

**MINORITY AND WOMEN EDUCATORS
ENHANCEMENT PROGRAM**

The University of Iowa

**Annual Report
2006-2007**

**BOARD OF REGENTS
STATE of IOWA**

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

MINORITY AND WOMEN EDUCATORS ENHANCEMENT PROGRAM

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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.

The Iowa Promise (Recruitment; Pipeline Development; Assessment; Climate; Retention; Innovation)

The Iowa Promise, the strategic plan for 2005-2010, recognizes the link between educational excellence and diversity, and the importance of recruiting to the university faculty, staff and students from underrepresented communities and fostering a climate that enables all to succeed. *The Iowa Promise* set forth goals for faculty diversity, including gender diversity, and established the principle that all parts of the university are to be accountable for achieving those goals. In FY 2006, The University of Iowa recruited its largest class of faculty from underrepresented communities, and in one year exceeded its strategic planning benchmark for racial and ethnic diversity of tenured/tenure track faculty, and also made progress on its gender diversity goal. The clear message of the Executive Vice President and Provost was to continue efforts to further increase faculty diversity, while establishing programs to promote retention.

The Iowa Promise also establishes as a goal regularly assessing the climate through surveys. Surveys were administered in 2005-2006, and based on analysis to date, programming is being initiated to address areas of concern.

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 included several items related to faculty and staff success that are in the implementation phase at this time.

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 are typically 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 08, the Office of the Provost is providing FDOP funding totaling **\$1,387,498** for partial salaries and other resources for a total of **45** faculty. These positions are in the University Library, the Graduate College, and the Colleges of Dentistry, Education, Engineering, Law, Liberal Arts and Sciences, Nursing, Pharmacy, and Public Health. Eighteen of these appointments are new, and 27 are continuing. This financial commitment represents a continued increase over the FY 07 commitment of **\$1,109,665**.

Since 1999, FDOP has been used to support 121 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 ten-year period ending 2008.

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. In 2006 a new faculty staff council, the Native American Council, was chartered by the University.

New Faculty of Color Receptions (Retention; Climate; Retention; Innovation)

The Executive Vice President and Provost hosted the first New Faculty of Color Fall Reception to welcome and help build community for new faculty of color. Deans and mentors were invited to introduce and congratulate these faculty within their department or unit. A spring meeting and reception gave new faculty of color the opportunity to meet with the Provost, Associate Provost for Diversity and Associate Provost for Faculty to express any concerns or ask any questions.

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.

Catalyst Awards (Climate)

The Catalyst Award annually recognizes faculty, staff, students, and units for distinctive and innovative diversity contributions at the UI.

Supported campus wide, the Catalyst Award Seed Grants are targeted toward creative projects that would have an immediate impact on reaching the diversity goals of the university's strategic plan, The Iowa Promise. Projects that advance cross-cultural understanding, strengthen positive inter-group relations and promote a welcoming learning, living and working environment were given preference by the selection committee.

Summer Research Opportunity Program (SROP)/Iowa Biosciences Advantage (IBA)/Alliance for Graduate Education and the Professorate (AGEP)(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. In its final funding year of its first funding cycle, AGEP, a program jointly run by the three Regents' universities, continued to support minority graduate students and provide summer research opportunities for undergraduates considering graduate education.

Gender Equity 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." Several recommendations related to faculty gender diversity are in the implementation phase at this time.

In response to the UI Gender Equity Task Force Report, the need to invest more in helping spouses/partners of female faculty find employment was identified as a pressing issue. In

response, the Dual Academic Career Initiative, which was created to help fund spouse and partner appointments at the University, will be phased in over three years, starting with an investment of \$100,000 in the first year and building up to \$250,000 in the third year.

Parenting issues also create a variety of challenges that may affect the recruitment and retention of female faculty, according to the Task Force's report. To address these challenges, work is under way to enhance parental leave policies. For example, steps have already been taken to implement an automatic one-year extension of the tenure clock for all probationary faculty, following the permanent addition of a child (by birth or adoption) to a faculty household.

Other actions completed or under way as a response to the report's recommendations include the development of new marketing materials in the Office of Equal Opportunity and Diversity; new data collection and monitoring efforts; several draft policies to address issues related to parenting, such as the leave allowed and the workload expected following the birth or adoption of a child; the creation of a task force on mentoring; and discussion of a standing committee that would monitor performance on goals related to both diversity and gender equity.

Climate Surveys (Assessment; Climate)

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.

The result of a recent survey of University of Iowa undergraduate students commissioned by the President's Office and conducted by the University of Iowa Office of Equal Opportunity and Diversity concludes that the UI can do more to improve diversity efforts, particularly for minorities, non-U.S. citizens and older undergraduate students. The survey of 1,095 students conducted in Spring 2005 examined three main areas: campus climate, quality of relationships among groups and diversity awareness.

A six-member subcommittee, with the assistance of a campus-wide advisory committee, compiled the report and made several recommendations covering the areas of communication, student engagement and skill development and future research and assessment.

Several recommendations are in the implementation phase at this time.

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.

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 Cedar Rapids Chamber of Commerce, Alliant Energy and Rockwell Collins. Executive Vice President and Provost Hogan served as a member of the Diversity Focus board. Diversity focus plans events, such as conferences, training sessions and social activities intended to support diversity in the Corridor.

Iowa Promise Momentum Plus (Innovation)

The Provost and Vice President for Research partnered in a three-year renewal of the Iowa Promise Momentum Plus initiative to provide funds to add diversity outreach to existing research projects on campus. The Momentum Plus initiative is funded for \$20,000 in FY 07. 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 in the final stages.

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

**Iowa State University
November 2007**

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. This fall, the Provost Office began planning for a new leadership development program, the “Emerging Leaders Program.” Our goal is to develop depth of leadership skills among faculty and staff, as well as to diversify the potential pool of leadership candidates at ISU.
2. In 2006, ISU was awarded an NSF grant for an initiative that has the goal of improving recruitment, retention and leadership of women faculty in the science, technology, engineering and mathematics (“STEM”) fields. The five-year, \$3.3M award supports the ISU ADVANCE Program which focuses on institutional transformation in advancing the careers of women in the STEM fields. The Provost Office is also putting institutional resources into the program. In the first year of the grant, researchers have worked with three (of an eventual nine) focal departments on a collaborative transformation process to improve the climate in the departments. Key faculty in the program as well as at the college and department level are providing networking opportunities for STEM faculty, compiling information to assist in tracking progress, and providing training opportunities. An external mentoring program for faculty of color is being set up; plans are also in the works for a national conference (October 2008) in Ames on “Recreating Academic Careers in STEM.”
3. Iowa State University is working to create a more flexible work environment for all faculty. This fall, a task force is discussing a policy for active service/modified duties in order to promote a work-life balance for faculty. Iowa State was asked to take part in a special-invitation conference in Park City, Utah (funded by the Alfred P. Sloan Foundation, September 2007) focused on business and industry partnerships with higher education, partnerships to address the need to develop flexible work environments.
4. In FY 2005-06, the Provost Office asked all assistant professors to participate in a survey administered by Harvard University. Data acquired through the COACHE survey on tenure-eligible faculty satisfaction has helped us to better understand what assistant professors, particularly minority and female assistant professors, desire in their professional lives. In September, the director of this survey from Harvard, Dr. Cathy Trower, presented the ISU and national data to ISU administrators; several key findings are being used to improve the climate for tenure-eligible faculty.

5. During 2007, two taskforces appointed by the Provost reviewed key diversity programs on campus. The first, the Taskforce Reviewing the Dialogues on Diversity Program, found that the program was a strong part of the curriculum, and based on their recommendations, the Provost has increased funding for the program and related initiatives. The second, a taskforce to review the feasibility for an Institute on Social Justice, found that an institute was not feasible at this time, but recommended that additional interdisciplinary collaborations and new funding support ongoing activities.
6. ISU was 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 the full range of career paths. An ISU graduate student is finalizing details on a database that will help us understand the complex set of factors and decisions related to multiple faculty career paths. Other universities around the country have expressed interest in the database.
7. A policy designed to further support faculty, particularly 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. Only a handful of faculty have reduced their appointments so far, but many have inquired about the options, including several new faculty. This policy will continue to aid 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>.)
8. 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>.)
9. 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 2006-07, \$25,000 was allocated to support initiatives affecting women on the ISU campus. The funds have encouraged creativity in designing new projects, courses, and initiatives on campus; the 2007 "Women Impacting ISU Calendar" has served as a very visible reminder of women's leadership roles on campus.
10. Diversity Grants. This 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 awarded the first diversity mini-grants in FY 2006-07, totaling \$25,000 and supporting eight research and educational projects. As a result of the

recommendations of two taskforces (see above), the funds available for these projects will more than double this year.

11. A "Keeping our Faculty of Color Leadership Team" was formed in 2004 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). In 2007, several ISU faculty and staff made two presentations at the "Keeping our Faculties of Color" conference at the University of Minnesota. This group also presented at ISU's own conference, ISCORE.
12. As of January 2007, the university-wide diversity committee was restructured to provide better representation and coordination of efforts across campus. The *Executive Steering Committee*, consisting of vice presidents and the Director of Equal Opportunity and Diversity, is responsible for assessing progress in meeting university goals to make the campus a more diverse and inclusive place. It charges the *Advisory Committee for Diversity Program Planning and Coordination* annually. The *Advisory Committee for Diversity Program Planning and Coordination* is responsible for an annual report on diversity (directed both to the university president and to the university community), and it will assess progress on the Implementation Plan for Community, Equity, and Diversity annually and recommend changes in its details. Additionally, this advisory committee assesses the effectiveness of diversity efforts on campus, identifies gaps in university diversity policies and efforts, develops new policies and initiatives as necessary, and ensures that units across the university are meeting diversity objectives. Each college/unit will also maintain its own diversity committee, and a representative from each will serve on the university-wide advisory committee in order to facilitate coordination and communication.
13. The Provost Office continues to financially support the recruitment and retention of excellent faculty, specifically funding requests from colleges and departments for dual-career hiring, and to diversify the faculty. In FY 2006-07, \$589,000 was allocated for this purpose.
14. 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 2006-07, the cost of the program was \$23,000. A review of the program was begun in FY 2005-06 with special attention paid to mentoring of women and faculty of color. In fall, 2007, Peer-mentoring was added to mentoring activities, and each college has appointed a senior faculty member to serve as a peer mentoring coordinator. Plans are underway to drop the \$500 stipend to mentors in fall 2008, and to redirect the funds to support junior faculty in other ways.
15. 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 of campus initiatives and programs. For the past four years, this group has sponsored an Iowa Women's Leadership Summit, to bring together those interested in women's leadership in higher education, K-12 education, business and industry, and non-profits. The April 2007 event had national and Iowa speakers and drew 250 participants.

16. The Associate Provost for Faculty Advancement and Diversity serves as Past-President of the Iowa Network for Women in Higher Education (Coordinated with other state networks through 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. Dr. Carlson also serves on the Board of Directors for the ACE Office of Women in Higher Education.
17. 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. The Center Director is collaborating with staff at UNI and SUI on a new Department of Justice Grant to increase training about violence against women.
18. Child Care Resources, a unit of Human Resource Services, supports Iowa State University families by linking them with programs and services that can help meet their child care needs. The university childcare consultant is available to assist families in accessing services available both on the campus and in the community. The university supports two child care centers located on campus, University Community Childcare in Pammel Court and the University Child Care Center at Veterinary Medicine. In addition to these full-time programs, the university supports several other childcare initiatives including a resource and referral service, care for mildly ill children, part-time childcare for student families, and a family child care infant network.

October, 2007

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 October 2007

Submitted by

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TABLE OF CONTENTS

I.	Introduction	1
II.	Overview: Highlights of Employment Activity.....	2
III.	Equal Opportunity and Diversity at The University of Iowa	4
	A. The Office of Equal Opportunity and Diversity	4
	B. Staff Diversity Opportunity Program (SDOP)	4
	C. Diversity Executive in Residence Program	5
	D. Sexual Harassment Train-the-Trainer Program	5
	C. The Catalyst Award	6
	E. Recruitment Ambassadors Program	7
	F. Higher Education and Diversity Regional Summit.....	7
IV.	One-Year Comparison of Major Workforce Categories: 2006 - 2007.....	9
	A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity	9
	B. Faculty and Staff by Disability and Veteran Status	14
	C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity	15
	D. Tenured/Tenure Track Faculty Promotion and Tenure Rates by Gender and Minority Status.....	16
	E. Clinical Track Faculty by Gender and Race/Ethnicity	18
V.	Strategic Planning Indicators: Target Employment Categories	20
VI.	Annual Hiring Goals: 2006-07 and 2007-08.....	23
	A. How Hiring Goals are Determined.....	23
	B. Hiring Goals for the 2006-07 Data Year	23
	C. Hiring Goals for the 2007-08 Data Year	26
VII.	Five-Year Comparison of Major Workforce Categories: 2002 - 2007	27
	A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity	27
	B. Faculty and Staff by Disability and Veteran Status	31
	C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity	32
	D. Clinical Track Faculty by Gender and Race/Ethnicity	33
VIII.	Ten-Year Comparison of Major Workforce Categories: 1997 - 2007	35
	A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity	35
	B. Faculty and Staff by Disability and Veteran Status	39
	C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity	40
	D. Clinical Track Faculty by Gender and Race/Ethnicity	41
IX.	Five-Year and Ten-Year Comparison Summary	43

Annual Equal Employment Opportunity and Affirmative Action Workforce Report October 2007

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 2007 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, 2006 and October 1, 2007, The University of Iowa workforce increased by 457 individuals (3.1%), from 14,536 in 2006 to 14,993 in 2007.
 - The faculty and staff increased by 375 women (4.1%).
 - Racial/ethnic minority representation increased by 40 individuals (3.4%).
 - There was a decrease in the number of tenured/tenure track faculty (net loss of 10 faculty or 0.7%).
 - The number of female faculty members on the tenure track decreased by 2 (0.5%); however, the percentage of female tenure track faculty increased slightly from 29.0% to 29.1%, the highest percentage of female tenured/tenure track faculty to date. Attainment of the strategic planning indicator in this category (32%) may prove challenging by 2010.
 - The University continues to have relatively strong gains for minority representation on the tenure track, increasing by 7 (2.8 %). The percentage of minority tenured/tenure track faculty is the highest to date at 17.1%. Achievement of the strategic planning indicator in this category (16%) appears to be well on track.
 - Female representation among executive, administrative, and managerial staff increased by 10 women (8.3%), from 34.3% in 2006 to 37.0% in 2007. Attainment of the strategic planning indicator in this category (37%) appears likely by 2010.
 - The number of racial/ethnic minorities among executive, administrative, and managerial staff decreased by 3 (10.7%). Minority representation decreased from 8.0% in 2006 to 7.1% in 2007. Attainment of the strategic planning indicator in this category (8.0%) may still be attainable by 2010.
 - Minority representation among professional and scientific staff increased by 27 individuals (6.0%); however, the percentage of minority professional and scientific staff remains at 6.6%. Attainment of the strategic planning indicator (7.5%) for this area remains a challenge.
 - The campus organizational unit with the largest net increase in staff was The University of Iowa Hospitals and Clinics, with a net gain of 338 staff (5.8%).
 - There was a decrease by 5 of individuals (5.9%) who self-reported having disabilities.
 - The number of self-identified Vietnam-era veterans decreased by 15 (4.3%). The number of disabled veterans decreased by 2 (8.7%), while the number of other eligible veterans increased by 6 (1.9%).
 - During the 2006-07 data year, the University hired or promoted 1,226 women and 207 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 314 women (2.1%) and by 90 minorities (0.6%).²

² Underrepresentation is defined as having fewer women or minorities in a particular job group or department than would reasonably be expected by their availability. For more information on the determination of underrepresentation, see Chapter VI of this report.

- **Five-Year Comparison of Workforce Categories.** Between October 1, 2002 and October 1, 2007, The University of Iowa workforce increased by 1,287 individuals (9.4%), from 13,706 in 2002 to 14,993 in 2007.
 - The faculty and staff increased by 1,080 women (12.8%).
 - Racial/ethnic minority representation increased by 166 individuals (15.6%).
 - There was a net decrease of 22 tenured/tenure track faculty (1.5%). The number of female tenure track faculty increased by 26 (6.4 %), and the number of minority faculty increased by 55 (27.6%).
 - The number of employees who self-reported having disabilities decreased by 23 (22.3%).
 - There was an decrease of 25 individuals (7.0%) who self-identified as Vietnam-era veterans. The number of disabled veterans decreased by 9 (30.0%), while the number of other eligible veterans increased by 21 (6.9%).

- **Ten-Year Comparison of Workforce Categories.** Between October 1, 1997 and October 1, 2007, The University of Iowa workforce increased by 2,138 individuals (16.6%), from 12,855 in 1997 to 14,993 in 2007.
 - The faculty and staff increased by 1,721 women (22.1%).
 - Racial/ethnic minority representation increased by 406 individuals (49.3%).
 - There was a net decrease of 98 tenured/tenure track faculty (6.2%). The number of female tenure track faculty increased by 52 (13.7%), and minority representation increased by 74 (41.1%).
 - There was a decrease of 38 individuals (32.2%) who self-reported having disabilities.
 - The number of self-identified Vietnam-era veterans increased by 151 individuals (83.4%). The number of disabled veterans increased by 6 (40.0%).

III. 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 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. Staff Diversity Opportunity Program (SDOP)

In Fall 2006, in response to a specific recommendation from the Diversity Action Committee, University Human Resources convened a committee charged with developing a proposal to create a Staff Diversity Opportunity Program (SDOP) reflecting best practices identified from the Faculty Diversity Opportunity Program (FDOP). The proposal would permit staff opportunity hires and the development of talent through apprenticeships, internships, pipeline positions, and other hires that enable the University to bring on board high potential, diverse candidates who do not fill a specific, immediate need.

The program is intended to promote employment of minorities and women in Professional and Scientific (P&S) classifications that currently exhibit underrepresentation of women or minorities, thereby increasing diversity within the P&S staff and on The University of Iowa campus overall. This program provides opportunity for development through professional employment, increasing the new employee's skills, knowledge, and abilities in such a way as to increase the likelihood of a successful candidacy for future P&S vacancies.

Beginning in Fiscal Year '08, the University established a pool of funds to enhance future campus efforts to recruit and retain persons in P&S classifications in which women or minorities are underrepresented, per data updated annually by the Office of Equal Opportunity and Diversity. Priority is given to areas highly dependent on General Education Funds. Up to \$40,000 per year is available to support the hire (salary and/or fringe) of a diverse candidate into a P&S position for a period of up to two years.

This program will be evaluated on a biennial basis to examine its utilization and the successful placement of employees upon cessation of SDOP funding.

C. Diversity Executive in Residence Program

In October 2007, the Office of Equal Opportunity and Diversity launched The Diversity Executive in Residence Program, which recognizes successful University of Iowa alumni who are distinguished and influential leaders in their professions and who understand the importance of diversity and global competency, the domestic and global challenges of the 21st century, and the strategic role of higher education in preparing the future workforce. The program offers students, faculty, and staff the opportunity to interact with the Executives in Residence through seminars, public lectures, informal conversations, and targeted discussions hosted by a variety of campus units, including The University of Iowa Alumni Association, the Department of Athletics, the Center for Diversity and Enrichment, the College of Engineering, and the Henry B. Tippie College of Business.

The 2007 Executives in Residence are alumni of the Tippie College of Business. Gregory Ellison Sr. (1973) is a partner at Banks, Finley and White, the largest black-owned accounting firm in the southeastern United States. He has served as the Southern Regional Vice President of the National Association of Black Accountants and has held a Governor's appointment to the Georgia State Board of Accountancy. As a student, he was instrumental in the formation of many cultural activities which became a legacy at The University of Iowa. Brian Rollins (1974) joined Shell Oil Company upon graduation and is retiring after 30 years of service to the company, most recently as Senior Vice President in Human Resources. As a student, he was co-captain of the Hawkeye football team and recognized as an all-American athlete.

Other units on campus have adopted the Diversity Executive in Residence model to nominate and invite distinguished alumni to campus.

D. Sexual Harassment Train-the-Trainer Program

The *Campus Climate Committee Report* (2003) and the *Sexual Harassment and Unwelcome Behavior at The University of Iowa* report (2006) indicate that continued effort is needed to improve the campus climate at The University of Iowa. In response to these findings, President Skorton mandated in 2006 that all academic and administrative officers and teaching assistants receive training on the Policy on Sexual Harassment, and that all teaching assistants additionally receive training on the Policy on Consensual Relationships Involving Students.

To this end, the Office of Equal Opportunity and Diversity designed the Sexual Harassment Train-the-Trainer Program in Spring 2007 and trained 24 representatives of various campus units to provide sexual harassment training to academic and administrative officers and teaching assistants

in their respective units. The Train-the-Trainer Program consists of three sessions covering basic information, the law, and the University's Policy on Sexual Harassment, as well as presentation skills. At the end of the program, each participant presents an abbreviated version of the training material that they will use in providing sexual harassment training in their units.

Trainers who completed the Sexual Harassment Train-the-Trainer Program began providing sexual harassment training in Spring 2007; training remains underway, with the goal of training most academic and administrative officers and teaching assistants by the end of 2007. After each academic and administrative officer and teaching assistant completes the initial training, training will be conducted annually thereafter. The Office of Equal Opportunity and Diversity is exploring options for making a sexual harassment training module available online.

