

**Governing Iowa's public
universities and special schools**

University of Iowa
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 29, 2007

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

Mark Brandsgard
Chief Clerk of the House
State Capitol Building
Des Moines IA 50319

RE: Diversity and Minority and Women Educators' Program Annual Reports for 2006

Dear Members of the Iowa General Assembly:

Pursuant to Iowa Code §§19B.5(3) and 262.93, enclosed are the Board of Regents' Diversity and Minority and Women Educators Program Annual Reports for 2006.

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

Sincerely,

Gary W. Steinke

H:\BF\Legislative\2007 Session\Responses\2006diversityreport_012907.doc

Enclosure

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, 2005, through September 30, 2006) 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 submit the report prior to the release of the agenda materials for the February meeting.

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
- Developing 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 as an attachment to this memo and in the Regents Exhibit Book at the Board meeting.

According to the U.S. Census Bureau American Community Survey, Iowa has a population of 2.9 million (49% male; 51% female – same as the U.S.). Minority population in Iowa is approximately 6.5% (25.3% in the U.S.).

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 1996; to 8.2% in 2001 and now stands at 8.7%.

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 24.8% in 1996 to 31.0% in 2006. Also, the numbers of women in Executive/Administrative/Managerial positions have increased over the ten-year period – from 26.5% in 1996 to 34.9% in 2006.

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, 2005, to September 30, 2006 (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 2006, the Regent universities committed approximately \$1.9 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 2005 and FY 2006 are shown below:

	FY 2005	FY 2006	Percent Change
SUI	\$663,524	\$589,018	-11%
ISU	\$308,044	\$313,679	2%
UNI	\$224,319	\$244,600	9%

Last year, the University of Iowa had a sizable increase in expenditures due to the adding of new staff in FY 2005 which accounts for the decrease reported for FY 2006.

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

UNIVERSITY OF IOWA

POA GROUP	September 30, 1996					September 30, 2001					September 30, 2006				
	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	274	81	29.6%	23	8.4%	286	91	31.8%	17	5.9%	350	120	34.3%	28	8.0%
Faculty: Tenure Track	1,615	362	22.4%	182	11.3%	1,543	421	27.3%	195	12.6%	1,495	434	29.0%	247	16.5%
Faculty: Non-Tenure Track	374	155	41.4%	75	20.1%	512	226	44.1%	99	19.3%	591	267	45.2%	72	12.2%
Professional and Scientific	5,104	3,506	68.7%	232	4.5%	5,856	3,979	67.9%	351	6.0%	6,820	4,775	70.0%	449	6.6%
Secretarial/Clerical	2,617	2,227	85.1%	62	2.4%	2,776	2,357	84.9%	102	3.7%	2,606	2,222	85.3%	100	3.8%
Technical/Paraprofessional	520	324	62.3%	20	3.8%	509	311	61.1%	22	4.3%	451	288	63.9%	27	6.0%
Skilled Crafts	451	41	9.1%	14	3.1%	421	41	9.7%	21	5.0%	404	35	8.7%	22	5.4%
Service/Maintenance	1,779	977	54.9%	152	8.5%	1,713	894	52.2%	225	13.1%	1,819	992	54.5%	244	13.4%
TOTALS	12,734	7,673	60.3%	760	6.0%	13,616	8,320	61.1%	1,032	7.6%	14,536	9,133	62.8%	1,189	8.2%

IOWA STATE UNIVERSITY

POA GROUP	September 30, 1996					September 30, 2001					September 30, 2006				
	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	260	66	25.4%	18	6.9%	267	84	31.5%	22	8.2%	309	108	35.0%	26	8.4%
Faculty: Tenure Track	1,268	285	22.5%	138	10.9%	1,252	321	25.6%	183	14.6%	1,205	351	29.1%	234	19.4%
Faculty: Non-Tenure Track	314	170	54.1%	34	10.8%	265	130	49.1%	27	10.2%	341	177	51.9%	46	13.5%
Professional and Scientific	2,085	947	45.4%	241	11.6%	2,022	897	44.4%	238	11.8%	1,953	923	47.3%	198	10.1%
Secretarial/Clerical	1,180	1,091	92.5%	30	2.5%	1,253	1,134	90.5%	40	3.2%	1,112	1,006	90.5%	36	3.2%
Technical/Paraprofessional	226	105	46.5%	8	3.5%	164	86	52.4%	4	2.4%	157	92	58.6%	5	3.2%
Skilled Crafts	315	18	5.7%	5	1.6%	310	16	5.2%	7	2.3%	285	11	3.9%	4	1.4%
Service/Maintenance	675	352	52.1%	49	7.3%	570	332	58.2%	43	7.5%	554	293	52.9%	40	7.2%
TOTALS	6,323	3,034	48.0%	523	8.3%	6,103	3,000	49.2%	564	9.2%	5,916	2,961	50.1%	589	10.0%

UNIVERSITY OF NORTHERN IOWA

POA GROUP	September 30, 1996					September 30, 2001					September 30, 2006				
	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	108	24	22.2%	11	10.2%	101	29	28.7%	7	6.9%	94	33	35.1%	5	5.3%
Faculty: Tenure Track	563	208	36.9%	59	10.5%	555	218	39.3%	69	12.4%	550	223	40.5%	69	12.5%
Faculty: Non-Tenure Track	75	53	70.7%	6	8.0%	172	110	64.0%	15	8.7%	38	29	76.3%	2	5.3%
Professional and Scientific	390	186	47.7%	41	10.5%	511	260	50.9%	39	7.6%	528	281	53.2%	40	7.6%
Secretarial/Clerical	294	289	98.3%	19	6.5%	328	318	97.0%	15	4.6%	281	270	96.1%	13	4.6%
Technical/Paraprofessional	23	13	56.5%	3	13.0%	28	13	46.4%	6	21.4%	31	9	29.0%	5	16.1%
Skilled Crafts	92	5	5.4%	8	8.7%	85	5	5.9%	5	5.9%	67	5	7.5%	2	3.0%
Service/Maintenance	251	145	57.8%	48	19.1%	251	142	56.6%	39	15.5%	239	134	56.1%	34	14.2%
TOTALS	1,796	923	51.4%	195	10.9%	2,031	1,095	53.9%	195	9.6%	1,828	984	53.8%	170	9.3%

IOWA SCHOOL FOR THE DEAF

POA GROUP	September 30, 1996					September 30, 2001					September 30, 2006				
	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	41	75.9%		0.0%	55	43	78.2%		0.0%	44	38	86.4%		0.0%
Professional and Scientific	22	17	77.3%	1	4.5%	34	28	82.4%	2	5.9%	35	27	77.1%		0.0%
Secretarial/Clerical	9	9	100.0%	1	11.1%	4	4	100.0%	1	25.0%	5	5	100.0%	1	20.0%
Technical/Paraprofessional	32	27	84.4%	1	3.1%	26	23	88.5%	2	7.7%	24	21	87.5%	2	8.3%
Skilled Crafts	8		0.0%		0.0%	6		0.0%		0.0%	6		0.0%		0.0%
Service/Maintenance	19	9	47.4%	2	10.5%	19	7	36.8%	4	21.1%	20	9	45.0%	4	20.0%
TOTALS	149	103	69.1%	5	3.4%	149	106	71.1%	9	6.0%	138	101	73.2%	7	5.1%

IOWA BRAILLE AND SIGHT SAVING SCHOOL

POA GROUP	September 30, 1996					September 30, 2001					September 30, 2006				
	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%	5	4	80.0%		0.0%
Faculty: Tenure Track															
Faculty: Non-Tenure Track	30	23	76.7%		0.0%	32	22	68.8%		0.0%	34	22	64.7%		0.0%
Professional and Scientific	3	3	100.0%		0.0%	8	6	75.0%		0.0%	7	6	85.7%		0.0%
Secretarial/Clerical	8	8	100.0%		0.0%	7	7	100.0%		0.0%	6	6	100.0%		0.0%
Technical/Paraprofessional	40	39	97.5%		0.0%	30	29	96.7%		0.0%	25	23	92.0%		0.0%
Skilled Crafts	2		0.0%		0.0%										
Service/Maintenance	11	7	63.6%		0.0%	13	7	53.8%		0.0%	18	8	44.4%	1	5.6%
TOTALS	99	82	82.8%	-	0.0%	95	74	77.9%	-	0.0%	95	69	72.6%	1	1.1%

TOTAL -- REGENT INSTITUTIONS

POA GROUP	September 30, 1996					September 30, 2001					September 30, 2006				
	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	652	173	26.5%	52	8.0%	664	208	31.3%	46	6.9%	762	266	34.9%	59	7.7%
Faculty: Tenure Track	3,446	855	24.8%	379	11.0%	3,350	960	28.7%	447	13.3%	3,250	1,008	31.0%	550	16.9%
Faculty: Non-Tenure Track	847	442	52.2%	115	13.6%	1,036	531	51.3%	141	13.6%	1,048	533	50.9%	120	11.5%
Professional and Scientific	7,604	4,659	61.3%	515	6.8%	8,431	5,170	61.3%	630	7.5%	9,343	6,012	64.3%	687	7.4%
Secretarial/Clerical	4,108	3,624	88.2%	112	2.7%	4,368	3,820	87.5%	158	3.6%	4,010	3,509	87.5%	150	3.7%
Technical/Paraprofessional	841	508	60.4%	32	3.8%	757	462	61.0%	34	4.5%	688	433	62.9%	39	5.7%
Skilled Crafts	868	64	7.4%	27	3.1%	822	62	7.5%	33	4.0%	762	51	6.7%	28	3.7%
Service/Maintenance	2,735	1,490	54.5%	251	9.2%	2,566	1,382	53.9%	311	12.1%	2,650	1,436	54.2%	323	12.2%
TOTALS	21,101	11,815	56.0%	1,483	7.0%	21,994	12,595	57.3%	1,800	8.2%	22,513	13,248	58.8%	1,956	8.7%

**AFFIRMATIVE ACTION REVENUES AND EXPENDITURES
FY 2006**

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

	SUI Affirmative Action Office	ISU Office of Equal Opportunity and Diversity	UNI Office of Compliance and Equity Management	Total
REVENUES				
STATE APPROPRIATIONS				
General Fund	589,018	313,679	246,338	1,149,035
Other				-
OTHER REVENUES				
Federal Support				-
Interest				-
Tuition and Fees				-
Reimb. Indirect Costs				-
Sales and Services				-
Other Income				-
TOTAL REVENUES	589,018	313,679	246,338	1,149,035
EXPENDITURES				
Fac. & Inst. Off. Salaries				-
Prof. & Sci. Staff Salaries	373,226	228,144	146,891	748,261
General Service Staff Salaries	67,815	37,655	64,797	170,267
Hourly Wages	3,504	7,168	2,459	13,131
Labor in Transfers				-
Vacancy Factor				-
Subtotal - Salaries	444,545	272,967	214,147	931,659
Prof. And Scientific Supplies	88,981	40,712	30,453	160,146
Library Acquisitions				-
Rentals				-
Utilities				-
Building Repairs	55,492			55,492
Auditor of State Reimb.				-
Aid to Individuals				-
Subtotal	144,473	40,712	30,453	215,638
Total	589,018	313,679	244,600	1,147,297

**MINORITY AND WOMEN EDUCATORS
ENHANCEMENT PROGRAM**

The University of Iowa

**Annual Report
2005-2006**

**BOARD OF REGENTS
STATE of IOWA**

Prepared by
Marcella David
Special Assistant to the President for Equal Opportunity & Diversity
And Associate Provost for Diversity

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

MINORITY AND WOMEN EDUCATORS ENHANCEMENT PROGRAM

University of Iowa
2005-2006

Introduction

The steps to meaningful increases in faculty diversity at The University of Iowa are: recruitment; pipeline development; assessment; climate; retention resources; innovation and collaboration.

Faculty Diversity Opportunity Program (FDOP) (Recruitment; Retention)

At The University of Iowa, the Office of the Provost supports 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 who would add to the diversity of the UI faculty. FDOP was established in 1999, expanding on previous similar initiatives. From FY 2000 to FY 2005, FDOP resources were 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 provided all of the resources for the faculty members' development and tenure. Beginning in FY 06, significant changes were made to the program in order to help colleges and departments cover the cost of recruiting faculty in a very competitive market. Pursuant to these changes, new FDOP allocations will typically be up to \$40,000, available to support the hiring of a new faculty member who is a target of opportunity and whose addition will improve the diversity of the requesting college. This support will continue as long as the faculty member remains with the University. Mentoring and retention follow-up plans remain critical components of FDOP funding requests. The Associate Provost for Diversity, working in close collaboration with the Associate Provost for Faculty, collegiate deans and others, coordinates a central effort to ensure newly recruited minority faculty feel comfortable in the UI environment.

In *The Iowa Promise*, the UI 2005-2010 strategic plan, the University committed to increasing the budget allocated to the FDOP program to \$1.3M. For the current fiscal year, FY 07, the Office of the Provost is providing FDOP funding totaling **\$1,109,665** for partial salaries and other resources for a total of **37** faculty. These positions are in the University Library, the Graduate College, and the Colleges of Dentistry, Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, and Public Health. Nineteen of

these appointments are new, and eighteen are continuing. This financial commitment represents a significant increase over the FY 06 commitment of **\$840,730**.

Since 1999, FDOP has been used to support 103 diversity hires to the UI campus. When appropriate, FDOP funding has been successfully used to support the research of post-doctoral fellows as a means of increasing the pipeline to the professorate. The Faculty Diversity Opportunities Program has proven to be an important incentive to colleges and departments to identify and recruit faculty from underrepresented communities and has contributed significantly to the increased representation of faculty from underrepresented communities in the seven-year period ending 2006.

Collegiate Diversity Group (Assessment; Climate; Retention)

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 chairs of the University's Diversity Charter Committee serve as *ex officio* members. 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. Consideration of diversity issues in the collegiate academic environment, curricula, and programming are also important foci of the Associate Deans for Academic Programs group convened by the Associate Provost for Undergraduate Education.

Minority Faculty Orientation and Mentoring (Climate; Retention)

The Provost, through the Associate Provost for Faculty, 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 departments to assist in the new faculty members' 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, the Council on Disability Awareness and the UI Lesbian, Gay, Bisexual, Transgender Staff and Faculty Association.

Diversity Scholars, Visitors, and Faculty Exchanges (Recruitment; Climate)

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 (Climate)

The University, through the Special Assistant to the President for Equal Opportunity and Diversity and Associate Provost for Diversity, regularly supports events that enhance dialog and sensitivity about diversity issues. The Office of Equal Opportunity and Diversity, University Human Resources, the Council on the Status of Women, and the UI Diversity Charter Committee partner with other units to conduct university, collegiate and departmental faculty and staff workshops and other programming designed to enhance the University's recruitment and retention of underrepresented minority and women faculty.

Dual Career Network (Recruitment; Retention)

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) (Climate; Pipeline Development; Retention)

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.

Summer Research Opportunity Program (SROP)/Iowa Biosciences Advantage (IBA) (Climate; Pipeline Development)

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 and Sciences, the Graduate College, the Office of the Vice President for Research, and Office of the Executive Vice President and Provost, the Iowa Biosciences Advantage program was established for undergraduate students in the biological and medical sciences. This program is aimed especially at minority and other underrepresented undergraduate students and provides them with the support and preparation to enter graduate programs and ultimately to pursue careers as faculty at higher education institutions.

Diversity Action Committee (Assessment; Climate)

The Iowa Promise identified as a key diversity strategy “promot[ing] a welcoming climate that enhances the educational and work experience for all members of the community.” To that end, in Spring 2005 the Provost announced the creation of the Diversity Action Committee, a task force composed of faculty, staff, students and administrators, to assess the current status of the University’s diversity programs and activities and recommend steps to advance the diversity goals of *The Iowa Promise*. The committee collected information in a variety of formats, including interviewing leadership of colleges and divisions; questionnaires to colleges and divisions; open forums; meetings with faculty, staff and student organizations; meetings with key administrators; meetings with key community members; review of documentary information; consultation with experts; and review of background materials including diversity plans of peer institutions. Its Report and Recommendations, which was presented to the Board this spring, included several items related to faculty and staff success that are in the implementation phase at this time.

Gender Equity Task Force (Assessment; Climate)

The Provost appointed a Gender Equity Task Force, which had as its charge to “take a broad look at the status of women faculty at The University of Iowa and recommend changes and programs to increase the number of women faculty and improve their quality of life.” This committee concluded that the University has lost ground on initial significant progress made in hiring women tenured and tenure-track faculty. Several recommendations related to faculty gender diversity are in the implementation phase at this time.

A number of climate surveys were begun or completed in the past year, including Sexual Harassment, Human Resources, Student and Faculty Climate, and Undergraduate Survey focusing on undergraduate experience including diversity and climate.

Diversity Focus (Recruitment; Climate; Collaboration)

In 2005, The University of Iowa became a charter member of Diversity Focus, a community and business organization with the mission to increase diversity along the Cedar Rapids-Iowa City corridor by integrating and coordinating existing efforts as well as identifying or creating other activities and programs. Other charter members include the Iowa City Chamber of Commerce, Alliant Energy and Rockwell Collins. Executive Vice President and Provost Hogan serves as a member of the Diversity Focus board.

Iowa Promise Momentum Plus (Innovation)

The Provost and Vice President for Research partnered in a pilot project to provide funds to add diversity outreach to existing research projects on campus. The Momentum Plus initiative was funded for \$20,000 in FY 06. Through the Iowa Promise Momentum Plus initiative, The University of Iowa hopes to become a national leader on inventive ways to incorporate diversity programming into ongoing research endeavors.

Minority Faculty & Staff Recruitment Initiative (Recruitment; Innovation)

A team representing The University of Iowa at the Keeping Our Faculties Diverse III conference, sponsored primarily by The University of Minnesota and the CIC and hosted at The University of Minnesota, presented a proposal for and received a seed grant to create a short streaming video featured on the University diversity web page and linked to other sites and distributed via DVD format to prospective hires in an effort to more effectively communicate to prospective candidates throughout the recruitment process and develop marketing materials that can be used by all units in their recruitment of minority candidates.

A focus group was brought together with the goal of defining our audience, issues to communicate, resources and content to create, and delivery method. University and community volunteers participated in the taping sessions and production is underway.

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

**Iowa State University
November 2006**

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. During the past year, a team of ISU faculty members developed and submitted an NSF grant proposal for an initiative that has the goal of improving recruitment, retention and leadership of women in the science, technology, engineering and mathematics (“STEM”) fields. This fall, we received notification of a five-year, \$3.3M award for this proposal. The ISU ADVANCE Program will focus on institutional transformation in advancing the careers of women in the STEM fields. The Provost Office is also putting institutional resources into the program.
2. Iowa State University is working to create a more flexible work environment for all faculty.
 - 2.a. In FY 2005-06, the Provost Office asked all assistant professors to participate in a survey administered by Harvard University. The COACHE survey on tenure-eligible faculty satisfaction will help us to better understand what assistant professors, particularly minority and female assistant professors, desire in their professional lives; we will be using the survey data to understand the best way to retain these faculty.
 - 2.b. ISU was recently selected as one of two universities for a \$25,000 award for innovative practices from the Alfred P. Sloan Foundation. The ISU award, also directed at faculty retention, will allow the Provost Office to design a more sophisticated way to track faculty careers, so that we can understand the costs and benefits of particular career paths.
 - 2.c. A new policy designed to further support female faculty in the early years of their academic careers, the Part-Time Appointments for Tenure-Eligible and Tenured Faculty Policy, was implemented in FY 2005-06. This policy should improve our efforts to recruit and retain excellent faculty, particularly women who must balance career and family. (See <http://www.provost.iastate.edu/faculty/careers/doc/Part-timeappts.pdf>.)
 - 2.d. In an effort to increase the sensitivity of supervisors to the needs of working parents, the Provost Office encourages the use of existing policies to support new parent employees. (See <http://www.provost.iastate.edu/faculty/resources/newparents.html>.)

3. Women's Enrichment Fund Mini Grants. This fund is designed to support initiatives that will enrich the experiences of women faculty, staff and students at ISU. For the FY 2005-06, \$25,000 was allocated to support initiatives affecting women on the ISU campus.
4. Diversity Mini-Grants. This new program was conceived in FY 2005-06 to support diversity in the mission areas of education, research, and outreach to positively impact and advance faculty, staff, and student minorities and under-represented groups at Iowa State University. The overarching goals are to accelerate institutional change and contribute to scholarly activity in education and research related to diversity. The Provost Office is awarding the first diversity mini-grants in FY 2006-07.
5. An administrative internship program was initiated several years ago to encourage a more diverse leadership at the university. During the AY 2005-06, the program funded three faculty or staff interns at a cost of \$35,700. A half-time administrative intern in the Provost Office, Claire Andreasen, helped to launch several of the new initiatives listed in this report.
6. A "Diversity Leadership Team" consisting of ISU faculty and administrators was formed following attendance at the November 2004 "Keeping Our Faculties of Color" conference at the University of Minnesota. This team continues to lead on-campus efforts to improve retention and hiring in response to the Taskforce Report on the Recruitment and Retention of Women and Minority Faculty (2003). The team brought a speaker, Dr. Kent Ono, to campus in March 2006 to discuss with faculty and administrators the role of race and gender in the promotion and tenure process. The team has also submitted a proposal to present a workshop at the 2007 conference at the University of Minnesota.
7. In April 2006, the Provost Office disseminated the "Faculty Search Handbook: A Resource Guide for Recruiting Excellent and Diverse Faculty." The handbook provides best practices in hiring, aimed at diversifying the interview pools and hires of faculty. Also during Spring 2006, a forum for department chairs was presented by the Provost Office with the theme "Thinking Forward: Recruiting an Outstanding Faculty for ISU" that included a significant focus on diversity in the search process.
8. The Advisory Committee on Diversity, appointed by President Geoffroy in 2002, completed a campus climate survey in Spring 2004. The President and Vice Presidents have since developed an "Implementation Plan for Diversity and Equity: 2006-2011." Annual progress reports are prepared in order to monitor progress for the plan.
9. 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 FY 1989-90 with funding by the President through the Provost Office. The program provided funding for faculty

positions in the amount of \$163,900 for FY 2005-06. Since inception, the program has provided \$2.5M in order to diversify the faculty at ISU.

10. The Academic Plan Pool began in FY 2000-01. Now titled the “Dual Career Opportunity Fund,” this program 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 \$521,000 was allocated to colleges and departments in FY 2005-06 for this program.
11. 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 FY 2004-05, 62 faculty (17 women and 14 minorities) were mentored. During FY 2005-06, an additional 63 faculty members (26 women and 17 minorities) were mentored. The cost of the program for FY 2005-06 was \$31,500. A review of the program was begun in FY 2005-06 with special attention paid to mentoring of women and faculty of color.
12. 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 three 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 2006 event had national and Iowa speakers and drew 125 participants.
13. The Interim Vice President for Academic Affairs and Provost serves as President 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.
14. The Provost annually supports a female faculty member in attending a national training workshop on leadership.
15. 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.
16. 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 2006

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.



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

**Annual Equal Employment Opportunity and
Affirmative Action Workforce Report
November 2006**

Submitted by Marcella David
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Equal Opportunity and Diversity
and Associate Provost for Diversity
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TABLE OF CONTENTS

I.	Introduction	1
II.	Overview: Highlights of Employment Activity.....	2
III.	One-Year Comparison of Major Workforce Categories: 2005 - 2006.....	4
	A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity	4
	B. Strategic Planning Indicators: Target Employment Categories	9
	C. Faculty and Staff by Disability and Veteran Status	12
	D. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity	13
	E. Tenured/Tenure Track Faculty Promotion and Tenure Rates by Gender and Minority Status.....	15
	F. Clinical Track Faculty by Gender and Race/Ethnicity	16
IV.	Annual Hiring Goals: 2005-06 and 2006-07.....	18
	A. How Hiring Goals are Determined.....	18
	B. Hiring Goals for the 2005-06 Data Year	18
	C. Hiring Goals for the 2006-07 Data Year	19
V.	Five-Year Comparison of Major Workforce Categories: 2001 - 2006	20
	A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity	20
	B. Faculty and Staff by Disability and Veteran Status	24
	C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity	25
	D. Clinical Track Faculty by Gender and Race/Ethnicity	26
VI.	Ten-Year Comparison of Major Workforce Categories: 1996 - 2006	28
	A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity	28
	B. Faculty and Staff by Disability and Veteran Status	32
	C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity	33
	D. Clinical Track Faculty by Gender and Race/Ethnicity	34
VII.	Equal Opportunity and Diversity at The University of Iowa	36
	A. The Office of Equal Opportunity and Diversity	36
	B. The Catalyst Award	36
	C. Diversity Action Committee Report	37
	D. Recruitment Ambassadors Program	37
	E. Regional Black Faculty and Staff Recruitment and Retention Summit	38
VIII.	Five-Year and Ten-Year Comparison Summary.....	39

Annual Equal Employment Opportunity and Affirmative Action Workforce Report November 2006

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 2006 Annual Equal Employment Opportunity and Affirmative Action Workforce Report presents highlights of employment activity at the University. The statistical information in this report is prepared from workforce data compiled according to Board of Regents guidelines, i.e., it includes all regular full-time and part-time employees working 50 percent time or more on 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.¹

¹ 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, 2005 and October 1, 2006, The University of Iowa workforce increased by 262 individuals (1.8 percent), from 14,274 in 2005 to 14,536 in 2006.
 - The faculty and staff increased by 216 women (2.4 percent).
 - Racial/ethnic minority representation increased by 58 individuals (5.1 percent).
 - There was a decrease in the number of tenured/tenure track faculty (net loss of 25 faculty or 1.6 percent). The number of female tenure track faculty decreased by 2 (0.5 percent), while overall minority representation on the tenure track increased by 22 (9.8 percent).
 - The campus unit with the largest net increase in staff was The University of Iowa Hospitals and Clinics, with a net gain of 192 staff (3.4 percent).
 - There was a decrease by 5 of individuals (5.6 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 3 (11.5 percent), while the number of other eligible veterans increased by 10 (3.2 percent).
 - During the 2005-06 data year, the University hired or promoted 1,037 women and 220 racial/ethnic minorities. Despite this level of hiring, varied degrees of underrepresentation of women and minorities remain in individual job groups within the majority of the Primary Occupational Activity (POA) groups. With all POA groups aggregated, the University is currently underrepresented by 281 women (1.9%) and by 121 minorities (0.8%).²

- **Five-Year Comparison of Workforce Categories.** Between October 1, 2001 and October 1, 2006, The University of Iowa workforce increased by 920 individuals (6.8 percent), from 13,616 in 2001 to 14,536 in 2006.
 - The faculty and staff increased by 813 women (9.8 percent).
 - Racial/ethnic minority representation increased by 157 individuals (15.2 percent).
 - There was a net decrease of 48 tenured/tenure track faculty (3.1 percent). The number of female tenure track faculty increased by 13 (3.1 percent), and the number of minority faculty increased by 52 (26.7 percent).
 - The number of employees who self-reported having disabilities decreased by 17 (16.7 percent).
 - There was an increase by 3 of individuals (0.9 percent) who self-identified as Vietnam-era veterans. The number of disabled veterans decreased by 11 (32.4 percent), while the number of other eligible veterans increased by 12 (3.9 percent).

