many minority-owned (including women) small businesses throughout the year.



## **The College of Design**

The College of Design was involved with the following as a part of its diversity efforts from October 1, 2004 to September 30, 2005:

### **Administration**

At the end of the spring, 2005 semester, a study group of faculty and staff was organized by the Dean to examine the introduction of diversity to the curricula. Their charge is to consider the introduction of diversity into various curricula in a continuous fashion, without relying exclusively upon courses specifically designated for diversity or intercultural subject matter. It is hoped that this group will be able to bring some specific proposals to the faculty Academic Affairs Council during fall, 2005.

In her position as president-elect for the national American Institute of Architects (AIA), the Associate Dean has been an invited speaker and has offered workshops nationally on gender equity issues and racial issues in the architectural profession.

During the 2004 – 2005 academic year, the Minority Liaison Officer initiated a peer mentoring program for first year students in the Design Core program. The program paired students in specific design disciplines with first year students in an effort to improve their chances of being accepted into the program of their choice.

August, 2005 saw a new Multicultural Liaison Officer (MLO) join the college. The MLO has organized activities that have resulted in the interaction of students of color in the College of Design with other ALANA (African, Latino/a, Asian, and Native American) students from across the campus as well as with Design faculty members. The Design MLO along with other MLOs and various interested groups sponsored “Guaranteed 4.0”, a presentation designed for students interested in improving their GPA. It included individual interaction with the speaker for students that wanted individual counseling on improving study skills to ensure academic excellence.

### **Faculty and Students**

The College of Design, as well as various individual departments of the College, helped fund and provide in-kind support to the Annual ISU Symposium on the American Indian. One of the co-chairs of the Symposium is a faculty member in the College. The 34<sup>th</sup> Annual Symposium on the American Indian held March 30-April 2, 2005, is the longest continuing minority project at Iowa State University. Over the years, the Symposium has brought nationally known American Indian women and men to Ames to address various topics. The event, free and open to the public, allows for American Indian and non-Indian students, as well as others, to interact with leading, nationally-known American Indian scholars, writers, artists, and leaders in Indian Country, thus enriching their life experiences. The Symposium Committee (composed entirely of volunteers) works toward the purpose of sharing American

Indian experiences, cultures, and traditions with Iowa State and surrounding communities as well as assisting the university's goals in supporting diversity by increasing the visibility and appreciation of different cultural groups. Student organization members from the United Native American Student Association (UNASA), American Indian Science and Engineering Society (AISES), and American Indian Rights Organization (AIRO) as well as other students university wide, along with faculty and staff from various departments of Iowa State University are an integral part of the committee. Graphic Design students produced the posters and brochures advertising the event.

The Indigenous Peoples Design Studio, an interdisciplinary (architecture, landscape architecture, and community and regional planning) studio was offered in the spring of '05. The project dealt with the Coeur d'Alene (Idaho), to produce conceptual ideas for a proposed Cultural Use Area along with a Museum and Cultural Center. Design faculty and students are beginning work on cultural programming for Eco-Resort on the shores of Coeur d'Alene Lake. The resort is to provide economic development as well as provide a site for tribal activities. This work is ongoing.

Design and anthropology students and faculty are working with the Northern Ponca to record the remembrances of these people as well as document the town of Niobrara, Nebraska when it was an agency town (this location is now in the flood plain of the Missouri River).

Students and faculty participated in the September, 2005 Native American Celebration entitled "Prairie Awakenings" at the Kuehn Conservation Area, Dallas County, Iowa.

The Pacific Rim Tour, a studio offered for landscape architecture students took students to Malaysia, New Zealand, and Australia. As a result of this interaction, Grant Ruvel from Australia came to ISU to speak on Aboriginal design and 3 students from Western Australia are attending ISU this fall (2005). Efforts are ongoing to develop both a faculty and a student exchange with several Pacific Rim educational institutions.

Faculty and students in Art and Design worked with the Children and Family Urban Ministries of Des Moines, Iowa to provide a summer program for inner city children. The program ran Monday through Friday during the summer with the intent not only to let the children have fun with art but to improve their educational skills.

An architecture faculty member and architecture students have updated a guide to incorporating the requirements of the Americans with Disabilities Act (ADA) in construction. The guide attempts to give practical construction recommendations to meet ADA requirements in both new construction and remodeled buildings.

A faculty member in Art and Design serves as co-director of New Art Basics, a network of Iowa art educators committed to creative multicultural art education. In this position she has written the Multicultural Art Education Curriculum section of

the New Art Basics website which is used by the members of New Arts Basics and graduates of the ISU Art Education graduate program. It is a university-community partnership.

A faculty member in Art and Design has received the President's Award from the Ames Chapter of the National Association of Colored People (NAACP) and is Interim Director of the African American Program in the College of Liberal Arts and Sciences.

Faculty efforts include leadership positions in the United States Society for Education through Art (USSEA), a multicultural and cross-cultural art education and research organization and the International Society for Education through Art (INSEA), founded by UNESCO, which promotes multicultural and international education through art. In addition there is a charter member of the newly formed Iowa Chapter of the National Association for Multicultural Education.

Additional faculty efforts included advising student groups such as AIRO -American Indian Rights Organization, AISES- American Indian Science and Engineering Society, UNASA- United Native American Student Association and the Black Graduate Students Association. Faculty participated in the annual AISES conference and the biannual meetings of the American Indian Council of Architects and Engineers (AICAE) and presented on diversity issues at the 21<sup>st</sup> National Conference on the Beginning Design Student (May, 2005) and Annual Association for Institutional Research Forum (June, 2005);

Design students have taken leadership roles in a variety of groups with an agenda that encompasses diversity issues. Two noteworthy efforts are the participation in Minorities in Agriculture Natural Resources and Related Sciences (MANRRS) including presentation at a national meeting by a landscape architecture student. Another design student serves as the facilitator for the ISU Gay/Bi Men's Group and is in charge of the campus activities for the National Aids Awareness Day. With the leadership of the MLO, design students are in the process of organizing a multicultural student group. Their expressed goals are to 1) provide support systems for multicultural students in the College of Design and 2) look at the current curriculum in design and make suggestions regarding diversity and 3) bring more cultural events and diversity awareness to the college.

Design students and faculty were offered an opportunity to experience a variety of ethnic foods during a day long event called "Come Ethnic – Food Awakening" in February, 2005.

### **Gallery and Public Art**

The College of Design and the Margaret Sloss Women's Center sponsored a juried exhibition entitled "Social Justice" in Gallery 181 from January 18 – February 2, 2005. The show was organized by Emilie Elmore, an Art and Design student. The exhibit featured student and alumni work dealing with social issues - "things to

consider classism, racism, sexism, ageism, ableism, social/economic class, religion, nationality and many more classifications that people are judged by every day”. The show was juried by guest artist, Laurie Elizabeth Talbot Hall. During the opening reception, Emilie Elmore talked on the value of standing for our beliefs through our art and the importance of this kind of show. This was followed by the juror’s comments.

The College of Design and the Women’s Studies Program sponsored the exhibit and lecture “Daring to Be: Portraits of Mexican Women Leaders” in Gallery 181 from November 29 – December 3, 2004. “Daring to Be” was an exhibit of photographs by Jann Freed of Central College in Pella, Iowa. Photographs were of ordinary Mexican women doing extraordinary things. While conducting research in Merida, Yucatan, Freed recorded the faces and stories of women working to make a positive difference in the lives of others. “We realized we were learning about women working to change systems, challenging family roles, taking nontraditional risks in order to create social change that benefits others.”

The Unity Mural, “Towards a Legacy” was the result of a juried competition during the spring of 2005 and was produced by design students under the supervision of several design faculty. The five 480 pound panels were installed on the exterior wall of the Karol J. and Lila Furman Kocimski Auditorium and dedicated in September, 2005. “Towards a Legacy” features images of familiar Ames and ISU landmarks and activities, zip codes, and maps of the community from 1915 and 2005. There also are quotations about the connections between Ames and the university from university administrators and Ames Mayor Ted Tedesco. Everything is overlaid on an image of the College of Design atrium. The overall design depicts ISU and Ames in partnership, growing together and thriving with one another.

## **The College of Engineering**

### **Engineering Outreach and Recruitment**

The Outreach and Recruitment Office (EOR) is dedicated to creating awareness and recruiting first-year undergraduate students to the College of Engineering at Iowa State University. Emphasis is placed on the recruitment of women, multicultural students, and high-ability students.

This is accomplished through the development, implementation, and evaluation of outreach and recruitment programs; establishing and maintaining collaborative working relationships with other college and university programs including student organizations, volunteers; and providing contemporary print and multi-media information to prospective students, families, and interested others.