E. 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 (as of October 29, 2007): Admissions; African American Council; Belin-Blank Center for Gifted Education; Carver College of Medicine; College of Dentistry; College of Engineering; College of Law; College of Liberal Arts and Sciences; College of Nursing; College of Public Health; Council on the Status of Latinos; Council on the Status of Women; Department of Athletics; Graduate College; Human Resources; Native American Council; Office of Equal Opportunity and Diversity; Office of General Counsel; Office of Student Financial Aid; Office of the President; Office of the Provost; Office of the Vice President for Finance and Operations; Office of the Vice President for Research; Office of the Vice President for Student Services; School of Social Work; Tippie College of Business; University Counseling Service; University of Iowa Hospitals and Clinics; University Libraries; Women in Science and Engineering; and Women's Resource and Action Center.

University of Iowa President Sally Mason will deliver the keynote address at the 2007 awards ceremony on Thursday, November 15.

The recipients of the 2007 Catalyst Awards are:

- Individual Award – Rachel Garza Carreon, University Libraries
Kate Kemp, School of Social Work
- Student Award – Katie Imborek, Carver College of Medicine
- Departmental/Program Award Women in Science and Engineering
- Distinguished Catalyst Award Recognition – Willie Fred Mims, Athletics

The Distinguished Catalyst Award Recognition is a special category suggested by the Catalyst Award Selection committee to recognize historic leadership that has gone above and beyond the expectations for a University employee to impact civility, respect, diversity, and inclusion.

F. 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.

G. Higher Education and Diversity Regional Summit

In April 2007, Iowa State University hosted the second annual Higher Education and Diversity Regional Summit, which focuses on recruitment and retention of diverse faculty and staff in higher education. This annual summit was initiated in 2006 by The University of Iowa, which hosted the inaugural summit. Eight institutions have made a six-year commitment (2006-2011) to work as a consortium to enhance the diversity efforts of higher education institutions across the state. The collaborating institutions are Central College, Eastern Iowa Community College, Iowa State University, Kirkwood Community College, Loras College, University of Dubuque, The University of Iowa, and The University of Northern Iowa.

Common threads for the consortium are to:

- Serve as a foundation for programs that prepare for the future by building alliances across institutions.
- Increase diversity, enhance multicultural understanding, and improve educational opportunities.
- Encourage interdisciplinary, multi-campus research that increases equity resources and opportunities.
- Establish a resource bank of experts, syllabi, and mutual professional development opportunities.

Objectives of the 2007 Regional summit were to:

- Explore diversity in higher education, nationally and in Iowa; and discuss implications for recruitment and retention of diverse faculty and staff.
- Review effective campus programs and articulate general principles of academic achievement, retention, and graduation that work in various campus environments.
- Discuss ways of creating and sustaining a positive campus environment.
- Analyze strategies in which faculty and student affairs professionals can unite in the development of comprehensive programs transforming campus academic and social life.

The summit was led by Dr. Emily Moore and Dr. J. Herman Blake of Scholars for Educational Excellence and Diversity, Inc. (Scholars), a collaboration dedicated to the belief that the changing population of higher education offers a valuable asset to academe that challenges traditional thinking while enhancing academic achievement. Established in 1996, Scholars provides consulting services on strategic planning, program development, community organization, and student development to business and educational institutions. Dr. Moore is Provost and Vice President for Academic Affairs at Dillard University, New Orleans, and Dr. Blake is Scholar in Residence and Director of The Sea Islands Institute at the University of South Carolina Beaufort

More than 200 students registered at the door for a Diversity Career Fair, which featured small business, corporate, and university career recruiters. The primary goal of the Diversity Career Fair was to provide Iowa's diverse graduating students an occasion to meet with employers, both public and private, and to learn of employment opportunities available to them in the State of Iowa. In addition, a special session was held for students to talk with representatives about organizational diversity and core values, recognizing an employer who values diversity, and developing resumes that reflect a range of diverse experiences and professional qualities and skills.

**IV. ONE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:
2006 - 2007**

**A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/ Ethnicity,
2006 – 2007**

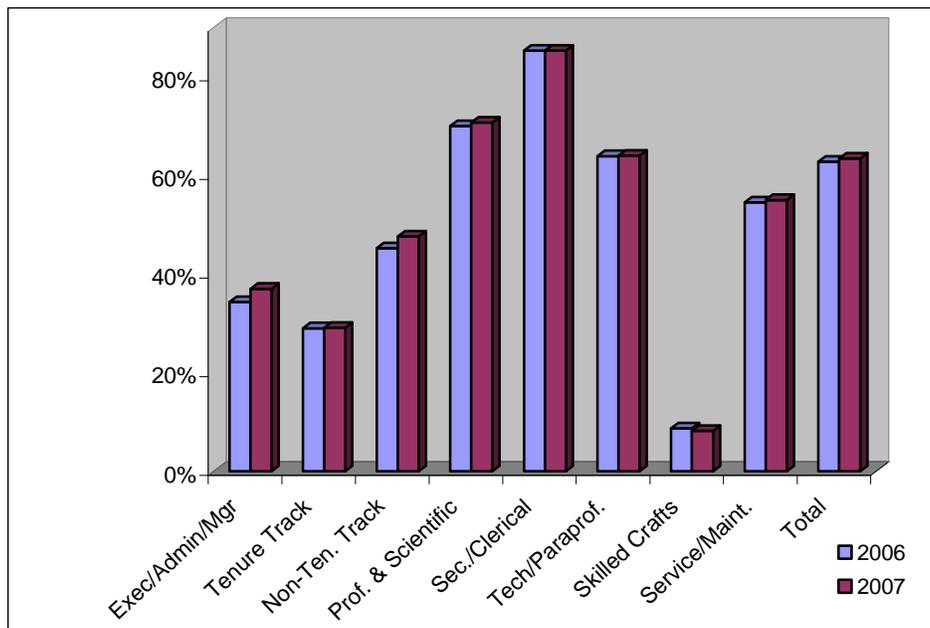
Overall Changes. The University of Iowa workforce increased by 457 employees (3.1 percent) during the 2006-07 data year, from 14,536 in 2006 to 14,993 in 2007. For analytical purposes, job titles have been categorized into Primary Occupational Activity (POA) groups based on job content, salary, and opportunities. The POA group with the greatest proportional increase was Non-Tenure Track Faculty, while the largest net increase in number of employees occurred among Professional and Scientific Staff. The largest proportional decrease occurred among Technical and Paraprofessional Staff, and the largest net decrease was in Secretarial and Clerical Staff.

Gender. The number of women in the workforce increased by 375 (4.1 percent), with the largest proportional increase in Non-Tenure Track Faculty and the largest net increase in Professional and Scientific Staff. The largest proportional decrease occurred among Skilled Crafts Staff, and the largest net decrease was in Secretarial and Clerical Staff. The following table and chart compare the composition of the University's workforce on October 1, 2006 to that on October 1, 2007 by Primary Occupational Activity group and gender.

**Table I
Faculty and Staff by Primary Occupational Activity Group and Gender
October 1, 2006 – October 1, 2007**

Primary Occupational Activity Group	2006		2007		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	350	120 34.3 %	351	130 37.0 %	+ 1 + 0.3 %	+ 10 + 8.3 %
2 Tenured/Tenure Track Faculty	1,495	434 29.0 %	1,485	432 29.1 %	- 10 - 0.7 %	- 2 - 0.5 %
3 Non-Tenure Track Faculty	591	267 45.2 %	655	312 47.6 %	+ 64 + 10.8 %	+ 45 + 16.9 %
4 Professional & Scientific Staff	6,820	4,775 70.0 %	7,165	5,064 70.7 %	+ 345 + 5.1 %	+ 289 + 6.1 %
5 Secretarial and Clerical Staff	2,606	2,222 85.3 %	2,588	2,207 85.3 %	- 18 - 0.7 %	- 15 - 0.7 %
6 Technical and Paraprofessional Staff	451	288 63.9 %	444	284 64.0 %	- 7 - 1.6 %	- 4 - 1.4 %
7 Skilled Crafts Staff	404	35 8.7 %	403	33 8.2 %	- 1 - 0.2 %	- 2 - 5.7 %
8 Service and Maintenance Staff	1,819	992 54.5 %	1,902	1,046 55.0 %	+ 83 + 4.6 %	+ 54 + 5.4 %
Total	14,536	9,133 62.8 %	14,993	9,508 63.4 %	+ 457 + 3.1 %	+ 375 + 4.1 %

Figure 1
Female Faculty and Staff by Primary Occupational Activity Group
October 1, 2006 – October 1, 2007



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 40 (3.4 percent) from 2006 to 2007. The largest proportional increase was in Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff. The largest proportional decrease was among Technical and Paraprofessional Staff, and the largest net decreases were in Executive, Managerial, and Administrative Staff and Technical and Paraprofessional Staff. The total numbers of Asians/Pacific Islanders and Hispanics/Latinos increased over the year by 4.4 percent and 8.6 percent respectively, while the total numbers of African Americans/Blacks and Native Americans decreased by 1.0 percent and 7.0 percent respectively.

Changes in the racial/ethnic composition of The University of Iowa's workforce from October 1, 2006 to October 1, 2007 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, 2006 – October 1, 2007

Primary Occupational Activity Group	2006						2007						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	350	28 8.0%	8 2.3%	14 4.0%	4 1.1%	2 0.6%	351	25 7.1%	5 1.4%	14 4.0%	4 1.1%	2 0.6%	+1 +0.3%	-3 -10.7%	-3 -37.5%	0	0	0
2 Tenured/Tenure Track Faculty	1,495	247 16.5%	160 10.7%	33 2.2%	48 3.2%	6 0.4%	1,485	254 17.1%	163 11.0%	37 2.5%	47 3.2%	7 0.5%	-10 -0.7%	+7 +2.8%	+3 +1.9%	+4 +12.1%	-1 -2.1%	+1 +16.7%
3 Non-Tenure Track Faculty	591	72 12.2%	44 7.4%	12 2.0%	14 2.4%	2 0.3%	655	83 12.7%	47 7.2%	14 2.1%	20 3.1%	2 0.3%	+64 +10.8%	+11 +15.3%	+3 +6.8%	+2 +16.7%	+6 +42.9%	0
4 Professional & Scientific Staff	6,820	449 6.6%	268 3.9%	84 1.2%	85 1.2%	12 0.2%	7,165	476 6.6%	296 4.1%	78 1.1%	92 1.3%	10 0.1%	+345 +5.1%	+27 +6.0%	+28 +10.4%	-6 -7.1%	+7 +8.2%	-2 -16.7%
5 Secretarial & Clerical Staff	2,606	100 3.8%	30 1.2%	40 1.5%	22 0.8%	8 0.3%	2,588	104 4.0%	32 1.2%	37 1.4%	27 1.0%	8 0.3%	-18 -0.7%	+4 +4.0%	+2 +6.7%	-3 -7.5%	+5 +22.7%	0
6 Technical & Paraprofessional Staff	451	27 6.0%	13 2.9%	6 1.3%	7 1.6%	1 0.2%	444	24 5.4%	9 2.0%	6 1.4%	8 1.8%	1 0.2%	-7 -1.6%	-3 -11.1%	-4 -30.8%	0	+1 +14.3%	0
7 Skilled Crafts Staff	404	22 5.4%	0	7 1.7%	8 2.0%	7 1.7%	403	21 5.2%	0	7 1.7%	7 1.7%	7 1.7%	-1 -0.2%	-1 -4.5%	0	0	-1 -12.5%	0
8 Service & Maintenance Staff	1,819	244 13.4%	66 3.6%	103 5.7%	56 3.1%	19 1.0%	1,902	242 12.7%	63 3.3%	103 5.4%	60 3.2%	16 0.8%	+83 +4.6%	-2 -0.8%	-3 -4.5%	0	+4 +7.1%	-3 -15.8%
Total	14,536	1,189 8.2%	589 4.1%	299 2.1%	244 1.7%	57 0.4%	14,993	1,229 8.2%	615 4.1%	296 2.0%	265 1.8%	53 0.4%	+457 +3.1%	+40 +3.4%	+26 +4.4%	-3 -1.0%	+21 +8.6%	-4 -7.0%

Figure 2
Minority Faculty and Staff by Primary Occupational Activity Group
October 1, 2006 – October 1, 2007

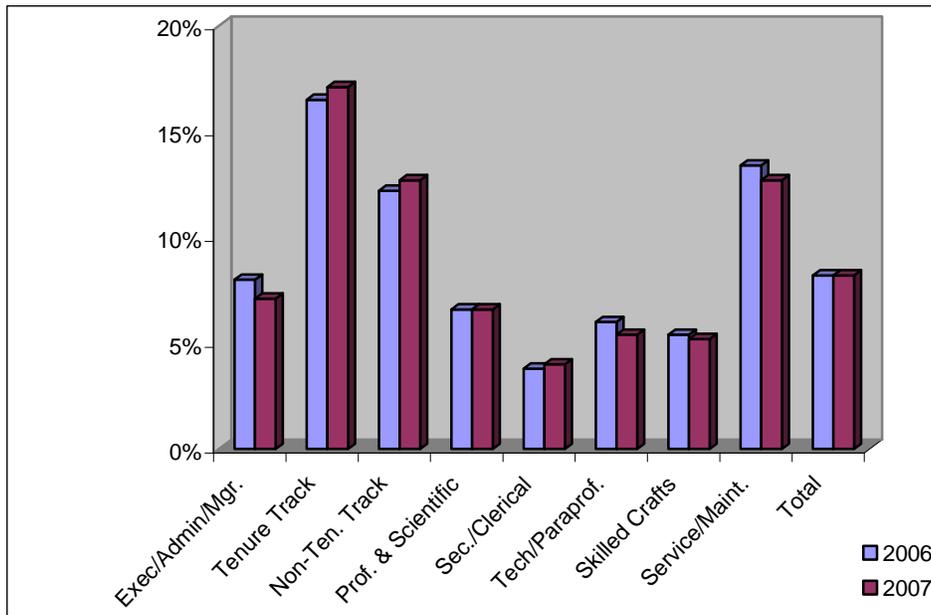
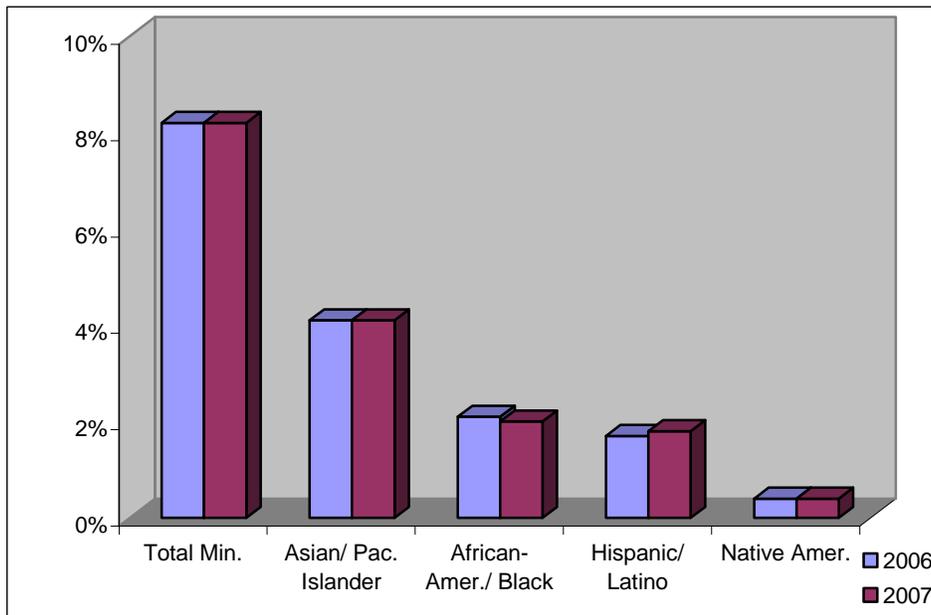


Figure 3
Total Workforce by Race/Ethnicity
October 1, 2006 – October 1, 2007



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, 2006 – October 1, 2007

Primary Occupational Activity Group	Gains			Losses			Net Change		
	Total	Women	Minorities	Total	Women	Minorities	Total	Women	Minorities
1 Executive, Administrative, & Managerial Staff	55	27	3	54	17	6	+ 1	+ 10	- 3
2 Tenured/Tenure Track Faculty	112	42	23	122	44	16	- 10	- 2	+ 7
3 Non-Tenure Track Faculty	137	66	21	73	21	10	+ 64	+ 45	+ 11
4 Professional & Scientific Staff	923	672	102	578	383	75	+ 345	+ 289	+ 27
5 Secretarial and Clerical Staff	199	170	17	217	185	13	- 18	- 15	+ 4
6 Technical and Paraprofessional Staff	55	41	6	62	45	9	- 7	- 4	- 3
7 Skilled Crafts Staff	19	3	0	20	5	1	- 1	- 2	- 1
8 Service and Maintenance Staff	325	205	35	242	151	37	+ 83	+ 54	- 2
Total	1,825	1,226	207	1,368	851	167	+ 457	+ 375	+ 40

The organizational 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 338 staff (5.8 percent), from 5,848 in 2006 to 6,186 in 2007. This increase is attributable to several factors, including continued increases in patient volume and related services, ambulatory care clinic increased patient volume and complexity, triaging changes in the Emergency Room, and the development of new clinical and administrative services.

The campus unit with the largest net workforce decrease was Student Services, with a net loss of 20 staff since October 1, 2006.

B. Faculty and Staff by Disability and Veteran Status, 2006 – 2007

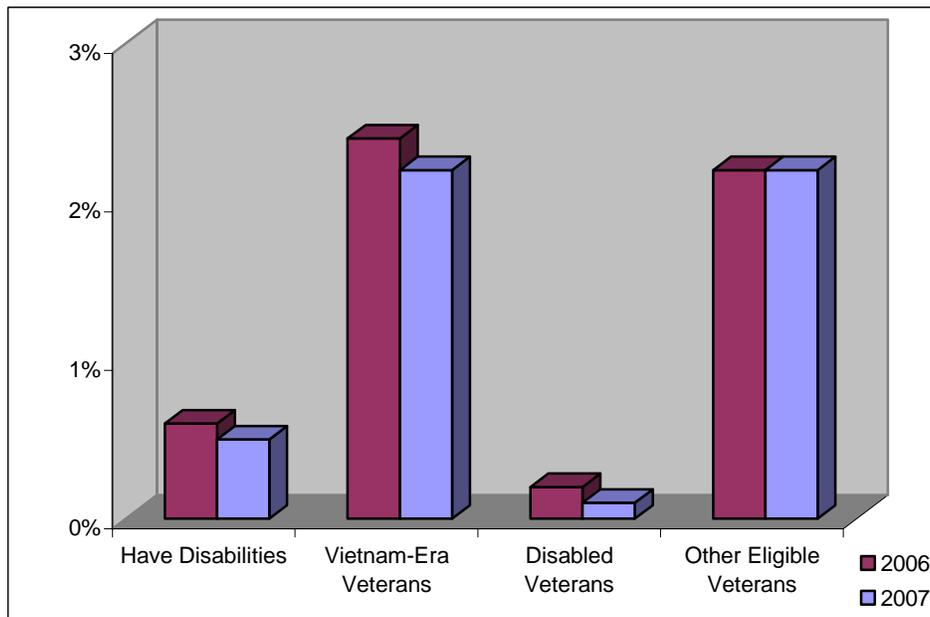
Employees self-report disability and veteran status to the University at the time of appointment, and may update or correct this information at any time. The number of faculty and staff who reported having a disability decreased by 5 individuals (5.9 percent) over the past year. The number of faculty and staff who self-identified as Vietnam-era or disabled veterans decreased slightly (by 15 and 2 individuals, respectively), while the number of other eligible veterans increased by 6 individuals.

The following table and chart indicate the number of faculty and staff who self-reported disabilities and veteran status in 2006 and 2007.

Table IV
Faculty and Staff by Disability and Veteran Status
October 1, 2006 – October 1, 2007

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Vietnam-Era Veterans	Disabled Veterans	Other Eligible Veterans
2006	14,536	85 0.6 %	347 2.4 %	23 0.2 %	321 2.2 %
2007	14,993	80 0.5 %	332 2.2 %	21 0.1 %	327 2.2 %
Net Change	+ 457 + 3.1 %	- 5 - 5.9 %	- 15 - 4.3 %	- 2 - 8.7 %	+ 6 + 1.9 %

Figure 4
Faculty and Staff by Disability and Veteran Status
October 1, 2006 – October 1, 2007



C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 2006 – 2007

The number of tenured/tenure track faculty decreased by 10 individuals (0.7 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 7 (2.8 percent).

The following table and charts present the gender and race/ethnicity of tenured/tenure track faculty in 2006 and 2007.