² 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, 1996 and October 1, 2006, The University of Iowa workforce increased by 1,802 individuals (14.2 percent), from 12,734 to 14,536.
 - The faculty and staff increased by 1,460 women (19.0 percent).
 - Racial/ethnic minority representation increased by 429 individuals (56.4 percent).
 - There was a net decrease of 120 tenured/tenure track faculty (7.4 percent). The number of female tenure track faculty increased by 72 (19.9 percent), and minority representation increased by 65 (35.7 percent).
 - There was a decrease by 26 of individuals (23.4 percent) who self-reported having disabilities.
 - The number of self-identified Vietnam-era veterans nearly doubled, with an increase of 167 individuals (92.8 percent). The number of disabled veterans increased by 9 (64.3 percent).

III. ONE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2005 - 2006

A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/ Ethnicity, 2005 – 2006

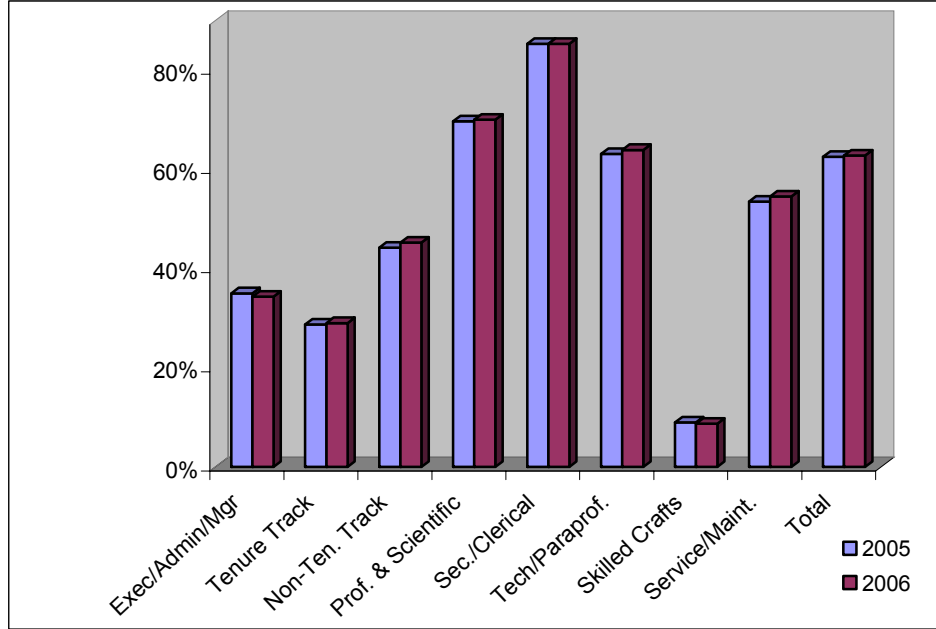
Overall Changes. The University of Iowa workforce increased by 262 employees (1.8 percent) during the 2005-06 data year, from 14,274 in 2005 to 14,563 in 2006. For analytical purposes, job titles have been categorized into Primary Occupational Activity (POA) groups based on job content, salary, and opportunities. 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 and net decrease was in Secretarial and Clerical Staff.

Gender. The number of women in the workforce increased by 216 (2.4 percent), with the largest proportional increase in Non-Tenure Track Faculty and the largest net increase in Professional and Scientific Staff. The largest proportional and net decrease was in Secretarial and Clerical Staff. The following table and chart compare the composition of the University's workforce on October 1, 2005 to that on October 1, 2006 by Primary Occupational Activity group and gender.

Table I
Faculty and Staff by Primary Occupational Activity Group and Gender
October 1, 2005 – October 1, 2006

Primary Occupational Activity Group	2005		2006		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	340	119 35.0 %	350	120 34.3 %	+ 10 + 2.9 %	+ 1 + 0.8 %
2 Tenured/Tenure Track Faculty	1,520	436 28.7 %	1,495	434 29.0 %	- 25 - 1.6 %	- 2 - 0.5 %
3 Non-Tenure Track Faculty	565	250 44.2 %	591	267 45.2 %	+ 26 + 4.6 %	+ 17 + 6.8 %
4 Professional & Scientific Staff	6,565	4,576 69.7 %	6,820	4,775 70.0 %	+ 255 + 3.9 %	+ 199 + 4.3 %
5 Secretarial and Clerical Staff	2,651	2,262 85.3 %	2,606	2,222 85.3 %	- 45 - 1.7 %	- 40 - 1.8 %
6 Technical and Paraprofessional Staff	455	287 63.1 %	451	288 63.9 %	- 4 - 0.9 %	+ 1 + 0.3 %
7 Skilled Crafts Staff	401	36 9.0 %	404	35 8.7 %	+ 3 + 0.7 %	- 1 - 2.8 %
8 Service and Maintenance Staff	1,777	951 53.5 %	1,819	992 54.5 %	+ 42 + 2.4 %	+ 41 + 4.3 %
Total	14,274	8,917 62.5 %	14,536	9,133 62.8 %	+ 262 + 1.8 %	+ 216 + 2.4 %

Figure 1
Female Faculty and Staff by Primary Occupational Activity Group
October 1, 2005 – October 1, 2006



Race/Ethnicity. Race/ethnicity is self-reported by employees to the University at the time of appointment; this personal data may be updated and/or corrected by the employee at any time.

The total number of racial/ethnic minorities increased by 58 (5.1 percent) from 2005 to 2006, with increases in the overall representation of minorities in every POA group except Non-Tenure Track Faculty. The largest proportional increase was Technical and Paraprofessional Staff, and the largest net increase was in Professional and Scientific Staff. The total numbers of Asians/Pacific Islanders, African Americans/Blacks, and Hispanics/Latinos increased by 4.2 to 8.0 percent over the year, while the number of Native Americans decreased by 9.5 percent (6 individuals).

Changes in the racial/ethnic composition of The University of Iowa’s workforce on October 1, 2005 and October 1, 2006 are detailed in the table and charts on the following pages.

Table II
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity
October 1, 2005 – October 1, 2006

Primary Occupational Activity Group	2005						2006						Net Change					
	Total	Total Minorities	Asian/ Pacific Islander	African Amer./ Black	Hispanic/ Latino	Native American	Total	Total Minorities	Asian/ Pacific Islander	African Amer./ Black	Hispanic/ Latino	Native American	Total	Total Minorities	Asian/ Pacific Islander	African Amer./ Black	Hispanic/ Latino	Native American
1 Executive, Administrative, & Managerial Staff	340	22 6.5%	8 2.4%	9 2.6%	3 0.9%	2 0.6%	350	28 8.0%	8 2.3%	14 4.0%	4 1.1%	2 0.6%	+10 +2.9%	+6 +27.3%	0	+5 +55.6%	+1 +33.3%	0
2 Tenured/Tenure Track Faculty	1,520	225 14.8%	148 9.7%	30 2.0%	42 2.8%	5 0.3%	1,495	247 16.5%	160 10.7%	33 2.2%	48 3.2%	6 0.4%	-25 -1.6%	+22 +9.8%	+12 +8.1%	+3 +10.3%	+6 +14.3%	+1 +20.0%
3 Non-Tenure Track Faculty	565	76 13.5%	49 8.7%	14 2.5%	10 1.8%	3 0.5%	591	72 12.2%	44 7.4%	12 2.0%	14 2.4%	2 0.3%	+26 +4.6%	-4 -5.3%	-5 -10.2%	-2 -14.3%	+4 +40.0%	-1 -33.3%
4 Professional & Scientific Staff	6,565	426 6.5%	252 3.8%	83 1.3%	78 1.2%	13 0.2%	6,820	449 6.6%	268 3.9%	84 1.2%	85 1.2%	12 0.2%	+255 +3.9%	+23 +5.4%	+16 +6.3%	+1 +1.2%	+7 +9.0%	-1 -7.7%
5 Secretarial & Clerical Staff	2,651	99 3.7%	33 1.2%	34 1.3%	19 0.7%	13 0.5%	2,606	100 3.8%	30 1.2%	40 1.5%	22 0.8%	8 0.3%	-45 -1.7%	+1 +1.0%	-3 -9.1%	+6 +17.6%	+3 +15.8%	-5 -38.5%
6 Technical & Paraprofessional Staff	455	21 4.6%	9 2.0%	4 0.9%	7 1.5%	1 0.2%	451	27 6.0%	13 2.9%	6 1.3%	7 1.6%	1 0.2%	-4 -0.9%	+6 +28.6%	+4 +44.4%	+2 +50.0%	0	0
7 Skilled Crafts Staff	401	21 5.2%	0	7 1.7%	7 1.7%	7 1.7%	404	22 5.4%	0	7 1.7%	8 2.0%	7 1.7%	+3 +0.7%	+1 +4.8%	0	0	+1 +14.3%	0
8 Service & Maintenance Staff	1,777	241 13.6%	66 3.7%	96 5.4%	60 3.4%	19 1.1%	1,819	244 13.4%	66 3.6%	103 5.7%	56 3.1%	19 1.0%	+42 +2.4%	+3 +1.2%	0	+7 +7.3%	-4 -6.7%	0
Total	14,274	1,131 7.9%	565 4.0%	277 1.9%	226 1.6%	63 0.4%	14,536	1,189 8.2%	589 4.1%	299 2.1%	244 1.7%	57 0.4%	+262 +1.8%	+58 +5.1%	+24 +4.2%	+22 +7.9%	+18 +8.0%	-6 -9.5%

Figure 2
Minority Faculty and Staff by Primary Occupational Activity Group
October 1, 2005 – October 1, 2006

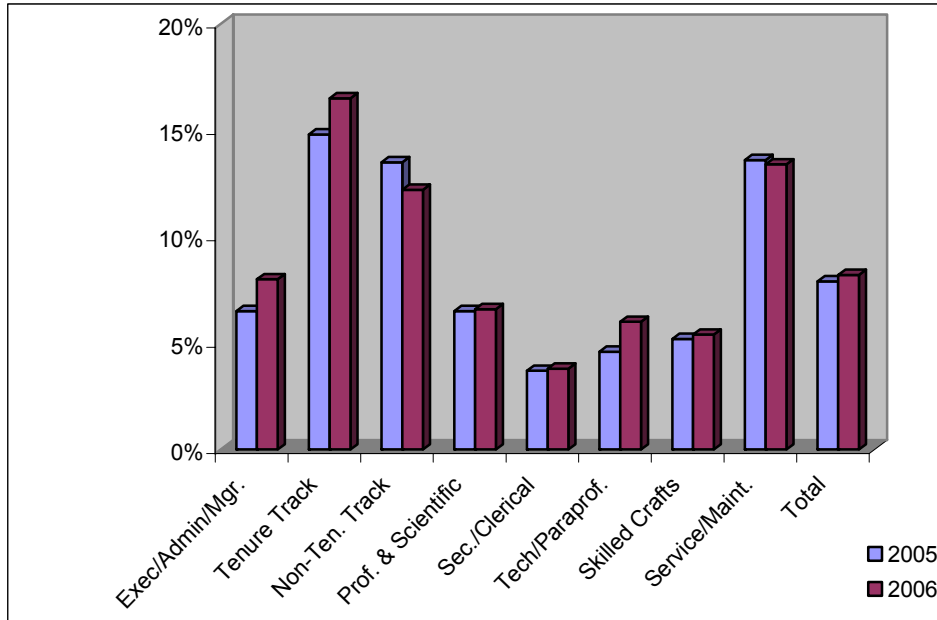
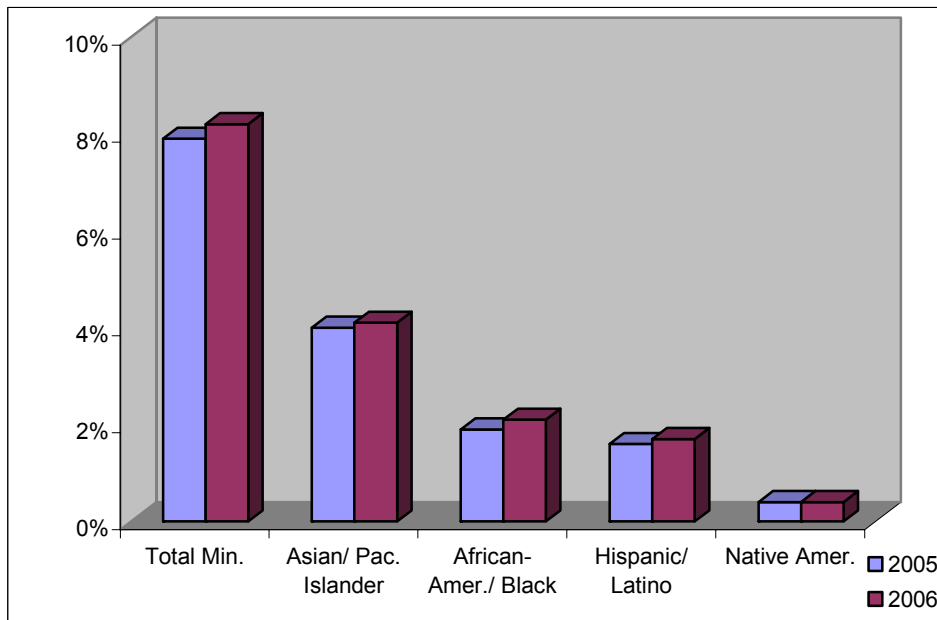


Figure 3
Total Workforce by Race/Ethnicity
October 1, 2005 – October 1, 2006



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

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

Table III
Workforce Gains and Losses by Primary Occupational Activity Group,
Gender, and Minority Status, October 1, 2005 – October 1, 2006

Primary Occupational Activity Group	Gains			Losses			Net Change		
	Total	Women	Minorities	Total	Women	Minorities	Total	Women	Minorities
1 Executive, Administrative, & Managerial Staff	57	23	8	47	22	2	+ 10	+ 1	+ 6
2 Tenured/Tenure Track Faculty	99	32	37	124	34	15	- 25	- 2	+ 22
3 Non-Tenure Track Faculty	116	54	15	90	37	19	+ 26	+ 17	- 4
4 Professional & Scientific Staff	801	571	96	546	372	73	+ 255	+ 199	+ 23
5 Secretarial and Clerical Staff	168	143	17	213	183	16	- 45	- 40	+ 1
6 Technical and Paraprofessional Staff	38	26	6	42	25	0	- 4	+ 1	+ 6
7 Skilled Crafts Staff	15	2	1	12	3	0	+ 3	- 1	+ 1
8 Service and Maintenance Staff	281	186	40	239	145	37	+ 42	+ 41	+ 3
Total	1,575	1,037	220	1,313	821	162	+ 262	+ 216	+ 58

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 192 staff (3.4 percent), from 5,656 in 2005 to 5,848 in 2006. This increase is attributable to several factors, including increased patient volume and related services, continued volume growth and care delivery changes in ambulatory care clinics, and the implementation of multiple new informational technology systems (e.g., Electronic Medication Administration Record and Critical Care Patient Records).

The campus unit with the largest net workforce decrease was the College of Liberal Arts and Sciences, with a net loss of 20 faculty and staff since October 1, 2005.

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. For Fiscal Year 2007, the University achieved two of the five goals and made gains towards achieving two additional strategic indicators.

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

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

Category	Fiscal Year '06 (as of 10-1-05)	Fiscal Year '07 (as of 10-1-06)	Target	Target Met
WOMEN				
Executive, Administrative, and Managerial Staff	35.0 %	Decreased to 34.3 %	37.0 %	No
Tenured/Tenure Track Faculty	28.7 %	Increased to 29.0 %	32.0 %	No
RACIAL/ETHNIC MINORITIES				
Executive, Administrative, and Managerial Staff	6.5 %	Increased to 8.0 %	8.0 %	Yes
Tenured/Tenure Track Faculty	14.8 %	Increased to 16.5 %	16.0 %	Yes
Professional & Scientific Staff	6.5 %	Increased to 6.6 %	7.5 %	No

Figure 4
Female Executive, Administrative, and Managerial Staff
Strategic Indicators, 2005 – 2010

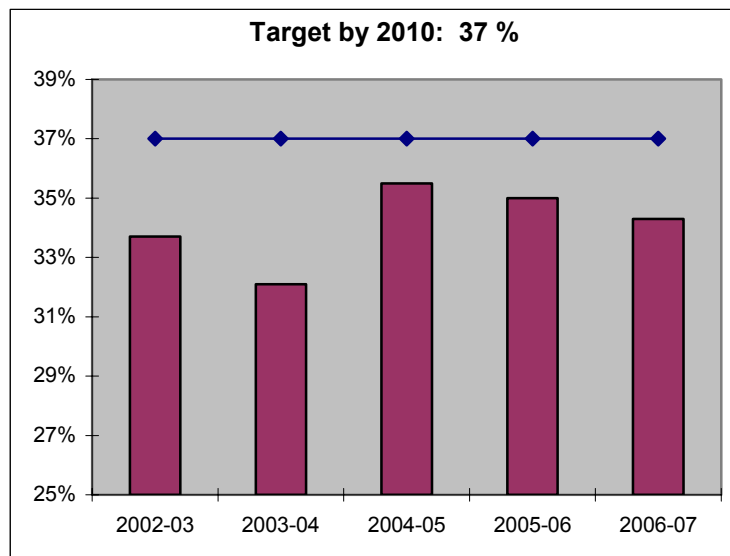


Figure 5
Female Tenured/Tenure Track Faculty
Strategic Indicators, 2005 – 2010

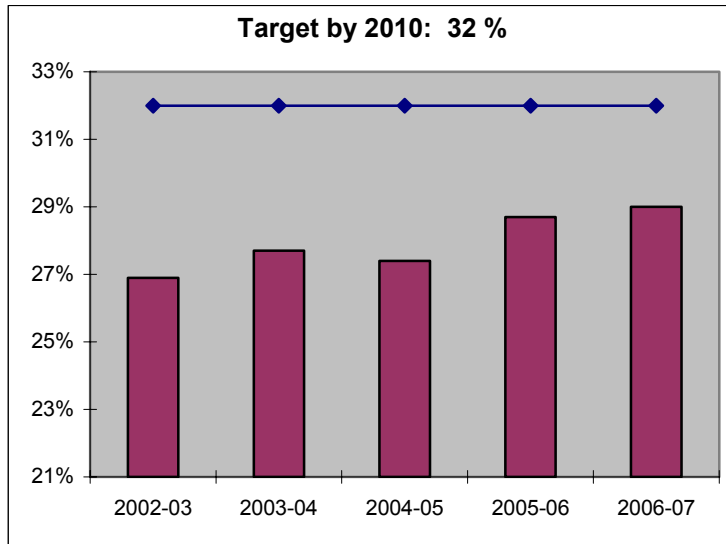


Figure 6
Racial/Ethnic Minority Executive, Administrative, and Managerial Staff
Strategic Indicators, 2005 – 2010

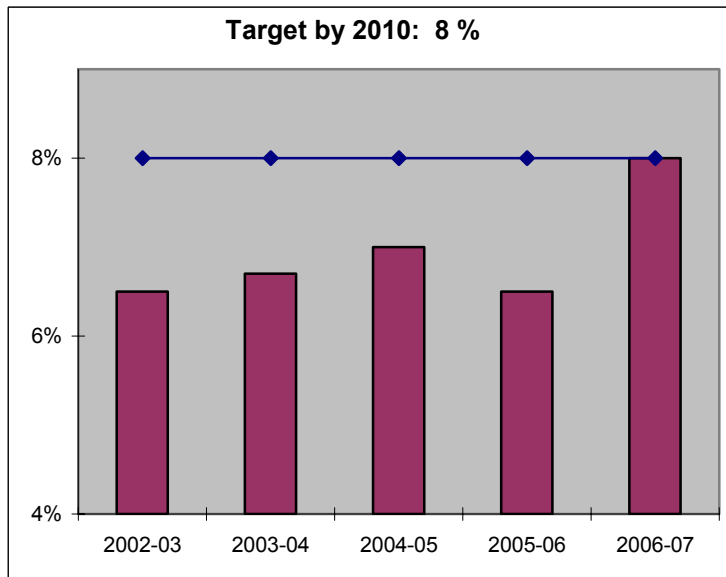


Figure 7
Racial/Ethnic Minority Tenured/Tenure Track Faculty
Strategic Indicators, 2005 – 2010

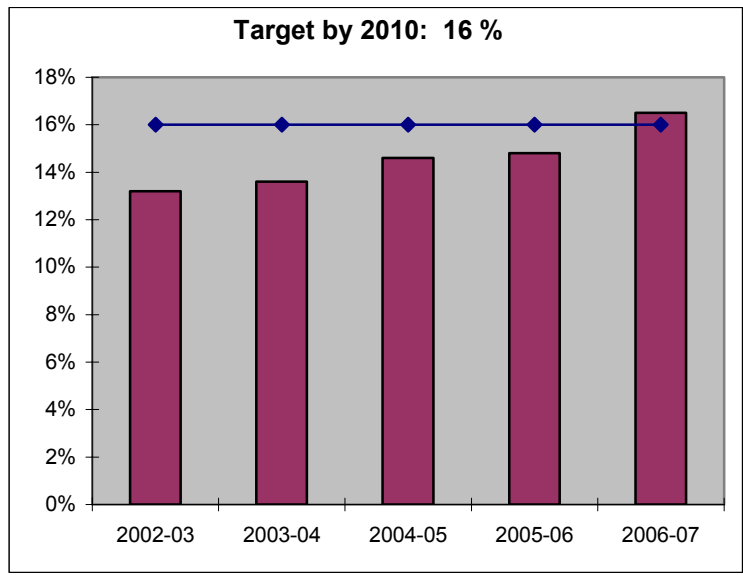
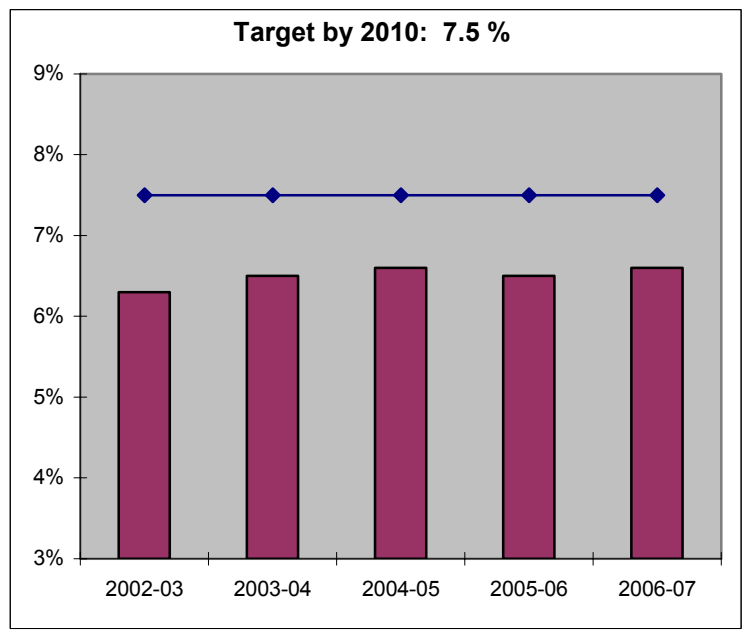


Figure 8
Racial/Ethnic Minority Professional and Scientific Staff
Strategic Indicators, 2005 – 2010



C. Faculty and Staff by Disability and Veteran Status, 2005 – 2006

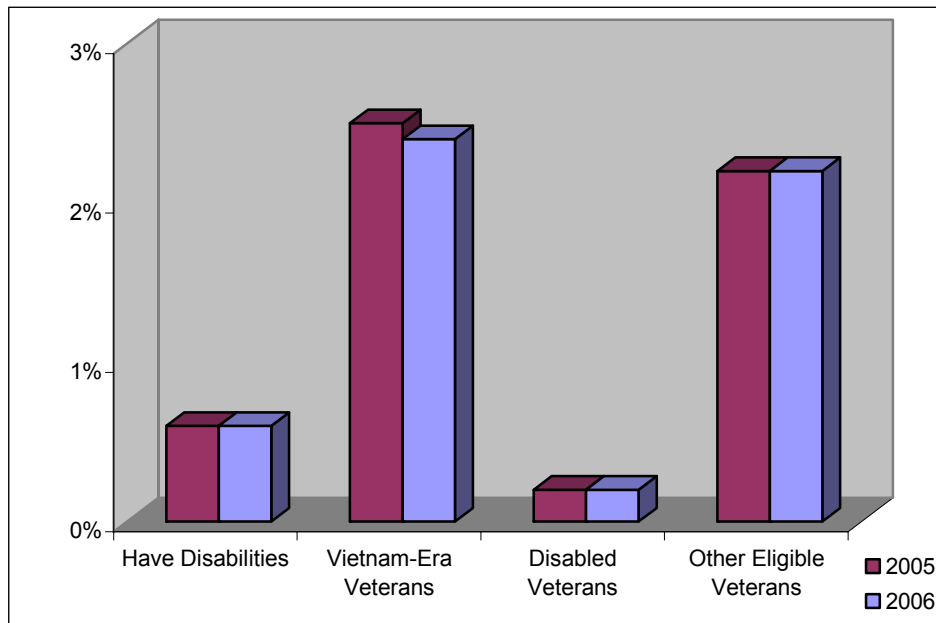
Employees self-report disability and veteran status to the University at the time of appointment, and may update or correct this information at any time. The number of faculty and staff who reported having a disability decreased by 5 individuals (5.6 percent) over the past year. The number of faculty and staff who self-identified as Vietnam-era or disabled veterans decreased slightly (by 4 and 3 individuals, respectively), while the number of other eligible veterans increased by 10.

The following table and chart indicate the number of faculty and staff who self-reported disabilities and veteran status in 2005 and 2006.

Table V
Faculty and Staff by Disability and Veteran Status
October 1, 2005– October 1, 2006

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Vietnam-Era Veterans	Disabled Veterans	Other Eligible Veterans
2005	14,274	90 0.6 %	351 2.5 %	26 0.2 %	311 2.2 %
2006	14,536	85 0.6 %	347 2.4 %	23 0.2 %	321 2.2 %
Net Change	+ 262 + 1.8 %	- 5 - 5.6 %	- 4 - 1.1 %	- 3 - 11.5 %	+ 10 + 3.2 %

Figure 9
Faculty and Staff by Disability and Veteran Status
October 1, 2005– October 1, 2006



D. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 2005 – 2006

The number of tenured/tenure track faculty decreased by 25 individuals (1.6 percent) in the last year. The number of female tenured/tenure track faculty decreased by 2 (0.5 percent), while overall minority representation increased by 22 (9.8 percent).