#### **Major EOR Events**

The following information includes events/activities/projects/communications specifically targeting prospective female and multicultural students from 2003 to the present.

Preview Day – Visit program for multicultural students (and parents) who are scholarship recipients. This is a 3-day visit program designed to bring together current engineering students, staff, faculty, and future prospective multicultural students and their families to learn more about life as an engineering student at Iowa State.

Investigation Through the Iowa Communications Network (ICN) – Four classes broadcast to Iowa high schools via the ICN. The purpose is to introduce high school students to engineering and demonstrate how concepts taught in their math/science classes relate to engineering work. Careers in engineering are also discussed. The class concludes with a visit to Iowa State where engineering departments provide special hands-on activities and an advising session.

Female and multicultural student prospective student visits (100 annually) – Special arrangements for young women, multicultural students and their families visiting to the College of Engineering.

Engineering and Beyond Workshop – Summer camp program for high school juniors to explore engineering careers, academic programs, and experience campus life.

“U Go Girl” – A summer camp for 8<sup>th</sup> and 9<sup>th</sup> grade girls and their mothers focusing on career exploration in technical careers and personal and identity development. The research and program development is complete.

## **EOR and Engineering Student Organization Collaborations**

Society of Women Engineers (SWE) Sleepover – Visitation weekend for high school seniors (women) accepted for admission in engineering. The weekend is hosted by current SWE students.

Society of Hispanic Professional Engineers (SHPE) Shadow Day – A visit day to encourage Latino/a students from the state of Iowa to explore the field of engineering and connect with successful and influential engineering students.

Scout it Out – A Saturday morning event dedicated to “doing” science and engineering through hands-on activities for Girl Scouts in grades 4<sup>th</sup>-12<sup>th</sup> from Ames/Gilbert and outlying communities.

“Life as an Engineer” – Hosted by Society of Women Engineers (SWE) and the National Society of Black Engineers (NSBE) – High school students are invited to visit engineering to discuss what college life is like such as student organizations, networking, co-op and intern experiences, studying and the different types of engineering careers.

National Society of Black Engineers (NSBE) event for Middle School Students – Program to increase the awareness of engineering, science and math to area middle school students.

## **College of Engineering Sponsored Events**

Road Less Traveled Conference – Presentations and hands-on activities for middle and high school girls visiting Iowa State University. Presentations designed for adults accompanying the girls are also offered.

Guidance Counselor Visits – A tour and overview of the College of Engineering programs for guidance counselors from Puerto Rico, Colorado, Nebraska, Illinois, Wisconsin.

Science Bound for High School Students – Pre-college program for multicultural students from Iowa to increase the awareness of science and engineering-related fields through hands-on activities and presentations. Annual participation: 120 (all students of color or first-generation prospective college students)

VIP Lunches – Select engineering students host visiting high-ability female and multicultural students and their families for lunch during their campus visit.

## **Iowa Outreach Events/Programs**

Roosevelt High School/Des Moines Science Bound Visits – Coordinate/conduct hands-on activities to this Science Bound class in fall and spring.

Career Fairs – Engineering students/staff attend high school career fairs in Iowa and Omaha.

## **Gender equity and Multicultural Research**

American Education Research Association [AERA] National conference presentation/paper - “Triangulating the Findings of Research about Girls Choice about IT Careers.”

National Science Foundation (NSF) Research Proposal – “How young women come to know Engineering” – A multi-site study focusing on career exploration experiences of 10<sup>th</sup> grade girls and the engineering profession.

Research Project - A qualitative case study documenting the experiences of an engineering college woman as she chooses to persist or not persist in engineering curricula.

Research Project – Multicultural evaluation and research project for Preview Day. The study will focus on the evolution of a targeted recruitment program and multiculturalism, affirmative action, and high stakes recruitment.

Feminist Pedagogy in Engineering – A professional development interactive workshop for engineering faculty exploring new, more inclusive teaching techniques and philosophies.

## **Communication**

Distribution of Engineering material/information - (approx. 6000 in database annually) for all prospective students with special communications for students of color, women, National Achievement, National Hispanic and National Merit.

Telecounseling and electronic communication - to high school seniors and target efforts for students of color and women.

## **Center for Industrial Research and Service (CIRAS)**

The CIRAS Advisory Council and the Iowa Manufacturing Extension Partnership Governance Board continue to have a mixed composition of race and gender. For

Year 2005, diversity in the CAC is 12% female and 6% Black or African American. This is up from 6% in both categories. The IMEP Governance Board now falls under CIRAS and is diversified with 12% female and 6% Asian/Pacific Islander.

Staff at CIRAS are required to participate in several types of awareness training, including but not limited to Sexual Harassment, Civil Rights and Diversity Training for Extension Councils and Extension Committees.

A written Civil Rights Plan is reviewed every two years and CIRAS staff has a diversity goal as part of their annual performance evaluation.

Diversity of professional employees at CIRAS has seen moderate improvement over the same four years. We continue to increase our pool of applicants by additional advertising in targeted markets.

In conclusion, CIRAS staff continue to work to increase the hiring of females and multi-cultural people in all areas of the department, including our advisory council and board.

### **Engineering Graduate Programs**

Engineering graduate programs has increased its GEM (National Consortium for Graduate Degrees in Engineering and Science) from three to six students in one year. These students bring partial support as well as increased industrial awareness of our research programs. The six current students are enrolled in AerE (2), ECpE (2), ChemE and HCI with a home department in ECpE.

The College of Engineering continues to increase it's involvement with the AGEP (Alliance for Graduate Education and the Professoriate) Iowa NSF funded grant. We are entering our third summer of research experiences with at least one half of the summer slots going to the college. For summer 2005, 21 projects were submitted for consideration by faculty members across the college. AGEP Fellows in the College have increased to seven with one in ABE, 2 in ChemE, 1 in BCB with a home department of ECpE, 2 in HCI with home departments of ECpE and one in ME.

### **Leadership through Engineering Academic Diversity (LEAD)**

The learning community gives students of color the option of living in the dorm with other multicultural students. The learning community has students take certain orientation classes together, as well as some of the core engineering classes.

LEAD helps facilitate collaboration of several multicultural engineering organizations by sharing opportunities for organizational leadership and collaboration with students of color in engineering.



LEAD offers professional development opportunities on an ongoing basis. Resume workshops, mock interviews, and leadership development are a few of the programs offered.

## **The College of Human Sciences**

The College of Human Sciences was formed on July 1, 2005, so many of the activities related to diversity were conducted by the two founding colleges, the College of Education and the College of Family and Consumer Sciences. Since our founding, the College has hired a new Multicultural Liaison Officer and has actively developed a strong multicultural agenda of activities. The following list is a part of the College's diversity efforts from October 1, 2004 to September 30, 2005:

### **ISU Admissions and Minority Recruitment Programs**

Departments in the College assisted the ISU Admissions Office in hosting eighteen Des Moines minority high school boys visiting campus in a program titled "Road Less Traveled." Also they assisted in bringing ten 7<sup>th</sup> and 8<sup>th</sup> grade minority students to campus in the "I Have a Dream Program."

The College, along with "Science Bound," the "TRIO Educational Talent Search," "College Bound," the Office of Admissions, and the Department of Residence, conducted a successful summer recruitment program. The program consisted of two one-week camps, serving about 60 young people each, to recruit new minority students. The College provided funding, organizational leadership, speakers, peer mentors, and program assistance. The first groups consisted of 10<sup>th</sup> and 11<sup>th</sup> graders and 7<sup>th</sup> and 8<sup>th</sup> graders. This collaboration also prompted the development of a pilot-program senior class Equal Opportunity Project (EOP) experience for summer 2005.

The Department of Health and Human Performance and the Minority Liaison Officer (MLO) hosted middle and high school students as part of the College Bound Project. The students participated in a five-rotation schedule of activities created and run by staff, faculty, and graduate students. The activities included blood pressures, balance balls, dance, fitness concepts, outdoor adventures, transmission of communicable diseases, and career options in the fields of health, sports, and exercise.

Collaboration with the College of Agriculture occurs with the George Washington Carver Summer Internship Program (formally called the Agriculture Minority Summer Internship Program). This collaboration allowed one high school student and two College of Human Sciences undergraduate students to be mentored by three faculty members in the Department of Food Science and Human Nutrition during the summer of 2005.

Increased collaboration with the Office of Admissions has resulted in a higher interest of prospective students from Puerto Rico, leading to the development of recruitment materials in Spanish. Additionally, the Field Experience Office of the University Teacher Education Program has established a student teaching experience in Puerto Rico, under the leadership of a faculty member from the Department of Curriculum and Instruction. Another positive outcome of increased emphasis on Latino/a programming is the translation of The Lighten Up Iowa website into Spanish by the College's MLO.