Table V
Tenured/Tenure Track Faculty by Gender and Race/Ethnicity
October 1, 2006 – October 1, 2007

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	African- American/ Black	Hispanic/ Latino	Native American
2006	1,495	434 29.0 %	247 16.5 %	160 10.7 %	33 2.2 %	48 3.2 %	6 0.4 %
2007	1,485	432 29.1 %	254 17.1 %	163 11.0 %	37 2.5 %	47 3.2 %	7 0.5 %
Net Change	- 10 - 0.7 %	- 2 - 0.5 %	+ 7 + 2.8 %	+ 3 + 1.9 %	+ 4 + 12.1 %	- 1 - 2.1 %	+ 1 + 16.7 %

Figure 5
Tenured/Tenure Track Faculty by Gender
October 1, 2006 – October 1, 2007

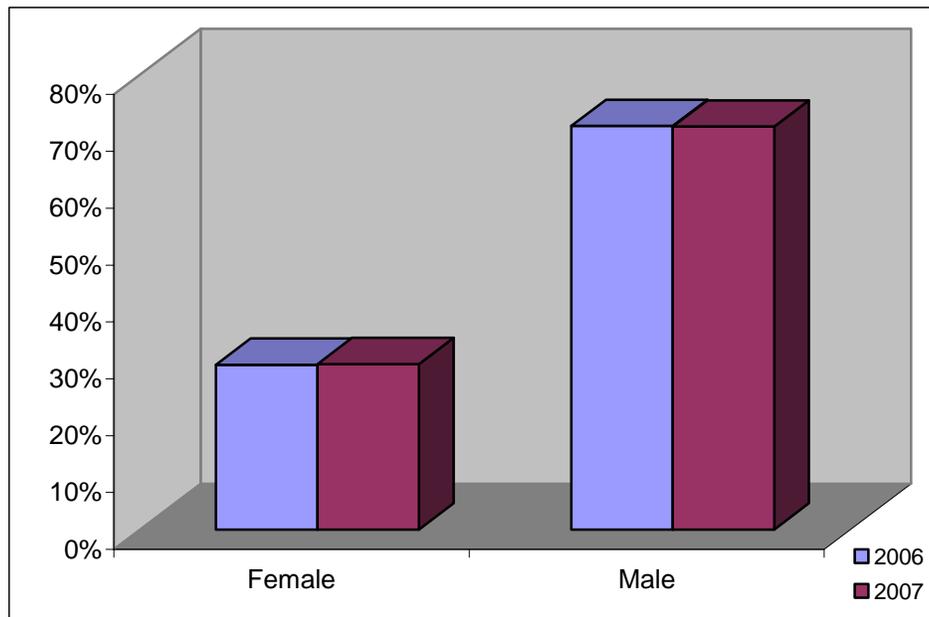
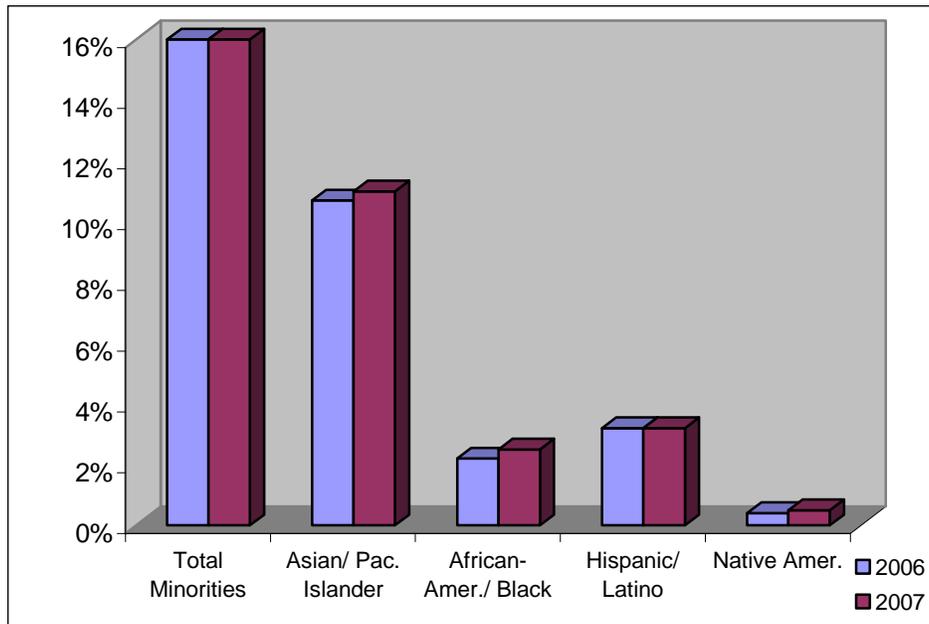


Figure 6
Tenured/Tenure Track Faculty by Race/Ethnicity
October 1, 2006 – October 1, 2007



D. Tenured/Tenure Track Faculty Promotion and Tenure Rates by Gender and Minority Status, Academic Year 2007 – 2008

A total of 76 tenure track faculty were granted promotions effective Academic Year 2007-08, of whom 29 were women. This rate of promotion (38.2 percent) exceeds the percentage of women on the tenure track faculty, now at 29.1 percent. Minorities received 17 of the 76 promotions (22.4 percent); this rate of promotion exceeds the representation of minorities on the tenure track faculty (17.1 percent).

Fifty-five tenure track faculty members were granted tenure effective Academic Year 2007-08, of whom 25 (45.5 percent) were women. As of October 2007, women represented 36.9 percent of the untenured faculty on the tenure track. Among the 55 tenure track faculty members who received tenure, 15 (27.3 percent) were members of minority groups. As of October 2007, minorities represented 28.3 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 illustrates the rates of tenure and promotion for tenure track faculty.

Table VI
Tenured/Tenure Track Faculty Promotions & Tenure Rates by Gender and Minority Status
Effective 2007-08 Academic Year

	Total	Women	Minorities
PROMOTIONS			
Number on Tenure Track	1,485	432	254
Percentage of Total on Tenure Track		29.1 %	17.1 %
Sought Promotions	80	30	18
Percentage of All Faculty Who Sought Promotions (n = 80)		37.5 %	22.5 %
Percentage of Subgroup (Total, Women, or Minorities)	5.4 %	6.9 %	7.1 %
Granted Promotions	76	29	17
Percentage of All Faculty Who Were Granted Promotions (n = 76)		38.2 %	22.4 %
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Promotions	95.0 %	96.7 %	94.4 %
TENURE			
Number of Untenured Faculty on Tenure Track	360	133	102
Percentage of Total Untenured on Tenure Track		36.9 %	28.3 %
Sought Tenure	59	26	16
Percentage of All Faculty Who Sought Tenure (n = 59)		44.1 %	27.1 %
Percentage of Subgroup (Total, Women, or Minorities)	16.4 %	19.5 %	15.7 %
Granted Tenure	55	25	15
Percentage of All Faculty Who Were Granted Tenure (n = 55)		45.5 %	27.3 %
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Tenure	93.2 %	96.2 %	93.8 %

E. Clinical Track Faculty by Gender and Race/Ethnicity, 2006 – 2007

The University experienced a net increase of 37 clinical track faculty (9.5 percent) over the past year. Faculty appointed to clinical track positions are included in POA Group 3, Non-Tenure Track Faculty.

The number of women on the clinical track increased by 27 (16.7 percent), and the number of minorities on the clinical track increased by 5 (11.1 percent).

The College of Medicine continues to employ the majority of the clinical track faculty (73 percent), followed by the College of Dentistry (9 percent), the College of Nursing (5 percent), and the College of Liberal Arts and Sciences (4 percent). The remaining 9 percent of the clinical track faculty are employed in the Colleges of Pharmacy, Education, Law, Public Health, 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 VII
Clinical Track Faculty by Gender and Race/Ethnicity
October 1, 2006 – October 1, 2007

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	African-American/Black	Hispanic/Latino	Native American
2006	390	162 41.5 %	45 11.5 %	25 6.4 %	8 2.1 %	10 2.6 %	2 0.5 %
2007	427	189 44.3 %	50 11.7 %	30 7.0 %	8 1.9 %	10 2.3 %	2 0.5 %
Net Change	+ 37 + 9.5 %	+ 27 + 16.7 %	+ 5 + 11.1 %	+ 5 + 20.0 %	0	0	0

Figure 7
Clinical Track Faculty by Gender
October 1, 2006 – October 1, 2007

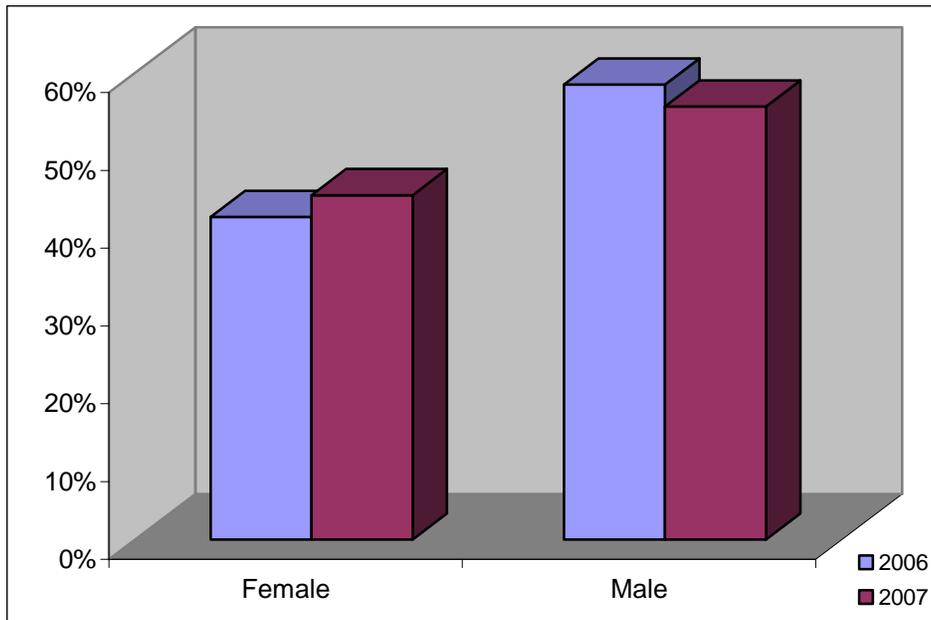
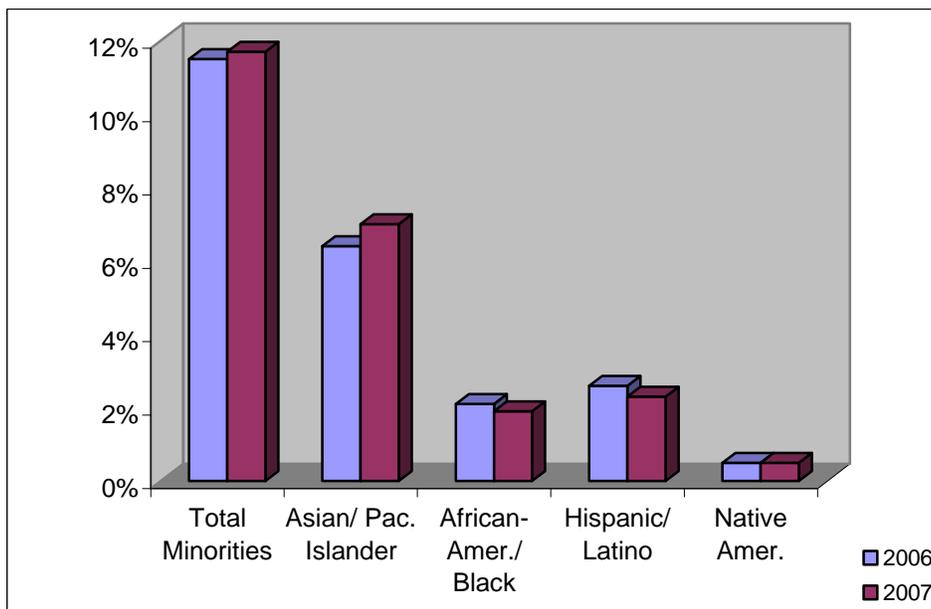


Figure 8
Clinical Track Faculty by Race/Ethnicity
October 1, 2006 – October 1, 2007



V. STRATEGIC PLANNING INDICATORS: TARGET EMPLOYMENT CATEGORIES

In *The Iowa Promise: A Strategic Plan for The University of Iowa 2005 - 2010*, the University has established indicators of progress towards achieving a diverse faculty and staff. These indicators are specific targets for representation of women and racial/ethnic minorities in specific workforce categories over the five-year period. The targeted employment categories include two workforce areas for women and three for racial/ethnic minorities. In Fiscal Year 2008, the University achieved two of the five goals and made gains towards achieving one additional strategic indicator.

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

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

Category	Fiscal Year '07 (as of 10-1-06)	Fiscal Year '08 (as of 10-1-07)	Target	Target Met
WOMEN				
Executive, Administrative, and Managerial Staff	34.3 %	Increased to 37.0 %	37.0 %	Yes
Tenured/Tenure Track Faculty	29.0 %	Increased to 29.1 %	32.0 %	No
RACIAL/ETHNIC MINORITIES				
Executive, Administrative, and Managerial Staff	8.0 %	Decreased to 7.1 %	8.0 %	No
Tenured/Tenure Track Faculty	16.5 %	Increased to 17.1 %	16.0 %	Yes
Professional & Scientific Staff	6.6 %	Maintained at 6.6 %	7.5 %	No

Figure 9
Female Executive, Administrative, and Managerial Staff
Strategic Indicators, 2005 – 2010

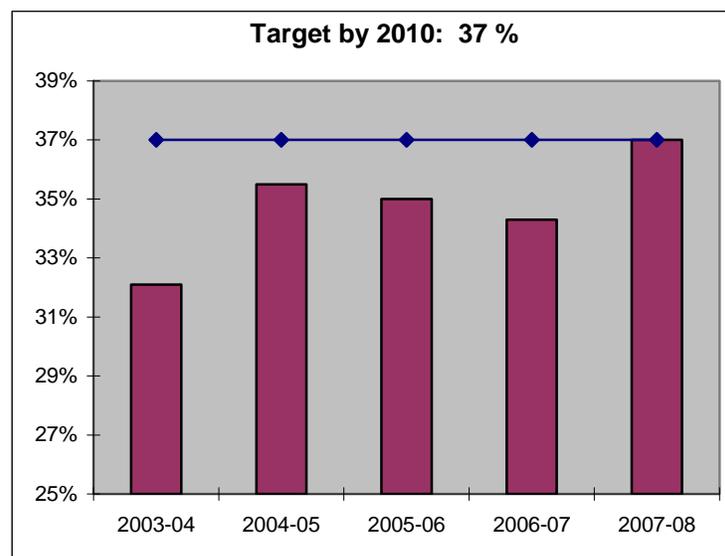


Figure 10
Female Tenured/Tenure Track Faculty
Strategic Indicators, 2005 – 2010

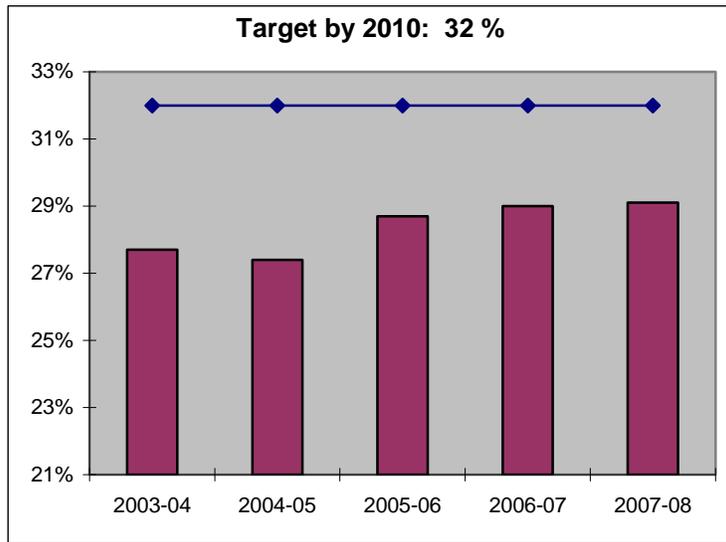


Figure 11
Racial/Ethnic Minority Executive, Administrative, and Managerial Staff
Strategic Indicators, 2005 – 2010

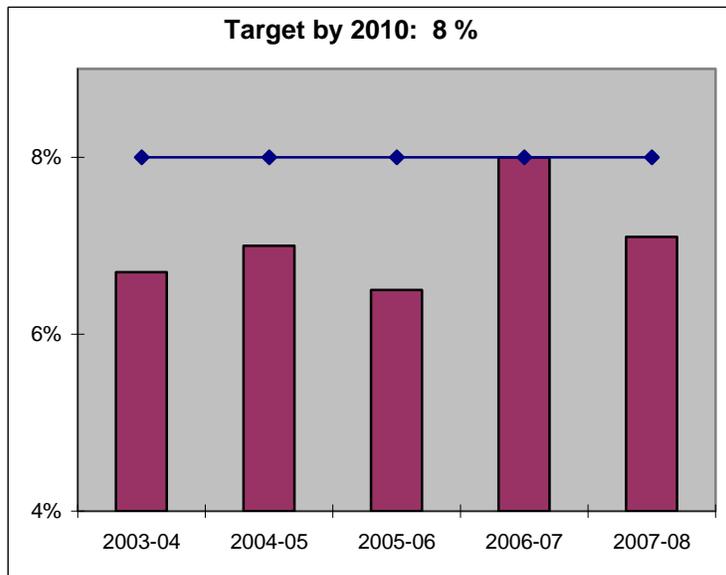


Figure 12
Racial/Ethnic Minority Tenured/Tenure Track Faculty
Strategic Indicators, 2005 – 2010

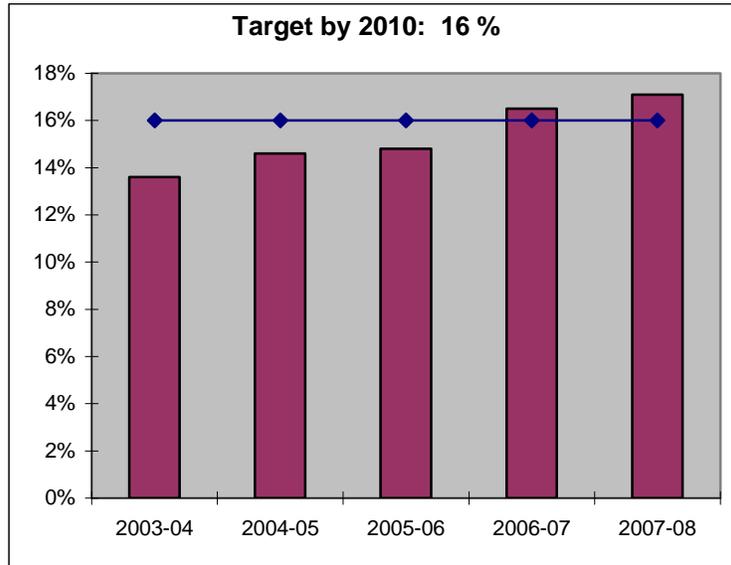
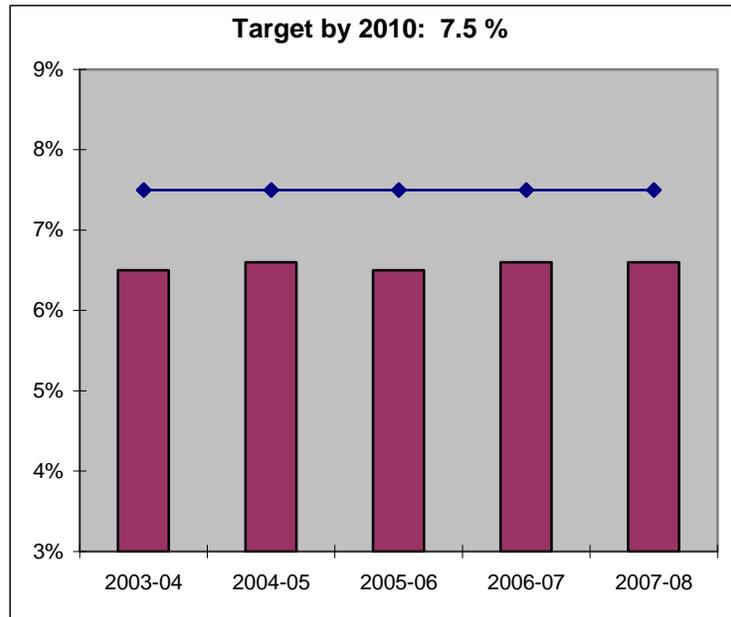


Figure 13
Racial/Ethnic Minority Professional and Scientific Staff
Strategic Indicators, 2005 – 2010



VI. ANNUAL HIRING GOALS: 2006-07 AND 2007-08

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.

B. Hiring Goals for the 2006-07 Data Year

After adjusting to reflect the actual rate of hiring, annual hiring goals for the 2006-07 data year totaled 83 women and 29 minorities. The goals were compared to the number of actual hires in each underrepresented department or job group to determine whether the goals were met. While hiring goals were achieved in some departments/job groups, underrepresentation of women and minorities remains in other areas. With all underrepresented departments and job groups aggregated, the University was underrepresented by 314 women (2.1%) and by 90 minorities (0.6%) as of October 1, 2007.

The following tables show departments/job groups in which underrepresentation was identified as of October 1, 2006; the hiring goals in those departments/job groups (as adjusted to reflect the actual rate of hiring) for 2006-07; 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 for Faculty, Data Year 2006-07**

College	Department	Women				Minorities			
		Number of New Hires	Hiring Goal for Women	Total Females Hired	Was Goal Met?	Number of New Hires	Hiring Goal for Minorities	Total Minorities Hired	Was Goal Met?
POA Group 2: Tenured/Tenure Track Faculty									
Education	Psychological & Quantitative Foundations	1	1	1	Yes				
	Teaching & Learning	2	1	1	Yes				
Liberal Arts & Sciences	Psychology	3	2	1	No				
Medicine	Internal Medicine	7	2	5	Yes				
	Microbiology	2	1	0	No				
	Pathology	2	1	0	No				
	Pediatrics	5	2	0	No				
	Radiology	0	0	0	n/a*				
Public Health	Occupational & Environmental Health	0	0	0	n/a*	0	0	0	n/a*
POA Group 3: Non-Tenure Track Faculty									
Liberal Arts & Sciences	Psychology	5	3	3	Yes				

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

**Table X
Progress Toward Annual Hiring Goals for Staff, Data Year 2006-07**

Job Group	Women				Minorities			
	Number of New Hires	Hiring Goal for Women	Total Females Hired	Was Goal Met?	Number of New Hires	Hiring Goal for Minorities	Total Minorities Hired	Was Goal Met?
POA Group 4: Professional and Scientific Staff								
3A					37	3	1	No
3E	46	18	12	No				
3F	41	22	9	No				
3G	15	11	13	Yes				
3H					74	5	2	No
3J					38	2	1	No
3K					285	14	13	No
3P	21	12	9	No				
3R					16	2	4	Yes
POA Group 5: Secretarial and Clerical Staff								
4B					32	1	2	Yes
4E					51	2	2	Yes
4K	9	3	2	No				
POA Group 6: Technical and Paraprofessional Staff								
5A	4	2	2	Yes				
POA Group 7: Skilled Crafts Staff								
6C	6	1	0	No				
POA Group 8: Service and Maintenance Staff								
7I	3	1	0	No	3	0	0	n/a*

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

C. Hiring Goals for the 2007–08 Data Year

Anticipated hiring goals for women and minorities for 2007-08, aggregated by Primary Occupational Activity Group, are shown in the table below.