The following table and charts present the gender and race/ethnicity of tenured/ tenure track faculty in 2005 and 2006.

Table VI
Tenured/Tenure Track Faculty by Gender and Race/Ethnicity
October 1, 2005– October 1, 2006

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	African- American/ Black	Hispanic/ Latino	Native American
2005	1,520	436 28.7 %	225 14.8 %	148 9.7 %	30 2.0 %	42 2.8 %	5 0.3 %
2006	1,495	434 29.0 %	247 16.5 %	160 10.7 %	33 2.2 %	48 3.2 %	6 0.4 %
Net Change	- 25 - 1.6 %	- 2 - 0.5 %	+ 22 + 9.8 %	+ 12 + 8.1 %	+ 3 + 10.0 %	+ 6 + 14.3 %	+ 1 + 20.0 %

Figure 10
Tenured/Tenure Track Faculty by Gender
October 1, 2005– October 1, 2006

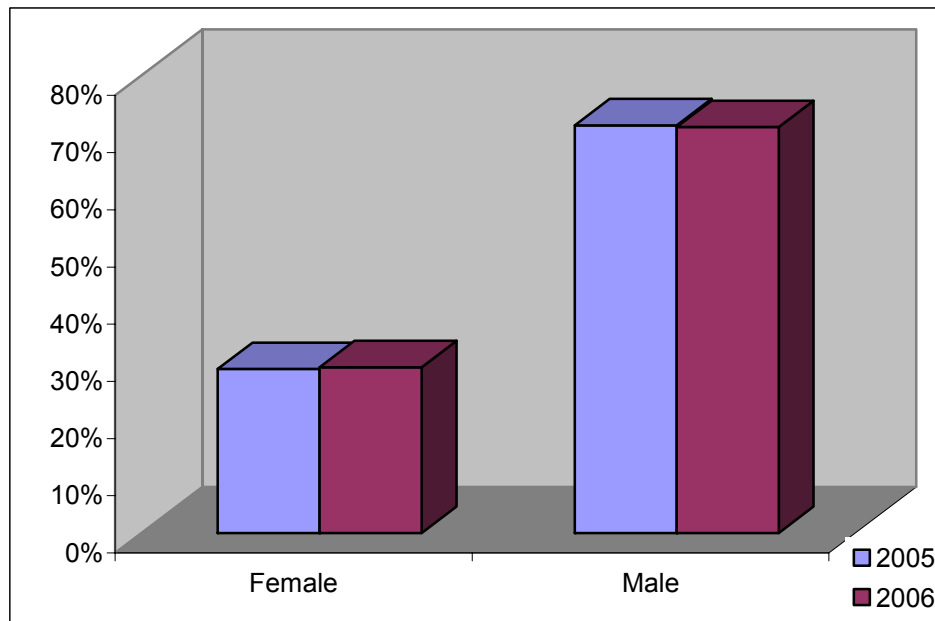
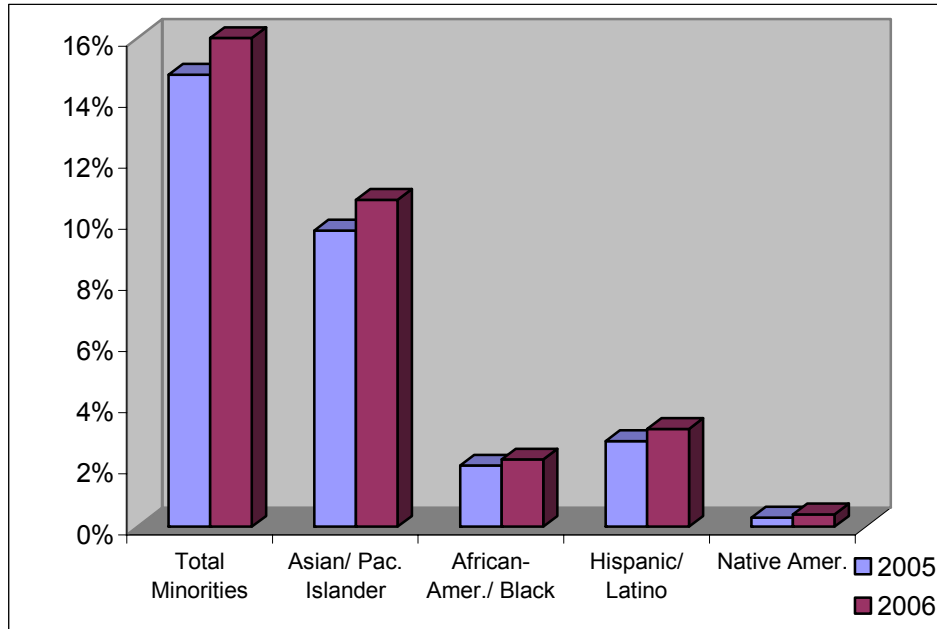


Figure 11
Tenured/Tenure Track Faculty by Race/Ethnicity
October 1, 2005– October 1, 2006



E. Tenured/Tenure Track Faculty Promotion and Tenure Rates by Gender and Minority Status, 2005 – 2006

A total of 86 tenure track faculty were granted promotions effective Academic Year 2006-07, of whom 29 were women. This rate of promotion (33.7 percent) exceeds the percentage of women on the tenure track faculty, now at 29.0 percent. Minorities received 10 of the 86 promotions (11.6 percent); this representation is slightly lower than the representation of minorities on the tenure track faculty (16.5 percent).

Fifty-three tenure track faculty members were granted tenure effective Academic Year 2006-07, of whom 15 (28.3 percent) were women. As of October 2006, women represented 37.9 percent of the untenured faculty on the tenure track. Among the 53 tenure track faculty members who received tenure, eight (15.1 percent) were members of minority groups. As of October 2006, minorities represented 25.5 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 2006-07 Academic Year**

	Total	Women	Minorities
PROMOTIONS			
Number on Tenure Track	1,495	434	247
Percentage of Total on Tenure Track		29.0 %	16.5 %
Sought Promotions	88	30	10
Percentage of All Faculty Who Sought Promotions (n = 88)		34.1 %	11.4 %
Percentage of Subgroup (Total, Women, or Minorities)	5.9 %	6.9 %	4.0 %
Granted Promotions	86	29	10
Percentage of All Faculty Who Were Granted Promotions (n = 86)		33.7 %	11.6 %
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Promotions	97.7 %	96.7 %	100.0 %
TENURE			
Number of Untenured Faculty on Tenure Track	435	165	111
Percentage of Total Untenured on Tenure Track		37.9 %	25.5 %
Sought Tenure	55	16	8
Percentage of All Faculty Who Sought Tenure (n = 55)		29.1 %	14.5 %
Percentage of Subgroup (Total, Women, or Minorities)	12.6 %	9.7 %	7.2 %
Granted Tenure	53	15	8
Percentage of All Faculty Who Were Granted Tenure (n = 53)		28.3 %	15.1 %
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Tenure	96.4 %	93.8 %	100.0 %

F. Clinical Track Faculty by Gender and Race/Ethnicity, 2005 – 2006

The University experienced a net increase of 20 clinical track faculty (5.4 percent) over the past year. Faculty appointed to clinical track positions are included in POA Group 3, Non-Tenure Track Faculty.

The number of women on the clinical track increased by 14 (9.5 percent), and the number of minorities on the clinical track increased by 4 (9.8 percent).

The College of Medicine continues to employ the majority of the clinical track faculty (72 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 10 percent of the clinical track faculty are employed in the Colleges of Public Health, Pharmacy, Education, Law, or Business.

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

**Table VIII
Clinical Track Faculty by Gender and Race/Ethnicity
October 1, 2005 – October 1, 2006**

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	African-American/Black	Hispanic/Latino	Native American
2005	370	148 40.0 %	41 11.1 %	22 5.9 %	9 2.4 %	7 1.9 %	3 0.8 %
2006	390	162 41.5 %	45 11.5 %	25 6.4 %	8 2.1 %	10 2.6 %	2 0.5 %
Net Change	+ 20 + 5.4 %	+ 14 + 9.5 %	+ 4 + 9.8 %	+ 3 + 13.6 %	- 1 - 11.1 %	+ 3 + 42.9 %	- 1 - 33.3 %

Figure 12
Clinical Track Faculty by Gender
October 1, 2005 – October 1, 2006

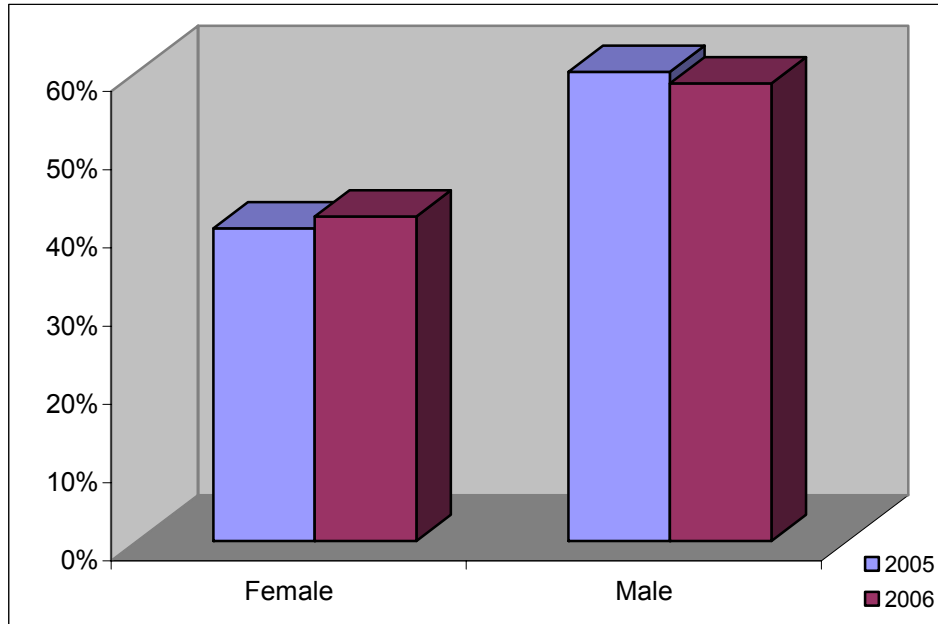
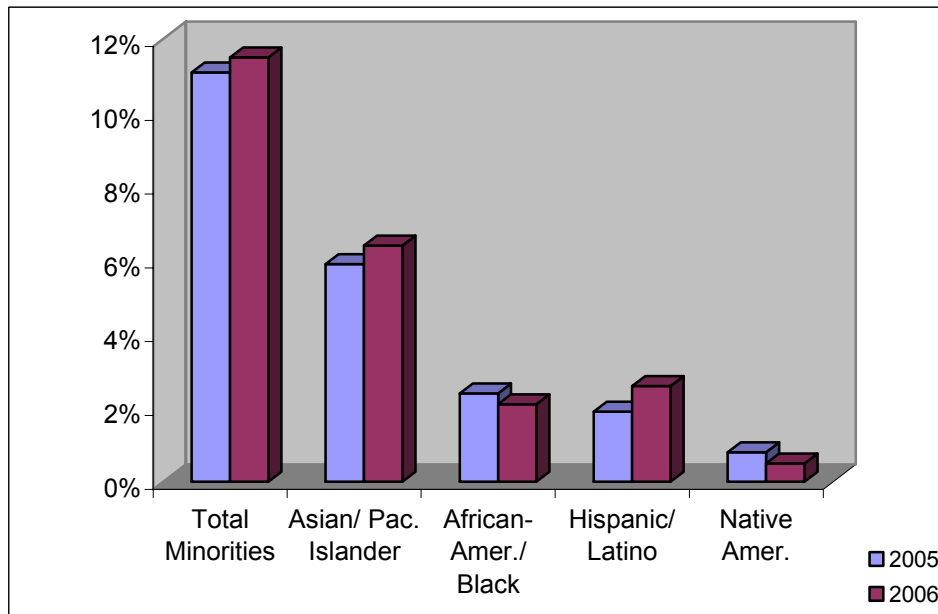


Figure 13
Clinical Track Faculty by Race/Ethnicity
October 1, 2005 – October 1, 2006



IV. ANNUAL HIRING GOALS: 2005-06 AND 2006-07

A. How Hiring Goals are Determined

In accordance with requirements of the Office of Federal Contract Compliance Programs, the Office of Equal Opportunity and Diversity annually conducts formal availability analyses, identifies areas where underrepresentation of women and/or racial/ethnic minorities exists, and establishes hiring goals for the coming year for those underrepresented areas. The availability analyses result in estimates of the percentage and number of qualified women and racial/ethnic minorities available for employment in each academic field and job group (staff job titles similar in content, pay rates, and opportunities) at The University of Iowa. These availability estimates are compared to the actual rates of employment by the University to identify faculty departments and staff job groups where underrepresentation exists.¹ In other words, a faculty department or staff job group is said to be underrepresented for women or minorities when fewer women or minorities are employed than would reasonably be expected based on estimated availability. Underrepresentation may be affected by several factors including new hires, promotions and transfers; loss of personnel; a change in the availability of women and minorities in the relevant job market; and/or a combination of factors.

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

Several departments or job groups comprise each Primary Occupational Activity (POA) group. For the purposes of this report, annual hiring goals are aggregated by POA group. Underrepresentation may persist in individual job groups within a POA group although the aggregate goals for the major POA group were met or exceeded.

B. Hiring Goals for the 2005-06 Data Year

After adjusting to reflect the actual rate of hiring, annual hiring goals for the 2005-06 data year totaled 130 women and 20 minorities. The goals were compared to the number of actual hires in each underrepresented department or job group to determine whether the goals were met. While hiring goals were achieved for women in 6 of 14 departments/job groups and for minorities in 2 of 4 departments/job groups, underrepresentation of women and minorities remains in other areas. With all underrepresented departments and job groups aggregated, the University was underrepresented by 281 women (1.9%) and by 121 minorities (0.8%) as of October 1, 2006.

The following table indicates the hiring goals aggregated by POA group for 2005-06 and whether these goals were met.

¹ Statistical analyses are conducted for each faculty department and staff job group; if the difference between the estimated availability and the actual workforce percentage meets or exceeds two standard deviations, the department or job group is identified as underrepresented.

**Table IX
Progress Toward Annual Hiring Goals, Data Year 2005-06**

Primary Occupational Activity Group	Women				Minorities			
	Job Groups/ Depts. w/Goals	Total Hiring Goals	Total Females Hired ^a	Goals Met	Job Groups/ Depts. w/Goals	Total Hiring Goals	Total Min. Hired ^a	Goals Met
2 Tenured/Tenure Track Faculty	5	10	5	2 of 5	1	3	5	1 of 1
4 Professional & Scientific Staff	4	62	39	1 of 4	3	17	10	1 of 3
5 Secretarial and Clerical Staff	3	27	24	1 of 3				
8 Service and Maintenance Staff	2	31	34	2 of 2				
Total	14	130	102	6 of 14	4	20	18	2 of 4

Note: Blank cells indicate that goals were not established for any departments or job groups within the Primary Occupational Activity group, either because no underrepresentation was identified or because the estimated availability by the anticipated rate of hiring was insufficient to yield a rounded hiring goal of at least one individual.

^a The number of women or minorities hired, promoted, or transferred into job groups or departments identified as underrepresented for those groups at the beginning of the data year.

C. Hiring Goals for the 2006–07 Data Year

Anticipated hiring goals for women and minorities for 2006-07 are shown in the table below.

**Table X
Annual Hiring Goals for Data Year 2006-07**

Primary Occupational Activity Group	Women Total Hiring Goals	Minorities Total Hiring Goals
2 Tenured/Tenure Track Faculty	16	
4 Professional & Scientific Staff	49	20
5 Secretarial and Clerical Staff	4	3
6 Technical and Paraprofessional Staff	1	
8 Service and Maintenance Staff	1	
Total	71	23

Note: Blank cells indicate that goals were not established for any departments or job groups within the Primary Occupational Activity group, either because no underrepresentation was identified or because the estimated availability by the anticipated rate of hiring was insufficient to yield a rounded hiring goal of at least one individual.

**V. FIVE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:
2001 - 2006**

**A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity,
2001 – 2006**

Overall Changes. The University of Iowa workforce has increased by 920 individuals (6.8 percent) over the last 5 years, from 13,616 in 2001 to 14,563 in 2006. The Primary Occupational Activity (POA) group with the largest proportional increase was Executive, Administrative, and Managerial Staff and the largest net 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.

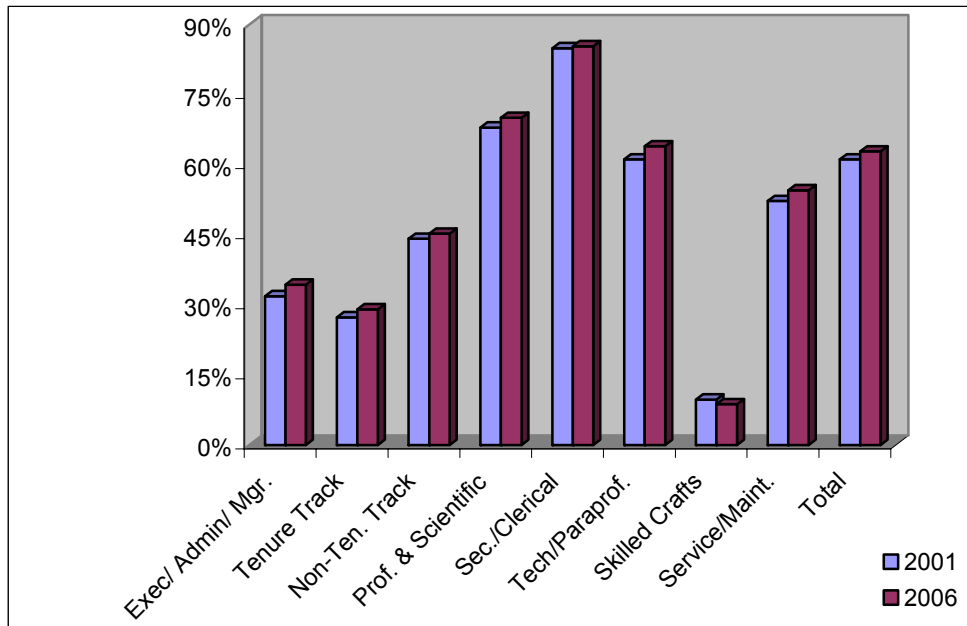
Gender. The number of women in the workforce increased by 9.8 percent in the five-year period, with the largest proportional increase in Executive, Administrative, and Managerial Staff and the largest net increase in Professional and Scientific Staff. The largest proportional decrease was among Skilled Crafts Staff, and the largest net decrease was among Secretarial and Clerical Staff.

The following table and chart provide more details of the University's workforce on October 1, 2001 and on October 1, 2006, by POA group and gender.

**Table XI
Faculty and Staff by Primary Occupational Activity Group and Gender
October 1, 2001 – October 1, 2006**

Primary Occupational Activity Group	2001		2006		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	286	91 31.8 %	350	120 34.3 %	+ 64 + 22.4 %	+ 29 + 31.9 %
2 Tenured/Tenure Track Faculty	1,543	421 27.3 %	1,495	434 29.0 %	- 48 - 3.1 %	+ 13 + 3.1 %
3 Non-Tenure Track Faculty	512	226 44.1 %	591	267 45.2 %	+ 79 + 15.4 %	+ 41 + 18.1 %
4 Professional & Scientific Staff	5,856	3,979 67.9 %	6,820	4,775 70.0 %	+ 964 + 16.5 %	+ 796 + 20.0 %
5 Secretarial and Clerical Staff	2,776	2,357 84.9 %	2,606	2,222 85.3 %	- 170 - 6.1 %	- 135 - 5.7 %
6 Technical and Paraprofessional Staff	509	311 61.1 %	451	288 63.9 %	- 58 - 11.4 %	- 23 - 7.4 %
7 Skilled Crafts Staff	421	41 9.7 %	404	35 8.7 %	- 17 - 4.0 %	- 6 - 14.6 %
8 Service and Maintenance Staff	1,713	894 52.2 %	1,819	992 54.5 %	+ 106 + 6.2 %	+ 98 + 11.0 %
Total	13,616	8,320 61.1%	14,536	9,133 62.8 %	+ 920 + 6.8 %	+ 813 + 9.8 %

Figure 14
Female Faculty and Staff by Primary Occupational Activity Group
October 1, 2001 – October 1, 2006



Race/Ethnicity. Between October 1, 2001 and October 1, 2006, overall racial/ethnic minority representation increased by 15.2 percent, with notable gains in Executive, Administrative and Managerial Staff, Professional and Scientific Staff, Tenured/Tenure Track Faculty, and Skilled Crafts Staff. The largest proportional and net decrease was among Non-Tenure Track Faculty (27.3 percent). The total number of Asians/Pacific Islanders, African-Americans/Blacks, and Hispanics/Latinos on the University’s faculty and staff increased, while the number of Native Americans decreased. The following table and charts present changes in the faculty and staff by gender and race/ethnicity from 2001 to 2006.

Table XII
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity
October 1, 2001 – October 1, 2006

Primary Occupational Activity Group	2001						2006						Net Change					
	Total	Total Minorities	Asian/ Pacific Islander	African Amer./ Black	Hispanic/ Latino	Native American	Total	Total Minorities	Asian/ Pacific Islander	African Amer./ Black	Hispanic/ Latino	Native American	Total	Total Minorities	Asian/ Pacific Islander	African Amer./ Black	Hispanic/ Latino	Native American
1 Executive, Administrative, & Managerial Staff	286	17 5.9%	5 1.7%	9 3.1%	2 0.7%	1 0.3%	350	28 8.0%	8 2.3%	14 4.0%	4 1.1%	2 0.6%	+64 +22.4%	+11 +64.7%	+3 +60.0%	+5 +55.6%	+2 +100%	+1 +100%
2 Tenured/Tenure Track Faculty	1,543	195 12.6%	125 8.1%	27 1.7%	40 2.6%	3 0.2%	1,495	247 16.5%	160 10.7%	33 2.2%	48 3.2%	6 0.4%	-48 -3.1%	+52 +26.7%	+35 +28.0%	+6 +22.2%	+8 +20.0%	+3 +100%
3 Non-Tenure Track Faculty	512	99 19.3%	70 13.7%	9 1.8%	18 3.5%	2 0.4%	591	72 12.2%	44 7.4%	12 2.0%	14 2.4%	2 0.3%	+79 +15.4%	-27 -27.3%	-26 -37.1%	+3 +33.3%	-4 -22.2%	0
4 Professional & Scientific Staff	5,856	351 6.0%	197 3.4%	71 1.2%	66 1.1%	17 0.3%	6,820	449 6.6%	268 3.9%	84 1.2%	85 1.2%	12 0.2%	+964 +16.5%	+98 +27.9%	+71 +36.0%	+13 +18.3%	+19 +28.8%	-5 -29.4%
5 Secretarial & Clerical Staff	2,776	102 3.7%	34 1.2%	33 1.2%	16 0.6%	19 0.7%	2,606	100 3.8%	30 1.2%	40 1.5%	22 0.8%	8 0.3%	-170 -6.1%	-2 -2.0%	-4 -11.8%	+7 +21.2%	+6 +37.5%	-11 -57.9%
6 Technical & Paraprofessional Staff	509	22 4.3%	11 2.2%	5 1.0%	5 1.0%	1 0.2%	451	27 6.0%	13 2.9%	6 1.3%	7 1.6%	1 0.2%	-58 -11.4%	+5 +22.7%	+2 +18.2%	+1 +20.0%	+2 +40.0%	0
7 Skilled Crafts Staff	421	21 5.0%	0	7 1.7%	7 1.7%	7 1.7%	404	22 5.4%	0	7 1.7%	8 2.0%	7 1.7%	-17 -4.0%	+1 +4.8%	0	0	+1 +14.3%	0
8 Service & Maintenance Staff	1,713	225 13.1%	66 3.9%	95 5.5%	42 2.5%	22 1.3%	1,819	244 13.4%	66 3.6%	103 5.7%	56 3.1%	19 1.0%	+106 +6.2%	+19 +8.4%	0	+8 +8.4%	+14 +33.3%	-3 -13.6%
Total	13,616	1,032 7.6%	508 3.7%	256 1.9%	196 1.4%	72 0.5%	14,536	1,189 8.2%	589 4.1%	299 2.1%	244 1.7%	57 0.4%	+920 +6.8%	+157 +15.2%	+81 +15.9%	+43 +16.8%	+48 +24.5%	-15 -20.8%

Figure 15
Minority Faculty and Staff by Primary Occupational Activity Group
October 1, 2001 – October 1, 2006

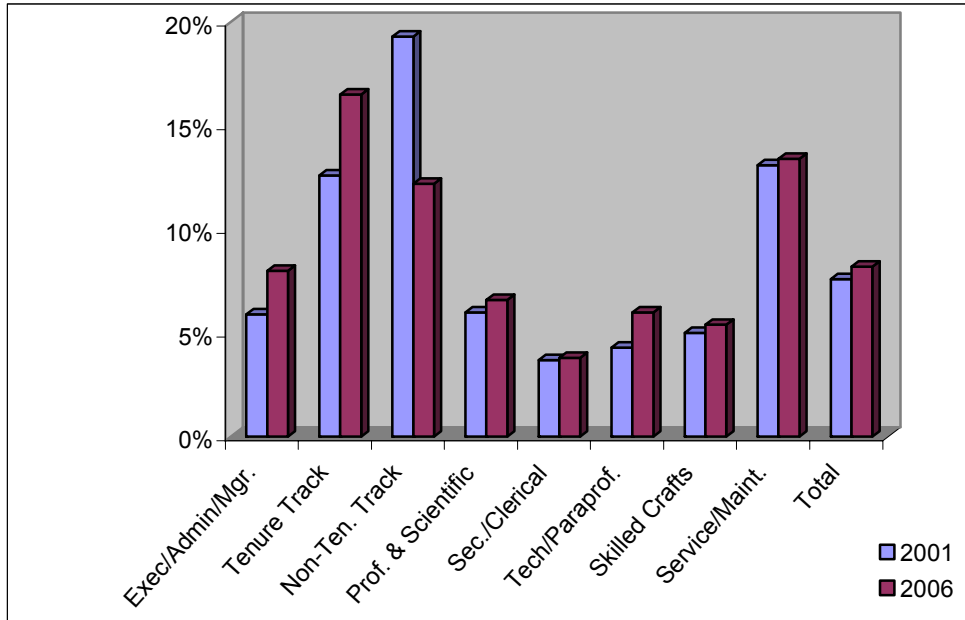
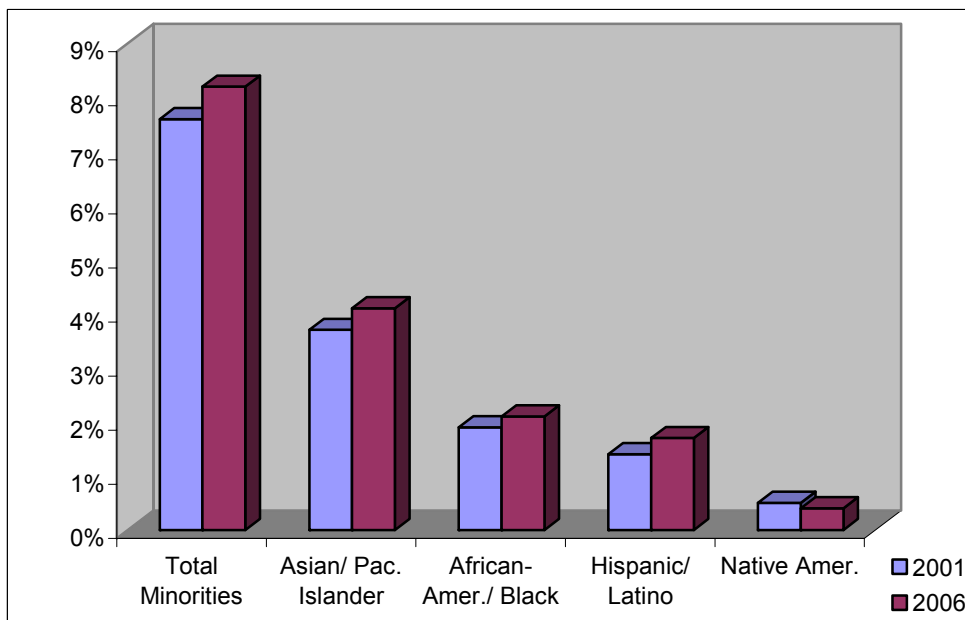