The College of Human Sciences participates in the Multicultural Vision Program (MVP), which has an emphasis on recruitment. This program recruits Iowa minority students and provides them with a 4-year tuition scholarship. These efforts resulted in five new MVP scholarship awardees for 2004-2005 (out of a total 35 scholarship recipients) coming to the College of Human Sciences.

Recruitment of high achieving minority students have led to two new students from the College receiving George Washington Carver Scholarships for the 2004-2005 year and four new scholarships for 2005-2006. Currently there are 12 GWC scholarship recipients in the College of Human Sciences.

### **Diverse Faculty and Staff Hires in Department of Educational Leadership and Policy Studies**

In the fall of 2004 the Department of Educational Leadership and Policy Studies had several tenure-eligible faculty vacancies to fill. Consistent with its values and the emphasis President Geoffroy has placed on broadening the diversity of the University, the department conducted national searches to fill these positions and tried to identify and recruit the best people available being mindful of the President's commitment. Ultimately five new tenured or tenure eligible faculty were recruited. Currently, the department has 18 tenured and tenure eligible faculty members, seven of whom are people of color.

### **Dialogues on Diversity**

The College of Human Sciences has provided leadership and teaching faculty for the Dialogues on Diversity class, University Studies 150 for many years. Dialogues on Diversity is supported financially by the Provost's office for the entire university community. It serves approximately 120 students in five sections per semester and promotes collegial relationships between people of diverse backgrounds. The format for the program consists of engagement in open-ended discussions about diversity issues, critical thinking, inter-cultural competence, and the development of individuals as change agents to improve campus climate. The Dialogues on Diversity Class seeks to develop deeper 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.

### **George Washington Carver Teacher Education Program**

The George Washington Carver Teacher Education Program (GWCTEP) is a collaborative program of Iowa State University, the Des Moines Area Community College, and Simpson College. It addresses the national concern of the increasing shortage of teachers from under-represented growth. GWCTEP addresses this issue by creating an affordable teacher education program to working people who want to pursue their elementary education teaching degree, but cannot quit their jobs to do so. Open to individuals of all ethnic and cultural backgrounds, the program recruits heavily among individuals of color. GWCTEP's mission is to recruit, educate, graduate, and retain working adults in central Iowa to be teachers in central Iowa schools and to help produce a teaching population whose make-up more closely

mirrors that of the student population. The three partnering institutions each provide coursework in the program. Instructors of the program have been very positive about the commitment and enthusiasm of the first cohort of students. A second cohort of students is being formed and will hopefully begin shortly. As the program continues, it should help to increase the proportion of well educated teachers from under represented groups in the schools. Program graduates will serve as role models for students from all ethnic groups.

### **Cultural Celebration Leadership**

The College of Human Sciences was the lead organizer for the university-wide celebration of African American History Month. The College sponsored various university-wide ethnic celebrations around the Vietnamese New Year and was a co-sponsor of the celebrations for Asian Heritage Week 2005. It also was the lead organizer for the university-wide celebration of Hispanic Heritage Month and Latino Heritage Month, in collaboration with the Latino/a Heritage Month Committee. The College assisted the University Lectures Committee in sponsoring renowned speakers such as Esmeralda Santiago for the Latino Heritage Month, and Alfredo Parrish and Ako Abdul-Samad for Black History Month.

### **Extension Activities**

Another program related to disabilities is the Iowa AgrAbility Program, which is a collaborative effort between ISU Extension and the Rural Solutions program of Easter Seals of Iowa, to help farm families affected by disabilities adapt to their homes and farms by accommodating the disability and helping them remain farming. The development of modular kitchen cabinets that can be adapted easily as needs change is a research project that is ongoing from this program.

Three new Extension field positions have been added in Iowa to increase programming to support the needs identified by minority audiences in specific locations within the state, specifically African Americans and Hispanic immigrants. In-service opportunities continue to increase awareness and understanding of the Mexican culture and to improve educational programming to meet the needs of changing demographics within Iowa. Twenty staff, including campus faculty and staff, participated in an eight day immersion experience in Mexico as part of the in-service.

### **Diversity Courses and Study Abroad**

Faculty and staff in the College of Human Sciences have participated in diversity related courses such and study abroad opportunities such as the International Perspectives Study Abroad experience to the Yucatan of Mexico. The Department of Apparel, Educational Studies and Hospitality Management sponsored a four-week study abroad experience to Thailand focusing on the hospitality industry in that country. It also organized a three-week study abroad tour to Europe, England, France and Italy, focused on the apparel industry in these countries. A third course that the Department offered was a study-abroad course entitled “European Food Safety Concerns: From Farm to Market” which visited England, Wales, and Scotland. Other

courses taught in the college examined how differences in gender, race, and ethnicity affect nutritional assessment,

The Multicultural/Gender Fair Education program included diversity-related discussions as key elements within orientation courses for the general college population and for the Common Threads (Apparel majors) and Transport (transfer student) learning communities.

A significant number of ethnic and racial minority families participate in the Child Development Laboratory School, which provides extensive interactions with undergraduate and graduate students for practice and research.

### **Minority Students and Populations in Research Opportunities**

Research faculty at the Institute for Social and Behavioral Research hire and train African American students to work on observational coding of family interactions, and that group also employs students whose ethnic heritage is Kenyan, Indian, Arabic, and Hispanic. Faculty are conducting three major research projects on family well-being and human development for African-Americans in Iowa and Georgia, Mexican immigrants in Iowa, and very old Georgians.

Extension faculty in the Department of Human Development and Family Studies, in collaboration with state and federal agencies, use demonstration trailers and assistive devices to demonstrate universal design products and features that make homes more convenient for people of all ages, abilities and to accommodate the special needs of people with disabilities. The trailers and devices have been taken to community events to demonstrate how to make bathrooms and kitchens more usable throughout the life span and to facilitate aging in place.

## **The College of Liberal Arts and Sciences**

The College of Liberal Arts and Sciences was involved with the following as a part of its diversity efforts from October 1, 2004 to September 30, 2005:

- The LAS Diversity Committee updated its report on diversity, “A Clear, Accountable Commitment to Diversity.” The complete LAS Diversity Committee report is available on-line at [http://www.las.iastate.edu/diversity/DIVERSITY\\_REPORT.pdf](http://www.las.iastate.edu/diversity/DIVERSITY_REPORT.pdf). An updated web site on diversity is at <http://www.las.iastate.edu/diversity>.
- The Center for American Intercultural Studies (CAIS) was established by the College of Liberal Arts and Sciences and approved in the summer of 2005 by the Board of Regents, State of Iowa. The academic unit is dedicated to the support of research and teaching on the issues pertaining to the experiences of diverse ethnic and cultural groups of American society. The scholars and teachers working in CAIS will develop curricular and co-curricular programs focused on the ways that U.S. Latino, African American, American Indian, and Asian American groups interact with one another, with the majority Euro American groups, and with the broader global community. In supporting scholarship and teaching in interethnic relations and intercultural understanding, CAIS commits its resources to assisting students and faculty in exploring and developing their potential as educated members of a diverse American community.
- The Department of Political Science co-sponsored a day-long symposium “U.S.-Korea Relations: What a Difference Ten Years Makes.” The symposium featured two U.S. diplomats, Republic of Korea governmental officials and Iowa State and other college faculty. The event was co-sponsored by the Korea Economic Institute.
- Several academic departments in the College of Liberal Arts and Sciences participate in the Research Experience for Undergraduates (REU) program sponsored by the National Science Foundation, a program that targets underrepresented students, and the AGEP and Alliance Programs, a grant program that allows minority students to take part in a summer program of research experiences for undergraduates.
- Two new Multicultural Liaison Officers (MLOs) were hired in the College of Liberal Arts and Sciences and started in the summer of 2005. Previously LAS only had one MLO on staff.
- Mary Swander, Distinguished Professor of liberal arts and sciences and professor of English, led a study abroad tour to Trinidad and Tobago. While

on the island, the Iowa State students were a part of the “writing-in-the-school program.”

- Steffen Schmidt, University Professor of political science, was named director of international programs in the College of Liberal Arts and Sciences.
- The Department of Foreign Languages and Literatures is in the second year of a two-year, \$164,000 U.S. Department of Education UISFL grant for development of a curriculum in Languages and Cultures for Professions. Currently the department has established programs with Iowa State’s College of Engineering and the College of Business.