Table XI
Annual Hiring Goals for Data Year 2007-08

Primary Occupational Activity Group	Women Total Hiring Goals	Minorities Total Hiring Goals
2 Tenured/Tenure Track Faculty	8	1
4 Professional & Scientific Staff	74	17
5 Secretarial and Clerical Staff	3	
6 Technical and Paraprofessional Staff	22	3
8 Service and Maintenance Staff	17	1
Total	124	22

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

**VII. FIVE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:
2002 - 2007**

**A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity,
2002 – 2007**

Overall Changes. The University of Iowa workforce has increased by 1,287 individuals (9.4 percent) over the last 5 years, from 13,706 in 2002 to 14,993 in 2007. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff. The largest proportional decrease was among Technical and Paraprofessional Staff, and the largest net decrease was among Secretarial and Clerical Staff.

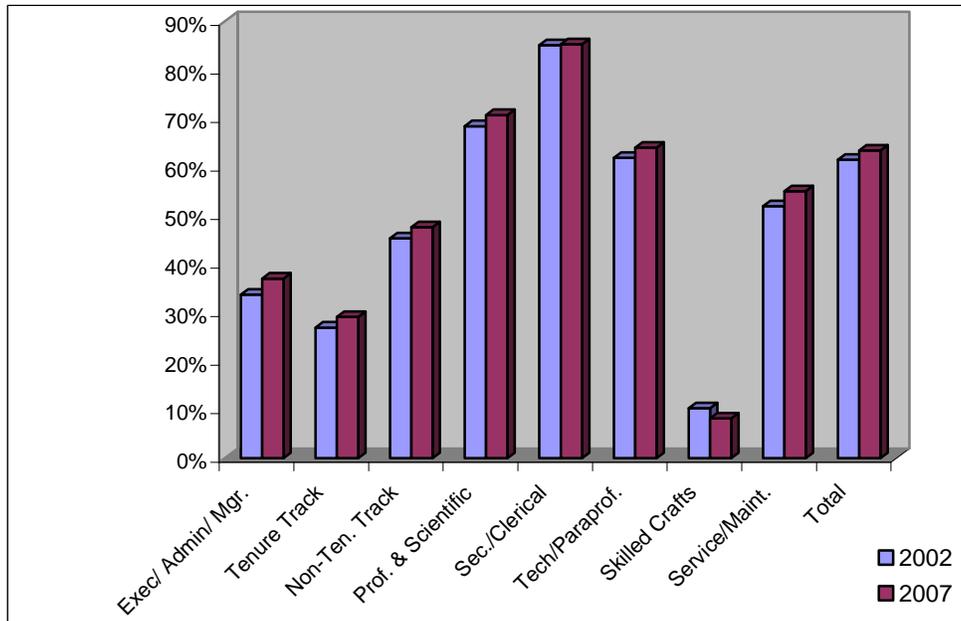
Gender. The number of women in the workforce increased by 12.8 percent in the five-year period, with the largest proportional increase in Non-Tenure Track Faculty and the largest net increase in Professional and Scientific Staff. The largest proportional decrease was among Skilled Crafts Staff, and the largest net decrease was among Secretarial and Clerical Staff.

The following table and chart provide more details of the University's workforce on October 1, 2002 and on October 1, 2007 by POA group and gender.

**Table XII
Faculty and Staff by Primary Occupational Activity Group and Gender
October 1, 2002 – October 1, 2007**

Primary Occupational Activity Group	2002		2007		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	309	104 33.7 %	351	130 37.0 %	+ 42 + 13.6 %	+ 26 + 25.0 %
2 Tenured/Tenure Track Faculty	1,507	406 26.9 %	1,485	432 29.1 %	- 22 - 1.5 %	+ 26 + 6.4 %
3 Non-Tenure Track Faculty	528	239 45.3 %	655	312 47.6 %	+ 127 + 24.1 %	+ 73 + 30.5 %
4 Professional & Scientific Staff	6,016	4,117 68.4 %	7,165	5,064 70.7 %	+ 1,149 + 19.1 %	+ 947 + 23.0 %
5 Secretarial and Clerical Staff	2,732	2,326 85.1 %	2,588	2,207 85.3 %	- 144 - 5.3 %	- 119 - 5.1 %
6 Technical and Paraprofessional Staff	488	302 61.9 %	444	284 64.0 %	- 44 - 9.0 %	- 18 - 6.0 %
7 Skilled Crafts Staff	408	42 10.3 %	403	33 8.2 %	- 5 - 1.2 %	- 9 - 21.4 %
8 Service and Maintenance Staff	1,718	892 51.9 %	1,902	1,046 55.0 %	+ 184 + 10.7 %	+ 154 + 17.3 %
Total	13,706	8,428 61.5%	14,993	9,508 63.4 %	+ 1,287 + 9.4 %	+ 1,080 + 12.8 %

Figure 14
Female Faculty and Staff by Primary Occupational Activity Group
October 1, 2002 – October 1, 2007



Race/Ethnicity. Between October 1, 2002 and October 1, 2007, overall racial/ethnic minority representation increased by 15.6 percent, with notable gains in Tenured/Tenure Track Faculty, Executive, Administrative and Managerial Staff, and Professional and Scientific Staff. The only POA group with a decrease in minority representation was Non-Tenure Track Faculty (4.6 percent).

The total numbers 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 2002 to 2007.

Table XIII
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity
October 1, 2002 – October 1, 2007

Primary Occupational Activity Group	2002						2007						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	309	20 6.5%	7 2.3%	9 2.9%	3 1.0%	1 0.3%	351	25 7.1%	5 1.4%	14 4.0%	4 1.1%	2 0.6%	+42 +13.6%	+5 +25.0%	-2 -28.6%	+5 +55.6%	+1 +33.3%	+1 +100.0%
2 Tenured/Tenure Track Faculty	1,507	199 13.2%	129 8.6%	27 1.8%	39 2.6%	4 0.3%	1,485	254 17.1%	163 11.0%	37 2.5%	47 3.2%	7 0.5%	-22 -1.5%	+55 +27.6%	+34 +26.4%	+10 +37.0%	+8 +20.5%	+3 +75.0%
3 Non-Tenure Track Faculty	528	87 16.5%	52 9.8%	13 2.5%	16 3.0%	6 1.1%	655	83 12.7%	47 7.2%	14 2.1%	20 3.1%	2 0.3%	+127 +24.1%	-4 -4.6%	-5 -9.6%	+1 +7.7%	+4 +25.0%	-4 -66.7%
4 Professional & Scientific Staff	6,016	381 6.3%	220 3.7%	79 1.3%	67 1.1%	15 0.2%	7,165	476 6.6%	296 4.1%	78 1.1%	92 1.3%	10 0.1%	+1,149 +19.1%	+95 +24.9%	+76 +34.5%	-1 -1.3%	+25 +37.3%	-5 -33.3%
5 Secretarial & Clerical Staff	2,732	99 3.6%	32 1.2%	35 1.3%	14 0.5%	18 0.7%	2,588	104 4.0%	32 1.2%	37 1.4%	27 1.0%	8 0.3%	-144 -5.3%	+5 +5.1%	0	+2 +5.7%	+13 +92.9%	-10 -55.6%
6 Technical & Paraprofessional Staff	488	16 3.3%	6 1.2%	5 1.0%	5 1.0%	0	444	24 5.4%	9 2.0%	6 1.4%	8 1.8%	1 0.2%	-44 -9.0%	+8 +50.0%	+3 +50.0%	+1 +20.0%	+3 +60.0%	+1 n/a
7 Skilled Crafts Staff	408	21 5.1%	0	7 1.7%	7 1.7%	7 1.7%	403	21 5.2%	0	7 1.7%	7 1.7%	7 1.7%	-5 -1.2%	0	0	0	0	0
8 Service & Maintenance Staff	1,718	240 14.0%	67 3.9%	100 5.8%	49 2.9%	24 1.4%	1,902	242 12.7%	63 3.3%	103 5.4%	60 3.2%	16 0.8%	+184 +10.7%	+2 +0.8%	-4 -6.0%	+3 +3.0%	+11 +22.4%	-8 -33.3%
Total	13,706	1,063 7.8%	513 3.7%	275 2.0%	200 1.5%	75 0.5%	14,993	1,229 8.2%	615 4.1%	296 2.0%	265 1.8%	53 0.4%	+1,287 +9.4%	+166 +15.6%	+102 +19.9%	+21 +7.6%	+65 +32.5%	-22 -29.3%

Figure 15
Minority Faculty and Staff by Primary Occupational Activity Group
October 1, 2002 – October 1, 2007

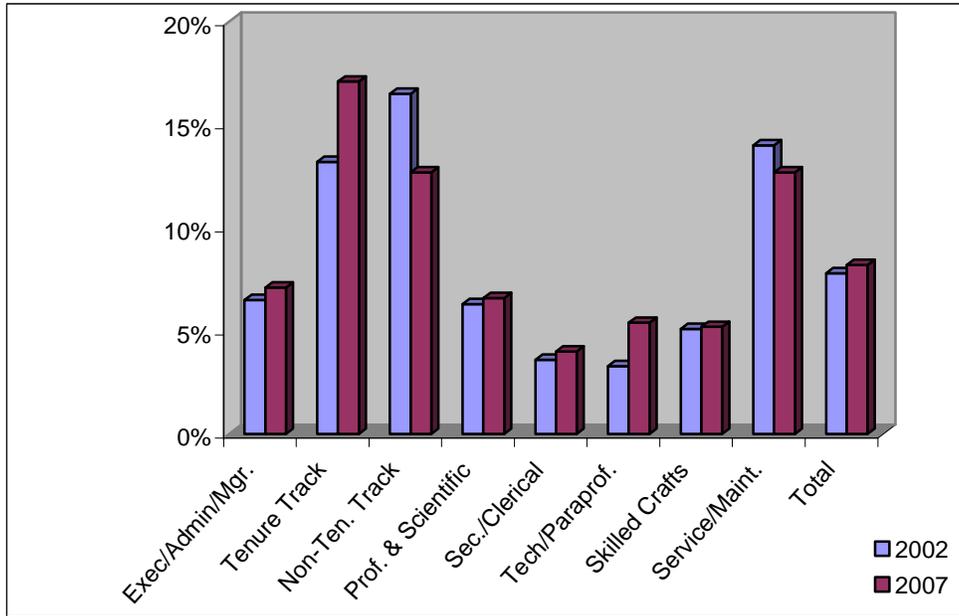
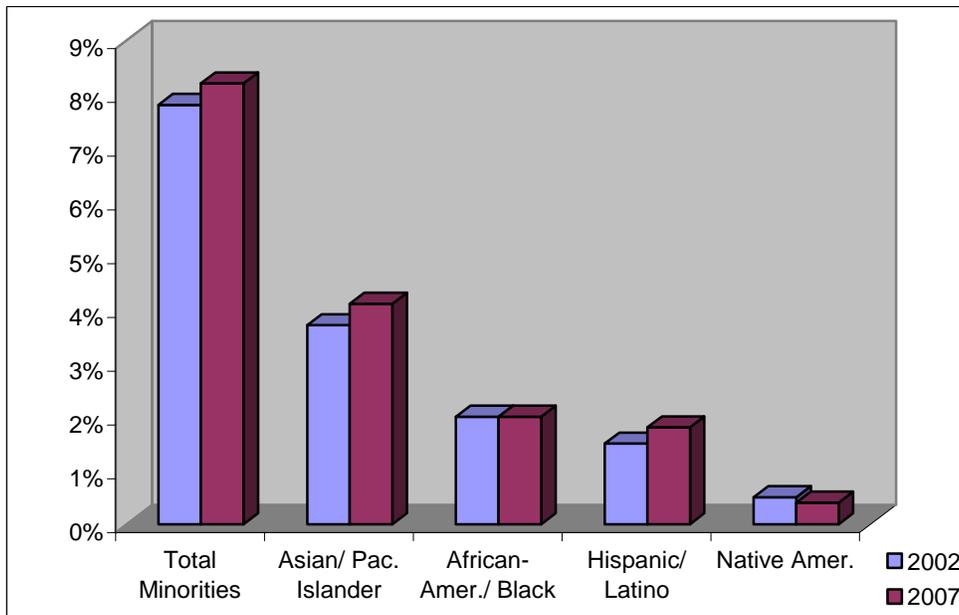


Figure 16
Total Workforce by Race/Ethnicity
October 1, 2002 – October 1, 2007



B. Faculty and Staff by Disability and Veteran Status, 2002 – 2007

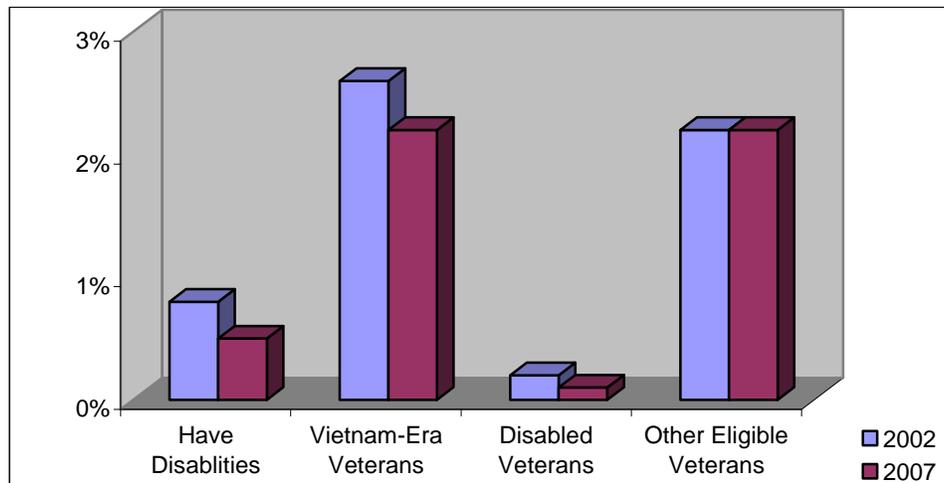
Employees self-report disability and veteran status to the University at the time of appointment, and may update or correct this information at any time. During the five-year period, the number of faculty and staff who reported having disabilities decreased from 103 to 80, a change of 22.3 percent. The number of faculty and staff who self-identified as Vietnam-era veterans decreased by 25 (7.0 percent), the number of disabled veterans decreased by 9 (30.0 percent), and the number of other eligible veterans increased by 21 (6.9 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, disabled veterans, and other eligible veterans in 2002 and in 2007.

Table XIV
Faculty and Staff by Disability and Veteran Status
October 1, 2002 – October 1, 2007

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Vietnam-Era Veterans	Disabled Veterans	Other Eligible Veterans
2002	13,706	103 0.8 %	357 2.6 %	30 0.2 %	306 2.2 %
2007	14,993	80 0.5 %	332 2.2 %	21 0.1 %	327 2.2 %
Net Change	+ 1,287 + 9.4 %	- 23 - 22.3 %	- 25 - 7.0 %	- 9 - 30.0 %	+ 21 + 6.9 %

Figure 17
Faculty and Staff by Disability and Veteran Status
October 1, 2002 – October 1, 2007



C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 2002 - 2007

The University has experienced a net decrease of 22 tenured/tenure track faculty (1.5 percent) since October 1, 2002. During this five-year period, the number of female tenured/tenure track faculty increased by 26 (6.4 percent) and the number of minorities increased by 55 (27.6 percent). The largest net gain in the minority tenure track faculty was among Asian/Pacific Islanders (34 faculty members) and the largest proportional gain was among Native Americans (3 faculty or 75 percent).

The following table and charts indicate the gender and racial/ethnic representation among the tenured/tenure track faculty in October 2002 and in October 2007.

Table XV
Tenured/Tenure Track Faculty by Gender and Race/Ethnicity
October 1, 2002 – October 1, 2007

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	African- American/ Black	Hispanic/ Latino	Native American
2002	1,507	406 26.9 %	199 13.2 %	129 8.6 %	27 1.8 %	39 2.6 %	4 0.3 %
2007	1,485	432 29.1 %	254 17.1 %	163 11.0 %	37 2.5 %	47 3.2 %	7 0.5 %
Net Change	- 22 - 1.5 %	+ 26 + 6.4 %	+ 55 + 27.6 %	+ 34 + 26.4 %	+ 10 + 37.0 %	+ 8 + 20.5 %	+ 3 + 75.0 %

Figure 18
Tenured/Tenure Track Faculty by Gender
October 1, 2002 – October 1, 2007

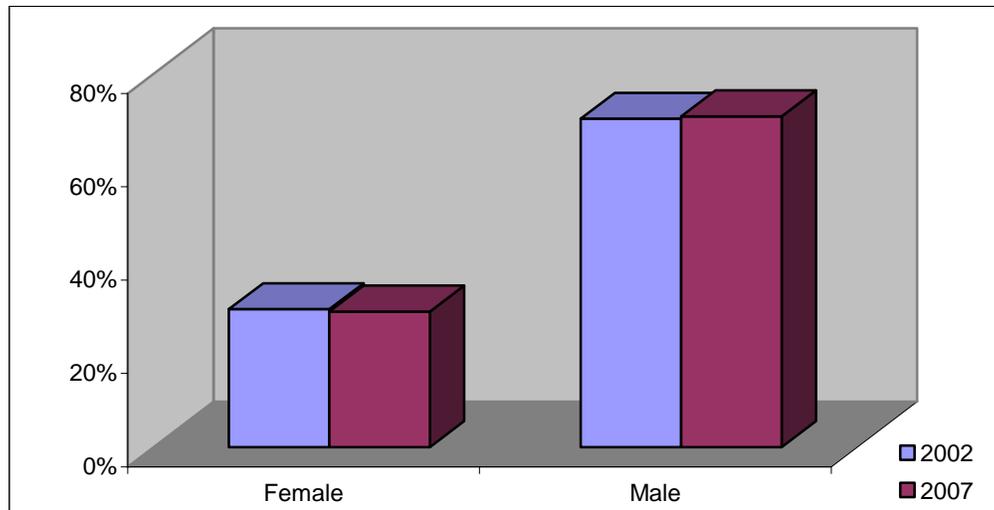
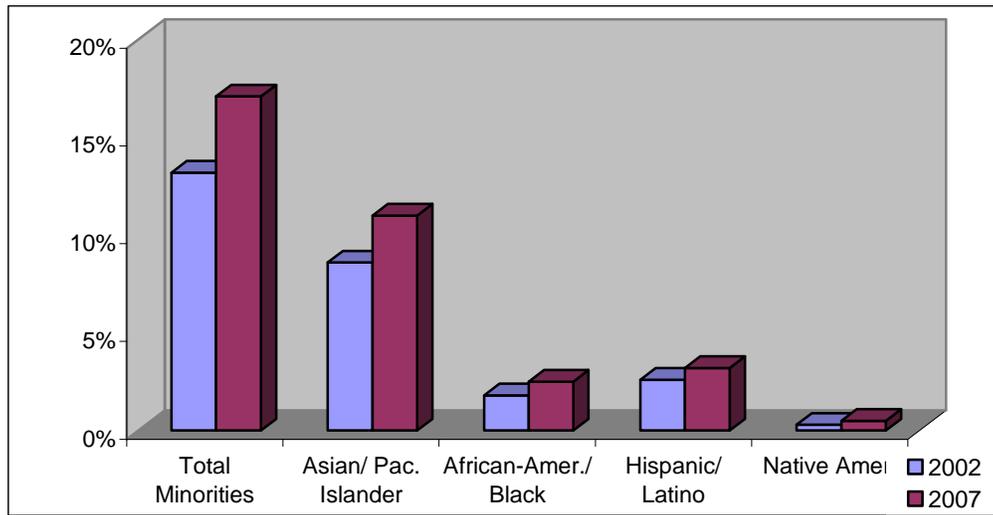


Figure 19
Tenured/Tenure Track Faculty by Race/Ethnicity
October 1, 2002 – October 1, 2007



D. Clinical Track Faculty by Gender and Race/Ethnicity, 2002 - 2007

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 clinical track faculty increased from 334 in 2002 to 427 in 2007, an increase of 27.8 percent over the five-year period. The number of women on the clinical track has increased by 34.0 percent, and the number of minorities has increased by 42.9 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 XVI
Clinical Track Faculty by Gender and Race/Ethnicity
October 1, 2002 – October 1, 2007

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	African-American/ Black	Hispanic/Latino	Native American
2002	334	141 42.2 %	35 10.5 %	20 6.0 %	5 1.5 %	7 2.1 %	3 0.9 %
2007	427	189 44.3 %	50 11.7 %	30 7.0 %	8 1.9 %	10 2.3 %	2 0.5 %
Net Change	+ 93 + 27.8 %	+ 48 + 34.0 %	+ 15 + 42.9 %	+ 10 + 50.0 %	+ 3 + 60.0 %	+ 3 + 42.9 %	- 1 -33.3 %

Figure 20
Clinical Track Faculty by Gender
October 1, 2002 – October 1, 2007

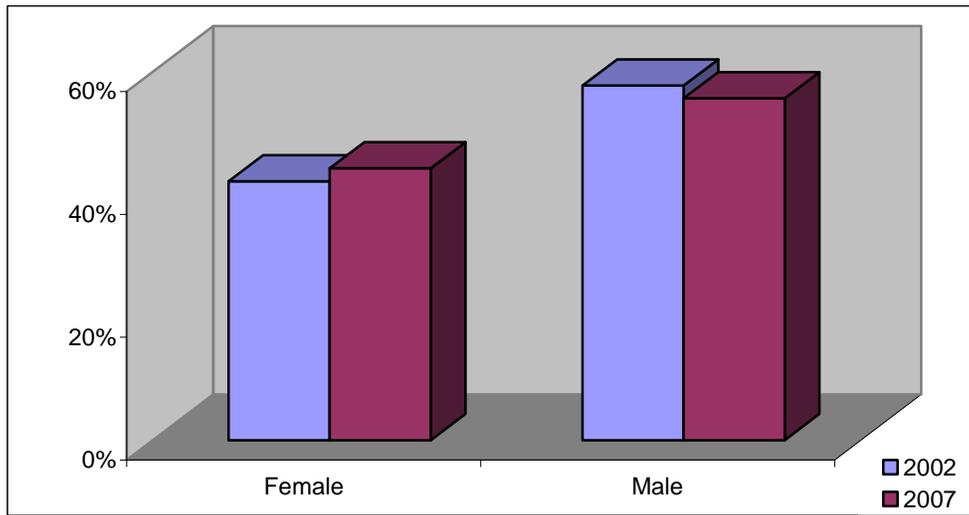
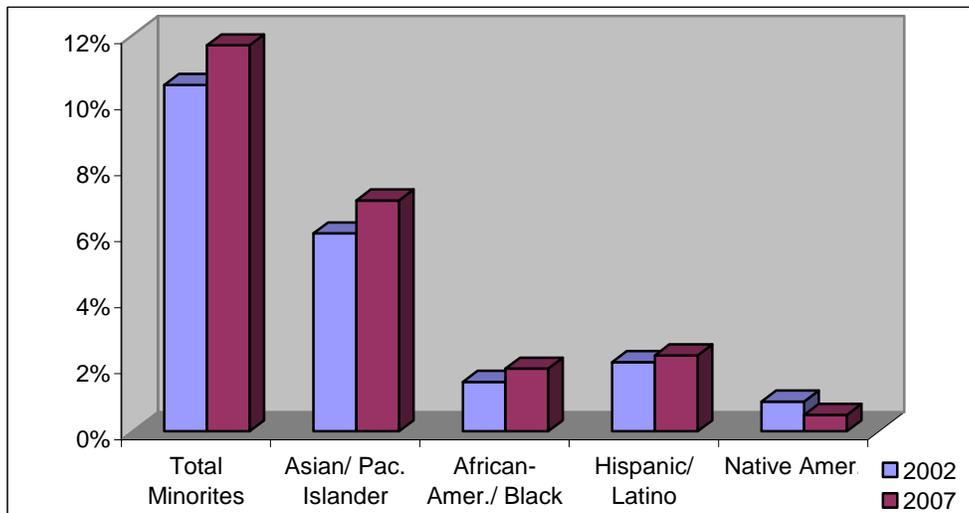


Figure 21
Clinical Track Faculty by Race/Ethnicity
October 1, 2002 – October 1, 2007



**VIII. TEN-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:
1997 - 2007**

**A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity,
1997 - 2007**

Overall Changes. Over the last ten years, The University of Iowa workforce has increased by 16.6 percent, from 12,855 in 1997 to 14,993 in 2007. 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.