Figure 16
Total Workforce by Race/Ethnicity
October 1, 2001 – October 1, 2006



B. Faculty and Staff by Disability and Veteran Status, 2001 – 2006

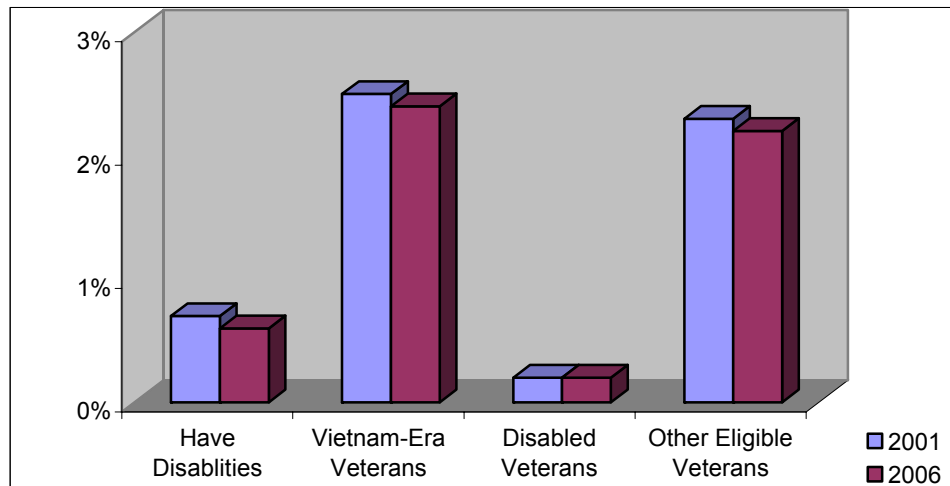
Employees self-report disability and veteran status to the University at the time of appointment, and may update or correct this information at any time. During the 5-year period, the number of faculty and staff who reported having a disability decreased from 102 to 85, a change of 16.7 percent. The number of faculty and staff who self-identified as Vietnam-era veterans increased by 3 (0.9 percent), the number of disabled veterans decreased by 11 (32.4 percent), and the number of other eligible veterans increased by 12 (3.9 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 2001 and in 2006.

Table XIII
Faculty and Staff by Disability and Veteran Status
October 1, 2001 – October 1, 2006

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Vietnam-Era Veterans	Disabled Veterans	Other Eligible Veterans
2001	13,616	102 0.7 %	344 2.5 %	34 0.2 %	309 2.3 %
2006	14,536	85 0.6 %	347 2.4 %	23 0.2 %	321 2.2 %
Net Change	+ 920 + 6.8 %	- 17 - 16.7 %	+ 3 + 0.9 %	- 11 - 32.4 %	+ 12 + 3.9 %

Figure 17
Faculty and Staff by Disability and Veteran Status
October 1, 2001 – October 1, 2006



C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 2001 - 2006

The University has experienced a net decrease of 48 tenured/tenure track faculty (3.1 percent) since October 1, 2001. During this five-year period, the number of female tenured/tenure track faculty increased by 13 (3.1 percent) and the number of minorities increased by 52 (26.7 percent). The largest net gain in the minority tenure track faculty was among Asian/Pacific Islanders (35 faculty or 28.0 percent) and the largest proportional gain was among Native Americans (3 faculty or 100 percent).

The following table and charts indicate the gender and racial/ethnic representation among the tenured/tenure track faculty in October 2001 and in October 2006.

Table XIV
Tenured/Tenure Track Faculty by Gender and Race/Ethnicity
October 1, 2001 – October 1, 2006

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	African- American/ Black	Hispanic/ Latino	Native American
2001	1,543	421 27.3 %	195 12.6 %	125 8.1 %	27 1.7 %	40 2.6 %	3 0.2 %
2006	1,495	434 29.0 %	247 16.5 %	160 10.7 %	33 2.2 %	48 3.2 %	6 0.4 %
Net Change	- 48 - 3.1 %	+ 13 + 3.1 %	+ 52 + 26.7 %	+ 35 + 28.0 %	+ 6 + 22.2 %	+ 8 + 20.0 %	+ 3 + 100.0 %

Figure 18
Tenured/Tenure Track Faculty by Gender
October 1, 2001 – October 1, 2006

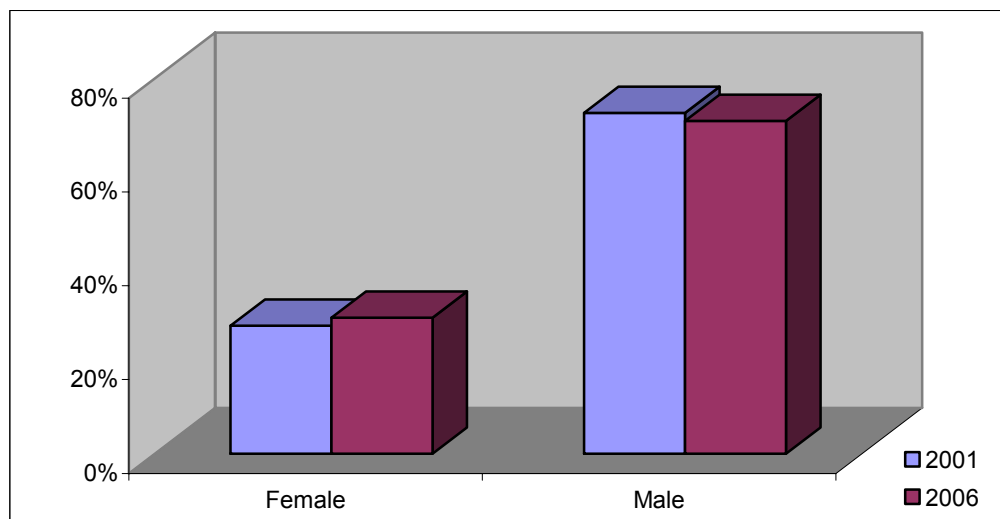
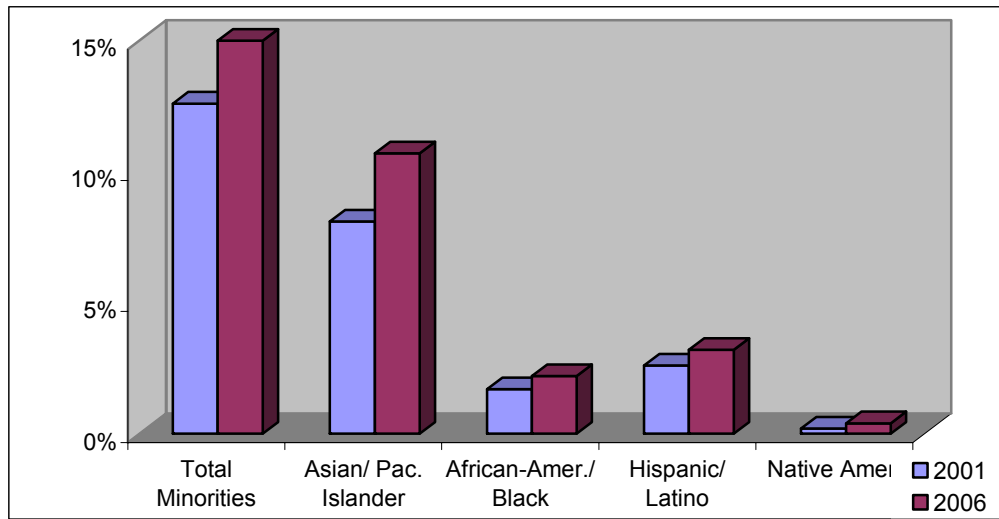


Figure 19
Tenured/Tenure Track Faculty by Race/Ethnicity
October 1, 2001 – October 1, 2006



D. Clinical Track Faculty by Gender and Race/Ethnicity, 2001 - 2006

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 292 in 2001 to 390 in 2006, an increase of 33.6 percent over the five-year period. The number of women on the clinical track has increased by 38.5 percent, and the number of minorities has increased by 50.0 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, 2001 – October 1, 2006

Year	Clinical Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	African-American/ Black	Hispanic/ Latino	Native American
2001	292	117 40.1 %	30 10.3 %	19 6.5 %	4 1.4 %	6 2.1 %	1 0.3 %
2006	390	162 41.5 %	45 11.5 %	25 6.4 %	8 2.1 %	10 2.6 %	2 0.5 %
Net Change	+ 98 + 33.6 %	+ 45 + 38.5 %	+ 15 + 50.0 %	+ 6 + 31.6 %	+ 4 + 100.0 %	+ 4 + 66.7 %	+ 1 + 100.0 %

Figure 20
Clinical Track Faculty by Gender
October 1, 2001 – October 1, 2006

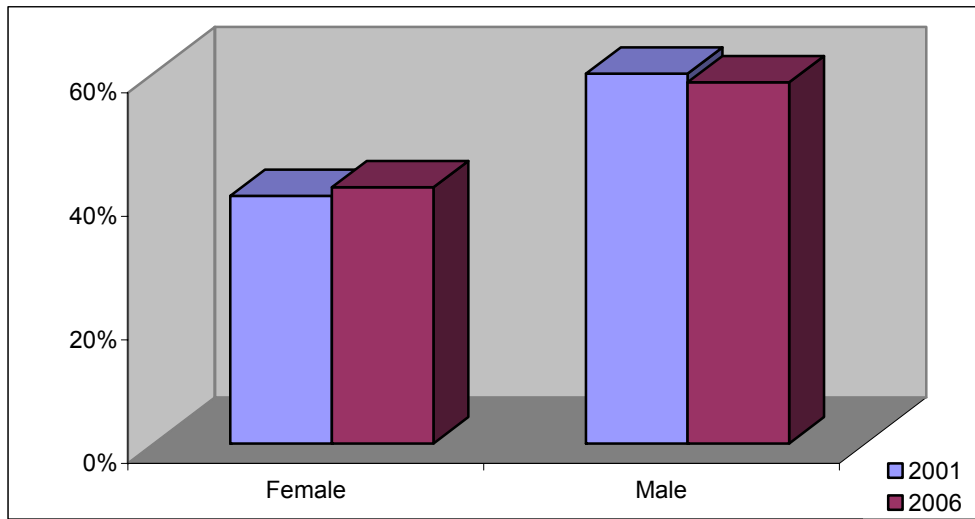
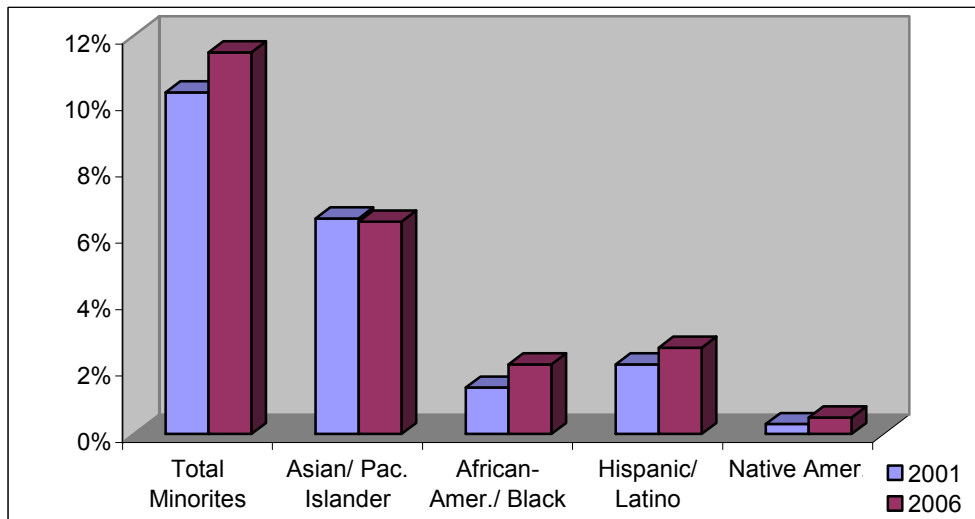


Figure 21
Clinical Track Faculty by Race/Ethnicity
October 1, 2001 – October 1, 2006



**VI. TEN-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:
1996 - 2006**

**A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity,
1996 - 2006**

Overall Changes. Over the last ten years, The University of Iowa workforce has increased by 14.2 percent, from 12,734 in 1996 to 14,536 in 2006. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was among Professional and Scientific Staff. The greatest proportional decrease was in Technical and Paraprofessional Staff, and the greatest net decrease was in Tenured/Tenure Track Faculty.

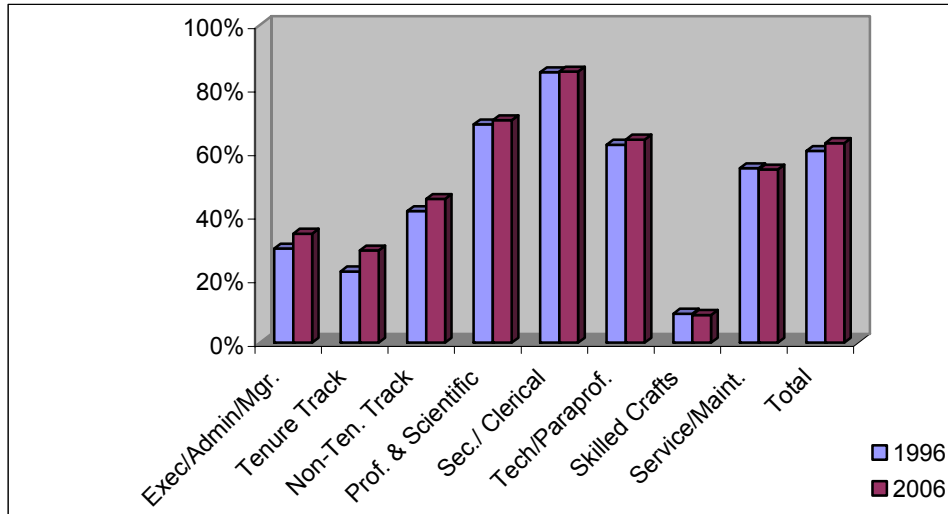
Gender. The number of women in the workforce has increased by 19.0 percent overall, with the largest proportional increase in Non-Tenure Track Faculty the largest net increase in Professional and Scientific Staff. The POA group with the largest proportional decrease was Skilled Crafts Staff and the largest net decrease was among Technical and Paraprofessional Staff.

The following table and chart compare the University's workforce on October 1, 1996 to that on October 1, 2006 by POA group and gender.

**Table XVI
Faculty and Staff by POA Group and Gender
October 1, 1996 – October 1, 2006**

Primary Occupational Activity Group	1996		2006		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	274	81 29.6 %	350	120 34.3 %	+ 76 + 27.7 %	+ 39 + 48.1 %
2 Tenured/Tenure Track Faculty	1,615	362 22.4 %	1,495	434 29.0 %	- 120 - 7.4 %	+ 72 + 19.9 %
3 Non-Tenure Track Faculty	374	155 41.4 %	591	267 45.2 %	+ 217 + 58.0 %	+ 112 + 72.3 %
4 Professional & Scientific Staff	5,104	3,506 68.7 %	6,820	4,775 70.0 %	+ 1,716 + 33.6 %	+ 1,269 + 36.2 %
5 Secretarial and Clerical Staff	2,617	2,227 85.1 %	2,606	2,222 85.3 %	- 11 - 0.4 %	- 5 - 0.2 %
6 Technical and Paraprofessional Staff	520	324 62.3 %	451	288 63.9 %	- 69 - 13.3 %	- 36 - 11.1 %
7 Skilled Crafts Staff	451	41 9.1 %	404	35 8.7 %	- 47 - 10.4 %	- 6 - 14.6 %
8 Service and Maintenance Staff	1,779	977 54.9 %	1,819	992 54.5 %	+ 40 + 2.2 %	+ 15 + 1.5 %
Total	12,734	7,673 60.3%	14,536	9,133 62.8 %	+ 1,802 + 14.2 %	+ 1,460 + 19.0 %

Figure 22
Female Faculty and Staff by POA Group
October 1, 1996 – October 1, 2006



Race/Ethnicity. Since 1996, racial/ethnic minority representation in the workforce has increased by 56.4 percent overall, with the largest increases among Hispanics/Latinos (84.8 percent) and African Americans/Blacks (58.2 percent). The largest proportional increases among minorities were in Professional and Scientific Staff (93.5 percent) and Secretarial and Clerical Staff (61.3 percent).

The following table and charts provide more detail about the number of minority faculty and staff by race/ethnicity and POA group on October 1, 1996 and October 1, 2006.

Table XVII
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity
October 1, 1996 – October 1, 2006

Primary Occupational Activity Group	1996						2006						Net Change					
	Total	Total Minorities	Asian/ Pacific Islander	African Amer./ Black	Hispanic/ Latino	Native American	Total	Total Minorities	Asian/ Pacific Islander	African Amer./ Black	Hispanic/ Latino	Native American	Total	Total Minorities	Asian/ Pacific Islander	African Amer./ Black	Hispanic/ Latino	Native American
1 Executive, Administrative, & Managerial Staff	274	23 8.4%	6 2.2%	11 4.0%	5 1.8%	1 0.4%	350	28 8.0%	8 2.3%	14 4.0%	4 1.1%	2 0.6%	+76 +27.7%	+5 +21.7%	+2 +33.3%	+3 +27.3%	-1 -20.0%	+1 +100%
2 Tenured/Tenure Track Faculty	1,615	182 11.3%	122 7.6%	29 1.8%	28 1.7%	3 0.2%	1,495	247 16.5%	160 10.7%	33 2.2%	48 3.2%	6 0.4%	-120 -7.4%	+65 +35.7%	+38 +31.1%	+4 +13.8%	+20 +71.4%	+3 +100%
3 Non-Tenure Track Faculty	374	75 20.1%	59 15.8%	4 1.1%	10 2.7%	2 0.5%	591	72 12.2%	44 7.4%	12 2.0%	14 2.4%	2 0.3%	+217 +58.0%	-3 -4.0%	-15 -25.4%	+8 +200%	+4 +40.0%	0
4 Professional & Scientific Staff	5,104	232 4.5%	119 2.3%	52 1.0%	48 0.9%	13 0.3%	6,820	449 6.6%	268 3.9%	84 1.2%	85 1.2%	12 0.2%	+1,716 +33.6%	+217 +93.5%	+149 +125.2%	+32 +61.5%	+37 +77.1%	-1 -7.7%
5 Secretarial & Clerical Staff	2,617	62 2.4%	15 0.6%	31 1.2%	7 0.3%	9 0.3%	2,606	100 3.8%	30 1.2%	40 1.5%	22 0.8%	8 0.3%	-11 -0.4%	+38 +61.3%	+15 +100%	+9 +29.0%	+15 +214.3%	-1 -11.1%
6 Technical & Paraprofessional Staff	520	20 3.8%	8 1.5%	4 0.8%	3 0.6%	5 1.0%	451	27 6.0%	13 2.9%	6 1.3%	7 1.6%	1 0.2%	-69 -13.3%	+7 +35.0%	+5 +62.5%	+2 +50.0%	+4 +133.3%	-4 -80.0%
7 Skilled Crafts Staff	451	14 3.1%	0	6 1.3%	6 1.3%	2 0.4%	404	22 5.4%	0	7 1.7%	8 2.0%	7 1.7%	-47 -10.4%	+8 +57.1%	0	+1 +16.7%	+2 +33.3%	+5 +250%
8 Service & Maintenance Staff	1,779	152 8.5%	55 3.1%	52 2.9%	25 1.4%	20 1.1%	1,819	244 13.4%	66 3.6%	103 5.7%	56 3.1%	19 1.0%	+40 +2.2%	+92 +60.5%	+11 +20.0%	+51 +98.1%	+31 +124.0%	-1 -5.0%
Total	12,734	760 6.0%	384 3.0%	189 1.5%	132 1.0%	55 0.4%	14,536	1,189 8.2%	589 4.1%	299 2.1%	244 1.7%	57 0.4%	+1,802 +14.2%	+429 +56.4%	+205 +53.4%	+110 +58.2%	+112 +84.8%	+2 +3.6%

Figure 23
Minority Faculty and Staff by POA Group
October 1, 1996 – October 1, 2006

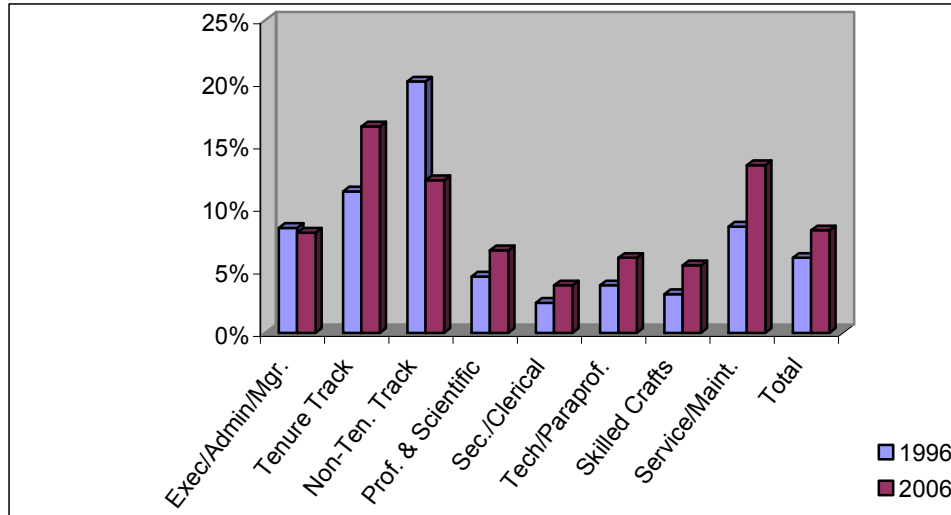
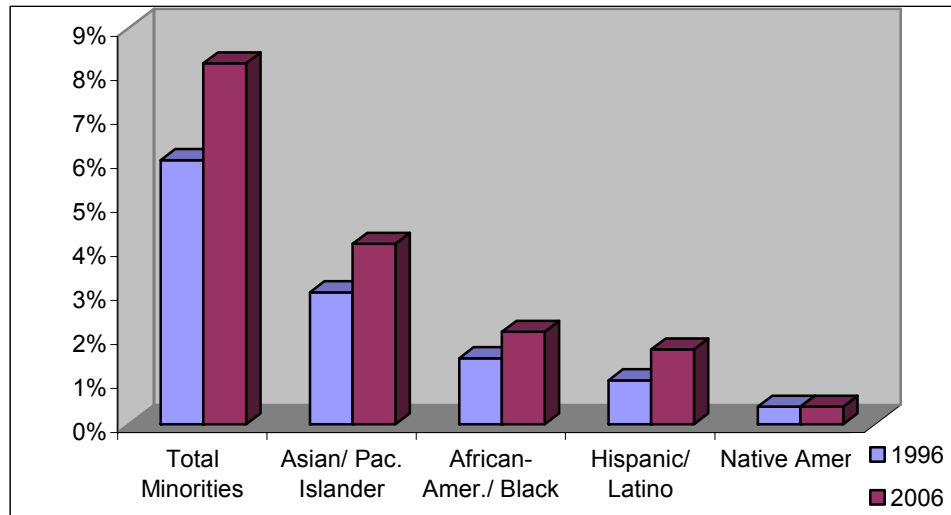


Figure 24
Total Workforce by Race/Ethnicity
October 1, 1996 – October 1, 2006



B. Faculty and Staff by Disability and Veteran Status, 1996 – 2006

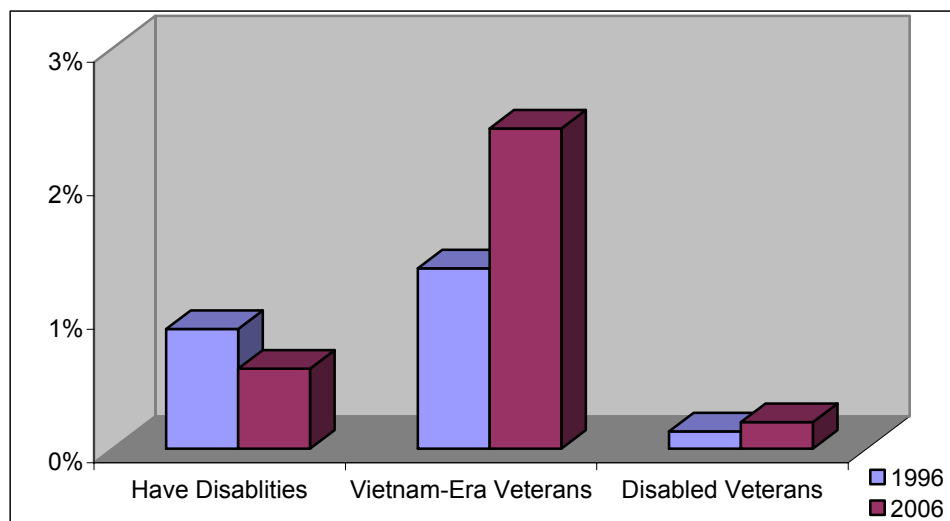
Employees self-report disability and veteran status to the University at the time of appointment, and may update or correct this information at any time. Since 1996, the number of faculty and staff who reported having a disability has decreased by 23.4 percent (26 individuals). The number of faculty and staff who self-identified as Vietnam-era veterans nearly doubled to 347 individuals, and the number of disabled veterans increased by 64.3 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 1996 and in October 2006.