## **The Parks Library**

The Library continues to have a Diversity Committee whose primary roles are:

- To maintain a focus on equal employment opportunity and affirmative action within in the library
- To inform and educate library personnel concerning equal employment opportunity and affirmative action
- To help create a work environment in which all personnel are able to develop to the fullest extent of their potential
- To assist selection committees in the recruitment of members of protected classes for professional positions, and to serve as a resource for those who hire support staff

## **Diversity Outreach**

- The Library Diversity Committee members served as a resource to Library search committees providing information and conducting exit interviews with each candidate
- Continued to update guidelines for interviews/search process
- Reviewed/revised electronic resources for advertising and diversity websites
- Continued review/revising search packet information given to each search committee member
- Committee members and University Librarians served as a resource/reviewer of a video on libraries and the disabled produced by the “Do-It” Foundation.
- Sent email notices on President Geoffroy’s reaffirmation of the University’s policy on nondiscrimination and affirmative action
- Sponsored registration for three library employees to attend Iowa’s Mosaic Diversity Conference, November 15, 2004
- Encouraged attendance by staff to Elizabeth Harrison’s “Embodying Diversity: Teaching ALL Our Students” Disability Awareness Diversity Days



## **The College of Veterinary Medicine**

### **Veterinary Administration**

#### **Recruitment**

- One Des Moines area high school that serves a large population of African-American and Latino families was visited. The interaction at the high school level was in conjunction with a school-wide career day. Two sessions, each containing 25-30 students, were given.
- The CVM successfully recruited three students representing underrepresented groups into the Class of 2009 (1 African American, 1 international student from Trinidad and 1 student of Hispanic descent).

#### **In-house Programs**

- The CVM participated in the 4-H Youth Conference in the Summer of 2005. Approximately 300 high school students visited the college and participated in a variety of workshops and presentations. Approximately 1% of the students in attendance were from under-represented groups.
- Approximately 167 tours were given to 1,458 people during these dates. Of that number approximately 5% were members of under-represented groups.
- An agreement to participate in a Health Careers Opportunities Program with the Meskwaki Health Center was made. It is anticipated that the program will begin in summer 2006. This program will provide outreach to Native American children of the Meskwaki nation.

#### **Meetings and Committee Appointments**

- The College of Veterinary Medicine formed an ad hoc CVM Diversity Committee with representatives from each department that will work with campus and the American Association of Veterinary Medical Colleges to conduct seminars and determine the best practices for awareness, recruitment and retention.

#### **Disability Accommodations**

- Personnel in veterinary administration (Office of Academic and Student Affairs) continue to assist students in need of accommodations by providing liaisons between the Disabilities Resources Office, the CVM student and the academic department from which the request is being made.

- The CVM currently has nine students enrolled in the professional program who have documented disabilities. All students have received or continue to receive accommodations while enrolled in the curriculum.
- The CVM graduated three students with documented learning disabilities in May 2005. These students received accommodations while enrolled in the curriculum.

## STATISTICAL DATA ANALYSIS

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During the last year, Iowa State University continued to diversify its workforce. As shown in Table 1, Iowa State University employed 6,155 half-time or greater permanent employees at the end of September 30, 2005. The proportion of women employees is at 49.0% of the total workforce. This is up from last years 48.8%. At the same time the proportion of minorities in the workforce totaled 12.0% of this year's workforce. This is an increase from last years 11.1%. Iowa State University continues to make strides in its recruitment and retention of qualified individuals from diverse cultures and backgrounds.

### **2004 to 2005 PRIMARY OCCUPATIONAL ACTIVITY (POA) GROUP ANALYSIS**

#### **Women**

The hiring goal for the 2004-2005 program year was to maintain the 2003-2004 level of women that were employed at Iowa State University. The hiring goal was met and exceeded in the following areas: Executive/Administrative/Managerial, Faculty: Tenure/Tenure Track, Faculty: Non Tenure Track, Professional and Scientific, Technical/Paraprofessional and Skilled Crafts.

A total of 3,016 (49 %) of ISU employees are women. (See Table 2).

- Women in Executive/Administrative/Managerial positions had a net increase of 12.
- Women in Faculty: Tenure/Tenure Track positions had a net increase of 24 in this POA group.
- Women in Faculty: Non-Tenure Track positions had a net increase of 10.
- Women in Professional and Scientific positions had a net decrease of 19 in this POA group. Four accepted academic positions, two returned to school, ten retired and two left as their spouse/partner accepted other employment.
- Women in Secretarial/Clerical positions had a net decrease of 19. Retirements counted for 18 of these.

- Women in Technical/Paraprofessional positions had a net increase of 4 in this POA group.
- Women in Skilled Craft positions remained constant.
- Women in Service/Maintenance positions decreased by 20 in this POA group. There were 3 retirements, 9 accepted other employment and 1 returned to school.

### **Minorities**

A total of 738 (12%) of ISU employees were racial or ethnic minorities (See Table 1). This is an increase of 28 minority employees from the previous year. The hiring goal for the 2004-2005 program year was to maintain the 2003-2004 level of minorities that were employed at Iowa State University (See Table 2). This hiring goal for racial or ethnic minorities was met in the following areas: Executive and Administrative/Managerial, Faculty: Tenured/Tenure Track, Professional and Scientific and Technical/Paraprofessional.

- The Executive and Administrative/Managerial positions remained constant.
- Minorities in Faculty: Tenure/Tenure Track positions increased by 5 additional minority faculty (See Table 2).
- Minorities in Faculty: Non-Tenure Track positions had a decrease of 4. Two of these employees accepted other employment.
- Minorities in Professional and Scientific positions increased by 25.
- Minorities in Secretarial/Clerical had a decrease of 5 in this POA group. This decrease included one to retirement, two accepted other employment and two resigned due to their spouse/partner accepting other employment.
- Minorities in Technical/Paraprofessional positions remained constant in this POA group.
- Minorities in Skilled Craft positions had a decrease of only 1 due to retirement.
- Minorities in Service/Maintenance had a decrease of 2 in this POA group also due to retirement.

## **PERSPECTIVE: TEN YEARS OF AFFIRMATIVE ACTION: 1995-2005**

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The total workforce decreased by 163 employees, from 1995 to 2005. Of note are increases in the number of women in the following POA groups: Executive/Administrative/Managerial, Faculty: Tenure Track, Faculty: Non-Tenure Track and Professional and Scientific. The number of women in the workforce had an overall increase of 34 employees in this ten-year period. Women in 2005 are 49 % of the total workforce compared to 47.2 % in 1995.

The minority workforce has experienced growth in the following POA groups: during this time period: Executive/Administrative/Managerial, Faculty: Tenure/Tenure Track, Faculty: Non-Tenure Track, Professional and Scientific and Secretarial/Clerical. The minority workforce had an overall increase of 229 employees, in this ten-year period. (See Table 1). In 1995, minority employees were 8.1% of the total workforce. In 2005, minority employees are 12% of the total workforce.

**IOWA STATE UNIVERSITY  
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**Five and Ten Year Comparision**

POA GROUP	September 30, 1995					September 30, 2000					September 30, 2005				
	Total Workforce	Women	% of Total	Minority	% of Total	Total Workforce	Women	% of Total	Minority	% of Total	Total Workforce	Women	% of Total	Minority	% of Total
Executive/Administrative/Managerial	261	68	26.1%	15	5.7%	263	75	28.5%	21	8.0%	297	100	33.7%	25	8.4%
Faculty: Tenure Track	1,275	273	21.4%	132	10.4%	1,278	325	25.4%	183	14.3%	1,243	353	28.4%	233	18.7%
Faculty: Non-Tenure Track	301	155	51.5%	32	10.6%	278	137	49.3%	35	12.6%	325	180	55.4%	38	11.7%
Professional and Scientific	2,086	948	45.4%	238	11.4%	1,999	884	44.2%	235	11.8%	2,166	967	44.6%	358	16.5%
Secretarial/Clerical	1,169	1,078	92.2%	33	2.8%	1,300	1,186	91.2%	45	3.5%	1,116	1,010	90.5%	35	3.1%
Technical/Paraprofessional	224	99	44.2%	7	3.1%	172	89	51.7%	5	2.9%	150	81	54.0%	5	3.3%
Skilled Crafts	320	18	5.6%	6	1.9%	318	17	5.3%	7	2.2%	287	10	3.5%	4	1.4%
Service/Maintenance	682	343	50.3%	46	6.7%	564	321	56.9%	47	8.3%	571	315	55.2%	40	7.0%
<b>TOTALS</b>	<b>6,318</b>	<b>2,982</b>	<b>47.2%</b>	<b>509</b>	<b>8.1%</b>	<b>6,172</b>	<b>3,034</b>	<b>49.2%</b>	<b>578</b>	<b>9.4%</b>	<b>6,155</b>	<b>3,016</b>	<b>49.0%</b>	<b>738</b>	<b>12.0%</b>

(Table 1)