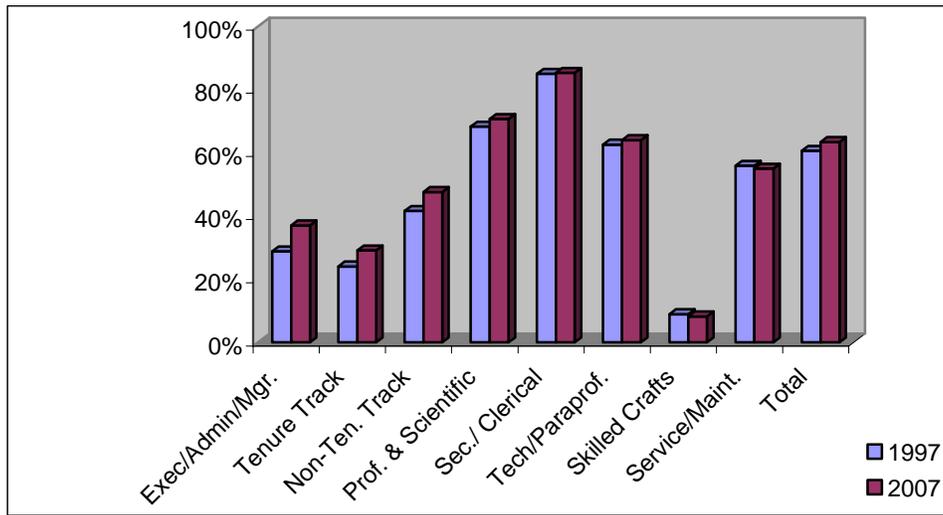
Gender. The number of women in the workforce has increased by 22.1 percent overall, with the largest proportional increase in Non-Tenure Track Faculty the largest net increase in Professional and Scientific Staff. The POA group with the largest proportional decrease was Skilled Crafts Staff and the largest net decrease was among Technical and Paraprofessional Staff.

The following table and chart compare the University's workforce on October 1, 1997 to that on October 1, 2007 by POA group and gender.

**Table XVII
Faculty and Staff by POA Group and Gender
October 1, 1997 – October 1, 2007**

Primary Occupational Activity Group	1997		2007		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	271	78 28.8 %	351	130 37.0 %	+ 80 + 29.5 %	+ 52 + 66.7 %
2 Tenured/Tenure Track Faculty	1,583	380 24.0 %	1,485	432 29.1 %	- 98 - 6.2 %	+ 52 + 13.7 %
3 Non-Tenure Track Faculty	421	175 41.6 %	655	312 47.6 %	+ 234 + 55.6 %	+ 137 + 78.3 %
4 Professional & Scientific Staff	5,219	3,564 68.3 %	7,165	5,064 70.7 %	+ 1,946 + 37.3 %	+ 1,500 + 42.1 %
5 Secretarial and Clerical Staff	2,626	2,233 85.0 %	2,588	2,207 85.3 %	- 38 - 1.4 %	- 26 - 1.2 %
6 Technical and Paraprofessional Staff	513	321 62.6 %	444	284 64.0 %	- 69 - 13.5 %	- 37 - 11.5 %
7 Skilled Crafts Staff	439	39 8.9 %	403	33 8.2 %	- 36 - 8.2 %	- 6 - 15.4 %
8 Service and Maintenance Staff	1,783	997 55.9 %	1,902	1,046 55.0 %	+ 119 + 6.7 %	+ 49 + 4.9 %
Total	12,855	7,787 60.6 %	14,993	9,508 63.4 %	+ 2,138 + 16.6 %	+ 1,721 + 22.1 %

Figure 22
Female Faculty and Staff by POA Group
October 1, 1997 – October 1, 2007



Race/Ethnicity. Since 1997, racial/ethnic minority representation in the workforce has increased by 49.3 percent overall, with increases in the numbers of Asians/Pacific Islanders, Hispanics/Latinos, and African Americans/Blacks. The POA groups with the largest proportional increases among minorities were Professional and Scientific Staff (83.8 percent) and Secretarial and Clerical Staff (57.6 percent). The only POA group in which minority representation decreased was Non-Tenure Track Faculty.

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, 1997 and October 1, 2007.

Table XVIII
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity
October 1, 1997 – October 1, 2007

Primary Occupational Activity Group	1997						2007						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	271	23 8.5%	6 2.2%	11 4.1%	5 1.8%	1 0.4%	351	25 7.1%	5 1.4%	14 4.0%	4 1.1%	2 0.6%	+80 +29.5%	+2 +8.7%	-1 -16.7%	+3 +27.3%	-1 -20.0%	+1 +100%
2 Tenured/Tenure Track Faculty	1,583	180 11.4%	118 7.5%	27 1.7%	32 2.0%	3 0.2%	1,485	254 17.1%	163 11.0%	37 2.5%	47 3.2%	7 0.5%	-98 -6.2%	+74 +41.1%	+45 +38.1%	+10 +37.0%	+15 +46.9%	+4 +133.3%
3 Non-Tenure Track Faculty	421	99 23.5%	72 17.1%	9 2.1%	16 3.8%	2 0.5%	655	83 12.7%	47 7.2%	14 2.1%	20 3.1%	2 0.3%	+234 +55.6%	-16 -16.2%	-25 -34.7%	+5 +55.6%	+4 +25.0%	0
4 Professional & Scientific Staff	5,219	259 5.0%	141 2.7%	53 1.0%	49 0.9%	16 0.3%	7,165	476 6.6%	296 4.1%	78 1.1%	92 1.3%	10 0.1%	+1,946 +37.3%	+217 +83.8%	+155 +109.9%	+25 +47.2%	+43 +87.8%	-6 -37.5%
5 Secretarial & Clerical Staff	2,626	66 2.5%	18 0.7%	30 1.1%	9 0.3%	9 0.3%	2,588	104 4.0%	32 1.2%	37 1.4%	27 1.0%	8 0.3%	-38 -1.4%	+38 +57.6%	+14 +77.8%	+7 +23.3%	+18 +200.0%	-1 -11.1%
6 Technical & Paraprofessional Staff	513	21 4.1%	12 2.3%	3 0.6%	2 0.4%	4 0.8%	444	24 5.4%	9 2.0%	6 1.4%	8 1.8%	1 0.2%	-69 -13.5%	+3 +14.3%	-3 -25.0%	+3 +100.0%	+6 +300.0%	-3 -75.0%
7 Skilled Crafts Staff	439	15 3.4%	0	7 1.6%	6 1.4%	2 0.5%	403	21 5.2%	0	7 1.7%	7 1.7%	7 1.7%	-36 -8.2%	+6 +40.0%	0	0	+1 +16.7%	+5 +250.0%
8 Service & Maintenance Staff	1,783	160 9.0%	56 3.1%	52 2.9%	32 1.8%	20 1.1%	1,902	242 12.7%	63 3.3%	103 5.4%	60 3.2%	16 0.8%	+119 +6.7%	+82 +51.3%	+7 +12.5%	+51 +98.1%	+28 +87.5%	-4 -20.0%
Total	12,855	823 6.4%	423 3.3%	192 1.5%	151 1.2%	57 0.4%	14,993	1,229 8.2%	615 4.1%	296 2.0%	265 1.8%	53 0.4%	+2,138 +16.6%	+406 +49.3%	+192 +45.4%	+104 +54.2%	+114 +75.5%	-4 -7.0%

Figure 23
Minority Faculty and Staff by POA Group
October 1, 1997 – October 1, 2007

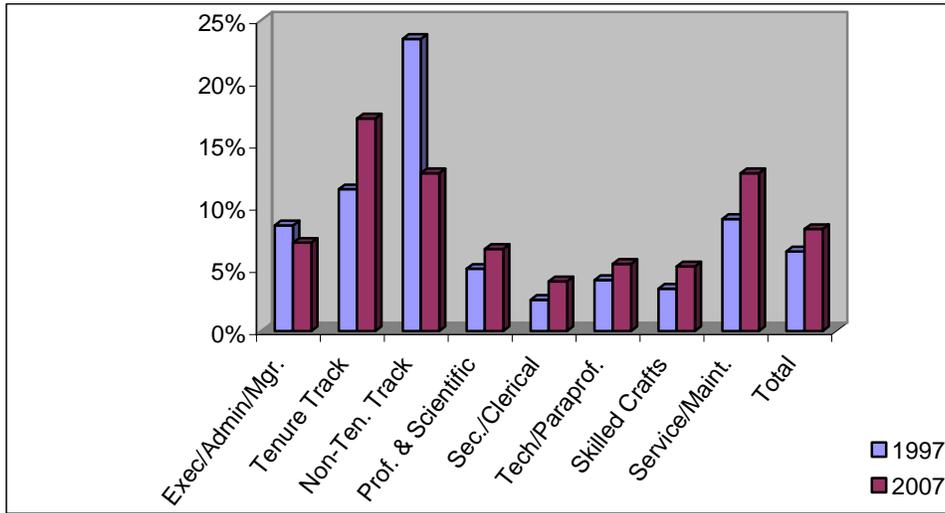
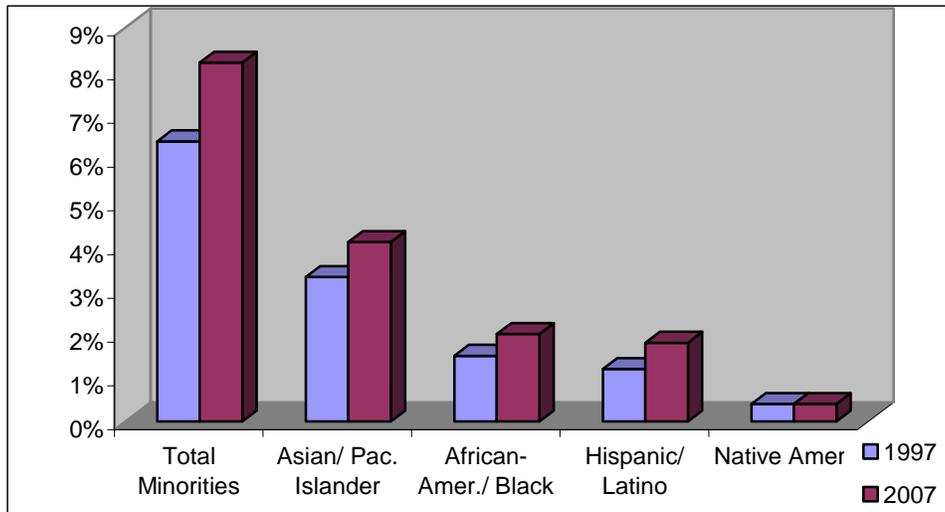


Figure 24
Total Workforce by Race/Ethnicity
October 1, 1997 – October 1, 2007



B. Faculty and Staff by Disability and Veteran Status, 1997 – 2007

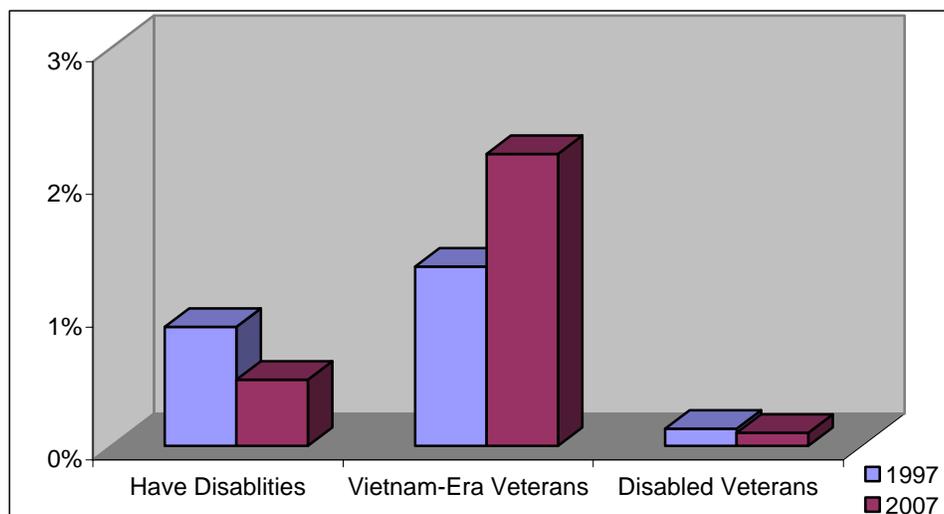
Employees self-report disability and veteran status to the University at the time of appointment, and may update or correct this information at any time. Since 1997, the number of faculty and staff who reported having a disability has decreased by 32.2 percent (38 individuals). The number of faculty and staff who self-identified as Vietnam-era veterans increased by 83.4 percent (151 individuals), and the number of disabled veterans increased by 40.0 percent (6 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 1997 and in October 2007.

Table XIX
Faculty and Staff by Disability and Veteran Status
October 1, 1997 – October 1, 2007

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Vietnam-Era Veterans	Disabled Veterans	Other Eligible Veterans
1997	12,855	118 0.9 %	181 1.4 %	15 0.1 %	(not collected)
2007	14,993	80 0.5 %	332 2.2 %	21 0.1 %	327 2.2 %
Net Change	+ 2,138 + 16.6 %	- 38 - 32.2 %	+ 151 + 83.4 %	+ 6 + 40.0 %	n/a

Figure 25
Faculty and Staff by Disability and Veteran Status
October 1, 1997 – October 1, 2007



C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 1997 – 2007

The number of tenured/tenure track faculty decreased by 98 individuals (6.2 percent) over the ten-year period, from 1,583 in 1997 to 1,485 in 2007. However, the numbers of female and racial/ethnic minority tenured/tenure track faculty increased over this time period, women by 13.7 percent and minorities by 41.1 percent. The largest increases in minority tenured/tenure track faculty occurred among Asians/Pacific Islanders (45 individuals or 38.1 percent) and Hispanics/Latinos (15 individuals or 46.9 percent). There were also increases in the numbers of African Americans/Blacks (10 individuals or 37.0 percent) and Native Americans (4 individuals, more than 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 1997 and in October 2007.

Table XX
Tenured/Tenure Track Faculty by Gender and Race/Ethnicity
October 1, 1997 – October 1, 2007

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	African- American/ Black	Hispanic/ Latino	Native American
1997	1,583	380 24.0 %	180 11.4 %	118 7.5 %	27 1.7 %	32 2.0 %	3 0.2 %
2007	1,485	432 29.1 %	254 17.1 %	163 11.0 %	37 2.5 %	47 3.2 %	7 0.5 %
Net Change	- 98 - 6.2 %	+ 52 + 13.7 %	+ 74 + 41.1 %	+ 45 + 38.1 %	+ 10 + 37.0 %	+ 15 + 46.9 %	+ 4 + 133.3 %

Figure 26
Tenured/Tenure Track Faculty by Gender
October 1, 1997 – October 1, 2007

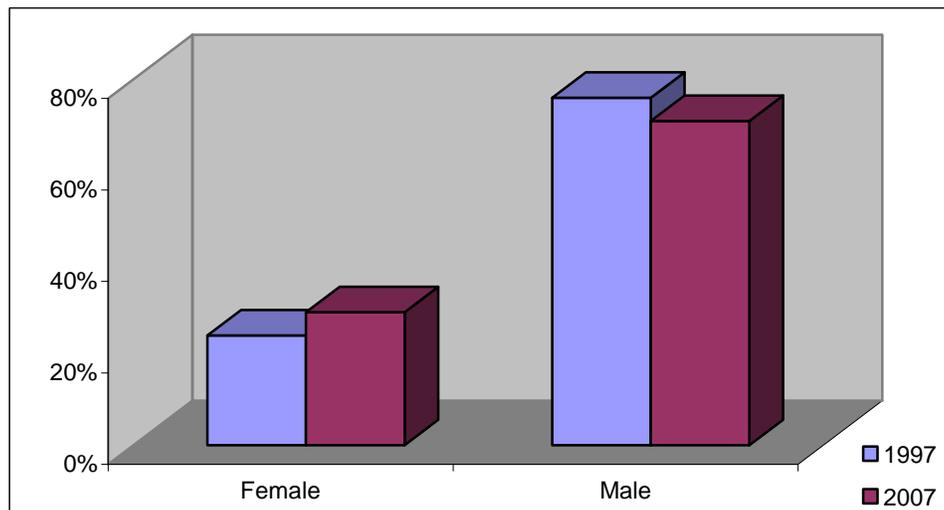
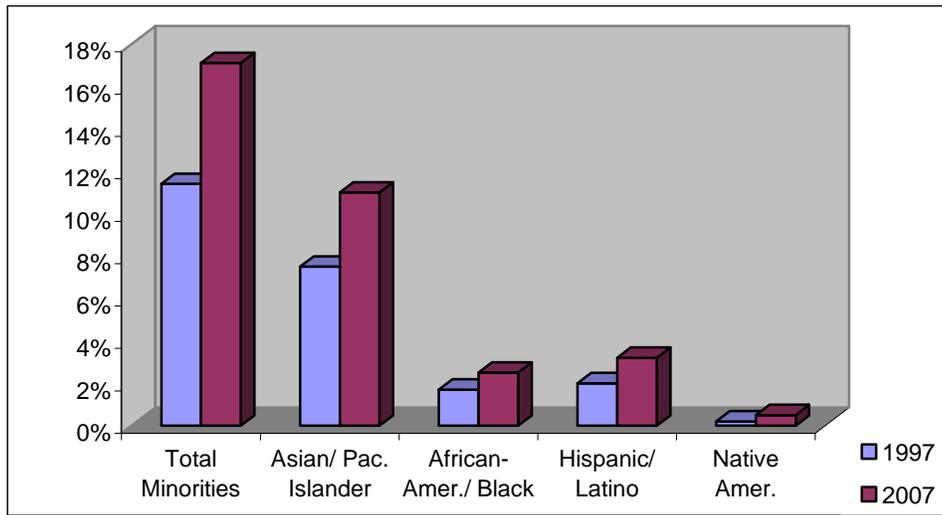


Figure 27
Tenured/Tenure Track Faculty by Race/Ethnicity
October 1, 1997 – October 1, 2007



D. Clinical Track Faculty by Gender and Race/Ethnicity, 1997 – 2007

The clinical track faculty has more than tripled in size in the last ten years, from 136 faculty in 1997 to 427 in 2007. 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 49 (36.0 percent) in 1997 to 189 (44.3 percent) in 2007. Over the ten-year period, the number of minorities on the clinical track increased from 17 individuals (12.5 percent) to 50 individuals (11.7 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 XXI
Clinical Track Faculty by Gender and Race/Ethnicity
October 1, 1997 – October 1, 2007