Table XVIII
Faculty and Staff by Disability and Veteran Status
October 1, 1996 – October 1, 2006

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Vietnam-Era Veterans	Disabled Veterans	Other Eligible Veterans
1996	12,734	111 0.9 %	180 1.4 %	14 0.1 %	(not collected)
2006	14,536	85 0.6 %	347 2.4 %	23 0.2 %	321 2.2 %
Net Change	+ 1,802 + 14.2 %	- 26 - 23.4 %	+ 167 + 92.8 %	+ 9 + 64.3 %	(not applicable)

Figure 25
Faculty and Staff by Disability and Veteran Status
October 1, 1996 – October 1, 2006



C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 1996 – 2006

The number of tenured/tenure track faculty decreased by 120 individuals (7.4 percent) over the ten-year period, from 1,615 in 1996 to 1,495 in 2006. However, the numbers of female and racial/ethnic minority tenured/tenure track faculty increased over this time period, women by 19.9 percent and minorities by 35.7 percent. The largest increases in minority tenured/tenure track faculty occurred among Asians/Pacific Islanders (38 individuals or 31.1 percent) and Hispanics/Latinos (20 individuals or 71.4 percent). There were also increases in the numbers of African Americans/Blacks (4 individuals or 13.8 percent) and Native Americans (3 individuals, doubling the representation) on the tenure track faculty.

The following table and charts indicate the gender and racial/ethnic representation among the tenured/tenure track faculty in October 1996 and in October 2006.

Table XIX
Tenured/Tenure Track Faculty by Gender and Race/Ethnicity
October 1, 1996 – October 1, 2006

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	African- American/ Black	Hispanic/ Latino	Native American
1996	1,615	362 22.4 %	182 11.3 %	122 7.6 %	29 1.8 %	28 1.7 %	3 0.2 %
2006	1,495	434 29.0 %	247 16.5 %	160 10.7 %	33 2.2 %	48 3.2 %	6 0.4 %
Net Change	- 120 - 7.4 %	+ 72 + 19.9 %	+ 65 + 35.7 %	+ 38 + 31.1 %	+ 4 + 13.8 %	+ 20 + 71.4 %	+ 3 + 100.0 %

Figure 26
Tenured/Tenure Track Faculty by Gender
October 1, 1996 – October 1, 2006

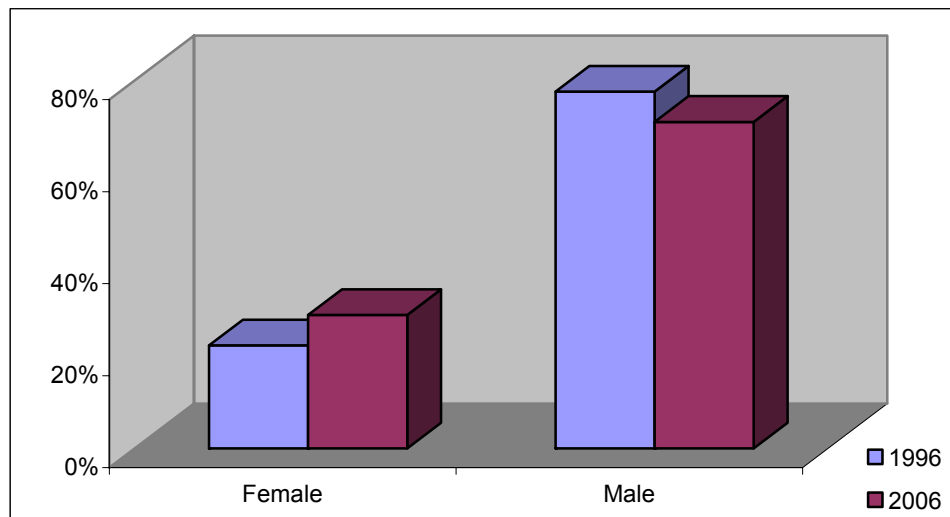
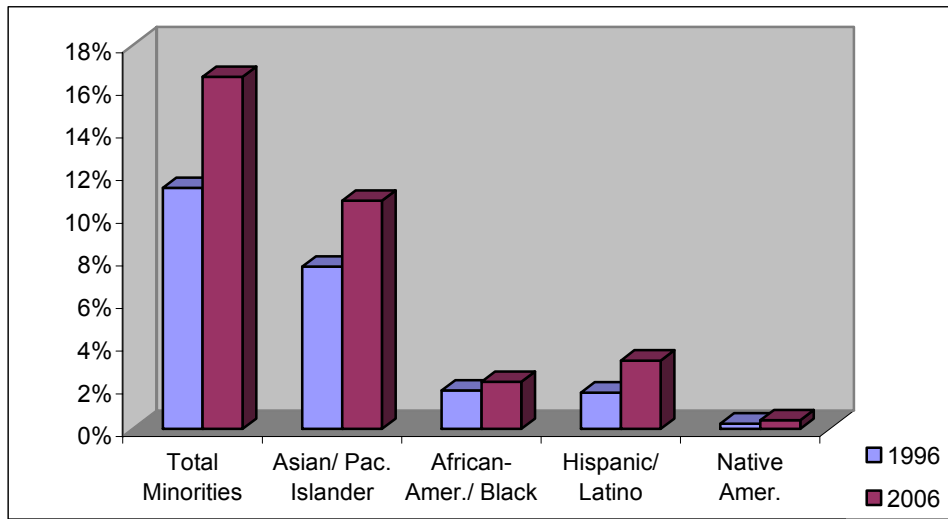


Figure 27
Tenured/Tenure Track Faculty by Race/Ethnicity
October 1, 1996 – October 1, 2006



D. Clinical Track Faculty by Gender and Race/Ethnicity, 1996 – 2006

The clinical track faculty has more than quadrupled in size in the last ten years, from 93 faculty in 1996 to 390 in 2006. Faculty appointed to clinical track positions are counted among the Non-Tenure Track Faculty POA group. The growth in the number of non-tenure track faculty is directly related to the increased number of clinical track appointments.

The number of women on the clinical track increased from 36 (38.7 percent) in 1996 to 162 (41.5 percent) in 2006. Over the ten-year period, minority representation increased from 9 individuals (9.7 percent) to 45 individuals (11.5 percent).

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, 1996 – October 1, 2006

Year	Clinical Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	African-American/ Black	Hispanic/ Latino	Native American
1996	93	36 38.7 %	9 9.7 %	2 2.2 %	1 1.1 %	4 4.3 %	2 2.2 %
2006	390	162 41.5 %	45 11.5 %	25 6.4 %	8 2.1 %	10 2.6 %	2 0.5 %
Net Change	+ 297 + 319.4 %	+ 126 + 350.0 %	+ 36 + 400.0 %	+ 23 + 1,150.0 %	+ 7 + 700.0 %	+ 6 + 150.0 %	0 0

Figure 28
Clinical Track Faculty by Gender
October 1, 1996 – October 1, 2006

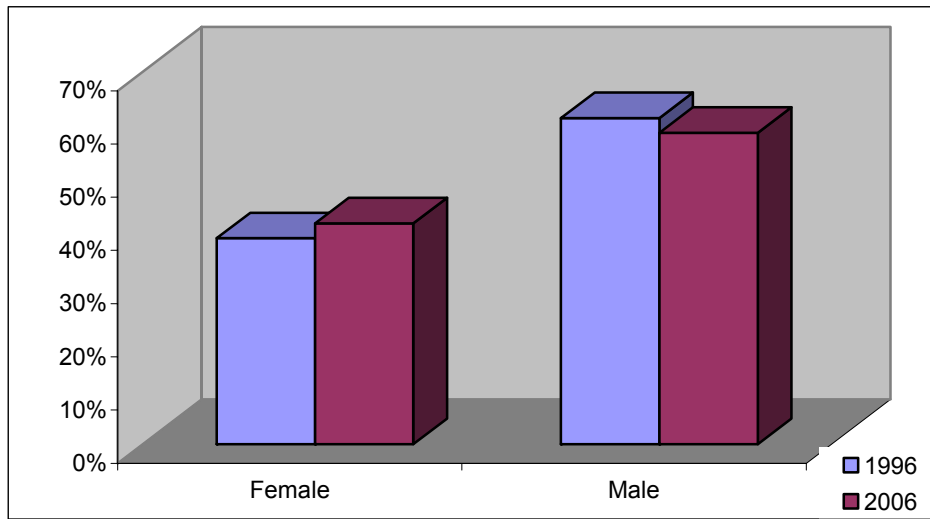
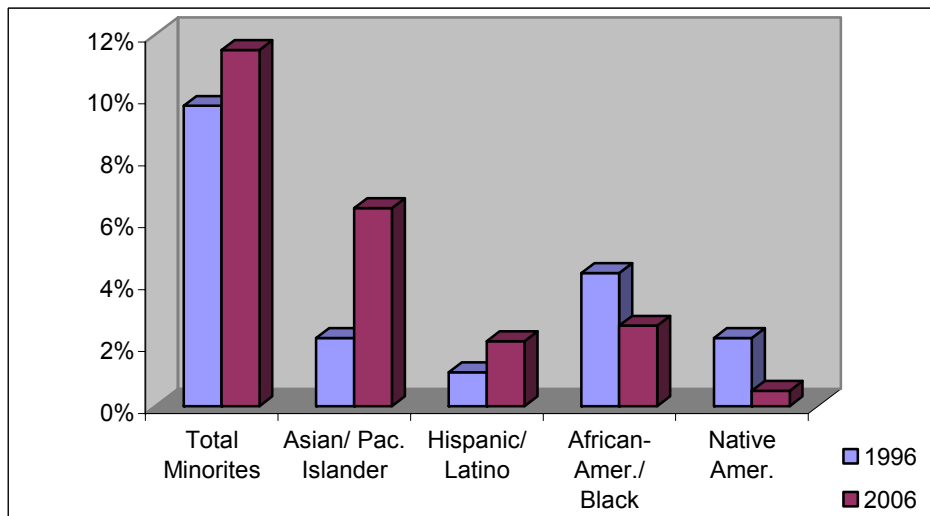


Figure 29
Clinical Track Faculty by Race/Ethnicity
October 1, 1996 – October 1, 2006



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. 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 to the Special Assistant to the President for Equal Opportunity and Diversity and Associate Provost for Diversity and is charged with the day-to-day implementation of affirmative action policies. The office supports the University's aspiration to become one of the 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 exists, the office works with search committees to ensure steps are taken to increase the number of women and minorities in the applicant pool, thereby increasing the likelihood of hires of qualified women and minorities.

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 event is generously supported by the following colleges and departments: The Office of Equal Opportunity and Diversity; African American Council; Admissions; Athletics; Belin-Blank Center for Gifted Education; Colleges of Business, Dentistry, Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, and Public Health; Faculty Senate; Finance and Operations; Human Resources; Office of the President; Office of the Provost; Office of Student Financial Aid; Office of the Vice President for Research; School of Social Work; Hospital Administration; UIHC Human Resources; UI Staff Council; University Counseling Service; Women in Science and Engineering; and the Women's Resource and Action Center.

The recipients of the 2006 Catalyst Awards are:

- Individual Award – Judith Hermsen, Human Resources
Vanessa Shelton, School of Journalism and Mass Communication
- Student Award – Amina Mahmood
- Student Organization Award – Partners for Success

During a noon-hour workshop with key university leaders on November 16, 2006, Vice President and Dean of Students Dr. Phillip E. Jones will share findings from a national taskforce on diversity that calls for an examination of higher education's roles and responsibilities across a wide spectrum of issues that enhance educational excellence and student success. [*Now is the Time: Meeting the Challenge for a Diverse Academy*](#) is the product of collaboration between the American Association of State Colleges and Universities and the National Association of State Universities and Land-Grant Colleges. As a leading participant in the taskforce, Vice President Jones will discuss ways this report may be useful to leaders at the University in benchmarking diversity-related change.

Following remarks from Provost Michael Hogan, Alfred Ramirez, Executive Director of Diversity Focus in Cedar Rapids, will deliver the keynote address, *From Vision to Reality: Developing Diverse and Inclusive Communities*. Diversity Focus is a new organization in the Cedar Rapids-Iowa City corridor area that helps foster new programs and creates better multi-cultural awareness in the corridor area. Diversity Focus serves as a national model of a genuine concern, response, and partnership between business, government, education, and community. The University of Iowa is a founding member of this important collaborative effort.

C. Diversity Action Committee Report

The Diversity Action Committee (DAC) was charged by Executive Vice President and Provost Michael Hogan to develop recommendations to best advance the diversity goals of *The Iowa Promise*, the 2005-2010 strategic plan of The University of Iowa. The committee consisted of faculty, staff, students, and administrators and was co-chaired by President Emeritus Willard "Sandy" Boyd, College of Liberal Arts and Sciences Executive Associate Dean Raúl Curto, and Interim Associate Provost for Diversity Marcella David. The committee was further organized into sub-committees: Student Recruitment and Retention, Faculty and Staff Recruitment and Retention, and Climate. The committee collected information in a variety of ways, including interviews with collegiate and division leadership; questionnaires to colleges and divisions; open forums; meetings with faculty, staff, and student organizations; meetings with key administrators; meetings with key community members; review of documentary information; consultation with experts; and review of background materials, including diversity plans of peer institutions. The committee's findings, concerns, and recommended action steps, including specific steps for implementation and follow-up, are documented in the final report (see <http://www.uiowa.edu/~provost/docs/DACreport.pdf>).

D. Recruitment Ambassadors Program

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

Over 20 University employees are trained and ready to aid departments in providing a more personal touch to the recruitment process. Specifically, Recruitment Ambassadors are equipped to showcase the community and answer candidates' questions on topics ranging from the area's arts and culture, housing, school systems, dining and shopping, sports and recreation, and healthcare, to name just a few. Additionally, Recruitment Ambassadors provide candidates with informative and valuable resource materials regarding our local communities.

E. Regional Black Faculty and Staff Recruitment and Retention Summit

In April 2006, the Office of Equal Opportunity and Diversity and the UI African-American Council hosted the first Regional Black Faculty and Staff Recruitment and Retention Summit at the Levitt Center for University Advancement. Representatives from colleges and universities across Iowa were invited to attend this inaugural summit meeting. Co-sponsors of the summit included the Office of the President, Office of the Provost, Office of the Vice President for Student Services, University of Iowa Hospitals and Clinics, Office of the Vice President for Finance and Operations, Carver College of Medicine, and the College of Liberal Arts & Sciences.

The objectives of the summit are to:

- Identify a model designed to enhance recruitment and retention of black faculty and staff in Iowa
- Explore and dispel myths about recruiting, hiring and retaining black faculty and staff in Iowa
- Examine strengths and challenges within the state and institutional demographic realities, campus African American faculty and staff, and individual preferences and goals which impact recruitment and retention
- Discuss and develop potential strategies based upon national trends and the needs of the colleges and universities

The summit was led by two nationally known consultants, Dr. Charlie Nelms and Professor Linda S. Greene. Dr. Nelms, Vice President for Institutional Development and Student Affairs, is a tenured professor in the Department of Educational Leadership and Policy Studies at Indiana University. Dr. Nelms is well respected for his leadership in preparing institutions on their journey towards achieving inclusive campuses. Dr. Nelms has served as president of the North Central Association, chair of the Commission for Leadership Development (American Council on Education), board member for several organizations, and chancellor at two universities. His work has received honors from the National Association for Equal Opportunity in Higher Education and from many other organizations.

Professor Greene is the Evjue-Bascom Professor of Law at the University of Wisconsin-Madison Law School. Professor Greene has served several terms as Associate Vice Chancellor for Academic Affairs and the Faculty Appointments Committee. She has been responsible for strategic hiring, faculty development, the Human Resources Working Group, supervision of the Employee Assistance Office, and advising the Academic Leadership Series.

While on the UI campus, Dr. Nelms and Professor Greene met with The University of Iowa president, provost, several deans, and other senior administrators to make recommendations on strategic planning for diversity.

VIII. FIVE-YEAR AND TEN-YEAR COMPARISON SUMMARY

Table XVIII

The University of Iowa Workforce by Primary Occupational Activity Group, Gender, and Minority Status in 1996, 2001, and 2006

Primary Occupational Activity (POA) Group	September 30, 1996				September 30, 2001				September 30, 2006						
	Total Work-force	Women	% of Total	Minorities	% of Total	Total Work-force	Women	% of Total	Minorities	% of Total	Total Work-force	Women	% of Total	Minorities	% of Total
Executive, Administrative, and Managerial Staff	274	81	29.6%	23	8.4%	286	91	31.8%	17	5.9%	350	120	34.3%	28	8.0%
Tenured/Tenure Track Faculty	1,615	362	22.4%	182	11.3%	1,543	421	27.3%	195	12.6%	1,495	434	29.0%	247	16.5%
Non-Tenure Track Faculty	374	155	41.4%	75	20.1%	512	226	44.1%	99	19.3%	591	267	45.2%	72	12.2%
Professional and Scientific Staff	5,104	3,506	68.7%	232	4.5%	5,856	3,979	67.9%	351	6.0%	6,820	4,775	70.0%	449	6.6%
Secretarial and Clerical Staff	2,617	2,227	85.1%	62	2.4%	2,776	2,357	84.9%	102	3.7%	2,606	2,222	85.3%	100	3.8%
Technical and Paraprofessional Staff	520	324	62.3%	20	3.8%	509	311	61.1%	22	4.3%	451	288	63.9%	27	6.0%
Skilled Crafts Staff	451	41	9.1%	14	3.1%	421	41	9.7%	21	5.0%	404	35	8.7%	22	5.4%
Service and Maintenance Staff	1,779	977	54.9%	152	8.5%	1,713	894	52.2%	225	13.1%	1,819	992	54.5%	244	13.4%
Total	12,734	7,673	60.3%	760	6.0%	13,616	8,320	61.1%	1,032	7.6%	14,536	9,133	62.8%	1,189	8.2%

IOWA STATE UNIVERSITY

OF SCIENCE AND TECHNOLOGY

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

Annual Affirmative Action Progress Report
November 2006

Submitted by:

Carla R. Espinoza

Associate Vice President of Human Resource Services and
Director of Equal Opportunity & Diversity

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TABLE OF CONTENTS

EXECUTIVE SUMMARY	3
OVERVIEW OF OCCUPATIONAL HISTORY	6
MEASUREMENT OF GOALS FROM 2005-2006 AFFIRMATIVE ACTION PROGRESS REPORT.....	6
PROGRAMMATIC GOALS: 2005-2006	8
EFFORTS IN DIVERSITY	9
COLLEGES	22
<i>The College of Agriculture</i>	<i>22</i>
<i>The College of Business.....</i>	<i>25</i>
<i>The College of Design.....</i>	<i>28</i>
<i>The College of Engineering.....</i>	<i>33</i>
<i>The College of Human Sciences.....</i>	<i>39</i>
<i>The College of Liberal Arts and Sciences</i>	<i>43</i>
<i>The Parks Library</i>	<i>45</i>
<i>The College of Veterinary Medicine.....</i>	<i>46</i>
STATISTICAL DATA ANALYSIS	48
2005 TO 2006 PRIMARY OCCUPATIONAL ACTIVITY (POA) GROUP ANALYSIS.....	48
<i>Women.....</i>	<i>48</i>
<i>Minorities</i>	<i>49</i>
PERSPECTIVE: TEN YEARS OF AFFIRMATIVE ACTION: 1996-2006.....	51

EXECUTIVE SUMMARY

***“In order for affirmative action or diversity to work,
there has to be an environment that welcomes it, not just tolerates it.”***

Carla R. Espinoza, Associate Vice President, Human Resources Services,
Director, Equal Opportunity & Diversity

January, 2006

Iowa State University has prepared this Affirmative Action Progress Report to describe the progress made this past year in the area of affirmative action and 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, 2005 to September 30, 2006.

The Campus Climate Implementation Plan has action items and due dates set by the President in April, 2006. Each month these action items are reviewed to determine their progress. This year all Vice Presidential units and the University community continued to work hard and provided the President monthly updates on the University’s progress on ISU’s Implementation Plan for Community, Equity and Diversity.

Iowa State University continues to explore avenues to increase diversity within the community and across campus. Iowa State University participated in a number of community events, one of which was showcased nationwide. We also continue to reevaluate our current processes to ensure our focus is proactive and educational for faculty, staff, and students.

Iowa State University was selected to host the National Special Olympics competition. Teams from across the United States were welcomed to our campus to compete in Olympic games. This was a special honor for Iowa State University as this was the inaugural games for the National Special Olympics.

Iowa State University also was host to the 29th Annual Big XII Black Student Government conference. This conference was organized and presented by student leaders at Iowa State University. Speakers included Jeff Johnson, Na’im Akbar, Johathan Sprinkles, and Angela Davis.

Iowa State University has taken a more active role in recruiting for diversity with in the community. The Equal Opportunity & Diversity Office and the Human Resources Department have traveled through out Iowa attending job fairs and speaking to diverse groups regarding employment. The Equal Opportunity & Diversity conducted resume and interviewing technical training for a community group, Beyond Welfare. This was designed to help candidates refine resumes, learn interviewing tips, and sit in on a mock interview. They have also partnered with

the Ames Iowa Workforce Development office to help applicants find jobs at Iowa State University.

The Equal Opportunity & Diversity Department created a special webpage devoted to diversity in 2005. This webpage has information for faculty, staff, & students regarding the different committees, resources, and events highlighting diversity on campus. This website was designed to act as a one stop resource for Iowa State University and the importance we put on information regarding diversity. <http://www.hrs.iastate.edu/diversity/>. A link to this website was added to the Iowa State University homepage to ensure site users see that diversity is an important issue to us.

A new online training course was developed in 2005 for search committees to utilize when hiring new employees. Each search committee member is encouraged to take an online training course titled "Invite Diversity". This course is designed to help search committee members understand the importance of diversity and steps on how to diversify their applicant pools. Participants in this training are given tools and resources on how to diversify a pool and how to track diversity in their pool.

Iowa State University revamped their policies in 2005 to include a more comprehensive overview of discrimination and harassment. The policy is titled Discrimination and Harassment policy. The Equal Opportunity & Diversity department is continuing to conduct training in every department in order to educate employees on the new policy and the differences between the old and the new policy. An online training course was also released in 2005. This training, titled "Discrimination and Harassment Prevention", was set in place to encourage a discrimination-free environment. The purpose of this training is for faculty, staff and students to understand what discrimination and harassment is and how it relates to the Iowa State University's Discrimination and Harassment policy. The participants learn discrimination and harassment, how to prevent, and what the reporting procedures are. Having a solid policy and educating people on that policy will help in the event discrimination does occur.

The University has encouraged each College to create diversity committees within their structure to ensure diversity is being addressed at each level. The diversity committees are made up of all levels of the University. Lists of these committees are listed on the "Diversity @ Iowa State" website. <http://www.hrs.iastate.edu/diversity/>

In 2002, President Geoffrey gathered together a team of individuals to address the climate of the University and formed the President's Advisory Committee on Diversity, otherwise known on campus as PACD. This committee has been working diligently to make small and large changes on campus to address the concerns outlined in the Campus Climate Survey. Each unit assigned to tasks is asked to collaborate with other units on campus to achieve their goals set forth by the President. This helps to ensure that each unit understands how working together can achieve a more cohesive approach to integrating diversity at Iowa State University.

The Principles of Community were developed by a commission from the Government of the Student Body. These Principles were developed to set a standard of expectation for anyone

attending, working, or visiting Iowa State University. The Principles of Community are expected to be accepted by the President and adopted in 2006.

Each college and department has made a greater effort to ensure diversity is being included. Great strides have been made to pay closer attention to programming, advertising and recruiting for job openings, and student recruitment and retention.

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

Underrepresented group	Percentage of underrepresented faculty and staff at Iowa State University	Percentage of underrepresented population in the State of Iowa ¹
Women	50.1	50.9
Minorities	10.0	6.1

Iowa State University experienced an increase in women in the Executive/Administrative/Managerial, Technical/Paraprofessional group, and Skilled Crafts. There was an increase in minorities in the Executive/Administrative Managerial, Faculty Tenured/Tenure Track, Faculty Non-Tenure Track, and Secretarial/Clerical. The minority totals in the Technical/Paraprofessional, Skilled Crafts and Service Maintenance groups remained constant. Overall, Iowa State University experienced a net decrease of 239 employees.

In this year's report Iowa State University removed 231 postdoctoral students from the Professional and Scientific job group. Iowa State saw that this group had been misclassified in previous years by erroneously being counted as Professional and Scientific. Although they do work with Professional and Scientific they are more appropriately classified as students since they are studying beyond their Ph.D. degrees. This group of 231 postdoctoral students did contain 74 females and 134 minorities. Thus, the overall numbers will appear to be down this year in the Professional and Scientific employee classification. In 2005, there were 263 postdocs included with the Professional and Scientific group.

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.

¹ Information provided by the 2000 United States Census Bureau.

OVERVIEW OF OCCUPATIONAL HISTORY

Measurement of Goals from 2005-2006 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.

- Re-evaluate organizational structures, offices, staffing, services, and naming related to campus climate.
 - Status: Completed
 - Established Ombuds office. The Ombuds Office assists Iowa State faculty, staff and graduate and professional students with work-related problems. All contacts with ombuds officers are confidential.
 - Status: In Progress
 - Each Vice President is conducting a full review of their organizational structures, offices, staffing, services, and naming to ensure they are optimally organized and staffed to ensure progress on campus climate issues

- Review of 'policies' and 'statements' for campus climate impacting issues and ease of access to information.
 - Status: Completed
 - A new Discrimination and Harassment Policy was effective May 1, 2006. The new policy is available on several websites for ease of access and training is being conducted at every level in each college and department.
 - A new full time policy administrator has been appointed to continually address concerns of both clarity and accessibility in university policy, particularly as policy pertains to the creation of a safe and inclusive university community and individual rights.

- Assess needs and enhance training programs and services for diversity.
 - Status: Completed
 - On-line training, "Invite Diversity" was developed.
 - A new website dedicated to diversity and events was developed.

- Demonstrate the value of diversity through celebrations.
 - Status: On going
 - A diversity calendar that identifies special interest groups, LGBTA and cultural events across campus is continually updated with monthly events.
 - Support of community and university programs such as F.A.C.E.S, the Martin Luther King celebrations, and the "Welcome to My World" experiential learning event sponsored by Disability Resource Services.