**IOWA STATE UNIVERSITY  
AFFIRMATIVE ACTION REPORT 2004-2005**

<b>Executive/Administrative/Managerial</b>									
<b>Work Force 10/1/2004</b>		<b>Total Additions 10/1/2004 - 9/30/2005</b>		<b>Total Losses 10/1/2004 - 9/30/2005</b>		<b>Work Force 9/30/2005</b>		<b>Net Change</b>	
Majority - Male	171	Majority - Male	23	Majority - Male	15	Majority - Male	179	Majority - Male	8
Majority - Female	83	Majority - Female	19	Majority - Female	9	Majority - Female	93	Majority - Female	10
Minority - Male	20	Minority - Male	0	Minority - Male	2	Minority - Male	18	Minority - Male	-2
Minority - Female	5	Minority - Female	2	Minority - Female	0	Minority - Female	7	Minority - Female	2
<b>TOTAL</b>	<b>279</b>	<b>TOTAL</b>	<b>44</b>	<b>TOTAL</b>	<b>26</b>	<b>TOTAL</b>	<b>297</b>	<b>TOTAL</b>	<b>18</b>
<b>Faculty: Tenure/Tenure Track</b>									
<b>Work Force 10/1/2004</b>		<b>Total Additions 10/1/2004 - 9/30/2005</b>		<b>Total Losses 10/1/2004 - 9/30/2005</b>		<b>Work Force 9/30/2005</b>		<b>Net Change</b>	
Majority - Male	729	Majority - Male	40	Majority - Male	54	Majority - Male	715	Majority - Male	-14
Majority - Female	283	Majority - Female	25	Majority - Female	13	Majority - Female	295	Majority - Female	12
Minority - Male	172	Minority - Male	11	Minority - Male	8	Minority - Male	175	Minority - Male	3
Minority - Female	46	Minority - Female	13	Minority - Female	1	Minority - Female	58	Minority - Female	12
<b>TOTAL</b>	<b>1,230</b>	<b>TOTAL</b>	<b>89</b>	<b>TOTAL</b>	<b>76</b>	<b>TOTAL</b>	<b>1,243</b>	<b>TOTAL</b>	<b>13</b>
<b>Faculty: Non Tenure Track</b>									
<b>Work Force 10/1/2004</b>		<b>Total Additions 10/1/2004 - 9/30/2005</b>		<b>Total Losses 10/1/2004 - 9/30/2005</b>		<b>Work Force 9/30/2005</b>		<b>Net Change</b>	
Majority - Male	123	Majority - Male	42	Majority - Male	36	Majority - Male	129	Majority - Male	6
Majority - Female	149	Majority - Female	38	Majority - Female	29	Majority - Female	158	Majority - Female	9
Minority - Male	21	Minority - Male	4	Minority - Male	9	Minority - Male	16	Minority - Male	-5
Minority - Female	21	Minority - Female	3	Minority - Female	2	Minority - Female	22	Minority - Female	1
<b>TOTAL</b>	<b>314</b>	<b>TOTAL</b>	<b>87</b>	<b>TOTAL</b>	<b>76</b>	<b>TOTAL</b>	<b>325</b>	<b>TOTAL</b>	<b>11</b>
<b>Professional and Scientific</b>									
<b>Work Force 10/1/2004</b>		<b>Total Additions 10/1/2004 - 9/30/2005</b>		<b>Total Losses 10/1/2004 - 9/30/2005</b>		<b>Work Force 9/30/2005</b>		<b>Net Change</b>	
Majority - Male	970	Majority - Male	109	Majority - Male	112	Majority - Male	967	Majority - Male	-3
Majority - Female	863	Majority - Female	106	Majority - Female	128	Majority - Female	841	Majority - Female	-22
Minority - Male	210	Minority - Male	85	Minority - Male	63	Minority - Male	232	Minority - Male	22
Minority - Female	123	Minority - Female	44	Minority - Female	41	Minority - Female	126	Minority - Female	3
<b>TOTAL</b>	<b>2,166</b>	<b>TOTAL</b>	<b>344</b>	<b>TOTAL</b>	<b>344</b>	<b>TOTAL</b>	<b>2,166</b>	<b>TOTAL</b>	<b>0</b>
<b>Secretarial/Clerical</b>									
<b>Work Force 10/1/2004</b>		<b>Total Additions 10/1/2004 - 9/30/2005</b>		<b>Total Losses 10/1/2004 - 9/30/2005</b>		<b>Work Force 9/30/2005</b>		<b>Net Change</b>	
Majority - Male	103	Majority - Male	10	Majority - Male	10	Majority - Male	103	Majority - Male	0
Majority - Female	996	Majority - Female	45	Majority - Female	63	Majority - Female	978	Majority - Female	-18
Minority - Male	7	Minority - Male	1	Minority - Male	5	Minority - Male	3	Minority - Male	-4
Minority - Female	33	Minority - Female	3	Minority - Female	4	Minority - Female	32	Minority - Female	-1
<b>TOTAL</b>	<b>1,139</b>	<b>TOTAL</b>	<b>59</b>	<b>TOTAL</b>	<b>82</b>	<b>TOTAL</b>	<b>1,116</b>	<b>TOTAL</b>	<b>-23</b>

Data reports appointments of half time and greater on September 30, 2005.

(Table 2)

**IOWA STATE UNIVERSITY  
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**Technical/Paraprofessional**

<b>Work Force 10/1/2004</b>		<b>Total Additions 10/1/2004 - 9/30/2005</b>		<b>Total Losses 10/1/2004 - 9/30/2005</b>		<b>Work Force 9/30/2005</b>		<b>Net Change</b>	
Majority - Male	70	Majority - Male	2	Majority - Male	3	Majority - Male	69	Majority - Male	-1
Majority - Female	72	Majority - Female	10	Majority - Female	6	Majority - Female	76	Majority - Female	4
Minority - Male	0	Minority - Male	0	Minority - Male	0	Minority - Male	0	Minority - Male	0
Minority - Female	5	Minority - Female	0	Minority - Female	0	Minority - Female	5	Minority - Female	0
<b>TOTAL</b>	147	<b>TOTAL</b>	12	<b>TOTAL</b>	9	<b>TOTAL</b>	150	<b>TOTAL</b>	3

**Skilled Crafts**

<b>Work Force 10/1/2004</b>		<b>Total Additions 10/1/2004 - 9/30/2005</b>		<b>Total Losses 10/1/2004 - 9/30/2005</b>		<b>Work Force 9/30/2005</b>		<b>Net Change</b>	
Majority - Male	276	Majority - Male	8	Majority - Male	11	Majority - Male	273	Majority - Male	-3
Majority - Female	10	Majority - Female	0	Majority - Female	0	Majority - Female	10	Majority - Female	0
Minority - Male	5	Minority - Male	0	Minority - Male	1	Minority - Male	4	Minority - Male	-1
Minority - Female	0	Minority - Female	0	Minority - Female	0	Minority - Female	0	Minority - Female	0
<b>TOTAL</b>	291	<b>TOTAL</b>	8	<b>TOTAL</b>	12	<b>TOTAL</b>	287	<b>TOTAL</b>	-4

**Service/Maintenance**

<b>Work Force 10/1/2004</b>		<b>Total Additions 10/1/2004 - 9/30/2005</b>		<b>Total Losses 10/1/2004 - 9/30/2005</b>		<b>Work Force 9/30/2005</b>		<b>Net Change</b>	
Majority - Male	250	Majority - Male	7	Majority - Male	18	Majority - Male	239	Majority - Male	-11
Majority - Female	312	Majority - Female	11	Majority - Female	31	Majority - Female	292	Majority - Female	-20
Minority - Male	19	Minority - Male	1	Minority - Male	3	Minority - Male	17	Minority - Male	-2
Minority - Female	23	Minority - Female	2	Minority - Female	2	Minority - Female	23	Minority - Female	0
<b>TOTAL</b>	604	<b>TOTAL</b>	21	<b>TOTAL</b>	54	<b>TOTAL</b>	571	<b>TOTAL</b>	-33

**TOTALS**

<b>Work Force 10/1/2004</b>		<b>Total Additions 10/1/2004 - 9/30/2005</b>		<b>Total Losses 10/1/2004 - 9/30/2005</b>		<b>Work Force 9/30/2005</b>		<b>Net Change</b>	
Majority - Male	2,692	Majority - Male	241	Majority - Male	259	Majority - Male	2,674	Majority - Male	-18
Majority - Female	2,768	Majority - Female	254	Majority - Female	279	Majority - Female	2,743	Majority - Female	-25
Minority - Male	454	Minority - Male	102	Minority - Male	91	Minority - Male	465	Minority - Male	11
Minority - Female	256	Minority - Female	67	Minority - Female	50	Minority - Female	273	Minority - Female	17
<b>TOTAL</b>	6,170	<b>TOTAL</b>	664	<b>TOTAL</b>	679	<b>TOTAL</b>	6,155	<b>TOTAL</b>	-15

Data reports appointments of half time and greater on September 30, 2005

(Table 2 cont.)