Year	Clinical Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	African-American/ Black	Hispanic/ Latino	Native American
1997	136	49 36.0 %	17 12.5 %	8 5.9 %	2 1.5 %	5 3.7 %	2 1.5 %
2007	427	189 44.3 %	50 11.7 %	30 7.0 %	8 1.9 %	10 2.3 %	2 0.5 %
Net Change	+ 291 + 214.0%	+ 140 + 285.7 %	+ 33 + 194.1 %	+ 22 + 275.0 %	+ 6 + 300.0 %	+ 5 + 100.0 %	0

Figure 28
Clinical Track Faculty by Gender
October 1, 1997 – October 1, 2007

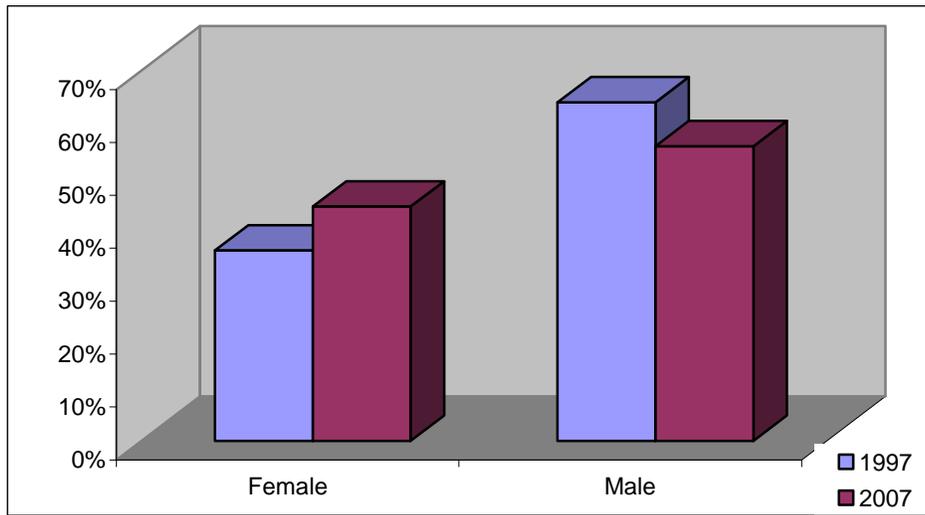
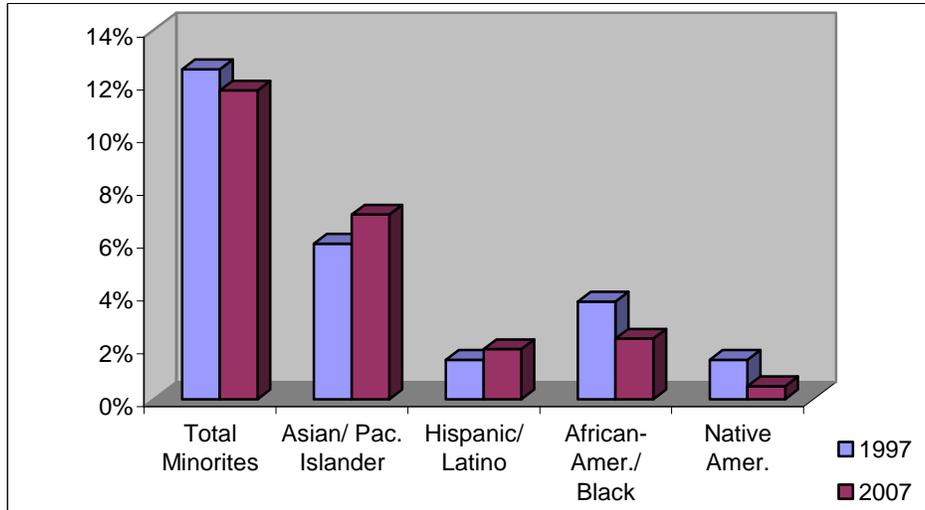


Figure 29
Clinical Track Faculty by Race/Ethnicity
October 1, 1997 – October 1, 2007



IX. FIVE-YEAR AND TEN-YEAR COMPARISON SUMMARY

Table XXII

The University of Iowa Workforce by Primary Occupational Activity Group, Gender, and Minority Status in 1997, 2002, and 2007

Primary Occupational Activity (POA) Group	September 30, 1997				September 30, 2002				September 30, 2007						
	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	271	78	28.8%	23	8.5%	309	104	33.7%	20	6.5%	351	130	37.0%	25	7.1%
Tenured/Tenure Track Faculty	1,583	380	24.0%	180	11.4%	1,507	406	26.9%	199	13.2%	1,485	432	29.1%	254	17.1%
Non-Tenure Track Faculty	421	175	41.6%	99	23.5%	528	239	45.3%	87	16.5%	655	312	47.6%	83	12.7%
Professional and Scientific Staff	5,219	3,564	68.3%	259	5.0%	6,016	4,117	68.4%	381	6.3%	7,165	5,064	70.7%	476	6.6%
Secretarial and Clerical Staff	2,626	2,233	85.0%	66	2.5%	2,732	2,326	85.1%	99	3.6%	2,588	2,207	85.3%	104	4.0%
Technical and Paraprofessional Staff	513	321	62.6%	21	4.1%	488	302	61.9%	16	3.3%	444	284	64.0%	24	5.4%
Skilled Crafts Staff	439	39	8.9%	15	3.4%	408	42	10.3%	21	5.1%	403	33	8.2%	21	5.2%
Service and Maintenance Staff	1,783	997	55.9%	160	9.0%	1,718	892	51.9%	240	14.0%	1,902	1,046	55.0%	242	12.7%
Total	12,855	7,787	60.6%	823	6.4%	13,706	8,428	61.5%	1,063	7.8%	14,993	9,508	63.4%	1,229	8.2%

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

REPORT TO THE BOARD OF REGENTS
STATE OF IOWA

Annual Affirmative Action Progress
And Diversity Report
November 2007

Submitted by:
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TABLE OF CONTENTS

EXECUTIVE SUMMARY	3
OVERVIEW OF OCCUPATIONAL HISTORY	6
MEASUREMENT OF GOALS FROM 2006-2007 AFFIRMATIVE ACTION PROGRESS REPORT.....	6
PROGRAMMATIC GOALS: 2007-2008.....	8
EFFORTS IN DIVERSITY	9
COLLEGES	23
<i>The College of Agriculture</i>	<i>23</i>
<i>The College of Business.....</i>	<i>28</i>
<i>The College of Design.....</i>	<i>30</i>
<i>The College of Engineering.....</i>	<i>34</i>
<i>The College of Human Sciences.....</i>	<i>41</i>
<i>College of Liberal Arts and Sciences.....</i>	<i>48</i>
<i>The Parks Library</i>	<i>50</i>
<i>The College of Veterinary Medicine.....</i>	<i>51</i>
PERSPECTIVE: TEN YEARS OF AFFIRMATIVE ACTION: 1997-2007.....	53

EXECUTIVE SUMMARY

“Affirmative Action may be about numbers, but the environment supported by diversity is what makes affirmative action work, and diversity is about people. It’s about every person whose unique knowledge, skills and life experiences contribute to enrich an environment and enhance the excellence that flows from that environment.”

Carla R. Espinoza, Associate Vice President, Human Resources Services,
Director, Equal Opportunity & Diversity
July 2007

Iowa State University has prepared this Affirmative Action Progress Report to describe the progress made this past year in the areas of affirmative action and diversity. This Executive Summary explains the role diversity 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, 2006 to September 30, 2007.

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

Iowa State University continues to take an active role in recruiting for diversity within the community. The Equal Opportunity & Diversity Office and the Human Resources Department have traveled throughout Iowa attending job fairs and speaking to diverse groups regarding employment. They have continued to partner with the Ames Iowa Workforce Development office to help applicants find jobs at Iowa State University.

The Equal Opportunity & Diversity Department continues to update the “Diversity @ ISU” webpage. 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.

Iowa State University has continued holding sessions for faculty and staff regarding the 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 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 were adopted and approved by President Geoffrey in January 2007.

Communication regarding diversity was a key goal for Iowa State University. The Diversity Blueprint is a document that was created to amplify the Principles of Community and incorporate the Campus Climate Implementation Plan. This design of merging the two concepts was to communicate the commitment to a welcoming atmosphere. You can link directly to the Blueprint by clicking on http://www.hrs.iastate.edu/diversity/doc/div_blueprint_2.pdf

Iowa State University and the Office of Equal Opportunity and Diversity acted as host for the 2nd Annual Regional Diversity Summit on April 17, 2007. Drs. Emily Moore and J. Herman Blake were the keynote speakers and spoke on the topic of recruiting and retaining diverse faculty and staff. More than 150 participants from four states were in attendance. In addition to the Regional Summit, a Diversity Career Fair was held and many diverse students from the Ames/Des Moines area participated in the job fair. A panel consisting of career services professionals also provided a discussion to students on the subject of succeeding in the diverse workplace.

The Office of Equal Opportunity and Diversity also participated in October as speakers at the 2007 Diversity Conference and Institute. The topic they presented was “Cross-Cultural Mis-Communication and the Risk of Racial, Ethnic and Sexual Harassment”. This conference was host to companies and organizations from across the state of Iowa.

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	50.0	50.9
Minorities	10.5	6.1

Iowa State University experienced an increase in women in the Executive/Administrative/Managerial, Non Tenure Track Faculty, Professional and Scientific, Technical/Paraprofessional, Secretarial /Clerical, Service Maintenance, and Skilled Crafts.

There was a decrease in the Faculty Tenured/Tenure Track by 2.

There was an increase in minorities in the Executive/Administrative Managerial, Faculty Tenured/Tenure Track, Faculty Non-Tenure Track, Professional and Scientific, and

¹ Information provided by the 2000 United States Census Bureau.

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

Overall, Iowa State University experienced a net increase of 143 employees.

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

OVERVIEW OF OCCUPATIONAL HISTORY

Measurement of Goals from 2006-2007 Affirmative Action Progress Report

Iowa State University set forth goals in the 2005-2006 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.

- Increase visibility, promotion, and importance of diversity issues
 - Status: Ongoing
 - The Diversity Blueprint was created to help focus on the Principles of Community and University goals to increase diversity. This was published and distributed to all departments university wide.
 - The Advisory Committee for Diversity Program Planning & Coordination was formed to assess the effectiveness of diversity efforts on campus, identify gaps in university diversity policies and efforts, develop new policies and initiatives as necessary, and ensure that units across the university are meeting diversity objectives. This committee is chaired by the Provost office
 - ISU actively participated in the planning and implementation of the community program FACES.

- 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”
 - Status: On going
 - Each College was asked to report on any new curriculum that was developed in their area, these courses are outlined in the college reports below.

- Develop diversity training programs for Chairs, Promotion and Tenure Committees, and Deans
 - Status: Complete
 - Diversity training was initiated and completed for all Chairs and Deans by the Office of Equal Opportunity and Diversity. All Faculty members participating on search committees are all strongly encouraged to complete the on line training titled “Invite Diversity” in order to understand the importance of diversity in applicant pools.

- Develop/Improve policies and resources that present Ames and Iowa State University as an attractive location for new and diverse faculty and staff
 - Status: Ongoing
 - A document titled “Employment at Iowa State University” was created highlighting the University, Ames, and the State of Iowa as

an inclusive, welcoming community.

- Enhance institutional resources and develop creative approach to recruiting and hiring underrepresented faculty at senior level and in clusters.
 - Status: On going
 - The College of Engineering concluded the first cluster hiring. With the successful hire of several diverse faculty they have posted a new cluster hire vacancy for the 2007-2008 recruiting period.
 - The Provost office has issued a new requirement for faculty search committees. Search committees must provide a statement about its efforts to recruit a strong and diverse pool of candidates before a hire will be approved.

- 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.
 - Status: On going
 - The University works year round to provide a diverse lecture series. Please see Lecture programs later in this report.

- Collaborate with other institution of higher education in Iowa to discuss the opportunities and challenges of diversity in education.
 - Status: Ongoing
 - The Office of Equal Opportunity & Diversity hosted the 2nd Annual Regional Diversity Summit hosting Universities and Colleges across Iowa, Minnesota, Nebraska and other surrounding states. This was a very successful event which focused on the recruitment of diverse faculty and staff. The Office of Equal Opportunity and Diversity continues to be involved in the planning of the 3rd annual Regional Diversity Summit which will be hosted by a different University in 2008.

- 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.
 - Status: On going
 - The Director of Equal Opportunity and Diversity partnered with the Office of Student Affairs to provide workshops and trainings for minority students on cross cultural miscommunication.

PROGRAMMATIC GOALS: 2007-2008

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.

- The State of Iowa, the Provost Office, and the Office of Equal Opportunity and Diversity will support the Women in Science, Technology, Engineering, and Mathematics (STEM) project that will bring to campus prominent women leaders in Science and Technology.
- The Office of Equal Opportunity and Diversity will work with departments and offices to provide training to improve the environment of inclusion at Iowa State University.
- The Office of Equal Opportunity and Diversity will collaborate with the Provost office to provide policy training to new faculty.

EFFORTS IN DIVERSITY

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

Breaking Down the Barriers

ISU continues to Tri-Chair the Breaking Down the Barriers committee in an effort to make Ames a more welcoming environment for women and minorities. The committee and its ISU representatives have discussed ways to overcome harassment issues that have occurred on campuses throughout the country and debated ways to improve the climate for equity on campus and in the community. This committee has created a Bias Incident report form that helps persons who believe they have been a victim of any act of discrimination or harassment reports such actions in a confidential way. This incident report is available by pamphlet or on the City of Ames website 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.

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 continues to improve its resources to be a more visible resource for disability and LGBT faculty, staff, and students. This website also includes a Diversity calendar, interfaith calendar and announcements for upcoming diversity programs. (<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 attending a predominately White institution, including cultural understanding, 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, staff, faculty, and family members, and ultimately influence a student's decision to stay at the university.

MSA's mission is to provide and share 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, retention, and graduation 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 ISU and Ames community members and in the delivery of programs and services that respond to the ever-changing needs of students of color.

MSA programs and services focus six areas of improvement or student development. Each initiative is designed to specifically promote and address students' 1) acclimation to Iowa State University, 2) academic success, 3) identity development, 4) community development, 5) leadership development, and 6) career development.

Through its learning communities, academic enrichment programs, leadership opportunities, and community activities, MSA distinctively connects students of color to university and community resources that ultimately lead to their persistence at and graduation from Iowa State University.

MSA Learning Communities and Programs

The MSA Learning Communities focus 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 (serves approx. 50 participants in summer)

- An eight-week academic summer program helping students of color in an early transition and adjustment to university life.
- Students learn about the Iowa and Iowa State culture and get connected through a residential community, and take coursework in English, Math, and study skills.
- Students gain early access to fall registration, and financial aid resources.

Carver Academy (serves approx. 400 students each year)

- A merit-based scholarship program and learning community offering guidance and enrichment to its participants.
- Scholars connect through University Studies courses and participate in identity development, community, civic leadership, and career activities.

Multicultural Learning Community (serves approx. 35 students each year)

- An academic yearlong learning community bringing together students from a variety of backgrounds to explore issues surrounding race and ethnicity.
- Students connect through a residential community, LAS courses and experiential learning activities including field trips, cultural events, common reading, professional workshops, and service leadership and learning projects.

Multicultural Vision Program (serves approx. 400 students each year)

- A need-based scholarship program and learning community created to assist students of color, who are admitted directly from Iowa high schools, 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 community, leadership, and career activities.

NCORE-ISCORE Project (serves approx. 16 students each year)

- A yearlong initiative offering participants opportunities in personal growth, diversity education, and a better 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 attend a University Studies course in fall and prepare to lead presentations at ISCORE workshops in the spring.

MSA Initiatives

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 (serves approx. 25 students)

- 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 (attracts approx. 200 ISU students each year)

- Held each year in April.
- Recognizes students of color for their academic achievement, campus leadership, and contributions to the ISU community.
- Planned, organized and presented by students.

Convocation: Welcome and Transition (attracts approx. 250 students each year)

- Officially welcomes the new class of African American, Latino American, Asian American, American Indian and Bi/Multiracial students to the ISU campus and Ames community.
- Offers perspectives from top ISU administrators and a resource fair for students of color to make early connections to resources and services that are designed to help them succeed at ISU
- A collaborative effort of the Multicultural Student Services Coordinating Team (MSSCT).

Multicultural Student Programming Advisory Council (10 student-member university committee)

- 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 Family Reception (attracts approx. 350 attendees each year)

- During fall move-in: An opportunity to meet the students and their families at the beginning of the semester
- Students and family members hear from staff, faculty, and peers on acclimation to college life, and the importance of using resources for academic success.

Two NEW Initiatives

- ISU Black Cultural Center Student Programming Board (developing stages)

- ISU Multicultural Center Student Programming Board (developing stages)

Discrimination and Harassment Policy Training

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

Training of the Discrimination and Harassment policy, which educates faculty and staff regarding the complaint/reporting process, was very successful. An on-line training course continues to be available for use in training of the policy. Over 3500 employees and students have utilized this resource to be familiar with the policy. New employees are also trained in the orientation/acclimation session every other month. From May 1, 2006 to October 31, 2007, more than 6100 faculty, staff and students have been trained on the Discrimination and Harassment Policy.

University Committee on Disabilities

The University Committee on Disabilities recently held Disability Awareness month on campus. Some of the activities included performances by Stigma Busters as well as discussions on Autism, Asperger's Syndrome and ADHD/ADD. The month will end with Human Resources information & discussion sessions for employees with disabilities and will include an assistive technology demonstration. 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, ISU courses, programs, and activities. SDR leads discussion and/or participation in many endeavors to promote awareness, diversity, and inclusion of persons with disabilities, including:

- Participants in discussions with other state post-secondary institutions to develop improved processes related to transition of students with disabilities from high school to college
- Attendance of the national conference for professionals in higher education (AHEAD) and Career Options for Students with Disabilities (COSD)
- Continue to organize, develop, and present training and discussion for new and returning departmental disability liaisons
- Continue to collaborate 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

- 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
- Assisted/supported Alliance for Disability Awareness (ADA), and organized annual Disability Awareness Month activities on campus during the month of October. Including: "Step in to My World" experiences and an open house in SDR offices
- Continue to 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, and other potential employers

The American Association of Affirmative Action

Iowa State University continues an active membership in the American Association of Affirmative Action. The Director of Equal Opportunity and Diversity also currently serves as the Region 7 President. 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.

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

Summary of ISU Diversity Topics/Guest Speakers

How Tearing Up City Neighborhoods Hurts America - Mindy Thompson Fullilove, MD, is a board-certified research psychiatrist at the New York State Psychiatric Institute and a professor of clinical psychiatry and public health at Columbia University and has studied the long-term consequences of urban renewal for African American people.

Torture and the War on Terror - Jumana Musa is the Advocacy Director for Domestic Human Rights and International Justice at Amnesty International.

Outside the Box: Women, Politics and Media - Lynn Sherr, the Fall 2006 Carrie Chapman Catt Center for Women and Politics Mary Louise Smith Scholar, is an award-winning investigative reporter for ABC News 20/20.

Dr. Martin Luther King, Jr., Holiday Celebration- Musical groups and speakers celebrate the life and legacy of Dr. King.

Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering - Iowa State University Associate Provost Susan Carlson will lead a discussion of the National Academy of Sciences report "Beyond Bias and Barriers" as part of the ISU Advance Program.

Back in the BSSR: Power, Protest and Meaning through Belarusian Rock and Popular Culture - Maria Paula Survilla is an associate professor of music at Wartburg College and president of the North American Association for the Advancement of Belarusian Studies.

Forty Years of Black Politics - Mary Sawyer, Iowa State University professor of religious studies and cofounder of the African American Studies program.

Forty Years in the Wilderness: Martin Luther King and the Misdirection of the Negro* - Jonathan Farley is a professor of mathematics at the University of the West Indies (Jamaica) and a former senior fellow at the Stanford University Center for International Security and Cooperation.

Understanding Islam - Ingrid Mattson is the first woman elected president of the Islamic Society of North America, the largest Muslim organization in North America.

How Can Sudan Be Saved? - **Abdalaziz Adam Alhilu**, a former member of the Sudan People's Liberation Movement (SPLM) Leadership Council, **Anwar Elnor**, president of the Darfur People's Association, and **Rev. Russell Melby**, director of the Iowa chapter of the Church World Service/CROP.

Black History Month Gospel Choir Extravaganza - Restoration & Prayze Gospel Choir from Des Moines, the Gospel Soul Innovators, and the New Birth Baptist Church Children's Choir.

Anti-Semitism in the 21st Century: The Resurgence - Film and Discussion - Hosted by veteran broadcast journalist Judy Woodruff.

From Debt to Dollars: Financial Power for Young Women - Shonna Jacobs is with Citigroup's Office of Financial Education.

The Bell Project - Patrick Hazell grew up on the banks of the Mississippi River in Burlington, Iowa, a town of many beautiful church spires.

The Horizontal World: A Reading - Debra Marquart, an associate professor of English at Iowa State, is a Pushcart Prize-winning writer and performance poet.

Darkness to Sunlight: The Life-Changing Journey of Zaid Abdul-Aziz
Zaid Abdul-Aziz, known as Don Smith before his conversion to Islam in 1973, was a three-time All-Big Eight basketball player for Iowa State and a two-time All-American..

Looking for A Few Good Men - Leonard Pitts, Jr., is the author of *Becoming Dad: Black Men and the Journey to Fatherhood* and also wrote, produced, and syndicated "Who We Are," an award-winning 1988 radio documentary on the history of Black America.

Christianity and Climate Change: Understanding the Range of Responses - Janel Curry is Dean for Research and Scholarship and Professor of Geography at Calvin College

Climate Change & Agriculture: Learning Lessons & Proposing Solutions - Cynthia Rosenzweig is a research agronomist at the NASA Goddard Institute for Space Studies in New York City and leader of its Climate Impacts Group.