- Promote and enhance campus-wide discussions on diversity and campus climate issues.
 - Status: On going
 - University Committees were developed to help colleges and departments to identify areas to improve on diversity.
 - Multiple speakers and lectures invited to campus (see Lecturers Program)

- 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.
 - Status: Completed
 - On-line training, “Invite Diversity”, was developed. Search committee chairs and members are encouraged to take the on-line training prior to conducting the search.

- Require reporting on campus climate recruitment and retention of students, faculty, and staff, as appropriate.
 - Status: On going
 - Each Vice President is required to report, annually, specific outcomes of the strategies employed to increase representation of historically under-represented populations among faculty, staff and students.

- Establish a Campus Community Council to coordinate the ongoing communication & coordination of diversity-related programming, events, and efforts between offices and organizations.
 - Status: In Progress
 - The Office of Equal Opportunity & Diversity has contacted student organizations to coordinate communication and coordination of diversity related programs and events. An e-mail meeting group has been created.

- 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.
 - Status: In Progress
 - The “Principles of Community” were developed. Feedback on the Principles of Community was gathered and due to the President on 10/01/2006. The Principles of Community are expected to be adopted in 2007.

PROGRAMMATIC GOALS: 2005-2006

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 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.

- Increase visibility, promotion, and importance of diversity issues
- Create a Dialogues on Diversity- Part 2 (or develop new courses -consider other proposals for such courses from the community) that has its focus on "diversity in action"
- Develop diversity training programs for Chairs, Promotion and Tenure Committees, and Deans
- Develop/Improve policies and resources that present Ames and Iowa State University as an attractive location for new and diverse faculty and staff
- Enhance institutional resources and develop creative approach to recruiting and hiring underrepresented faculty at senior level and in clusters.
- Include every interested segment of the campus and community in the open discussion of differences and their impact on the learning environment and the students and citizen of our community.
- Collaborate with other institution of higher education in Iowa to discuss the opportunities and challenges of diversity in education.
- The University Vice Presidents and the Director of Equal Opportunity and Diversity are going to facilitate the coordination of efforts across campus and enhance ISU's progress in diversity.
- The Director of Equal Opportunity and Diversity and the University Vice Presidents will continue to work on diversity efforts across campus and access progress in meeting University goals to make ISU a more diverse and inclusive campus for Everyone.
- Progress will continue to be monitored on the University's Implementation Plan for Community, Equity and Diversity.

EFFORTS IN DIVERSITY

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 R. 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 following definition for diversity was approved by President Geoffroy on January 31, 2006. ISU defines diversity as that quality of its physical, social, cultural and intellectual environment which embraces the rich differences within the multiplicity of human expression and characteristics including: Age, Culture, Ethnicity, Gender Identification and Presentation, Language and Linguistic Ability, Physical Ability and Quality, Race, Religion, Sexual Orientation, and Socioeconomic Status.

Breaking Down the Barriers

ISU continues to Co-Chair a committee, Breaking Down the Barriers, 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 and on ISU Diversity website and the Equal Opportunity and Diversity website. The committee meets once a month and reviews reports and recommends any necessary changes. ISU is currently involved in the planning process of Families of Ames Celebrate Ethnicities (F.A.C.E.S.). This celebration will be held in March of 2007 with a goal of improving race relations in the community. Students and staff members participated in the Race Against Racism organized by Breaking Down the Barriers and YWCA, which was held in September to help Ames and ISU be a better place for everyone. The committee has also invited speakers to visit their meeting to discuss the changing demographics of Ames, Iowa.

Faculty Senate Committee on Women and Minorities

The seven member subcommittee on Women and Minorities worked on the faculty spring conference held in April 2006. 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

The Office of Equal Opportunity and Diversity website 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.

<http://www.hrs.iastate.edu/AAO/eod/homepage.shtml>

The University Diversity @ Iowa State website is a more visible resource for disability and LGBT faculty, staff, and students which were identified in the Campus Climate Survey. This website also includes a Diversity calendar, interfaith calendar and announcements for upcoming diversity issues. (<http://www.hrs.iastate.edu/diversity/>)

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

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

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

Office of Multicultural Student Affairs

The Office of Multicultural Student Affairs (MSA) exists to help cultivate a diverse campus climate and culture – one that provides the best services, education, and life experiences for African American, Latino/a American, Asian American/Pacific Islander, American Indian/Alaskan Native, and Bi/Multiracial students of color at Iowa State University.

As new students of color enter ISU each year, they share similar questions, concerns, and anxieties about coming to a predominately white institution, racism, and culture shock.

MSA understands that stresses like culture shock and racism can impact a student's academic progress and social integration. Moreover, the university recognizes that issues that spring from culture shock and racism and face many students of color at ISU today are not only detrimental to a student's academic progress, but can create negative experiences with peers, faculty and family members, and ultimately influence a student's decision to stay at the university.

MSA provides and shares leadership in the holistic development of African American, Latino/a American, Asian American/Pacific Islander, American Indian/Alaskan Native, and Bi/Multiracial students at Iowa State University – helping students become a community of scholar-leaders who serve humankind through their demonstration of intellectual, spiritual, cultural and family values.

In support of ISU's spirit and commitment to a high quality of life for every student and its dedication to improving the persistence and retention of students of color, MSA programming focuses on helping students in their acclimation to ISU, academic success, identity development, community development, leadership development, and career development.

In support of ISU's spirit and commitment to a high quality of life, academic success and graduation of all Iowa State University students and its dedication to improving the persistence and retention of students of color, MSA aspires to establish partnerships with Iowa State University departments, offices, and related organizations in an effort to promote continuous improvement and diversity education for our community members and in the delivery of programs and services that respond to the ever-changing needs of students of color.

Through its learning communities, academic enrichment programs, and community activities focused around the communities of color, MSA distinctively provides students of color support and access to university and outside resources they may need throughout their academic careers. Each program or activity is designed to specifically promote student's acclimation to Iowa State University, academic success, identity development, community development, leadership development, and career development.

MSA learning communities and programs:

Each learning community and program specifically focuses on the retention of student of color at Iowa State University and promotes diversity education for the ISU community. Participants come from various cultures and backgrounds across the U.S.

- Academic Program for Excellence (35-40 participants in summer 2006)

- An eight-week academic summer program helping students of color in an early transition and adjustment to university life.
- Students learn about the Iowa culture and acclimate to Iowa State University
- Students get connected through a residential community, coursework in English, Math, and study skills.
- Students gain early access to fall registration, and financial aid resources.
- Carver Academy (currently serving approximately 400 students; admitted 100 new freshmen in fall 2005 and 2006)
 - A merit-based scholarship program offering guidance and enrichment to its participants.
 - Scholars connect through University Studies courses and participate in organized community, leadership, and career activities.
 - Offers a 25-member residential community as an option (fall 2007).
- Multicultural Learning Community (currently serving 30 students)
 - An academic yearlong program designed to bring together students from a variety of backgrounds to explore issues relative to race and ethnicity
 - Students connect through a residential community, an LAS course and experiential learning activities including field trips, cultural events and professional workshops
 - Highlights major project in service learning and leadership.
- Multicultural Vision Program (currently serving approximately 400 students; admitted 100 new freshmen in fall 2005 and 2006)
 - A need-based scholarship program created to assist students of color coming directly from high schools in the State of Iowa in their transition to ISU.
 - One hundred (100) new MVP scholars enter the program each year.
 - Scholars connect through University Studies courses and participate in organized community, leadership, and career activities.
 - Offers a 25-member residential community as an option (fall 2007).
- NCORE/ISCORE Project (16- 18 students enrolled in fall 2005 and fall 2006)
ISCORE Project (over 300 students, faculty, and staff participants and presenters from ISU campus in spring 2006)
 - A yearlong initiative that offers its participants opportunities for diversity education and personal growth in the understanding of issues regarding race and ethnicity in higher education.
 - Project involves faculty, staff, and students who attend and participate in two conferences together: the National Conference on Race and Ethnicity (NCORE) and the Iowa State Conference on Race and Ethnicity (ISCORE).
 - Students prepare for and present at ISCORE workshops in the spring.

MSA serving ISU communities of color:

To encourage students to embrace the total university experience and raise their level of diversity awareness, community involvement and commitment, MSA offers academic enrichment programs and community and leadership development opportunities.

- African American Alumni Mentoring Program (18 student mentees matched in fall 2006)
 - Offers opportunities for Alumni mentors to share insights with ISU students.
 - Provides a meaningful way to connect ISU Alumni and ISU students.
 - Enhances students understanding of global, cultural, workplace, and diversity issues.
 - Increases retention of African American students at ISU.
- Celebrations! Annual Awards Ceremony (approximately 150 ISU students and staff attended spring 2006)
 - Held each year, first week in April.
 - Recognizes students of color for their academic achievement, campus leadership, and contributions to the ISU community.
 - Planned by the MSA Student Programming Advisory Board.
- Community of Color Orientation (approximately 200 students, faculty, staff and family members attended)
 - A series of activities that focus on issues surrounding identity development, community building and cultural transition of first-year students of color.
 - Under the guidance of MSA, CoCO leaders organize and plan the event and activities.
- Convocation: Welcome and Transition (approximately 300 students, faculty, and staff attended)
 - Welcome the new class of African American, Latino American, Asian American, American Indian and Bi/Multiracial students to the ISU campus and Ames community.
 - Offers students of color the opportunity to make early connections to resources and services that are designed to help them succeed at ISU

MSA resources for ISU students and community:

- Ethnicity & Diversity at ISU Brochure
 - A collaborative effort between the Office of Admissions and the Multicultural Student Services Coordinating Team (MSSCT).
 - Designed as a recruitment tool and resource guide to connect students of color to the Ames and ISU community.
- Multicultural Student Programming Advisory Council (currently enrolled 15 members, fall 2006)
 - Serves as an advising committee for MSA and its programs.
 - Serves as a funding source for registered student organizations implementing projects and events to promote collaboration across cultures and diversity awareness and education on the ISU campus.

- Encourages an environment of cooperation and respect for cultural diversity and multicultural education.
- Meets weekly to review funding requests for the academic year.
- Members apply through MSA and hold their positions for one academic year.

- Multicultural Liaison Officers (MLO)
 - Situated in each college at Iowa State University
 - Help identify, develop, implement and coordinate various educational, cultural and social activities for students of color.
 - Work directly with students of color, faculty and staff members to increase retention rates by ensuring a university environment more conducive to successful matriculation, graduation, and placement of students of color. MLO's are current members of the College Diversity Committees.

- Multicultural Student Services Coordinating Team (MSSCT)
 - Acts as a support group and advisory committee to the ISU student-centered offices
 - Reviews statements regarding policy, procedure, and program development towards the positive recruitment, retention, development, graduation, and career placement of students of color at Iowa State University.
 - Membership includes Multicultural Student Affairs (MSA), Academic Colleges (MLOs), Student Support Services Program (SSSP), Office of Admissions, Student Counseling Services, Department of Residence, Provost Office, and the Athletic Department.
 - Meets regularly, once per month during academic year.

Discrimination and Harassment Policy Training

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

A new Discrimination and Harassment policy went into effect May 1, 2006 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 use in training of this new policy. New employees are also trained on this policy in the orientation/acclimation session held each month. From May 1, 2006 to October 24th, 2006, 1544 faculty, staff and students have been trained on the new Harassment and Discrimination Policy.

In the previous year from October 1st, 2005 through April 30th 2006, a total of 1087 people had completed either the online or face-to-face training of the previous policies, Sexual Harassment and Racial and Ethnic Harassment.

University Committee on Disabilities

The University Committee on Disabilities has recently requested the Dean's and Organization Leaders to appoint new members to the committee. Membership is made up of representatives (faculty members) from each of the nine colleges, one faculty senate representative, two administrators appointed by the Provost, three students (one each appointed by the Government of the Student Body, Graduate Student Senate, and the student organization called the Alliance for Disability Awareness), one Professional and Scientific council representative, two Merit group representative, one Supervisory and Confidential representative. This committee is responsible for sharing knowledge concerning disabilities with the University community, for fostering awareness of the needs of persons with disabilities, and for advocating ways to meet these needs. The committee meets twice a semester to do program reviews and needs assessments.

Office of Disability Resources

The Office of Disability Resources (DR) has been busy providing assistance to nearly 700 students with disabilities and their Professors/ Instructors related to academic accommodations. They lead discussions and/or participated in many endeavors to promote awareness, diversity, and inclusion of persons with disabilities, including:

- Co-sponsor of the Iowa Higher Education Transition Initiative Task Force to develop improved processes related to transition of students with disabilities from high school to post-secondary institutions
- Partnership with Iowa Vocational Rehabilitation Services (formerly the Division of Vocational Rehabilitation) in establishing and maintaining an assistive technology program that provides expertise related to the identification of reasonable accommodations that assist persons with disabilities overcome obstacles to employability
- Attendance of the national conference for professionals in higher education (AHEAD)
- Organized/developed disability liaison training and discussion for new and returning liaisons
- Organized and met with disability resources staff from University of Iowa and the University of Northern Iowa to share experiences, strategies, and information with the intent to improve and/or implement useful approaches to management and working with students with disabilities
- Wrote and published an article regarding 'Universal Design' in CELT fall 2006 issue of "Teaching at ISU"
- Invited to speak at numerous departmental staff meetings to share information and answer questions regarding Disability Resources, pertinent law and practices, expectations, and related topics
- Purchased and directed installation of a new server and equipment that will allow remote students with visual or other disabilities to access screen reader software/text conversion software allowing up to 40 simultaneous users. This is in addition to the current laptop checkout system with similar software available.

- Assisted/supported Alliance for Disability Awareness (ADA) and National Alliance for Mentally Ill (NAMI) student groups
- Collaborated with leadership and providers at Theilen Student Health Center to gain a better understanding of services and processes to assist students with disabilities
- Arranged interviews, seminars, and contact for discussion for students with disabilities with Social Security Administration, The Washington Center, Federal Workplace Recruitment Program for students with disabilities, Cargill, and AAAS
- Organized Keith Sargent Scholarship Award ceremony and coordinated Dr. Sargent's return to ISU campus for presentation of the award he established in 1997

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, 2006.

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

African indigenous women activists Lucy Mullenkei and Rebecca Lolosoli; Indian researcher and 2005 World Food Prize Laureate Modadugu Vijay Gupta; Colombian activist Diana Milena Murcia; paralympic athlete and civil engineer Mark Zupan; “Hotel Rwanda” activist Paul Rusesabagina; Hispanic CNN anchor Soledad O'Brien; Rwandan officials Romain Murenzi, Silas Lwakabamba; Indian environmental activist Vandana Shiva; National Mental Health Awareness Campaign spokesperson on depression Ross Szabo; Yale University African and African American art historian Robert Farris Thompson; African American Harvard economist Roland Fryer; Sudanese Minister of Transportation and Roads Rebecca Nyandeng de Mabior; Native American writer Allison Hedge Coke; African American music critic Joan Morgan; African American scholar and activist Angela Davis; Indiana University African American and African Diaspora Studies Professor Valerie Grim; Wayne State University Law School Dean Frank H. Wu; Gay Veterans Jarrod Chlapowski, Alexander Nicholson and Patrick English; Latin American Studies Professor Mercedes Lynn de Uriarte; Rutgers University Holocaust Studies Professor Judith Gerson; Mexican writer Sandra Benitez; Harvard Professor of African Development Calestous Juma; Asian American journalist Gil Asakawa; Asian American comedian Bobby Lee; and Iranian American journalist and scholar Reza Aslan

Summary of ISU Diversity Guest Speakers

Afro-Cuban Salsa with Son de la Habana

Son de la Habana, a 7-piece Afro-Cuban band performed

Advancing Women's Leadership

In 1977, Roxanne Conlin became one of the first two women ever to be a United States Attorney, and was narrowly defeated in her effort to become Iowa's first woman governor

Global Justice and Human Rights

African Indigenous Women Activists Lucy Mullenkei and Rebecca Lolosoli

The Blue Revolution: Helping to End Hunger in Southeast Asia

Modadugu Vijay Gupta was the 2005 World Food Prize Laureate. He pioneered the development and dissemination of low-cost techniques for freshwater fish farming by the rural poor

Murderball

Mark Zupan is the paralympic rugby athlete featured in the film Murderball, and a civil engineer

Islam in America: Finding Common Ground

Jane I. Smith is Professor of Islamic Studies and Co-Director of the Duncan Black MacDonald Center for the Study of Islam & Christian-Muslim Relations

Hotel Rwanda: Global Justice and Human Rights

Paul Rusesabagina was the hotel manager in Rwanda who saved 1,268 people during the

1994 genocide when nearly 1 million people were slaughtered and still works with charitable organizations aiding survivors of the Rwandan tragedy

Women and Leadership: Mentoring the Next Generation

Soledad O'Brien anchors CNN's American Morning

The Future of Rwanda

Murenzi is the Minister of Education, Science, Technology and Scientific Research for the Republic of Rwanda, and Silas Lwakabamba Rector of the Kigali Institute of Science, Technology and Management in Rwanda

Global Justice and Human Rights: An Environmental Perspective

Vandana Shiva is an Indian environmental activist, the Director of the Research Foundation for Science, Technology, and Natural Resource Policy, and the author of *Stolen Harvest: The Hijacking of the Global Food Supply*

Listening to the Still Small Voice: The Life of George Washington Carver

Paxton J. Williams portrays George Washington Carver

What Happy Faces Are Hiding: Talking about Depression - Ross Szabo

07 Nov 2005, 7:00 PM @ Sun Room, Memorial Union - Ross Szabo is the Director of Youth Outreach for the National Mental Health Awareness Campaign. He has spoken about his personal history with mental health issues to hundreds of thousands of young people, and reached millions more in media opportunities

U.S. Latinos: Making It in a Globalized Workforce and Economy

John P. Koval is Visiting Senior Research Fellow at the Institute for Latino Studies at the University of Notre Dame

The Importance of Diversity in the Workplace

Adalberto Andino is Vice President for Strategy and Development at Jobs for the Future, a non-profit research, consulting, and advocacy organization working to help young people

The Kongo South: Roots of Black Dance, Gesture and Music

Robert Farris Thompson is the Col. John Trumbull Professor of the History of Art, Yale University, and Master of Timothy Dwight College where he has taught African and African American Art at Yale since 1961

Affirmative Action and Other Strategies to End Discrimination and Racism

Iowa Civil Rights Commission Director **Ralph Rosenberg**;

Toward a Unified Theory of Black America

African American Harvard economist Roland Fryer, the 2006 Dr. Martin Luther King, Jr. keynote speaker

Current Political Situation in Sudan

Rebecca Nyandeng de Mabior, widow of John Garang de Mabior, and **Pagan Amum**, Diplomatic Affairs Advisor to the President of Southern Sudan

The Effect of Faculty of Color on Undergraduate Education - Paul Umbach

17 Feb 2006, 10:30 AM @ Ensminger Room, 1204 Kildee Hall - Paul Umbach, Assistant Professor of Higher Education in the College of Education at the University of Iowa, will discuss research in the area

Turkey: Between the Muslim East and the Christian West

Bulent Aliriza is Senior Associate at the Center for Strategic and International Studies where he established the Turkey Project

Dog Road Woman

Allison Hedge Coke is a Native American author and poet, and winner of the 1998 American Book Award

At the Corner of Hip Hop and Feminism

Joan Morgan has written extensively about music and gender issues

Leadership and Social Responsibility

Angela Davis is a student, teacher, writer, scholar, and activist/organizer in the History of Consciousness Department at the University of California, Santa Cruz. In 1994, she was appointed to the University of California Presidential Chair in African American and Feminist Studies

Values in Post-Katrina America

Valerie Grim is African American and African Diaspora Studies Professor and Interim Chair at Indiana University

Race and Ethnicity

Frank H. Wu is the Dean of Wayne State University Law School in Detroit

DON'T ASK, DON'T TELL IN THE POST-9/11 WORLD

Veterans of Operation Iraqi Freedom and the U.S. Intelligence Community and discharged gay veterans Jarrod Chlapowski, Alexander Nicholson and Patrick English

Media-ting the Torah: The Hebrew Bible and/in the Popular Press

Leonard Greenspoon holds the Klutznick Chair in Jewish Civilization at Creighton University and is Professor of Classical & Near Eastern Studies and of Theology

Diversity and Its Discontents:**The Bumpy Road to Recognition, Representation and Reality**

Mercedes Lynn de Uriarte was an assistant editor and writer at the Los Angeles Times, where she was responsible for expanding coverage of Mexico and Central America, and

is now an Associate Professor in Journalism, Latin American Studies and Women's Studies at the University of Texas

German Jewish Refugees and Holocaust Legacies

Judith Gerson was the Life Reborn Fellow for the Study of Displaced Persons at the Center for Advanced Holocaust Studies at the US Holocaust Memorial Museum

The Saving Grace of Stories

Sandra Benitez is the author of *A Place Where the Sea Remembers*, *Bitter Grounds*, *The Weight of All Things*, and *Night of the Radishes*

Gender and Executive Leadership: Are We Ready for a Woman President?

Kathleen Kennedy Townsend served two terms as Maryland's first woman lieutenant governor from 1995-2003, and lost an election to become Maryland's first woman governor in 2002

Reinventing African Economies

Calestous Juma is Professor of the Practice of International Development and Director of the Science, Technology, and Globalization Project at Harvard's John F Kennedy School of Government

Comedy Performance

Bobby Lee is an Asian American comedian

International War Crimes Tribunal in Rwanda

Stephen Rapp, chief of prosecutions for the head of the United Nations' International War Crimes Tribunal of Rwanda

Being Asian American

Gil Asakawa is executive producer for DenverPost.com, and author of *Being Japanese American*

Political Cartoons, Cultural Sensitivity and the First Amendment

Reza Aslan Iranian-born author of *No god but God: The Origins, Evolution, and Future of Islam*

Negotiation and the Gender Divide

Sara Laschever is the co-author of *Women Don't Ask*, and was a research associate and principal interviewer for Project Access, a landmark Harvard University study funded by the National Science Foundation, the Office of Naval Research

Ames Laboratory/IPRT

Ames Laboratory is committed to diversity and as such established long range diversity goals in conjunction with the recent competitive bid with the Department of Energy and Iowa State University. The Laboratory's goals in diversity are to: continue to broaden the base of applicants for job openings; increase minority participation; increase women participation in the scientific and technical fields and increase the percentage of women and minorities in senior management. The Lab will expand upon a seed funding program (funded under the approved Royalty Use Plan) that targets junior faculty members, with the goal being that at least 25% of all projects funded are led by women and minorities.

In the long run, the Laboratory firmly believes that engaging youth in science and engineering at an early age and keeping them engaged through their college degree is the best means to provide the next generation of scientists. The Laboratory is providing internships through the Student Undergraduate Laboratory Internships (SULI) that strongly encourages applications from minority and women students. The 2006 class of ten included three females and seven males from 8 different states. Mentors for the program included 15 chemists, scientists, professors, program directors, graduate assistants and post docs and of those, five mentors were female.

In addition, the Laboratory and the University support Science Bound, a program to engage ethnic children in science and math in the Des Moines, Iowa Public Schools. The hope is that these children will go on to pursue careers in science and engineering and become the next generation of scientists for the National Laboratories and Universities. In 24 days, the ISU Science Bound staff carried out

6 program kick-offs

3 retreats

2 orientations

2 parent meetings involving 150+ students, 60+ parents/families and 24 teachers.

Annual Middle School and High School Science Bowl Competition high school students from throughout Iowa have tested their science knowledge in the annual Ames Laboratory/Iowa State University Regional Science Bowl. In the fast-paced, quiz-bowl style matches, students answer questions from categories such as astronomy, biology, physics, chemistry, earth science, general science and current events in the scientific and technical community.

Ames Laboratory sponsored Fellows Science Night which provided elementary aged children the opportunity for hands on exhibits and experiments that featured the physics of various toys.

PIPELINES wins new NASA Funding. The Program to Increase the Pursuit of Education and Learning in Engineering (PIPELINE) received \$1.2 million funding from NASA. The funding will sustain numerous education efforts, covering students from 7th grad through college.

COLLEGES

The College of Agriculture

Recruitment

The College of Agriculture (COA) continues to provide excellent opportunities for students of underrepresented groups to gain exposure to ISU while engaging in valuable research experience. Through the George Washington Carver (GWC) Internship Program, the college coordinated an eight week summer research experience for thirty undergraduates and six weeks experience for nine high school students, funded through NSF and USDA grants, the College, the McNabb Internship and the Endocrine Society. Of undergraduates, eleven came from 1890/HBCUs, three from Hispanic Serving Institutions, and four from 1994 Tribal Colleges. Twenty three interns were mentored by faculty in ten departments in the College of Agriculture, five students were mentored by faculty in the Colleges of Engineering, two in Human Sciences and nine in Liberal Arts and Sciences. One 2006 intern enrolled in graduate studies at ISU; three from the 2005 GWC internship program are currently graduate students at ISU and one 2005 high school intern is enrolled as a freshman in Ag Business. COA collaborated in organizing other university wide departments offering research experience to undergraduates (REU). Two new much needed scholarships have been established with preference for students from underrepresented groups to enroll at the undergraduate level in the College of Agriculture.

Strengthening relationships with minority (1890, 1994, and Hispanic*) serving institutions provide opportunities to attract students to ISU and expand experiences of our own faculty and students. For example, during the last year of the five year Natural Resources Education (NRE) USDA grant involving four 1994 and four 1862 schools. One Native American applied to the NREM graduate program at ISU, Four Native American high school students participated in the 2006 GWC Internship Program, One ISU student interned at a Tribal College, and more than 30 faculty, staff, graduate and undergraduates students visited from one to four of the Tribal College partners. A commemorative triumph elm tree was planted in front of Curtiss Hall, just as plantings were also dedicated at each of the NRE institutions, to celebrate the relationships established with the Tribal Colleges.

The Department of Horticulture continues research on native sage with partners Sinte Gleska University (Mission, SD) and South Dakota State University- which resulted from the collaborations on the NRE grant.

Faculty in Food Science and Human Nutrition and Horticulture participated in research exchange visits with Florida A & M University, Alabama A & M University and Fort Valley State University resulting in joint research and grant proposal submissions with 1890 institutions. NREM faculty continue research on aquaculture with University of Arkansas Pine Bluff and Kentucky State University.

The College sent a representative to Puerto Rico again this summer for recruiting both in high schools and the University of Puerto Rico, a Hispanic Serving Land-Grant Institution.

Awareness

Diversity is included in the orientation of each new department and center chair as well as each new faculty member in the College. The college-wide Diversity Committee has helped raise faculty, staff, and student awareness to enhance and promote diversity. This has come about as a result of including “enhancing diversity” in faculty and department chair evaluations, the fourth year for the faculty diversity award and ongoing support for diversity by the College administration. The Diversity Committee interviewed each of the five candidates for the Dean of the College. They addressed issues of minority and female faculty recruitment and retention as well as for students. The committee will administer a survey in fall 2006 to gain input from faculty and staff in an effort to improve the working climate as it relates to diversity throughout the College and the university and to incorporate a positive attitude toward diversity in the College’s culture in ways that will benefit faculty, staff and students.