**IOWA STATE UNIVERSITY  
AFFIRMATIVE ACTION REPORT 2004-2005**

**MINORITY TENURE/TENURE TRACK FACULTY**

Race/Ethnicity	10/1/2004	% of Total Tenure Track	9/30/2005	% of Total Tenure Track	Net Change
<b>Total Tenure-Track Faculty</b>					
University of Iowa					
Iowa State University	1230	100.00%	1243	100.00%	13
University of Northern Iowa					
<b>TOTAL</b>					
<b><u>African-American</u></b>					
University of Iowa					
Iowa State University	21	1.71%	22	1.77%	1
University of Northern Iowa					
<b>TOTAL</b>					
<b><u>Hispanic</u></b>					
University of Iowa					
Iowa State University	27	2.20%	29	2.33%	2
University of Northern Iowa					
<b>TOTAL</b>					
<b><u>Asian/Pacific</u></b>					
University of Iowa					
Iowa State University	164	13.33%	176	14.16%	12
University of Northern Iowa					
<b>TOTAL</b>					
<b><u>American Indian</u></b>					
University of Iowa					
Iowa State University	6	0.49%	6	0.49%	0
University of Northern Iowa					
<b>TOTAL</b>					
<b><u>TOTAL MINORITY FACULTY</u></b>					
University of Iowa					
Iowa State University	218	17.72%	233	18.74%	15
University of Northern Iowa					
<b>TOTAL</b>					

Data reports appointments of half time and greater on September 30, 2005.  
(Table 3)

# Affirmative Action Cost Report 2005

Fiscal Year 7/1/04 -- 6/30/05

Department Name: Board of Regents  
 Person Completing Report:  
 E-mail Address

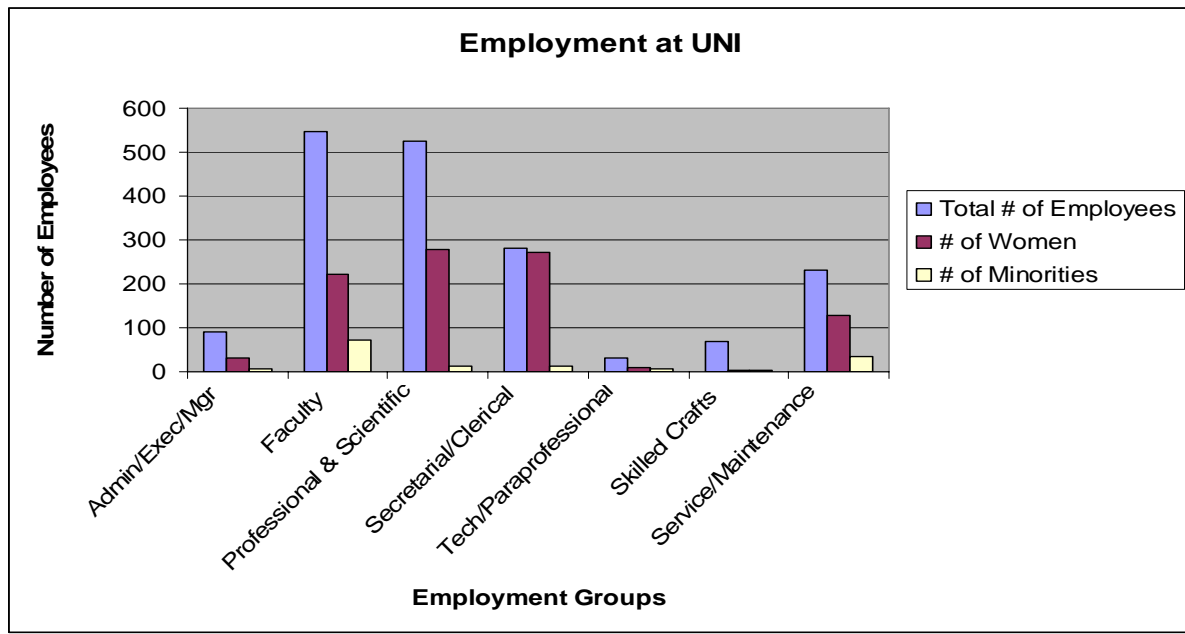
	SUI Affirmative Action Office	ISU Office of Equal Opportunity and Diversity	UNI Office of Compliance and Equity Management	Iowa School for the Deaf	Iowa Braille and Sight Saving School	Total
<b>REVENUES</b>						
<b>STATE APPROPRIATIONS</b>						
General Fund		253,139				253,139
Other		-				-
<b>OTHER REVENUES</b>						
Federal Support		-				-
Interest		-				-
Tuition and Fees		-				-
Reimb. Indirect Costs		-				-
Sales and Services		-			-	-
Other Income		-				-
<b>TOTAL REVENUES</b>	-	253,139	-	-	-	253,139
<b>EXPENDITURES</b>						
Fac. & Inst. Off. Salaries		-			-	-
Prof. & Sci. Staff Salaries		164,101				164,101
General Service Staff Salaries		26,165				26,165
Hourly Wages		10,328				10,328
Labor in Transfers		-				-
Vacancy Factor		-				-
Subtotal - Salaries		200,594				200,594
Prof. And Scientific Supplies		52,545				52,545
Library Acquisitions		-				-
Rentals		-				-
Utilities		-				-
Building Repairs		-				-
Auditor of State Reimb.		-				-
Aid to Individuals		-				-
Subtotal	-	52,545	-	-	-	52,545
<b>Total</b>	-	253,139	-	-	-	253,139

# Board of Regents, State of Iowa 2004-05 Report on Affirmative Action University of Northern Iowa (UNI)

## Overview

UNI continues to be successful in meeting affirmative action goals for the employment of women and minority persons. While the size of the workforce has declined in response to the budget reductions, we continue to see steady progress with the limited number of searches being conducted. The workforce includes 1777 employees including 943 (53.1%) women and 834 (46.9%) men, the same gender breakout as one year ago. The number of minority employees increased slightly in number from 176 last year to 178 this year, holding steady at 10% of total employment.

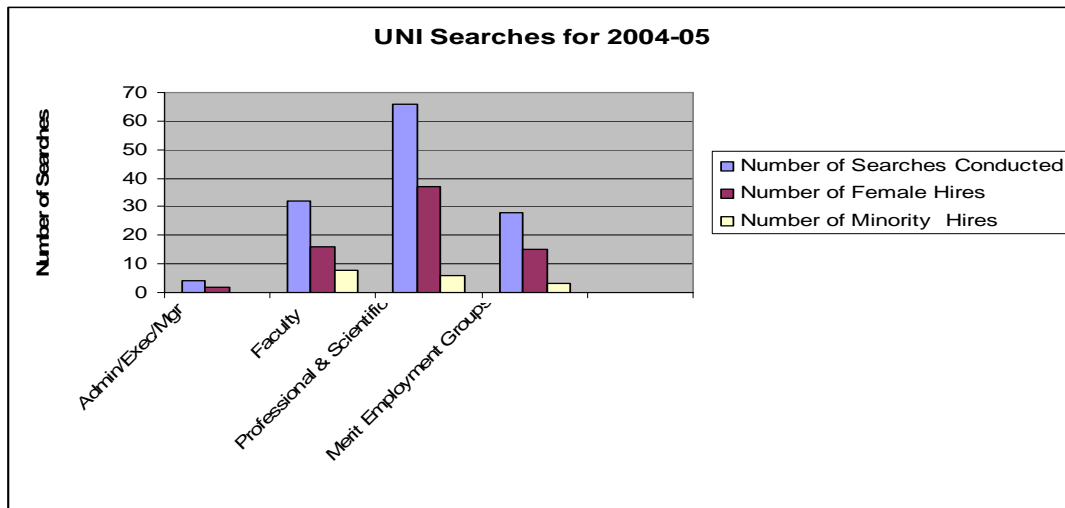
As of September 30, 2005, UNI employs 547 tenured and probationary faculty with primary teaching assignments, a slight increase from 533 in 2004. The number of female faculty increased from 214 (40.2%) to 222 (40.6%). The number of minority faculty rose from 67 (12.6%) to 73 (13.3%), an increase of 9%. The following chart shows the current employment levels in each of the employee groups at UNI.