Electronic Literature: Playing, Interpreting, Teaching - N. Katherine Hayles, a professor of English at UCLA, is the author of many books, the most recent being *My Mother Was a Computer: Digital Subjects and Literary Texts*.

ISCORE Keynote Address on Race and Ethnicity - Evelyn Hu-DeHart is a professor of history and director of the Center for the Study of Race and Ethnicity in America at Brown University.

Life in the Savanna - Jill Pruett is an assistant professor of anthropology at Iowa State specializing in biological anthropology.

The Impact of War on Women - Panel Discussion including Leah Keino, assistant professor, Department of Apparel, Educational Studies, and Hospitality Management; Maggie LaWare, associate professor, Department of English/Program in Speech Communication; and other participants.

Women in the Labor Force - Heidi Hartmann is the President of the Institute for Women's Policy Research and a research professor at George Washington University.

Invisible Children: Rough Cut - Film and Panel Discussion

The film will be followed by a panel discussion and update on the organization's work in Uganda, presented by Claire Singleton, Alicia Fore, Chris Loper, and Josh Gilman, a team of activists from Invisible Children.

Different but Equal: Professionalizing Family Child Care- Thelma Harms is the director of curriculum development at the Frank Porter Graham Child Development Institute and a research professor in the School of Education at the University of North Carolina-Chapel Hill.

Penelope's Tools: Clay as a Memory Vessel - Lia Bagrationi is a ceramicist and will be speaking about her ceramic sculpture and on the Republic of Georgia where she lives and works.

Gender and Science Where Science is on the Margins - Ann Koblit, Professor of Women & Gender Studies at Arizona State University, will explore some of the factors that influence women's participation in the sciences in less-studied parts of the world.

Feminism and Social Justice - Nancy A. Naples is a professor of sociology and women's studies at the University of Connecticut, where she teaches courses on the sociology of gender; gender, politics, and the state; women's activism and globalization; and feminist theory.

The Importance of Agricultural Production in the Southern Cone of South America: Meat, Grains, and Biofuels - Miguel Carriquiry, a native of Uruguay, received his PhD from Iowa State in agricultural economics in August 2004.

Turning on the Mind: French Philosophers on Television - Tamara Matheson is an assistant professor of modern European history at the University of Illinois at Urbana-Champaign.

The Preservation and Laundering of Native Languages - Albert White Hat is a Traditional Chief of the Sicangu Lakota Nation and director of the Lakota Language Program at Sinte Gleska University, located on the Rosebud Reservation in Mission, South Dakota.

An Evening with Terry Gross - Terry Gross is the host of *Fresh Air*, National Public Radio's weekday magazine of contemporary arts and issues, where her interviews are heard by more than 4.7 million people on more than 450 public radio stations.

From Iowa to Hollywood: Comedy Writing, Performing and Promotion - A Panel Discussion with Carrie Seim and the Deviants - Carrie Seim will discuss her path from "Grandma Mojo's Moonshine Revival" on the stage of the Maintenance Shop at Iowa State to Hollywood and her comedy career.

Africa and the Curse of Foreign Aid - Andrew Mujuni Mwenda is currently a Knight Fellow at Stanford University. Since 2004, he has been political editor for the *Daily Monitor* newspaper, Uganda's leading independent daily.

Catholic-Muslim Relations: A View from Jordan - Fr. Nabil Haddad is a Melkite Catholic priest who is a member of the Jordanian Royal Commission for Human Rights.

The First Amendment and the White House - Helen Thomas, a Hearst Newspapers columnist, served for fifty-seven years as a correspondent for United Press International. As White House bureau chief.

VEISHEA Opening Ceremony with Ann Bryant Borders

Ann Bryant Borders, a 1994 VEISHEA General Co chair, will deliver this year's opening remarks.

Intergroup Perceptions, Multiculturalism, and Cultural Orientation among Latinos and Non-Latinos in the U.S. - Carey Ryan is a professor in the Department of Psychology at the University of Nebraska at Omaha.

Latino Children and Youth's Ethnic Identity - Stephen Quintana is a professor in the Department of Educational Psychology at the University of Wisconsin-Madison.

Everyday Negotiation: Creating the Conditions for Leadership Success - Deborah Kolb is the Deloitte Ellen Gabriel Professor for Women and Leadership at the Center for Gender in Organizations, Simmons School of Management..

Restoring America's Standing in the World - Madeleine Albright

Political Action Week - Foreign Affairs

- Natalie Sugira from the ONE Campaign and James McCormick, professor and chair of Political Science, kick off Political Action Week with a discussion on foreign affairs.

Political Action Week: Social Issues, Agriculture and the Environment

Topics will focus on current social issues, including separation of church and state, gay rights, racial equity and affirmative action, and women's rights. Agricultural and environmental issues, such as sustainable agriculture, global warming, and energy policy, will be discussed as well.

The Rise of the Creative Class - Richard Florida is one of the world's leading public intellectuals on economic competitiveness, demographic trends, and cultural and technological innovation.

American Chica: Two Worlds, One Childhood - Marie Arana, editor of *Washington Post Book World*, was born in Peru of a Peruvian father and an American mother. She is the author of *American Chica: Two Worlds, One Childhood*, which was a finalist for the PEN-Memoir Award and the National Book Award.

Latin Music Celebration with Everardo Y Su Flota

The Yellow Rose of Suffrage - A One-Woman Play performed by Jane Cox

Forging New Ties: Shaping a New U.S. Policy Toward Latin America

Joy Olson, executive director of Washington Office on Latin America, and Vicki Gass, the organization's senior associate for rights and development, will discuss the WOLA's initiative to help shape the foreign-policy debate in the upcoming presidential campaign and lay the foundation for Latin American policy in the next administration.

Life, Liberty, and Justice - Dr. Alveda C. King, the niece of Dr. Martin Luther King, Jr., is director of African American Outreach for Gospel of Life, an ecumenical ministry that defends the sanctity of life and rights of the preborn.

A Conversation on Reproductive Rights - Karen Mulhauser, senior policy advisor to the Obama campaign, will speak on Senator Obama's stance on the issue of reproductive rights and take questions.

The Comedy of "The Daily Show" - Aasif Mandvi is the Baghdad Bureau Chief for *The Daily Show with Jon Stewart*. His political reporting antics have been a highlight of the Emmy Award-winning show.

A Discussion on the 2008 Election - Cate Edwards, daughter of Elizabeth Edwards and presidential candidate John Edwards, will be joined by *Desperate Housewives'* James Denton.

Covering '08 - Sandy Johnson, Washington Bureau Chief for the Associated Press and **Chuck Raasch** is political editor for Gannett News Service, will speak on defending the mainstream

Clones, Chimeras, and Other Creatures of the Biotechnological Revolution: Toward a Genomic Mythology - Priscilla Wald is a professor of English and Women's Studies at Duke University.

The Place of Gays and Lesbians in the Church - Sister Jeannine Gramick, a Roman Catholic nun, cofounded along with Fr. Robert Nugent the New Ways Ministry, a national, Catholic social justice center working for the reconciliation of lesbian/gay people and the church.

In Good Conscience - A Film

In Good Conscience chronicles the true story of Sister Jeannine Gramick, who is defying a Vatican edict that she shut down her compassionate ministry to gay and lesbian Catholics and silence herself permanently on the subject of homosexuality.

Making Peace Between Heaven and Earth: A Faith-Based Approach to Social and Environmental Transformation - Susan Drake Emmerich is a nationally known speaker on faith-based environmental stewardship and the founder and CEO of Emmerich Environmental Consulting.

The Village at the Other End of the Pipeline: Imagining the Future of the Global Energy Economy - Lisa Margonelli writes about the global culture and economy of energy

A Longing to Understand - A One-Woman Play performed by Jane Cox

Breaking the Creative Barriers between Art and Science: A Panel Discussion

A discussion with artists Dennis Dake, Barbara Walton, Dean Biechler and Ingrid Lilligren, and scientists Tong Wang and Paul Canfield from the exhibit *Breaking the Creative Barriers between Art and Science*, currently on display in the Pioneer Room

Learning from the Civil Rights Movement: Current Concerns of African Americans in Iowa - Charles McDew, one of the principal architects in the founding of the Student Non-Violent Coordinating Committee (SNCC) of 1960, will discuss his experiences during the Civil Rights movement as well as current issues concerning African Americans in Iowa

Women and Public Leadership - New York Senator and presidential candidate Hillary Rodham Clinton is the first First Lady of the United States elected to public office and the first woman elected independently statewide in New York State

Global Environmental Change: Technology and the Future of Planet Earth - Gene Takle is a professor of atmospheric science and agricultural meteorology at Iowa State University.

Listening to the Still Small Voice: The Life of George Washington Carver - Paxton J. Williams portrays George Washington Carver - scientist, educator and humanitarian. He takes the audience on a journey from Civil-war era Missouri, to Carver's laboratory, to the halls of Congress to witness the trials and ultimate triumph of the "Wizard of Tuskegee." Dr. Carver was the first African American student and faculty member at Iowa State University.

The Jewish Experience: A Template for Muslim Diaspora? - Sander Gilman is a distinguished professor of the Liberal Arts and Sciences at Emory University, where he is the director of the Program in Psychoanalysis and the university's Health Sciences Humanities Initiative.

The Supreme Court and Reproductive Rights - Eve Gartner is a senior staff attorney in the Public Policy Litigation & Law Department of Planned Parenthood Federation of America (PPFA).

Just Breathe Normally: A Reading - Peggy Shumaker is professor emerita from the University of Alaska Fairbanks, where she was chair of the English Department and director of the M.F.A. program in creative writing.

Growing Up Global: Can Education Reduce Gender Inequality and Poverty? Cynthia B. Lloyd is a senior associate with the Poverty, Gender, and Youth program and chair of the Bixby Fellowship program at the Population Council

How Religion Poisons Everything - Christopher Hitchens is among the best-known controversial writers and critics in the media.

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. The Lab will continue to utilize 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 2007 class of twelve included a female and ten males from ten different states. Mentors for the program included 12 chemists, scientists, professors, program directors, graduate assistants and post docs and of those, two mentors were female and two were minorities.

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 Science Bound program continues to meet its goal which is to increase the number of diverse Iowans who pursue degrees in science, technology, engineering and mathematics. Of the 11 graduates of the 2006 Science Bound program, seven enrolled at Iowa State University in the fall. A total of 41 Science Bound students have graduated from Iowa State University since its inception.

The annual High School Science Bowl Competition for high school students from throughout Iowa tested their science knowledge in the annual Ames Laboratory/Iowa State University Regional Science Bowl in 2007. 240 students and 90+ volunteers participate in the annual science bowl competition. 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.

The annual Middle School Science Bowl for 6, 7 and 8 graders is comprised of both academic and fuel cell car building competitions. A total of 16 teams participate in both academic and fuel cell car building competitions. The academic competition is a fast-paced question-and-answer contest where students answer questions about earth, physical, life and general sciences, and math.

For the first time Ames Laboratory offered middle school (5th-8th grades) physical science teachers an exciting four-week professional development opportunity to experience science in the making. The overriding theme of the DOE ACTS program at Ames Laboratory is focused on the physical environment and how knowledge of physical and earth sciences can influence its positive evolution. Teachers are trained to effectively impart in the next generation of students the wonders and complexities of scientific discovery, while preparing them for the challenges involved in decision-making as members of a technological society. Teachers who successfully complete the program will convey to their students the vulnerability of the environment to human influence. This program gives teachers the insight and knowledge to understand the complex relationship between humans

and their physical environment. Throughout the summer program National Science Education Standards are addressed for each topic according to grade level. Teachers are encouraged to participate each summer over the course of the three consecutive years.

COLLEGES

The College of Agriculture

The College of Agriculture conducts various diversity programs focused on students, faculty and staff (P&S) through the 1) Diversity Office, 2) Multicultural Programs Office (MLO), 3) College Diversity Committee, and 4) individual faculty, staff, and student activities at the department, college, university, and community levels. The College is committed to diversity across all academic and administrative levels.

We are ramping up our formal planning and activities especially related to faculty and staff recruitment, hiring, retention and advancement. We are building on the success that we have with student recruitment and retention and aiming to leverage the university-wide research and programming activities of ADVANCE to create more success with respect to faculty and staff diversity.

Part of our culture is to value faculty efforts related to diversity. The College recognizes outstanding contributions to diversity through the Annual Diversity Enhancement Award, this year awarded to Dr. Richard Hall, NREM. Former recipients were: Deland Myers, FSHD, William Graves, Horticulture, Diane Birt, FSHN, and Max Rothschild, Animal Science.

Programs focusing on diversity through recruitment, retention, and awareness activities include the George Washington Carver Internship Program, the Graduate Research Assistantship Match, the Faculty Research Exchange Visit, support to MANRRS, student advising on academic, social, and cultural matters and ADVANCE. Grant writers are urged to include diversity and/or collaboration with minority serving institutions in their proposal program of work and budgets. The College's Diversity Coordinator attends cabinet meetings, interacts with faculty and students, and works with administration to further diversity goals.

The George Washington Carver Internship Program (GWC)

GWC is one of the College's recruitment efforts to attract students of underrepresented groups, both undergraduate and graduate, to ISU. Now in its 15th year, the GWC Internship program has had an impact with nearly 20% of the interns enrolling at ISU. Here are some of the success stories associated with the GWC internship program this past year.

Students of underrepresented groups have opportunities through the Multicultural Office for additional advising, arrangements for tutoring, emergency financial aid, and other services addressing the educational, cultural, and social needs as a part of the retention efforts of the College. The College conducts interactive programs with Academic Program for Excellence (APEX) and Multicultural Vision Program (MVP) during summer months and the school year among other recruitment and retention efforts.

Graduate Research Assistantship Match (GRAM) and Scholarships

The College provides graduate assistantships to eligible minority students when matched by

department, grant, or GMAP funds. The GRAM program serves not only to attract students, but to provide them with support to complete their graduate studies. Another student retention effort was to increase the number of scholarships for underrepresented students. Present and new scholarships are:

- Kolschowsky Foundation Student Scholarships
- Dean of Agriculture Multicultural Endowed Scholarship
- Dean of Agriculture Multicultural C. R. Musser Scholarship
- Pioneer Hi-Bred, International Latino Network Scholarship

Faculty Recruitment

Our goal is to increase the number (not just the proportion) of female and minority faculty members who are tenure-eligible, tenured and non-tenure eligible. With our engagement with ADVANCE, the college is dedicated to assessing the issues, analyzing the recruitment processes and culture of our departments and reviewing the college-level training and policies that are expected to make a difference. Despite our lack of overall success, this past year we were able to recruit four female, tenure-track faculty members.

Dean Wintersteen has communicated to the department Chairs that she wants to know immediately if there are issues related to faculty retention, especially those involving females and minority faculty. Our Chairs have responded and are informing the Dean when potential retention issues arise with faculty members. This past year the college has had several successful retention activities involving female faculty members. Highlighting our efforts was the successful retention of three tenured female faculty members and one adjunct female faculty member.

Faculty Research Exchange Visits

An important part of retention of faculty is providing them with an environment and opportunities in which they can interact with students and colleagues and advance in their area(s) of scholarship- whether research, teaching/learning or extension. Our college Faculty Research Exchange program provides faculty with an opportunity to engage in joint research and academic activities with colleagues from Minority Serving Institutions. The College provides incentive funds for up to three (3) faculty visits each year, either going to or hosting professionals from Minority Serving Institutions.

The nearly \$4 million USDA IFAFS five-year grant recently concluded by four state universities and four tribal colleges (ISU as lead institution) resulted in part from FREV with tribal colleges in prior years. Many faculty members visited newly recognized land-grant tribal colleges that eventually resulted in a joint proposal and the five year integrated project to address capacity building and community outreach in the area of natural resources education.

Profile of Faculty Recruitment

The College continues to build a more defined and coordinated program for recruitment of female and minority faculty. This past year as part of the ADVANCE program the college solicited applications for the college Equity Advisor. The Dean received three applicants - two male and one female. The top candidate selected fall 2006 was Dr. Janette Thompson, Associate Professor, NREM. As Equity Advisor Dr. Thompson will strive to engaged the target departments (GDCB, Animal Science and Plant Path) first then all other departments in a series of activities designed to 1) create a sound understanding of the issues and

problems associated with recruitment (as well as retention and advancement) of female and minority faculty members, and 2) develop college-wide and department-specific activities to facilitate and cause appropriate changes in the culture and actions of each department with respect to recruiting and hiring a more diverse faculty. Dr. Thomspon through her engagement with the ADVANCE Council and the focal departments will be able to bring ISU-specific research-based data and information to the faculty and administrators that will guide the type and nature of the activities used to ensure advances in the recruitment, retention and advancement of female and minority faculty members.

As part of the five-year plan of the ISU ADVANCE program, the college will actively pursue cultural and structural changes in three focal departments - Genetics, Development, and Cell Biology; Animal Science and Plant Pathology. Currently activities are centered on GDCB the first of the focal departments. Dr. Jo Ann Powell-Coffman has been pointed ADVANCE Professor. Her role will be to facilitate cultural and structural changes in her department with the assistance of the entire ISU ADVANCE Council and the college ADVANCE Equity Advisor.

Social Justice Committee

As a follow up of recommendations made from the University Climate Study, a committee met fall semester 2006 and up to March of this spring semester to consider the formation of a Social Justice Institute or Center to advance the study of social justice. Membership on the committee was campus wide, including a representative from the College of Agriculture. The Social Justice Committee submitted the following recommendations to the vice-provost:

- Support to the Educational Leadership and Policy Study program,
- Develop university-wide social justice initiative that includes collaboration with entities such as CATT CAIS, ELPS to develop an undergraduate social justice certificate,
- Provide seed funding for university-wide research and scholarship on social justice,
- Develop an Iowa Conference on Equity and Social Justice, and
- Create a Social Justice Initiatives Advisory Council that would review proposals and coordinate activities.

Efforts to Improve Climate for Diversity

Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS)

The College provides support to the local Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS) chapter. MANRRS Chapter activities on campus, regionally, nationally are ongoing and include:

- Community service such as tutoring junior high school students, collecting food for the local food bank, donating Thanksgiving food to MICA.
- Agricultural related careers opportunities with industry, agency, and university presenters at bi-monthly meetings and hosts breakfast for exhibitors at the College of Agriculture Career Fair.
- Collaboration with COA for outreach activities.
- Leadership opportunities and training to officers and members.

- Visibility and awareness to diversity issues at the department, college, and university levels.

In addition, the College exhibits and recruits at the annual career fair of the national MANRRS Conference.

Diversity Committee Survey

The diversity survey was completed by 165 COA faculty members in January, 2007. The purpose of the survey was to heighten awareness of diversity within the college and to determine faculty activities toward enhancing diversity. Below are the Diversity Committee recommendations based on survey results:

- Survey achieved desired goal of increasing awareness of specific strategies to enhance diversity through activities directed to under-represented groups.
- It would help faculty for the COA to have a consistent operational definition of “under-represented groups” or “diversity”.
- Department chairs need to be reinforced of the importance of the diversity component in Annual Report of Faculty Activities and follow through on emphasizing this component of the report to faculty.
- There needs to be a clearer picture of the consequences for ignoring diversity issues and the incentives to engage in diversity enhancing activities.
- There is a need to determine why most respondents indicated they have done more to carry out diversity enhancing activities in the past or will do more in the future than they are doing at present.
- COA needs to determine means that allow faculty input into college or department policies relevant to enhancing diversity.
- Follow up is needed at the COA staff level (Mary de Baca; Nina Grant) in making connections with minority-serving institutions and taking advantage of willing mentors.
- Follow up is needed at the COA Diversity Committee level in evaluating department websites for ways to attract and retain students from under-represented groups.
- The College of Agriculture administration should consider increasing financial support to the high school and undergraduate internship programs, such as George Washington Carver (GWC), to build the pool of qualified students for recruitment to ISU.
- An abbreviated version of the survey results and final recommendations should be made available via Ag Online.

Criteria for faculty evaluation fosters diversity

Through the efforts of the College Diversity Committee, “enhancing diversity” was added to the criteria for the annual performance reviews of faculty. In the spring 2007 survey, 62% of the respondents indicated that their diversity activities were included in their Annual Report of Faculty Activities. It is clear that while the general policy to review diversity activities at the performance reviews that not all departments are doing so. We will develop additional communication to our Chairs regarding the importance of diversity as part of the performance review.

NCORE, ISCORE participation

The College of Agriculture supported three faculty/staff persons to attend the National Conversations on Race and Ethnicity held in Chicago in June 2006. These individuals and several faculty and students were involved in preparing for the ISU conference on March 2, 2007 although there was limited attendance due to classes being canceled because of weather conditions.

ISU ADVANCE Program

The ADVANCE program, which involves the College of Agriculture, College of Liberal Arts and Sciences and College of Engineering, is a five-year effort sponsored by a grant from the National Science Foundation. The grant will support research, development and implementation of programs that enhance the recruitment, retention and promotion of women scientists and engineers at Iowa State.

The College of Agriculture has been represented in all phases of ADVANCE, from proposal writing to the program initiation phases of the project. College Equity Advisor, Dr. Janette Thompson, has met with cabinet members as well as working directly with the College's focal departments of Animal Science, Genetics, Development and Cell Biology, and Plant Pathology. The objective of transforming the culture, practices, and structures to be more inclusive will occur through focus groups, needs assessment and training sessions at the department level. Simultaneously, university-wide focus will be on identification of subtle and overt impediments to equity and on policies which will diminish those barriers. The College Diversity Committee will be collaborating with the ADVANCE program.

CULTURAL CELEBRATIONS

The College was involved in cultural celebrations (Black History Month, Latino Heritage Month, etc.), community events such as sponsoring a table at the NAACP banquet, diversity in the regional diversity in higher education summit, George Washington Carver celebrations, and other such events to heighten awareness and advocate for greater diversity.