Retention

The Multicultural Liaison Officer interacts with students on the summer APEX program, monitors academic progress of minority students each semester and beginning fall 2006, co-teaches a sophomore learning community course to build on the foundation that was developed in the first year in the Multicultural Learning Community to learn skills for planning career goals, acquiring strategies for improving academic performance and increasing social and academic integration into ISU. Multicultural offices sponsored a set of 4.0 seminars to encourage higher scholarship among underserved students. Academic tutoring and emergency loans are arranged through the Multicultural office.

Graduate Assistantships are provided to a quarter of the minority graduate students enrolled in the college. A good relationship established with Dr. George Jackson in the graduate office has resulted in matching GMAP funding for some graduate students and full funding for others. Presently, three College of Ag 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 (Minorities in Agriculture, Natural Resources, and Related Sciences) 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 serve on the “Climate” survey implementation committees in areas of “Conversations on Diversity” and Task Force on “Social Justice Institute.” Faculty serve on the Provost’s Diversity committee and encourage other colleges to establish active diversity committees. Faculty and students participated in the ISU Conference on Race and Ethnicity and attended the National Conference on Race and Ethnicity. Faculty, staff and students participated in national Hispanic, American Indian, MANRRS, and other multicultural conferences. A COA student was elected as regional vice-president and ISU MANRRS won “Chapter of the Year” at the 2006 MANRRS conference (as they had in 2005). The ISU MANRRS chapter hosted a breakfast for exhibitors at the 2005 College Career Fair, performed a number of community services, focused on careers through invited industry and government agency guests, and offered leadership and

organizational opportunities to members. MANRRS has a representative on Ag Council, increasing visibility among student organization members.

Integrating Diversity in Teaching, Research, and Extension. Some faculty have provided opportunities for underserved graduate students on research assistantships to also 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. A graduate student and the MANRRS chapter work with Latino high school students in Columbus Junction on a USDA outreach grant to encourage students to continue their education in the field of agriculture and related sciences.

The College of Business

Faculty

During the past year, three new diversity faculty members were hired (2 women, 1 male Asian). Out of 88 total faculty (tenured, tenure-track, and non-tenure track faculty), 27 are currently women, two are African-American, 20 are Asian (of which seven are also women), one Native American, and there are two Latino faculty members (one is also a woman)—thus, 50% of the faculty represent diversity.

Staff

Two women were hired into P&S positions. Sonja Foley was hired as a classification officer in the undergraduate services office, and Soma Mitra was hired as the academic fiscal officer for the college.

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 2006 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. 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.

	College of Business	Iowa State University
Undergraduate Students		
Minority	11.0%	9.0%
Women	35.0%	43.5%
International	3.0%	3.1%
Graduate Students		
Minority	4.8%	6.2%
Women	44.1%	45.0%
International	19.1%	32.1%

Programs

A college diversity committee was initiated during the past year, the purpose of which is to address diversity issues in the college, as well as to raise awareness about diversity issues. This committee directly reports to the Dean. Although the committee did not specifically initiate any diversity-related actions or events in the last year, the committee

is now actively thinking more strategically about diversity issues to be addressed in the college.

In addition to the diversity committee, College of Business staff participated in a variety of diversity outreach activities in the past year.

Diversity Networking Breakfast—January and September 2006

A diversity networking breakfast was held in January 2006 (supported by Union Pacific) for the purpose of facilitating networking between students of color and interested recruiters. The breakfast was a success, and repeated in September 2006 (sponsored by Caterpillar). These breakfasts have included an alumnus who was a student of color speaking on the topic of their personal career success.

Academic Program for Excellence (APEX)—Summer 2006

Undergraduate Programs staff worked with APEX students during the summer.

NCORE/ISCORE—Spring 2006

Undergraduate Programs and Career Services staff participated in the 2005 ISCORE event.

Multicultural Liaison Officer Activities

The college's multicultural liaison officer (MLO) actively engaged business students in several different activities throughout the year, including:

- Took eight multicultural students to the 2006 Ames NAACP banquet (the college funded the students).
- Took six multicultural students to an African-American play called "Crowns" at the State Historical Building in Des Moines.
- Obtained financial support for Asian-American students to attend a diversity conference in Ohio (funding provided by College of Business Undergraduate Student Services Office).

The MLO also advised the Multicultural Business Network club in the College of Business, participated in an ISU admission Multicultural Students Campus Visit program, staffed a College of Business table at a high school Latino Expo at ISU, and created a MLO page for the College of Business website.

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.

Multicultural Career Fair

The Graduate services office attended the multicultural career fair sponsored by the Greater Des Moines Partnership in Spring and Fall 2006.

Funding/Scholarships

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

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

Undergraduate scholarships specifically committed to minority and/or female students were awarded in the amount of \$23,350. Monies for these scholarships come from both individual donors and corporations.

Business Outreach

The Pappajohn Center for Entrepreneurship/SBDC worked with approximately 40 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 either through its Smart Start workshop or one-on-one consulting.

The Pappajohn Center staff and members of the Entrepreneurship & Innovation learning Community disseminated information and participated in the annual Iowa State Students of Color Convocation.

Pappajohn Center staff consulted with students involved in the Black Cultural Center barbershop business.

The College of Design

Administration

At the end of the spring 2005 semester, the Dean organized a study group of faculty and staff to examine diversity across the curricula. The group's charge was to consider the introduction of diversity into various curricula of the college in a continuous and comprehensive fashion, without relying exclusively on courses specifically designated for diversity or intercultural subject matter.

During the 2005-2006 academic year, this Diversity Committee began to identify and address diversity issues within the college. The committee participated in two half-day workshops as well as follow-up meetings that explored diversity as it relates to administrative and curricular priorities, diversity representation, attitudes and support.

Committee members determined four areas of focus for the future:

- administrative support,
- knowledge of diversity issues and methods in teaching,
- climate within the college and in classes, and
- values reflected in teaching and research incentives and rewards, hiring, curriculum, etc.

In her position as president of the National American Institute of Architects (AIA), the associate dean has been an invited speaker and has offered workshops nationally and internationally on gender-equity and racial issues in the architectural profession.

During the 2005-2006 academic year, the minority liaison officer (MLO) continued a peer-mentoring program for first-year students in the Core Design Program. The mentoring program paired students in specific design disciplines with first-year students in an effort to improve their chances of being accepted into the professional program of their choice.

The MLO organized activities that 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 College of Design MLO along with other MLOs and interested groups sponsored "Guaranteed 4.0," a presentation for students who wish to increase their GPA. It included one-to-one interaction with the speaker for students who wanted individual counseling on improving study skills to achieve academic excellence.

The College of Design MLO helped organize the 7th Annual Iowa State Conference on Race and Ethnicity (ISCORE 2006) conference. She also took part in the summer Academic Program for Excellence (APEX).

Faculty and Students

A number of faculty and students presented programs at, served as moderators for, or attended the ISCORE 2006 conference. Students and faculty participated in the

September 2006 Native American celebration, “Prairie Awakenings,” at the Kuehn Conservation Area, Dallas County, Iowa. The Pacific Rim Traveling Studio took landscape architecture students to Malaysia, New Zealand and Australia in summer 2006. Efforts are ongoing to develop both a faculty and a student exchange with several Pacific Rim educational institutions.

The college has an extensive and long-running study-abroad program in Rome, which enables students from all the design disciplines to live and study in Italy for an entire semester or for the summer. Field trips explore not only Italy, but also France, Switzerland, Germany and Spain. Approximately 150 design students annually take part in the Rome Program.

An associate professor of art and design received the 2006 Distinguished Contribution Inside the Profession of Art Education Award from the National Art Education Association (NAEA) in recognition of her contributions in teaching and mentoring future teachers with a focus on multicultural perspectives.

As a member of the Ames Public Art Commission, a faculty member in art and design worked with the Chinese Students and Scholars Friendship Association at Iowa State to organize a display of posters depicting the Chinese New Year and the Year of the Dog for Ames City Hall.

Several faculty members and students in various College of Design departments worked to promote AIDS awareness and participated in the “Day Without Art.”

An art and design faculty member worked with a graduate student to design and prototype a “video” computer game that relies on sound location only, thereby allowing the blind to play.

Several faculty members collaborated with representatives of the Latino community and Farm Labor Organizing Committee (FLOC) on the Sophia Quintero Art and Cultural Center project in Toledo, Ohio.

A graphic design class participated in the Iowa Latino Heritage Festival identity design competition. This project included research on cultural issues and the meaning of culture itself. The students conducted extensive research on what it means to be Latino and what it means to be Latino in Iowa. The images were judged by the Iowa Latino Heritage Association. Four of the five finalist submissions, including the winning entry, were from this class. The winning design will be used to promote the 2007 Iowa Latino Heritage Festival.

A graduate class in Graphic Design did research on and designed educational experiences for children with developmental disabilities. They were asked to research autism, epilepsy and cerebral palsy as part of the project. The project was to design a way to teach sign language to nonverbal children with one of these conditions. The project

attempted to increase awareness about how to design for diverse audiences in a way that enhances the lives of those using the design.

An architecture faculty member developed and taught a course for the ISU College for Senior Citizens.

Serving as a committee member and a design volunteer, an architecture faculty member worked with the Des Moines Art Center on its “Day of the Dead” celebration.

Two fifth-year architecture students and their faculty adviser traveled to Nana Keieba in the West African nation of Mali as part of a project to program and design a multi-building complex in that area. This effort involved the nonprofit, nonreligious organization “Medicine for Mali,” which provides extensive medical services to the people of the region. To quote the faculty member, “Designing and advising on a project for a completely different culture, climate and site is a chance of a lifetime.” The work on the design is nearing completion, though the plan is to continue working with the construction project for the next several years.

In an effort to eliminate the “digital divide”—the varied abilities to manipulate digital media that students from different cultural and/or economic backgrounds bring to their design education—the college, through an interdisciplinary approach, has made efforts to introduce digital literacy early in students’ program of study.

With support from the National Science Foundation, an architecture faculty member is heading a research project focused on three-dimensional digital modeling of the Inner City of Beijing, China, including important examples of religious, commercial and residential buildings (the Temple of Heaven, a modern business district and traditional courtyard housing). The model will be displayed in the university’s C6 virtual-reality facility in part to promote exploration of different cultural norms by the general public as well as ISU students and faculty.

An interdisciplinary group of faculty and students worked with members of the United Houma Nation (a Native American population in coastal Louisiana devastated by Hurricane Katrina) to plan for the rebuilding of the community.

Landscape architecture students in the Mississippi River Studio had the opportunity to visit and study social conditions and examine disaster areas in the southern US.

On a field trip to New York City, architecture students toured the Lower East Side Tenement Museum to learn about the immigrant experience and the hardships faced by new arrivals to the US in the 19th and early 20th centuries. The tour emphasized the similarities between these historical experiences and that of the many illegal immigrants in America today.

An art and design faculty member holds a leadership position 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. National presentations by this faculty member included *Pluralistic Action Research Discoveries*, which shared images of and strategies for classroom-based action research that brings multicultural art and visual culture into diversity-infused art education. *Whole Child, Whole World Art Education* provided an overview of the faculty member's own teaching and artistic philosophy illustrated with original photographs and images of her students and action-research outcomes.

As a founding member of the Iowa Asian Alliance Foundation and president of the Chinese Cultural Center of America, an architecture faculty member led the unification of 13 ethnic East Asian communities in Iowa by merging the Iowa Asian American Council with the Iowa Asian Alliance.

Additional faculty efforts included advising student groups such as the American Indian Rights Organization, the American Indian Science and Engineering Society (AISES), the United Native American Student Association and the Black Graduate Students Association. Faculty members participated in the annual AISES conference and the biannual meetings of the American Indian Council of Architects and Engineers to help recruit students to attend Iowa State and the College of Design.

Design students have assumed leadership roles in a variety of groups with an agenda that encompasses diversity issues. One noteworthy effort is 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 campus activities for the National Aids Awareness Day.

Design students participate in a multicultural student group organized by the MLO. Their expressed goals are to:

- provide support systems for multicultural students in the College of Design,
- look at the current curriculum in design and make suggestions regarding diversity, and
- bring more cultural events and diversity awareness to the college.

Gallery/Public Art/Lectures

The College of Design and/or design faculty members organized the following lectures:

- Patricia Kirkham presented a lecture on Saul and Elaine Bass examining the gender politics of graphic design.
- Victor Margolin presented a lecture on African American designers in Chicago, which dealt with the racial politics of design in Chicago. Lecture was co-sponsored by the Department of History, the African-American Studies Program and the Center for Excellence in the Arts and Humanities.

Working with a fellow artist who is a native of the island nation of Palau, an art and design faculty member collaborated to produce a project called “50 Self-Portraits.” The intent was to address the concerns of race, ethnicity, friendship, competition, and the different experiences and consequences of living in 21st-century America.

A community and regional planning faculty member was involved with exhibitions titled “Iowa in Ghana” at both the Octagon Center for the Arts in Ames and Des Moines Community College. He also discussed diversity issues in Iowa State Daily articles: “Africans want Western understanding not ‘infringement’ and “Black’s interactions hurt by differences in culture.”

The College of Engineering

Engineering Outreach and Recruitment (EOR)

The Outreach and Recruitment Office 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 1998 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 8th and 9th grade girls and their mothers focusing on career exploration in technical careers and personal and identity development. The research and program development is complete; funding is being sought.

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/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 4th-12th 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.

University-Sponsored Events [that College of Engineering participates in]

- **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.

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 10th 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

Currently, CIRAS counts their total professional staff at 22, not including Engineering Distance Education (reported separately) or the Iowa Manufacturing Extension Partnership. The total number of student employees varies from year to year; most recently there are 25 students working for CIRAS.

An aggressive program to hire both students and employees to fulfill race and ethnicity distribution goals is in place at CIRAS. Advertising for professional and scientific positions is sent to the Chicago African American Reader and the Chicago Daily Defender, as well as to neighboring cities and states. Notices for student employment are sent to the ISU student job line and interviews are conducted with nearly all of the qualified applicants. Though this takes significant amounts of time, we feel it allows us a much larger pool from which to draw. Currently we have employees within several categories of citizenship and race/ethnicity. We also have two employees with disabilities that are listed in ADA guidelines. Accommodations have been made to appropriately meet their needs. (Hearing devices have been placed on telephones and we have provided an alternative seating choice for an employee in a wheel chair.)

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 in 2002. 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.

CIRAS has hired a quarter-time marketing specialist to provide guidance and assurance that the educational, marketing and web materials are reviewed on a regular basis to assure neutrality. The “And Justice for All” poster is prominently displayed in our common area, and our facility management reports show that we meet ADA requirements.

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

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

Engineering International Programs and Services

The following are program areas initiated to increase diversity within the international experience area:

- John Deere and Schneider Electric scholarships: These scholarships for women and multicultural students have been developed to increase the number of women and multicultural students who study abroad.
- Where appropriate, we select CoE international faculty members to act as Program Coordinators for college-level initiatives with schools from their home

countries. A great service to our students and a good retention tool for our international faculty.

- We strategically recruit international graduate students from our international partnering schools.
- Our Memorandums of Agreement make it possible for faculty exchanges which increase diversity within the college (faculty coming to the college for a period of time from all over the world)
- In general, EIPS' mission which is to create study abroad opportunities for CoE students increases diversity to the College and ISU by bringing students from around the world to study here.

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.
- The University of Puerto Rico, Mayaguez has increased as a feeder school. The college visits programs in Puerto Rico every year and multiple students have joined our graduate programs plus several joint research proposals have gone forward.

Leadership through Engineering Academic Diversity (LEAD)

- The living part 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.
- Academic excellence workshops are one credit hour classes that help multicultural students (ethnic and gender under represented) excel in the core engineering classes. These classes offer extra instruction and more in-depth exploration of the subject matter.

- LEAD hosts social gatherings for students of color. We hosted a welcome picnic in the fall, and a winter holiday party the Friday before dead week in December. We are hosting our first annual etiquette dinner on April 5. This event will include Society of Women Engineers members as well.
- LEAD helps facilitate collaboration of several multicultural engineering organizations. We share opportunities for organizational leadership and collaboration with students of color in engineering.
- Students of color are eligible for one hour of free tutoring per week. This service is paid for by the office of Multicultural Student Affairs. Students apply for this service with their Multicultural Liaison Officer.
- Emergency loans are available to students of color. Students apply for this loan by filling out an application with their multicultural liaison officer.
- LEAD offers professional development opportunities on an ongoing basis. Resume workshops, mock interviews, and leadership development are a few of the programs offered.
- The Industrial roundtable is held the evening before the Spring Career Expo. Employers get the opportunity to meet with multicultural students in a more intimate environment than the busy career fair. This year over 20 employers participated in the roundtable.
- MEAP helps fund research opportunities for students of color. Research experience is vital to getting into graduate school, and we help finance this opportunity for students who would not otherwise be able to participate in faculty research.
- The peer mentoring program is our newest endeavor. Incoming students of color will have the opportunity to be paired with more advanced students of color in engineering. This program is currently being developed, and will begin in the fall of 2005.

The College of Human Sciences

Strategic Plan

- The strategic plan for the College of Human Sciences was formulated during the Fall 2005 semester and presented to the Provost in December. This document, critical to shaping the direction of this new entity on campus, is infused with language, goals, and specific objectives directly connected with enhancing our diversity. (<http://www.hs.iastate.edu/about/plan/vision.php>)

Committee on Diversity, Equity, and Community

- When the College of Human Sciences was formed, it created the Committee on Diversity, Equity, and Community. Over the past year, its goals were to enlarge the participation in the college and university communities in diversity-related activities; establish a website; explore involvement of college members in diversity-related teaching, research, and service; examine issues in the recruitment and retention of minority students, and plan a diversity day for the college.
 - Members of the committee served as liaisons with the Women in Science program, Women's Center, ISU President's Advisory Committee on Diversity, and the Committee of College Diversity Chairs.
 - The committee collected data on diversity and international requirement courses offered within the college. It also gathered figures on minority representation across departments in the college among students, staff, and faculty.

Multicultural Programs

- Yanira Pacheco-Ortiz, the Minority Liaison Officer for the CHS, directs our Multicultural Programs. (<http://www.ss.hs.iastate.edu/multicultural/>) Activities include:
 - Sabor Latino. A Latin food tasting event in which cuisine from many Latin American countries was available for everyone to enjoy at no cost. Several hundred persons stood in line for this feast hosted in the Lebaron Hall lounge.

Hiring Practices

- **Extension to Families.** This program is explicitly working to increase the diversity of its staff. This unit recruited and hired one new Latino field staff person in Woodbury County, joining two African American staff members hired the previous year (Waterloo and Des Moines). Extension to Families intends to market and recruit for another Latino field specialist position in Ottumwa this fall. The Expanded Food and Nutrition Education Program continually markets and recruits program assistants to work with Latino and African American audiences. Finally, Extension to Families sustained funding for a Latino program specialist in Perry after grant funding ended.
- **Keeping our Faculty Committee.** Deland Myers (Department of Food Science and Human Nutrition, FSHN) is a member of this university committee that seeks to identify ways to recruit and retain underrepresented faculty members.

Faculty

- **Social and Educational Equality (SEE)** through Research and Technology. This group of faculty, staff, and graduate students in the Departments of Curriculum & Instruction and Educational Leadership and Policy Studies met every two weeks during the academic year to explore topics connected with multiculturalism as a lived experience, as a field of activism, and as a subject for research and instruction. These sessions, geared toward mutual enlightenment as well as providing support for work that sometimes can be quite challenging, included topics such as schooling in Cuba, the essence of special education for Black males, Christian privilege, history of LGBT educators, and the history of Japanese community colleges. This group remains active.
(<http://www.public.iastate.edu/~pleigh/present.html>)
- **Educational Leadership and Policy Studies Department.** The ELPS Department has the highest number of ethnic/racially diverse faculty among top-ranked higher education programs throughout the country. It also is one of the most diverse departments at ISU in terms of both faculty and students. Currently, it has the highest percentage of graduate students of color of any department on campus. (http://www.elps.hs.iastate.edu/About/points_pride.php) Finally, the research interests of faculty members in this department generally focus on multiculturalism and diversity, broadly defined. For example, faculty members study Latinos and K-12 education; LGBT students in higher education; multiculturalism and diversity outcomes in K-12 education; experiences of non-dominant populations in higher education; transnational feminist thought; experiences of African American students, faculty and staff in higher education; access, retention and graduation of low-income, first-generation students; and comparative higher education.
(http://www.elps.hs.iastate.edu/Research/research_interests.php)
 - **Social Justice.** The nationally ranked Higher Education within the ELPS Department has just created a Social Justice area of emphasis for its Ph.D. program.
- **Curriculum & Instruction.** The C&I Department's Multicultural & International Curriculum Studies (MICS) program area focuses on offering undergraduate and graduate courses that enhance students' understanding of diversity broadly defined. Program faculty members across the department, but particularly in the MICS area, devote their research to diversity-related topics including the history of sexuality and gender in K-12 education, connections between homophobia and sexism, feminist theory, and social justice, multicultural gender fair teacher education.
(<http://www.ci.hs.iastate.edu/prspstud/grad/Grad2/MultCulFaculty.php>)

Undergraduate Student Recruitment and Retention

- **Carver Academy.** Deland Myers (FSHN) serves as a faculty council member for the university's Carver Academy Program, which focuses on the recruitment, retention, and professional development of minority undergraduates who receive Carver scholarships. He also coordinates the courses, University Studies 405 (fall)

and 406 (spring) for the Carver Academy Program. These courses are independent studies for senior level students to learn about research and to provide research presentations of their undergraduate research projects.

- **Health and Human Performance Recruitment.** Faculty, staff, and graduate students in the Department of Health and Human Performance demonstrated key areas in kinesiology to approximately 120 high school and junior high students of diverse cultural backgrounds in conjunction with ISU's Early Outreach Program. These Des Moines area students were primarily African American and Latino. In addition, the department hosted three workshops in conjunction with Women in Science and Engineering's **The Road Less Traveled Program** in which approximately 50 junior high and high school girls participated. The goals of these hands-on workshops are to inform students about opportunities in kinesiology and pique their interest in issues addressed by faculty in the department.
- **Science Bound.** Connie Hargrave, a faculty member in the Department of Curriculum & Instruction, has become the Director of ISU's Science Bound Program. This program reaches more than 220 minority students from public middle and high schools throughout the Des Moines area. Students who successfully complete the program and pursue a technical degree at ISU receive a full tuition scholarship. (<http://www.iprt.iastate.edu/sb/index.html>)

Graduate Student Programs

- **Alliance for Graduate Education and the Professorate.** Deland Myers (FSHN) is a faculty participant with the Iowa Alliance for Graduate Education and the Professorate (AGEP) program (1/2 time appointment with this program). AGEP is an NSF funded program with the goal of increasing the recruitment and training of underrepresented graduate students in the STEM fields (science, technology, engineering, and mathematics) for the purpose of preparing and encouraging them to become faculty members at colleges and universities. The Iowa AGEP program is a consortium of the three Regents institutions to recruit and train graduate at each. Myers is responsible for developing a faculty council that:
 - Assists in the recruitment of students for graduate studies.
 - Develops stronger research training components for the summer internship program.
 - Provides mentoring, seminars, and workshops for the professional development of current graduate students.

Dialogues on Diversity

- The CHS has provided leadership and teaching faculty for the Dialogues on Diversity class, University Studies 15, 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.

Study and Student Teaching Abroad

- The University Teacher Education Program currently offers student teachers the opportunity to conduct this critical portion of their professional preparation in schools around the globe, including: [Australia](#), [Czech Republic](#), [Italy](#), [New Zealand](#), [Norway](#), [Puerto Rico](#), and [Spain](#).
- Dean's Leadership Seminars provide opportunities to study leadership in the following two settings: Austria and Australia.
- Additional study abroad programs include: [France](#) Hospitality – Business, [Malaysia](#) Sports, from the Playground to the Olympics, [Mexico](#) Beyond Borders: a Field Experience in Educational Anthropology, [Peru](#) International Nutrition, and [Thailand](#) International Study in Hospitality.

Outreach

- **Enhancing Science Instruction for English Language Learners in Iowa Project.** This project prepares Area Education Agency Science Consultants from across the state, and teams of teachers from selected Iowa school districts, to effectively implement science instruction that supports English language learners. The project involves summer workshops, ongoing in-school support for teachers, printed and digital support materials, and assistance with family science nights and other family outreach activities. This project is a collaborative effort between the Department of Curriculum and Instruction (faculty members Joanne Olson and Katie Bruna), the Department of English, and the Iowa Department of Education.

The College of Liberal Arts and Sciences

- 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/diversity2006.pdf>. An updated web site on diversity is at <http://www.las.iastate.edu/diversity>.
- R. Tunde Adeleke was hired as the permanent director of the African American Studies Program in the College of Liberal Arts and Sciences after a national search. Dr. Adeleke, who is also a professor of history at Iowa State University.
- A national search is underway to hire a director for the U.S. Latino/a Studies Program within the College of Liberal Arts and Sciences.
- The Center for American Intercultural Studies held its inauguration ceremony and open house on Monday, October 3, 2005, in its new offices in Carver Hall. The program featured Rose Vasquez, a member of the Board of Regents, State of Iowa; Benjamin Allen, Iowa State provost; Michael Whiteford, dean of the College of Liberal Arts and Sciences; Eugenio Matibag, CAIS interim director and director of the Asian American Studies Program; Hector Avalos, director of U.S. Latino/a Studies; Sidner Larson, director of American Indian Studies; and Gary Tartakov, interim director of African American Studies.

The Center for American Intercultural Studies, which was formally approved this past summer by the Board of Regents, consists of four ethnic studies programs in the College of Liberal Arts and Sciences. The four programs are American Indian Studies, African American Studies, Asia American Studies and U.S. Latino/a Studies.

- The Center for American Intercultural Studies celebrated the legacy of George Washington Carver, one of Iowa State University’s most famous and prominent graduates, in a week-long series of events on campus in early November.
- 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.
- The Department of Anthropology hosted two Amerindian (South American native Indian) men from northern Brazil in the summer of 2006.
- The Iowa State Office of Multicultural Student Affairs honored three College of Liberal Arts and Sciences staff member during their "Celebrations" banquet for

students of color in April 2006. Luiza Dreasher and Rob Lipsey, LAS multicultural liaison officers (MLOs), were named "Staff Agents of the Year" while John Musemakweri, graduate assistant in the office, received the "Ally to the Community of Color" award.