## 2004-05 Hiring Activity

During the previous hiring year (2003-04), 27 faculty searches were conducted, while 32 faculty searches were conducted during the 2004-05 hiring year, an increase of five searches. [JL1]

The Professional and Scientific group was able to maintain their workforce at a steady rate, completing 66 searches. Of those hired, six (9.1%) were minority and 37 (56.1%) were female. The Merit System employment groups held relatively steady in their affirmative action efforts with only 28 searches completed, and many of those positions filled internally by contract transfers, recalls, and other contract provisions. Despite having less resources, departments continue to show good faith effort in recruiting and maintaining affirmative hires. The following chart helps to illustrate 2004-05 minority and female hiring at UNI.



### 2004-05 Hiring Goals by Employment Groups

1. **Executive/Managerial/Administrative:** The goal was to add at least one female to the group. This goal was met, as two of the four hires were female.
2. **Faculty (Tenure/Probationary):** The goal was to add at least one more female. Even though only 32 searches were completed, half of the hires (16) were females, and one-third (eight) of the hires were minority persons.
3. **Faculty (non-Tenure Track):** N/A
4. **Professional/Scientific:** While there were no specific goals for the year, 56% (37) of the 66 hires to this group were female and over 9% (6) were minority persons.
5. **Secretarial/Clerical:** The goal was to add four minority persons to this group. All of the searches conducted were internal, allowing no opportunity to add to the existing workforce.
6. **Technical/Paraprofessional:** The goal for this group was to hire at least one female. The single search conducted this year resulted in a male being hired.
7. **Skilled Craft:** There were no specific goals for this group this year, but efforts to discover female and minority resources continue.
8. **Service/Maintenance:** There were no specific goals for this group this year.

The following table shows hiring goals were met, or had already been met, for women and minorities in most job groups. Actual numbers hired are shown in parenthesis.

<b>Employment Group</b>	2004-05 Goal		Achieved?	
	Female	Minority	Female	Minority
Executive/Administrative/Managers	1	0	Yes (2)	N/A
Faculty (Tenure Track)	1	0	Yes (16)	N/A
Faculty (Term and Full Time Temps)	-	-	-	-
Professional/Scientific	0	0	N/A	N/A
Secretarial/Clerical	0	4	N/A	No (0)
Technical/Paraprofessional	1	0	No (0)	N/A
Skilled Craft	0	0	N/A	N/A
Service/Maintenance	0	0	N/A	N/A
Total	3	4		

### **Programs in Place**

The University relies upon its administrators to make affirmative action a priority in their hiring. The divisions, colleges and departments are to be commended for their efforts to maintain the proactive role in their affirmative recruitment and hiring practices. However, budget limitations have made it difficult for administrators to be creative in their efforts to attract applicants, including women and minority persons. The University must continue to demonstrate progress in hiring women and minority persons into its workforce, despite the challenges.

UNI's recruitment efforts for faculty and staff will continue to be the responsibility of deans, department heads, and search committees. With the support of 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 consistently enforce federal guidelines established for educational institutions. The results of the annual work force analysis will be made available to departments and updated hiring information will continue to be communicated. The Office of Compliance and Equity Management continues to expand its offering of training and education to assist departments in the hiring process as well as the retention of human resources already secured.

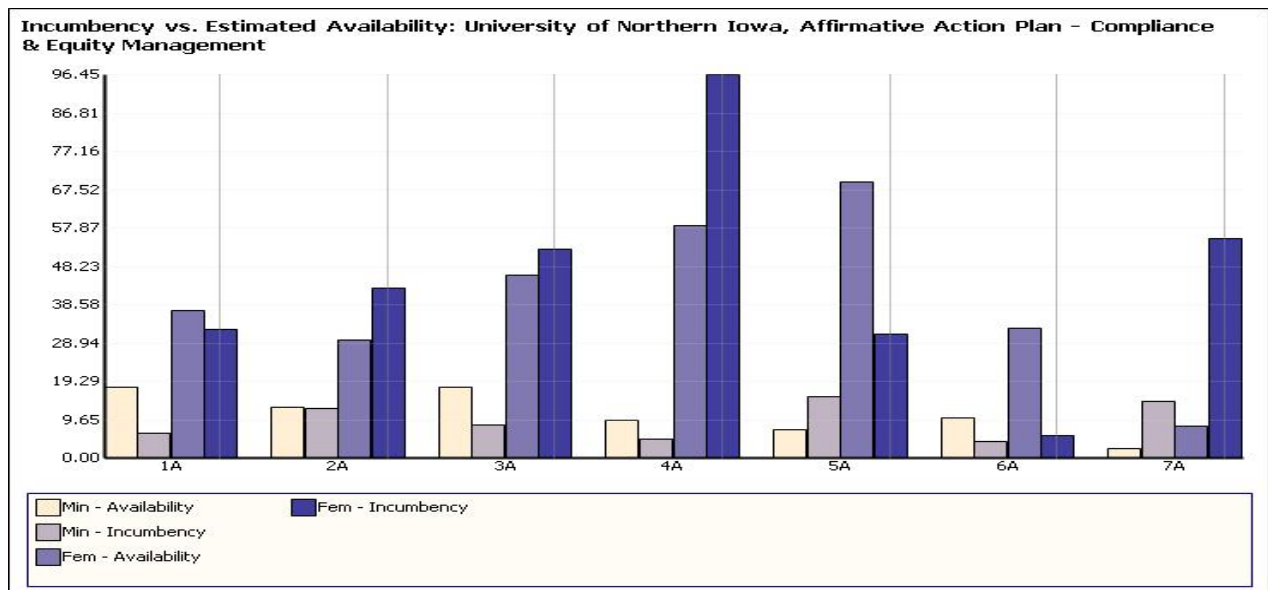
The Office of Compliance and Equity Management continues to provide information,

strategy and support to departments in their recruitment and hiring activities. Working with the departments, the Office of Compliance and Equity Management utilizes individualized recruiting strategies to assist the departments in their recruitment efforts. The Office of Compliance and Equity Management continually reviews the success of various recruitment tools and searches out new resources. Each search is reviewed on an individual basis to determine the most appropriate method of recruitment for that particular opportunity. This personal attention has allowed departments the opportunity to be creative in their outreach while adhering to hiring procedures.

The University emphasizes the benefits of having a diverse work force. We continue to believe that opportunity is the true value of affirmative action and that diversity remains a key concept 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. Resources have been targeted to this effort in the way of a climate survey, collaboration and coordination of existing campus resources, web access to additional resources, and additional strategies to be defined as a result of Campus Conversation initiatives. These new initiatives will continue as an effort to demonstrate the University's commitment to diversity, not only in the student population, but also in the faculty and staff population.

### **2005-06 Hiring Goals by Employment Group**

Availability figures for the 2005-06 goals are directly and significantly impacted by the newly available 2000 U.S. Census results. UNI has been proactive in making use of this new information within its Affirmative Action Plan, in goal setting, and in developing strategy to increase the diversity of our workforce. The chart below shows UNI's female and minority incumbency versus the newly revised availability of females and minority persons to recruit to UNI.





The increased availability is reflected in higher goals established for the 2005-06 hiring year as shown in the following table.

<b>Employment Group</b>	2005-06 Goals	
	Female	Minority
Executive/Administrative/Managers	1	2
Faculty (Tenure Track)	0	1
Faculty (Term and Full Time Temps)	N/A	N/A
Professional/Scientific	0	9
Secretarial/Clerical	0	7
Technical/Paraprofessional	2	1
Skilled Craft	3	2
Service/Maintenance	0	1
Total	6	23



## Affirmative Action Cost Report 2005

Fiscal Year 7/1/04 -- 6/30/05						
<b>Department Name:</b>	Board of Regents, UNI, Office of Compliance and Equity Management					
<b>Person Completing Report:</b>	Leah Gutknecht					
<b>E-mail Address</b>	<a href="mailto:Leah.Gutknecht@uni.edu">Leah.Gutknecht@uni.edu</a>					
	<b>SUI Affirmative Action Office</b>	<b>ISU Office of Equal Opportunity and Diversity</b>	<b>UNI Office of Compliance and Equity Management</b>	<b>Iowa School for the Deaf</b>	<b>Iowa Braille and Sight Saving School</b>	<b>Total</b>
<b>REVENUES</b>						
<b>STATE APPROPRIATIONS</b>						
General Fund			224,319			224,319
Other						-
<b>OTHER REVENUES</b>						
Federal Support						-
Interest						-
Tuition and Fees						-
Reimb. Indirect Costs						-
Sales and Services					-	-
Other Income						-
<b>TOTAL REVENUES</b>	-	-	224,319	-	-	224,319
<b>EXPENDITURES</b>						
Fac. & Inst. Off. Salaries					-	-
Prof. & Sci. Staff Salaries			110,433			110,433
General Service Staff Salaries			60,625			60,625
Hourly Wages			1,125			1,125
Labor in Transfers						-
Vacancy Factor						-
Subtotal - Salaries			172,183			172,183
Supplies and Services			*52,136.			52,136
Library Acquisitions						-
Rentals						-
Utilities						-
Building Repairs						-
Auditor of State Reimb.						-
Aid to Individuals						-
Subtotal	-	-	52,136	-	-	52,136
<b>Total</b>	-	-	224,319	-	-	224,319
*Staffing vacancies caused increased costs in contracted services.						