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 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
- 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 and Admissions:

- Two Iowa secondary schools were visited. One school serves a large population of African-American and Latino families. 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.
- One staff member in CVM OASA participated in the career fair at the annual American Association of Veterinary Medical College (AAVMC) meeting in Washington, DC in March 2006. This event was attended by approximately 150 students (40% were students of color).
- One staff member in CVM OASA enrolled in Spanish courses to enhance recruitment of Hispanic/Latino applicants. The staff member used this knowledge to communicate via email with one of the highly sought after applicants in the 2005 admissions cycle. The staff member also recruited the assistance of two other Spanish speaking faculty members to assist in the recruitment effort.

Meetings and Committee Appointments:

- One staff member of the CVM OASA is a member of the American Association of Veterinary Medical Colleges (AAVMC) Multicultural Committee, Gender Issues Committee and Executive Admissions Committee.
- Two members of CVM OASA serve as Disabilities Resources liaisons and/or are a member of the University Committee on Disabilities. One member is a Minority Student Affairs liaison.

Disability Accommodations:

- Personnel in Veterinary Administration OASA continue to assist students in need of accommodations by providing liaisons between the Disabilities Resources Office, the academic department and the CVM student from whom the request is being made.
- During this time period, the CVM had fourteen students enrolled in the professional program who had documented disabilities. All students received or continue to receive accommodations while enrolled in the curriculum.

Other activities to promote diversity:

- One staff member in CVM OASA worked with two faculty members in Veterinary Diagnostic and Production Animal Medicine to facilitate participation in two different international Memoranda of Agreement. During the time period there was an exchange of several students.
 - Italy: CVM hosted one student; One ISU CVM student was hosted by Italy
 - Spain: CVM hosted one student; One ISU CVM student was hosted by Spain
 - Canada: CVM hosted five students
 - Glasgow: Two ISU CVM students were hosted by Glasgow
 - Mexico: CVM hosted two students ISU.
 - Netherlands: One ISU CVM student was hosted by Netherlands (Utrecht)

- One staff member in CVM OASA worked with one faculty member in Biomedical Sciences to coordinate a study abroad trip to China for 22 students.

STATISTICAL DATA ANALYSIS

In the last year Iowa State University continued to diversify its workforce. As shown in Table 1, Iowa State University employed 5916 half-time or greater permanent employees at the end of September 30, 2006. The proportion of women employees is at 50.1% of the total workforce. This is up from last years 49.0%. At the same time the proportion of minorities in the workforce totaled 10.0% of this year's workforce. This is a decrease from last years 12.0%, however still exceeds the percentage of underrepresented minorities population in the State of Iowa. Iowa State University continues to make strides in its recruitment and retention of qualified individuals from diverse cultures and backgrounds.

In this year's report Iowa State University removed 231 postdoctoral students from the Professional and Scientific job group. Iowa State saw that this group had been misclassified in previous years by erroneously being counted as Professional and Scientific. Although they do work with Professional and Scientific they are more appropriately classified as students since they are studying beyond their Ph.D. degrees. This group of 231 postdoctoral students did contain 74 females and 134 minorities. Thus, the overall numbers will appear to be down this year in the Professional and Scientific employee classification. In 2005, there were 263 postdocs included with the Professional and Scientific group.

2005 to 2006 PRIMARY OCCUPATIONAL ACTIVITY (POA) GROUP ANALYSIS

Women

The hiring goal for the 2005-2006 program year was to maintain the 2004-2005 level of women that were employed at Iowa State University. The hiring goal was met and exceeded in the following areas: Executive/Administrative/Managerial and Technical/Paraprofessional and Skilled Crafts.

A total of 2961 (50.1 %) of ISU employees are women. (See Table 1).

- Women in Executive/Administrative/Managerial positions had a net increase of 8. (See Table 2)
- Women in Faculty: Tenure/Tenure Track positions had a net decrease of 2. See Table 2)
- Women in Faculty: Non-Tenure Track positions had a net decrease of 3.

(See Table 2)

- Women in Professional and Scientific positions had a net decrease of 44 in this POA group. Do note, post doctoral students were taken out of this classification for this report. (See Table 2)
- Women in Secretarial/Clerical positions had a net decrease of 4. (See Table 2)
- Women in Technical/Paraprofessional positions had a net increase of 11 in this POA group. (See Table 2)
- Women in Skilled Craft positions had a net increase of 1, which is up in this POA. (See Table 2)
- Women in Service/Maintenance positions decreased by 22 in this POA group. There were 11 retirements, 6 accepted other employment, 6 went on long term disability. (See Table 2)

Minorities

A total of 589 (10%) of ISU employees were racial or ethnic minorities (See Table 1). This is an increase of 149 minority employees from the previous year. Do note that 131 postdoctoral students were removed from this report after Iowa State University decided they were more appropriately classified as students. The hiring goal for the 2005-2006 program year was to maintain the 2004-2005 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, Faculty: Non Tenure Track and Secretarial/Clerical.

The minority totals in the Technical/Paraprofessional, Skilled Crafts and Service Maintenance remained constant.

- The Executive and Administrative/Managerial increased by one in this POA group.
- Minorities in Faculty: Tenure/Tenure Track positions increased by 1 additional minority faculty member. (See Table 2).
- Minorities in Faculty: Non-Tenure Track positions had an increase of 8.
- Minorities in Professional and Scientific positions decreased by 160. Do note, that 231 Postdoctoral students were removed from this POA group for this year. Last year, 263 postdocs were counted in this POA group.

- Minorities in Secretarial/Clerical had an increase of 1 in this POA group.
- Minorities in Technical/Paraprofessional positions remained constant in this POA group.
- Minorities in Skilled Craft positions also remained constant.
- Minorities in Service/Maintenance also remained constant.

PERSPECTIVE: TEN YEARS OF AFFIRMATIVE ACTION: 1996-2006

The total workforce decreased by 407 employees, from 1996 to 2006. Of note are increases in the number of women in the following POA groups:

Executive/Administrative/Managerial, Faculty: Tenure Track and Faculty: Non-Tenure Track. The number of women in the workforce had an overall decrease of 73 employees in this ten-year period. Women in 2006 are 50.1% of the total workforce compared to 48.0 % in 1996.

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, and Secretarial/Clerical. The minority workforce had an overall increase of 66 employees, in this ten-year period. (See Table 1). In 1996, minority employees were 8.3% of the total workforce. In 2006, minority employees are 10% of the total workforce.



University of Northern Iowa
Office of Compliance and Equity Management

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

November 2006

Submitted by Leah Gutknecht
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**Annual Report on Affirmative Action
To the Board of Regents, State of Iowa
University of Northern Iowa (UNI)
November 2006**

I. INTRODUCTION.

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

This report presents employment activities at UNI. The data in this report is compiled according to Board of Regents guidelines, and includes all non-temporary, full-time, and part-time employees working 50 percent time or more as of October 1, 2006. The categories used for the job groupings are determined by federal guidelines. It is important to note that other reports generated for other University purposes will use different data sources, definitions, and groupings of employees. Care should be taken in attempts to compare data from this report with other UNI workforce reports.

II. OVERVIEW.

As of October 1, 2006, the UNI workforce totals 1828 employees. This includes 984 (53.8%) female employees and 170 (9.3%) minority employees. One year ago, UNI employed 975 (53.5%) female employees and 180 (9.9%) minority employees. This represents a minimal gain in employment of females, but a slight loss on the total employment of minority persons.

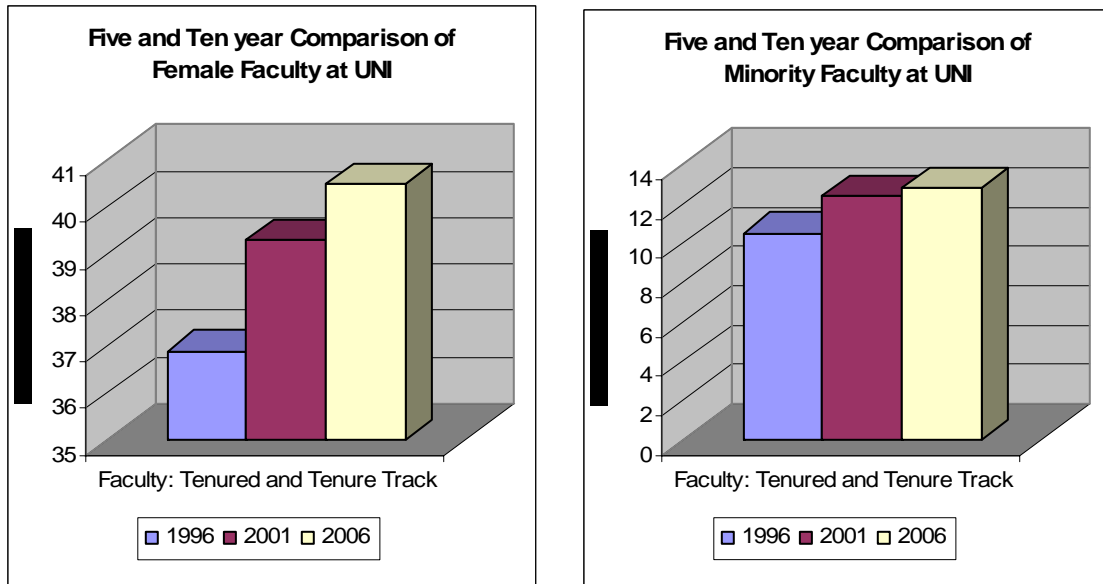
The tenured and tenure track employee group employs a total of 550 employees. This represents a net increase of three (3) employees. Overall, this group saw a gain of one (1) female employee, but a loss of four (4) minority employees. This equates to 223 (40.5%) female representation and 69 (12.5%) minority representation in the tenured and tenure track group. This compares to 547 tenured and tenure track faculty in 2005, with 222 (40.6%) female faculty and 73 (13.3%) minority faculty.

The five- and ten-year comparisons reflect a consistent and steady gain in both females and minorities in the tenured and tenure track faculty group. While the overall number of employees in that job group has actually decreased by 13 employees (2.3%), female representation has grown by 7.2% and minority representation by 16.9%.

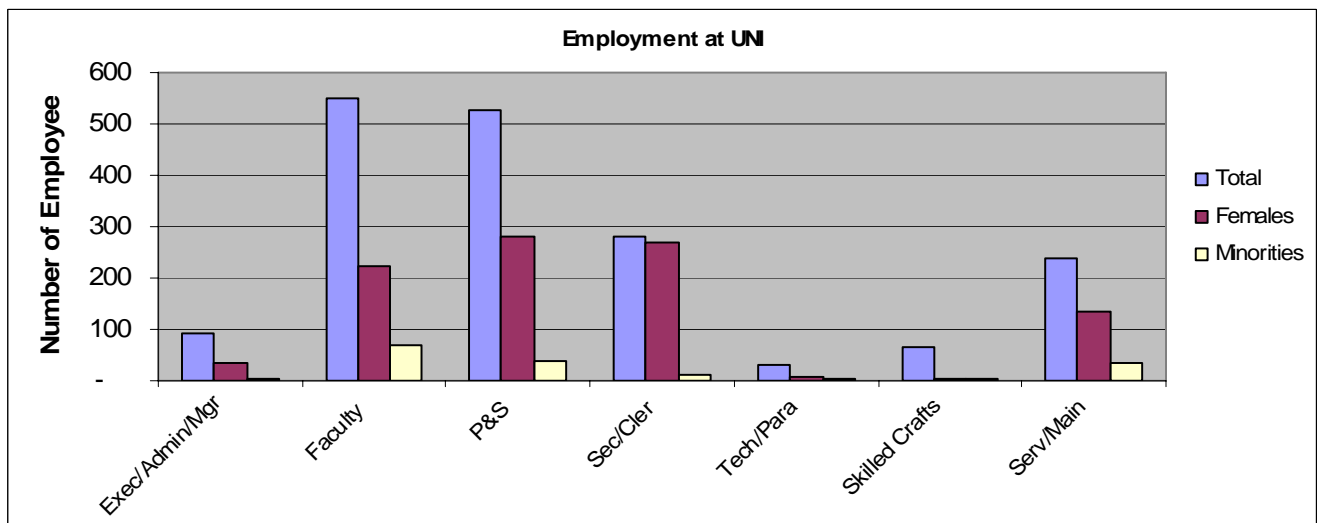
Five- and ten- year comparisons for the overall workforce show progress in female representation, but a consistent decline in the minority representation. Over the ten-year history, total employment numbers grew dramatically, but declined again in the more recent years of

budget cuts. The overall effect is a gain of 61 female employees at a rate of 6.6% growth in ten years. However, substantial ground was lost in minority employment with a total loss of 25, employees equating to a 12.8% loss compared to 1996 figures.

The following charts show the five- and ten-year comparisons of female and minority tenured and tenure track faculty at UNI for 1996, 2001 and 2006.



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



III. 2005-06 HIRING ACTIVITY.

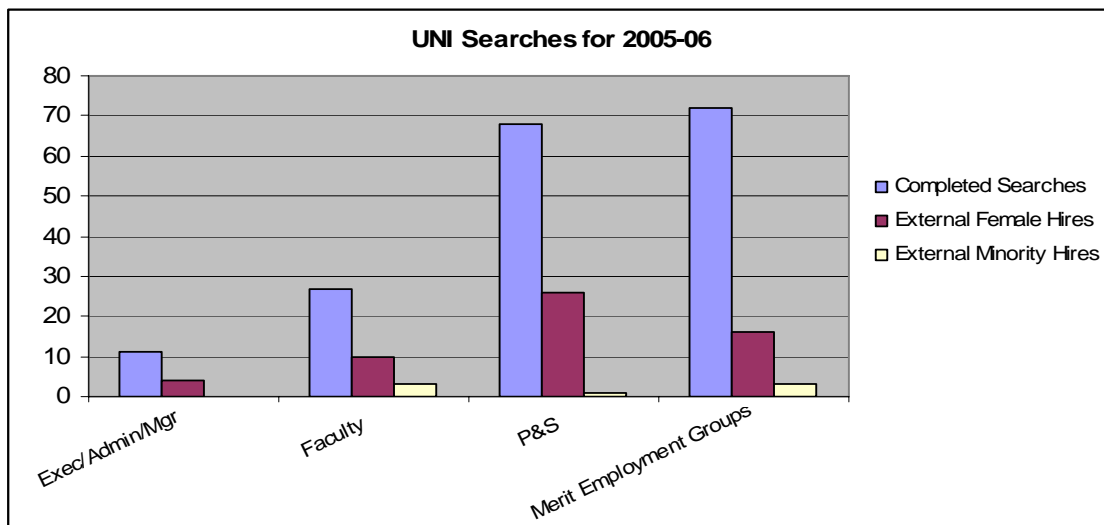
University-wide, nearly 200 searches were initiated in the 2005-06 reporting period. 176 of those searches resulted in a hire. The Professional and Scientific (P&S) group and the various Merit System groups (secretarial/clerical, technical/paraprofessional, skill craft, and service/maintenance) had the largest amount of hiring activity.

The majority of hiring activity in the Merit System resulted in contract transfers, recalls, and other contract provisions. Only 25 of the 72 searches resulted in new hires to the university. Of those 25 external hires, 16 (64%) were female and three (3) (12%) were minority. The overall composition for employment groups encompassed in the Merit System stands at 67.6% female representation and 8.7% minority representation.

The P&S group has experienced the largest growth pattern with a current employment level of 528 employees. This represents a 3.3% gain over five (5) years and a 35.4% gain over ten (10) years. The gain in female employees has kept pace with movement from 47.7% ten years ago to a current female P&S population of 53.2%. However, the number of minority employees has stayed relatively constant, resulting in an overall loss in representation with a current P&S level of 7.6%, down from 10.5% ten years ago.

Faculty hiring was minimal during the 2005-06 period. Only 27 searches were conducted for tenured and tenure track positions and another nine (9) were conducted for term positions. A total of 20 faculty searches resulted in a new external hire. Of the 20 new hires, ten (10) (50%) were female and three (3) (15%) were minority.

The following chart helps to illustrate 2005-06 minority and female hiring at UNI.



IV. 2005-06 HIRING GOAL ATTAINMENT BY EMPLOYMENT GROUPS.

The following table shows 2005-06 hiring goals for women and minorities by job groups. Actual numbers hired are shown in parentheses.

Employment Group	2005-06 Goal		Achieved?	
	Female	Minority	Female	Minority
Executive/Administrative/Managerial	2	2	No (1)	No (0)
Faculty (Tenured and Tenure Track)	8	5	Yes (10)	No (3)
Professional/Scientific	-	11	N/A (25)	No (1)
Secretarial/Clerical	-	-	N/A (3)	N/A (0)
Technical/Paraprofessional	-	-	N/A (0)	N/A (0)
Skilled Craft	-	-	N/A (1)	N/A (0)
Service/Maintenance	1	1	Yes (12)	Yes (3)
Total	11	19		

V. PROGRAMS IN PLACE.

Affirmative Action at UNI is the responsibility of every administrator and search committee. The University relies upon its administrators to make affirmative action a priority in their hiring. The University must continue to demonstrate progress in hiring women and minority persons into its workforce, despite budget challenges. The divisions, colleges and departments are to be commended for their efforts to maintain the proactive role in their affirmative recruitment and hiring practices.

With the support of the President, the Vice Presidents, and the Office of Compliance and Equity Management, UNI will continue to hire faculty and staff in accordance with affirmative action principles and will consistently enforce federal guidelines established for educational institutions. The results of the annual work force analysis will be made available to departments and updated hiring information will be communicated. The Office of Compliance and Equity Management continues to expand its offering of training and educational resources to assist departments in the hiring process as well as the retention of human resources already secured.

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

UNI emphasizes the benefits of having a diverse work force. We believe that opportunity is the

true value of affirmative action and that diversity remains a key 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. Multiple resources, including a Frequently Asked Question (FAQ) page and a Hiring Toolkit, were added to the web site of the Office of Compliance and Equity Management. In addition, in fall 2006, the Diversity Matters web site was launched. These initiatives will continue to be enhanced in an effort to demonstrate the University's commitment to diversity, not only in the student population, but also in the faculty and staff population.

VI. 2006-07 HIRING GOALS BY EMPLOYMENT GROUP.

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

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

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

In establishing placement goals, the following principles are applied:

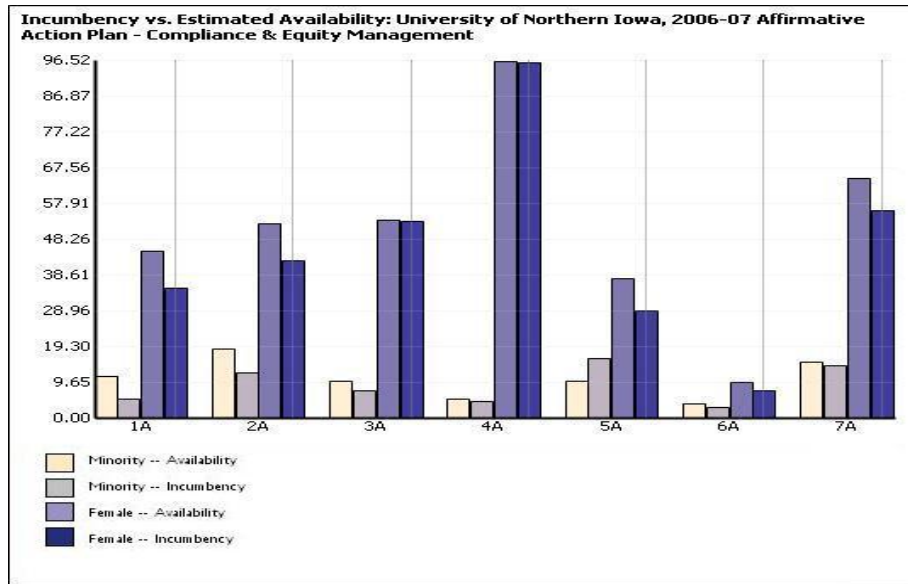
- When the percentage of minorities or women employed in a particular job group is less than would reasonably be expected given their availability percentage in that job group, UNI established a placement goal at least equal to the availability figure derived for women or minorities, as appropriate, for that job group.
- Placement goals are not quotas that must be met, nor are they to be considered as either a ceiling or a floor for the employment of particular groups.
- In all employment decisions, UNI makes selections in a nondiscriminatory manner. Placement goals do not provide a justification to extend a preference to any individual, select an individual, or adversely affect an individual's employment status, on the basis of

that individual's race, color, religion, sex, age, disability, veteran status, sexual

orientation, or national origin.

- Placement goals do not create set-asides for specific groups, nor are they intended to achieve proportional representation or equal results.
- Placement goals are not used to supersede merit selection principles, nor do these placement goals require UNI to hire a person who lacks qualifications to perform the job successfully or hire a less-qualified person in preference to a more-qualified one.

The availability analyses by job group, taking into account both external and internal availability, and incumbency compared to estimated availability is reflected in the chart below.



The factors described previously are reflected in the goals established for the 2006-07 hiring year, as well as five-year goals, as shown in the following table.

Employment Group	2006-07 Goals		Five Year Goals/2010-11	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial	1	2	5	9
Faculty (Tenured and Tenure Track)	8	12	38	58
Professional/Scientific	3	1	14	2
Secretarial/Clerical	1	1	1	1
Technical/Paraprofessional	-	1	-	2
Skilled Craft	-	1	-	1
Service/Maintenance	-	4	2	21
Total	13	22	60	94

**Iowa School for the Deaf
Annual Diversity Report
October 1, 2005 – September 30, 2006**

The Iowa School for the Deaf employed 138 full-time and part-time employees on September 30, 2006. There has been no change in the total number of employees since September 30, 2005.

The September 30, 2006 breakdown of ISD employees compared to September 30, 2005, is as follows:

CATEGORY	#EMPLOYEES		%OF POPULATION		2006 % CHANGE
	2006	2005	2006	2005	
Male-Majority	32	32	23.2%	23.2%	0.0%
Female-Majority	99	98	71.7%	71.0%	+0.7%
Male-Minority	5	5	3.6%	3.6%	0.0%
Female-Minority	2	3	1.5%	2.2%	-0.7%

The following are the goals ISD established for the October 1, 2005, to September 30, 2006 period:

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

Category	Projected Vacancies	Female Majority	Female Minority	Male Minority
Exec/Adm/Mgmt				
Faculty-Tenured				
Faculty-Non-Tenured	1			
Professional/Scientific	2			
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 one majority female and one majority males during this year. One majority female and one majority male were hired into this category causing the overall composition to remain unchanged.

Professional and Scientific:

Two female majority employees and one minority female vacated P&S positions.

Two majority female and one majority male were added to this category.

Secretarial/Clerical:

This group lost one majority female and hired one majority female.

Technical/Paraprofessional:

We had a goal to hire one female minority employee. This goal was not met. This area did decrease by two female majority and one majority male employees. We hired two female majority employees.

Skilled Crafts:

This group was unchanged from last year.

Service Maintenance:

One majority male left this group this group. One majority male and one majority female were hired.

Iowa Braille and Sight Saving School
DIVERSITY ANNUAL REPORT
October 1, 2005 - September 30, 2006

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.

The Iowa Braille School continues to address the implementation of the Task Force recommendations, especially in the key area to develop and implement a comprehensive professional development plan that will provide all Iowa service providers, including the IBSSS faculty and staff, with the knowledge and skills needed to contribute effectively to the continuous improvement of services to children who are blind or visually impaired and their families. Annually school employees are required to complete training in Exposure to Bloodborne Pathogens and other Infectious Diseases. Mandatory reporter training is required in compliance with child abuse reporting policy and procedure. Systems of Intervention training is provided for targeted staff to ensure student and staff safety. Para-educators are 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 are encouraged to seek additional certifications in orientation and mobility, 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. Professional staff development is provided for teachers throughout the state through weekend conferences and ICN sessions. An example is the Fall Vision Conference, co-sponsored by the Iowa Braille School and the Department of Education.

As of September 30, 2006, there were 95 permanent employees. This is a decrease of 13 positions. This is due to attrition and to planned lay offs to allow the school to fulfill recommendations of the Task Force to continue to improve efficiency and effectiveness of services supported by the Vinton site faculty and staff, including continued development of flexible and innovative services delivered in regional locations as needed. Of the 95 permanent employees, 69 are female, 94 are Caucasian, and one female is Hispanic. We have not asked our staff to disclose any physical disabilities. Three Teachers of the Visually Impaired, are themselves 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 is expected to continue as Area Education Agencies (AEAs) contract with the Iowa Braille School to expand services to children who are blind or visually impaired. Another result of the Task Force is the leadership collaboration of AEAs, the Department of Education, the Department for the Blind and the Iowa Braille School. Together this leadership team will make recommendations regarding the future employment of all TVIs and COMS, potentially, by the Iowa Braille School. Currently 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 05/0 year of hiring one minority staff. The goal was not met. In setting the goal, we anticipated one administrator vacancy, one professional vacancy, and one faculty vacancy. In the attempt to improve efficiency and effectiveness, staff was downsized and we did not have openings. The Board of Regents appointed Jeananne Schild, Ph. D. to an interim Superintendent position in February of 2006. In previous years, efforts to recruit minority candidates has included 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 school is a strong proponent of diversity and we desire to have a diverse staff. As we have employment opportunities, we will continue to try to create a more diverse workforce. We are particularly hopeful about our recruitment relationship with Kirkwood Community College as a source for finding qualified paraprofessional candidates, both minorities and males as well as female candidates.

Through collaborative efforts with the Board of Regents, the Iowa Braille School and the University of Northern Iowa (UNI), the university now has a master's level teacher preparation program in. 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.

As the school continues to carryout Task Force recommendations regarding improved efficiency and effectiveness, staff will be redirected in their work assignments and we anticipate some need for the creation of new roles for faculty and / or professionals. The following chart, notes the Diversity Goals of the Iowa Braille School projected for the period of October 1, 2006 through September 30, 2007.

DIVERSITY ACTION GOAL
October 1, 2006 - September 30, 2007

IBSSS	Number of Projected <u>Vacancies</u>	Numerical Goals:	
		<u>Women</u>	<u>Minorities</u>
01 Exec/Admin/Mgr	0	0	0
02 Faculty	0	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	1	0	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 107
1002 G Avenue
Vinton, IA 52349
319/472-5221, ext. 1107

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

GRIEVANCE PROCEDURE

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

(See Attachment A; §3.30 Grievance Procedure Under Affirmative Action: Race, 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. 1107

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

IMPARTIAL HEARING PROCEDURE

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

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

Summary:

The Iowa School for the Deaf established one affirmative action goal for the October 1, 2005 – September 30, 2006 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. After experiencing several years of a decline this number held steady this year.

The number of minority employees did decrease by one this year. ISD will continue to work for applicant pools which represent a diverse cross-section of the population and to ensure all applicants are considered fairly.

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

**Iowa School for the Deaf
Affirmative Action Hiring Goals
October 1, 2006 – September 30, 2007**

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