**Iowa School for the Deaf  
Annual Affirmative Action Report  
October 1, 2004 – September 30, 2005**

The Iowa School for the Deaf employed 138 full-time and part-time employees on September 30, 2005. This is a decrease of one employee since September 30, 2004.

The September 30, 2005 breakdown of ISD employees compared to September 30, 2004, is as follows:

CATEGORY	#EMPLOYEES		%OF POPULATION		2004 % CHANGE
	2005	2004	2005	2004	
<b>Male-Majority</b>	32	33	23.2%	23.7%	+0.5%
<b>Female-Majority</b>	98	98	71.0%	70.5%	-0.5%
<b>Male-Minority</b>	5	5	3.6%	3.6%	0.0%
<b>Female-Minority</b>	3	3	2.2%	2.2%	0.0%

The following are the goals ISD established for the October 1, 2004, to September 30, 2005, period:

**Iowa School for the Deaf  
Affirmative Action Hiring Goals  
October 1, 2004 – September 30, 2005**

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				
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 area lost two majority females and two majority males during this year. Three majority females and one majority male were hired into this category.

### **Professional and Scientific:**

Four female majority employees vacated P&S positions.

Two majority female was added to this category.

### **Secretarial/Clerical:**

This group hired one majority female.

### **Technical/Paraprofessional:**

We had a goal to hire one female minority employee. This goal was not met. Additionally, this area lost four female majority employees. We hired five female majority employees.

### **Skilled Crafts:**

This group was unchanged from last year.

### **Service Maintenance:**

This group was unchanged from last year.

### **Summary:**

The Iowa School for the Deaf established one affirmative action goal for the October 1, 2004 – September 30, 2005 time period. One goal was to add a female minority to the Technical/paraprofessional category. This goal was not met.

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. 16.7 percent of our employees are deaf. This is slightly down from last year.

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, and employee referrals. The ISD web-site has been successful in announcing vacancies to a wider population.

**Iowa School for the Deaf  
Affirmative Action Hiring Goals  
October 1, 2005 – September 30, 2006**

<b>Category</b>	<b>Projected Vacancies</b>	<b>Female Majority</b>	<b>Female Minority</b>	<b>Male Minority</b>
Exec/Adm/Mgmt				
Faculty-Tenured				
Faculty-Non-Tenured	1			
Professional/Scientific	2			
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 are also doing some campus visits to build contacts with universities which train professionals to work in deaf education.

**Iowa Braille and Sight Saving School**  
**DIVERSITY ANNUAL REPORT**  
**October 1, 2004 - September 30, 2005**

The Iowa Braille and Sight Saving School continues to offer equal employment opportunities regardless of race, color, sex, national origin, religion, age, physical, or mental disabilities 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.

Recognizing the need for employees to be well trained and informed, the Iowa Braille School provides organized training and in-service programs for all employees in many diverse areas. Annually the school sponsors training for all staff in Exposure to Bloodborne Pathogen and other Infectious Diseases. Mandatory reporter training is offered in compliance with child abuse reporting policy and procedure. Systems of Intervention training is provided for all staff to ensure student and staff safety. School Assistants continue to be encouraged to complete a 32 semester hour course in disability services offered through Kirkwood Community College. School Assistants are also encouraged to complete the state certification for paraprofessionals. Para-educators must bring certification of completion of a 32 semester disabilities program or its equivalent as a minimum entry qualification. A professional classification continues to be in place allowing the school to employ professionals to work directly with students in the dormitory setting. Faculty members have been encouraged to seek additional certifications in orientation and mobility, multi-disabilities, vision, and consulting. The school is also providing leadership in presenting Quality Programs for the Visually Impaired (QPVI), a program designed to improve the teaching that students receive. QPVI is offered in the AEAs and on-campus. The faculty on campus are in the third year of the QPVI process. Faculty working in AEAs vary from being in the first year to being in the third year of the process.

As of September 30, 2005, there were 108 permanent employees. Of these, there are 96 full-time and 12 part-time employees. This report does not include people employed on a temporary basis or as substitutes. During this time period, of the 108 employees, 79 are female, 107 are Caucasian, and one female is Hispanic. We have not asked our staff to disclose any physical disabilities. Of 17 Teachers of the Visually Impaired, three are blind or visually impaired. Two are female and one is male. One male technical staff member is also visually impaired. Retention of female staff is not a problem for the school.

Growth in faculty numbers continues as Area Education Agencies (AEAs) contract with the Iowa Braille School to expand services to children who are blind or visually impaired. The majority of the AEAs contract with the Iowa Braille School for the provision of itinerant vision services and Orientation and Mobility services.

A goal was set for the 04/05 year of hiring two minority staff. In setting the goal, we anticipated a professional vacancy and a vacancy in the service classification. Efforts to recruit minority candidates include the use of the Internet and listing positions both in national publications and with Iowa Workforce Development. Positions are also posted in Cedar Rapids at the Jane Boyd Community House and the Catherine McAuley Center and in Waterloo at the Martin Luther King, Jr. Center.

Although we have used the resources available to us to recruit minorities, we have been unable to attract a pool of minority applicants. 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 economics of commuting appear to affect the application pool for on-campus positions. The lack of a support base in the community of Vinton itself for living arrangements is also a problem in recruiting both professional and paraprofessional applicants.

The following are labor statistics for the year 2000 reported in Benton County, Iowa, and the nation:

	Benton	Iowa	USA
Black or African American persons	0.2%	2.1%	12.3%
American Indian and Alaska Native persons	0.1%	0.3%	0.9%
Asian persons	0.2%	1.3%	3.6%
Native Hawaiian and Other Pacific Islander persons	Z	Z	0.1%
Hispanic or Latino origin persons	0.6%	2.8%	12.5%
White persons, not of Hispanic/Latino origin	98.4%	92.6%	69.1%
Persons reporting two or more races	0.5%	1.1%	2.4%
Persons reporting some other race	0.1%	1.3%	5.5%

Nationally, there is not a pool of minority candidates graduating in higher education from the vision and orientation and mobility programs. In spite of the problems, efforts continue to be directed at establishing a pool of minority applicants. The school is a strong proponent of diversity and we desire to have a diverse staff. 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.

Through collaborative efforts with the Board of Regents, the Iowa Braille School and the University of Northern Iowa (UNI), the university began a master's level teacher preparation program in vision in January of 2004. This has created the opportunity to recruit minorities from Iowa to the teacher training program. This may have a long-range impact in the ability to produce and employ Teachers of the Visually Impaired of a diverse background.

During the 2004/2005 school year, a Task Force was appointed by the Board of Regents to study the future of the school and the services to children in Iowa who are blind or visually impaired, including those with additional disabilities. The Board approved seven recommendations from the Task Force. The Board also determined that there would be school during the 2005/2006 school year. The following chart, notes the Diversity Goals of the Iowa Braille School projected for the period of October 1, 2005 through September 30, 2006.

**Iowa Braille and Sight Saving School  
DIVERSITY ACTION GOAL  
October 1, 2005 - September 30, 2006**

IBSSS	Number of Projected <u>Vacancies</u>	Numerical Goals:	
		<u>Women</u>	<u>Minorities</u>
01 Exec/Admin/Mgr	1	1	0
02 Faculty	1	0	0
04 Professional	1	0	1
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>0</u>	<u>0</u>	<u>0</u>
TOTAL	3	1	1

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, 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, religion, sex, marital status, age, national origin, or disability. 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, religion, national origin, sex or disability 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, sex, marital status or disability 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:

Director of Education  
Iowa Braille School  
Old Main, Room 130  
1002 G Avenue  
Vinton, IA 52349  
319/472-5221, ext. 1130

OR

Director of Human Resources  
Iowa Braille School  
Old Main, Room 104  
1002 G Avenue  
Vinton, IA 52349  
319/472-5221, ext. 1104

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, Ethnicity, Religion, Sex, Age, Handicap, 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:

Director of Education  
Iowa Braille School  
1002 G Avenue  
Vinton, IA 52349  
319/472-5221,ext. 1130

OR

Director of Human Resources  
Iowa Braille School  
1002 G Avenue  
Vinton, IA 52349  
319/472-5221,ext. 1104

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.