The College of Business

Faculty

During the past year, the College of Business had four faculty positions open. Of the four positions filled, three female faculty members were hired. 17.8% tenured faculty members, 35.3% Tenure Track faculty members, and 52.2% Non-Tenured track faculty are women.

Staff

Four P&S positions were available in the past year. Two out of the four positions were filled by female hires.

Student Body

The College of Business continues to increase the number of undergraduate minority students. The table below summarizes minorities and females in the College. This data reflects Fall 2007 enrollment numbers.

	College of Business
Undergraduate Students	
Minority	10.6%
Female	35.5%
Graduate Students	
Minority	4.7%
Female	44.1%

Scholarships

142 scholarships were awarded. 54.3% to females and 7.6% to minorities. \$6500 in study abroad scholarships was awarded to 13 women/minorities.

Programs

A diversity committee continues to be active, 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.

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

We regularly invite minority alums back to campus for speaking engagements. Fall 2006 featured Michael Olujic, who is a Native American, is Controller for a tribe in Wisconsin-- he spoke to a group of 200 students, faculty, and recruiters. In Spring 2007, the speaker was Miriam De Dios, Latino, and a financial analyst for John Deere Credit.

Diversity Networking Breakfast—January and September 2007

A diversity networking breakfast was held in January 2007 for the purpose of facilitating networking between students of color and interested recruiters. The breakfast was a success, and repeated in September 2007. These breakfasts have included an alumnus who was a student of color speaking on the topic of their personal career success.

The College of Design

During the 2006-2007 academic year, this Diversity Committee continued to identify and address diversity issues within the college. The committee developed and administered a climate survey for the college. The survey was meant to assess the perception of the faculty and staff relative to issues of race, ethnicity and gender. At this point the data is being analyzed and will be used to develop initiatives in the college that will improve the “climate” in the college.

The Diversity Committee along with the COD Multicultural Liaison Office provided support for a student organized show entitled “Social (in) Justice through the Arts”.

The Diversity Committee provided support for an interdisciplinary (CRP, LA, Arch) group of graduate students plus faculty to present their research on diversity issues in the curriculum and the environment at the Planners Network Conference in New Orleans.

The Design administration provided financial support for the Women’s Leadership Summit to be held on campus April 27th.

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 2006-2007 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 MLO also consulted students of color on academic issues and academic success strategies.

Faculty and Students

A number of faculty and students presented programs at, served as moderators for, or attended the ISCORE 2007 conference.

The Pacific Rim Traveling Studio took landscape architecture students to Malaysia, New Zealand and Australia in the summer of 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.

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

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 was 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.

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.

Design that provided accessibility for disabled individuals represents the primary focus of several courses in each of the disciplines in the college.

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.

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.

An interdisciplinary group of faculty and students worked with members of the Coeur d’Alene Nation on several projects relative to economic development and tribal heritage.

An interdisciplinary group of faculty and students participated in a studio involving the analysis of homeless communities living in marginal areas in downtown Des Moines. “The project allowed students to acknowledge in a meaningful way the existence of this marginal population, to interact with it and to devise options to legitimize and empower its existence.”

With a “Women Enhancement Mini – Grant” from ISU, an architectural faculty member organized an interdisciplinary lecture series entitled “Women in Sustainable Design”.

A graphic design faculty member developed course projects that involve diversity topics, specifically racial identity and gender identity.

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

Paul Shao, professor of architecture, received the ISU International Service Award, which recognizes a faculty member for outstanding international service in teaching, research or administration, within the United States or abroad.

As a founding member of the Iowa Asian Alliance Foundation and president of the Chinese Cultural Center of America, an architecture faculty oversaw the planning, fund raising and construction of the Asian Gardens in Des Moines, Iowa.

An architectural faculty member was a founding member of the AIA Iowa Diversity Task Force, proposing initiatives and developing research on demographic data in the architectural profession to the 2007 AIA Iowa Convention.

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.

Gallery/Public Art/Lectures

The College of Design and/or design faculty members organized or presented the following lectures or shows on campus:

- "The Design Process, Autism and Animals"
Temple Grandin, professor of animal science, Colorado State University A prelude to Disability Awareness Week at Iowa State.
- "Changing Realities, Static Theories, and Conceptual Dead Ends: Conceptualizing Changing Livelihood Strategies in African Cities"
Francis Owusu, Assistant Professor, Community and Regional Planning, Iowa State University.
- "Activist Architecture" John Cary, executive director, Public Architecture.
- "A Spatial Approach to Assess Student Performance from Rural and Urban Schools in Brazil" Monica Haddad, assistant professor, community and regional planning, and
GIS extension specialist.

- Twelve College of Design faculty members took part in a symposium sponsored by the Center for Excellence in the Arts and Humanities. "Mapping Territories: Dialogues on Places, Peoples, and Spatial Practices".
- "Social (In) Justice through the Arts" Juried art show open to ISU students and recent graduates.
- "Painting with Indigenous Words and Music" Michael Jacobs of the Oklahoma Western Band Cherokee Nation.

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.

The College of Engineering

The *2050 Challenge* entails developing practical and affordable technical solutions that produce sustainable agriculture and manufacturing; provide non-polluting and renewable energy sources, and universal access to information, healthcare and commerce. Meeting the *2050 Challenge* will ultimately require international partnerships beyond that yet experienced and international leadership that overcomes daunting cultural obstacles. In order to meet the *2050 Challenge* the College of Engineering (COE) must implement strategies which create a diversity-rich culture for its students, faculty and staff. The COE Strategic Plan is highly focused on creating this culture. The following report outlines diversity initiatives that support this strategic plan.

Success Stories in Student Recruitment and Retention

From the Strategic Plan: "Empowering our students and faculty will create an environment that will enhance the intellectual, ethnic, and gender diversity of student body and faculty."

From Strategic Plan: "Academic opportunities involving biology will be provided in all majors and programs, undergraduate and graduate, in recognition of the vital role played by biological science and technology in, for example, health care, the food supply, industrial processing, energy development, and environmental management."

From the Strategic Plan: "Becoming a preferred destination for regional, national, and international students will recognize our international impact. We will increase the number and quality of PhD students we supervise, both within engineering and collaboratively with colleagues in other disciplines."

The COE reallocated resources to establish Engineering Diversity and Graduate Student Affairs (EDGSA) in 2005. In collaboration with departments and central units in the college, EDGSA conducted the following activities/programs to enhance student recruitment and retention college-wide in 2006-2007:

- In collaboration with the Center for Excellence in Learning and Teaching, and the Program for Women in Science and Engineering, presented the workshop series *Enhancing the Climate in Engineering* to share best practices for improving the climate for students in engineering. The methods, based in part on research conducted at ISU, are intended to increase participation, leadership and sense of community for all students and thereby help retain women in engineering.
- Partnered with Engineering Outreach and Recruitment to host 17 prospective students of color at *Evening with Engineering* in February 2007, an event that provides students and their parents with information about academic and social support available through the Leadership through Engineering Academic Diversity (LEAD) program.
- Supplemented graduate student assistantships (traditionally \$15,000) by providing additional \$5,000 fellowships for women and under-represented minorities.
- With the support of the Alliances for Graduate Education and the Professoriate (AGEP) NSF-funded grant, placed six under-represented undergraduate students in engineering departments to conduct research in the summer of 2006. In addition, there are currently eight graduate student AGEP Fellows in COE departments
- Facilitated Liberal Arts and Science joining the National Consortium for Graduate

Degrees for Minorities in Engineering and Science (GEM) fellowship program for PhD support in STEM related sciences. This will result in a stronger partnership with GEM and more minority students coming to ISU.

- Doubled participation in the LEAD learning community through enhanced marketing efforts.
- Increased the number of professional development offerings to enhance student satisfaction and ultimately retention.
- Opened the *Lockheed Martin Homework Help Center* in the Fall of 2006. Upper class LEAD students who excelled in entry level calculus, chemistry, and physics courses are paid to give homework help and basic tutoring to underclass students. The Center, staffed 25 hours per week, has increased traffic to the LEAD Study Center by 50% and significantly increased informal peer mentoring.
- Allocated funds for tutoring female engineering students (in collaboration with the Program for Women in Science and Engineering).
- In collaboration with the Society of Hispanic Professional Engineers/Mexican American Engineering Society (SHPE/MAES), the annual SHPE/MAES Shadow Day was held to encourage Latino students from the state of Iowa to explore the field of engineering and connect with successful and influential engineering students. Twenty-one SHPE/MAES students participated in 2006.
- Supported departmental outreach activities for graduate student recruiting.
- Provided funding for members of Society of Women Engineers (SWE), National Society of Black Engineers, (NSBE), American Indian Science and Engineering Society (AISES), SHPE and MAES to attend national meetings, as well as participate in regional leadership opportunities. These opportunities involved interacting with leaders and recruiters from corporations and graduate schools. By sending students to these meetings, the college showcases the talents of women and students of color and improves the visibility of the COE. The office of Engineering Outreach and Recruitment's (EOR) mission includes recruiting women, under-represented minority students and high-ability students. Long standing diversity related programs that EOR conducted in 2006-2007 included:
 - Conducting Scholars' Day, a visit program for scholarship recipients and their parents. Of 194 prospective students who attended 169 students enrolled—27 women and 15 under-represented minorities (16% women; 9% URM).
 - Conducting seven *Breakfast with the Dean* events. These informal breakfasts are hosted by the Dean of Engineering and currently enrolled engineering students for prospective women, under-represented minorities and high-ability students and their parents. Of the 69 students who attended 39 enrolled—4 women and 3 under-represented minorities (10% women; 7.6% URM).
- In collaboration with the Society of Women Engineers (SWE), conducted the annual SWE Sleepover in February 2006. The SWE Sleepover is a visitation weekend hosted by SWE students for high school senior women who have been accepted for admission in engineering. Of the 27 women who attended, 24 enrolled (89% success rate).
- In collaboration with the National Society of Black Engineers (NSBE), conducted an event for middle schools students to increase the awareness of engineering, science and math to area middle school students.
- In collaboration with the Program for Women and Science and Engineering (PWSE), hosted approximately 100 female and minority prospective student visits.

VIP lunches for 23 high-ability female and minority students and their families were held during some of the visits. In addition to the activities/programs described above, the COE collaborated with a number of university units in 2006-2007 to ensure the success of programs such as “Road Less Traveled” conference and Science Bound. In an effort to increase the number of women and minorities that choose engineering and stay in engineering, the COE is conducting research on gender equity and multiculturalism:

- American Education Research Association (AERA) National Conference presentation and 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 female student as she chooses to persist or not persist in engineering curricula. The COE is highly focused on increasing the number of female and students of color in collaboration with K-12 schools. The COE creates new programming as well as leverages current efforts. In 2006-2007, Engineering K-12 and Education outreach events targeted for minority populations in K-12 schools included:
 - Providing opportunities for 9-12/K-12 students through the VEX program [an extension of First Lego League (FLL) for grades 4 -8]. FLL First Lego is an international program designed to get children interested in and excited about STEM using LEGO Mindstorm robotics kits.
 - Collaborating with Fisher Controls, the SHPE student organization and the Marshalltown Community College to sponsor Hispanic students in the First Lego League (FLL) program. Private gift dollars were obtained to purchase FLL kits of materials, mentor transportation, and team registrations. The COE participates in FLL national and international competitions, promoting engineering to the diverse participant pool.
 - Offering programming to districts across Iowa and providing scholarships to children who want to participate in activities such as the Iowa State Engineering Kids Camps, but cannot afford to pay the registration fee. Academic departments continued to strengthen their recruitment and retention diversity efforts in 2006-2007 through the following activities and programs:
 - Enhancing diversity-related learning community activities/programs.
 - Focusing on learning climate for all students (including Disability Liaisons that ensure that the needs of special needs students are met and that special and quiet testing areas are available when appropriate).
 - Increasing prominence of biology in departmental curricula, resulting in recruiting more women to the field of engineering.
 - Developing an interdisciplinary undergraduate Bioengineering Minor in recognition of the increasing importance of biological sciences in engineering and to attract more diverse students to the college. The Bioengineering Minor will prepare students for employment and further studies in the agricultural, biorenewable and health sciences. The proposed curriculum will offer options in bioinformatics and systems biology, biomaterials and biomechanics, bio-micro systems, and biosystems and environmental engineering.

- Developing a graduate Biomedical Engineering Minor that integrates courses in engineering and the life sciences with the goal of attracting and retaining more women graduate students. We are developing this minor as part of an Integrative Graduate Education and Research Traineeship (IGERT) pre-proposal. If the IGERT is funded, the minor will be jointly offered with the University of Nebraska Medical Center (UNMC), thereby providing graduate students with the opportunity to spend some time in a clinical setting and have access to some courses offered at UNMC in the medical school.
- Establishing a new student chapter of the *National Organization for the Professional Advancement of Black Chemists and Chemical Engineers*, one of only 12 chapters at Midwestern universities.
- Creating recruiting materials that focus on successful female and under-represented minority alumni.
- Asking female and under-represented minority leaders in student organizations to encourage K-12 students to enter STEM related fields through outreach programs such as *Minds of Tomorrow*.
- Establishing committees to provide departmental guidance on how to create a diversity rich culture.
- Offering and encouraging participation in University, COE, and department activities, e.g., CCEE's *Girls Night Out* Dinner, *The Road Less Traveled*, *SWE Sleepover*, *Science Bound*.
- Offering unique curricular experiences attractive to women and under-represented minorities such as hands-on Kaizen experiences, collaborative projects with international universities and study abroad programs.
- Assisting COE in its efforts to attract Hispanic students by shadowing the COE website in Spanish..
- Conducting a number of distinguished lecture series featuring diverse speakers.
- Providing students with the ability to devise their own academic programs to support curricular diversity.
- Creating scholarship pools that require recipients to be female or an under-represented minority.

It is clear that certain engineering disciplines attract women more than others. For instance, the number of women entering Chemical and Biological Engineering is significantly higher than those entering Construction Engineering. It is evident, however, that construction engineering and other traditionally male engineering disciplines are intent on raising the number of women and under-represented minorities in their fields.

Innovations/Success Stories in Faculty Recruitment and Retention...AND Profile of Faculty Recruitment

From the Strategic Plan: "Supporting an intellectually diverse environment will broadly stimulate excellence and enable all members of our community to pursue their scholarship in the manner they can best serve our mission."

From the Strategic Plan: "The importance of systems engineering approaches, particularly involving biological applications, will be emphasized through interdisciplinary research that advances synergistic integration of science and technology across all spatial scales."

With funds made available from the differential tuition, new faculty hiring is being conducted in clusters which address high priority, interdisciplinary research areas. The COE firmly believes that this approach to hiring faculty will significantly enhance its efforts in creating a rich and diverse faculty. The choice of cluster areas was based on:

- Be sustainable, and preferably, flourish over the next decade or more and address critical national and international needs.
- Be broad enough to maximize participation of faculty from more than one department, while being narrow enough not to diffuse the investment.
- Complement and contribute to existing or to-be-developed educational programs.
- Maximize ability to establish national and international collaborations, thus enhancing visibility of the COE.

The following cluster areas have been identified (descriptions can be found at <http://www.eng.iastate.edu/clusters/areas.asp>):

- Biosciences and Engineering
- Information and Decision Sciences
- Engineering for Sustainability
- Engineering for Extreme Events
- Energy Science and Technology.

The overlapping nature of these clusters is intended to emphasize a systems engineering perspective. These areas compliment the existing presidential research initiatives: 1) Information Infrastructure Institute, 2) Institute for Combinatorial Discovery, 3) Institute for Food Safety and Security, 4) Bioeconomy Initiative, and 5) Human Computer Interaction.

New Curricular Contributions to Diversity

From the Strategic Plan: “To prepare our graduates to become leaders in a profession dominated by globalization, our students will have increasing opportunities for international experiences.”

In addition to study abroad experiences, the COE provides opportunities for international experiences through:

- Including “internationalizing” experiences in the education of engineers is as fundamental to the curriculum as is calculus and physics. The COE is focused on elevating the status of international experiences to the same level as internship experiences. The COE Curriculum Committee has been tasked with devising a graduation requirement for an internationalizing experience. This past year, the International Task Team and the Engineering College Advisory Council jointly studied perceived and real barriers to students participating in international programs. Based on this learning, the College has identified and implemented strategies to elevate the status of international experiences.
- Offering ME 484x “Technology Globalization and Culture” enables students to gain an understanding of key issues and debates concerning globalization. Profs. Jim Bernard (Mechanical Engineering) and Mark Rectanus (World Languages and Cultures) provide juniors and seniors an opportunity to examine the present and future impacts of globalization and prepare students for leadership roles in diverse

professional, social and cultural settings. Guest speakers have included Robert Reich (former Secretary of Labor), Vance Coffman (retired CEO of Lockheed Martin Corp.), Prof. Jim Duderstadt (President emeritus of the University of Michigan), Pietra Rivoli (author of "The Travels of a T-Shirt in the Global Economy") and Newt Gingrich (former speaker of the U.S. House of Representatives).

- Offering ME 486x "Design for Appropriate Technology" to expose students to issues associated with different cultures and cultural issues. Students visited Mali, West Africa to establish relationships and understanding between students and indigenous peoples.
- The COE implemented a new cooperative education model which provides U.S. corporate internships to international students at ISU. Upon graduation, the international student then returns to his/her home country to work in that U.S. corporation overseas.

Other Notable Efforts to Improve College, Department and/or Unit Climate for Diversity

From the Strategic Plan: "The College of Engineering will provide an excellent education coupled with experiential learning that recognizes the global leveling of the engineering profession and the rapid pace of innovation. This will be accomplished by providing choice, breadth, and accelerated pace in undergraduate and graduate curricula."

The COE continues to encourage and support the involvement of faculty in building partnerships with international institutions through Project IMPACT (International Multi-Partner Action). A goal of the COE is to establish a permanent international presence or branch campus. In this regard, the COE recently began discussions with BITS/Dubai to develop a highly integrated program that will offer international delivery of ISU degrees through a branch campus of the COE.

The COE Diversity committee provides an overarching College-level emphasis on diversity tasks and initiatives, as well as playing an advocacy role on behalf of all College constituencies. The Committee is active in four major task areas:

- Campus liaison to other parallel committees such as the University Committee on Women and Diversity
- Support for student-focused COE activities
- Ombudsman assistance on behalf of COE personnel and climate assessment needs.
- Strategy development and prioritization of diversity needs and opportunities working in collaboration with governance committees, academic and service units, and student organizations

The following tasks were completed in FY2006

- The "Resource Guide for Recruiting Excellent and Diverse Faculty" developed through the Provost's Office was reviewed by the committee in its developmental stages prior to distribution in FY2007
- The committee chair is an active participant in the University Committee on Women and Diversity

- A COE faculty member initiated the *Women's Brown Bag Seminar and Luncheon Series* for female COE faculty and staff. The group currently consists of 31 members.
- The CCEE department created a job-shadowing program for undergraduate female undergraduate students in Construction Engineering.

The College of Human Sciences

Family and Consumer Sciences Education and Studies (FCEdS):

Yvonne Gentzler developed a new course, “the Male Journey,” focusing on the issues that impact male personal and professional development. This is important for recruiting men to a field that is almost exclusively female. Faculty regularly have invited diverse guest speakers to their classes and offered multi-cultural panel discussions. Most FCEdS classes also offer service learning projects - for example, working with new immigrants.

Leah Keino is developing international programming including study abroad opportunities in non-traditional areas of Africa (Rwanda).

Textiles and Clothing (TC):

Dr. Sara Marcketti and representatives from the Fashion Show travel to Central Campus in Des Moines to promote the show to students from underrepresented groups.

Advisor, Chris Wise, has participated in “I’ll Make Me a World in Iowa” in the Polk County Convention Center, which specifically targets students of color.

Advisor, Chris Wise, has participated in the “Jump Start” program on the DMACC campus.

Yanira Pacheco has taken ISU students to the Des Moines Ebony Fashion Show each spring. Yanira Pacheco has hosted a group of DMACC minority students for Behind the Scenes Day associated with the annual Fashion Show. This is an enormously successful recruiting effort for this program. Faculty and staff have worked with FCS teachers from DSM Public schools to bring students of color to Behind the Scenes Day.

Curriculum & Instruction (C&I) Department:

Connie Hargrave currently leads the *Science Bound Program*, which offers enrichment, instruction, and intensive mentoring for high school students of color in the Des Moines Public Schools who may wish to pursue majors and careers in science and math fields.

Educational Leadership and Policy Studies (ELPS) Department:

Eighteen percent and 61% of Educational Leadership and Policy Studies (ELPS) students are students of color and females, respectively. Several of our students of color are funded through the Graduate Minority Assistantship Program (GMAP).

In addition to GMAP, faculty mentor students 1:1 and contact them personally via email, and phone calls. There are also mentor meetings at regional and national conferences which have helped recruit some ELPS students.

Health and Human Performance (HHP) Department:

HHP puts together interactive sessions in the Forker labs for students brought to campus by various multicultural programs (e.g., Early Outreach, College and Upward Bound). For example, this past summer in the Multicultural Recruitment Sessions (13-17 year old students), we had 8 tenure/tenure line faculty, 4 lecturers, and 2 staff participate in programs.

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 were to inform students about opportunities in kinesiology and pique their interest in issues addressed by faculty in the department.

HHP has created MOST (the Multicultural Student Outreach Team) which is a group of HHP multicultural students who assist the Department with recruitment and retention activities. MOST calls perspective students and mentors current students. A special information session on graduate school was hosted by two HHP faculty members to encourage undergraduate multicultural students to consider graduate work in HHP.

CHS Minority Liaison Officer:

The CHS is quite fortunate to have the services of the talented Yanira Pacheco-Ortiz, our Minority Liaison Officer (MLO). She has organized or otherwise served as a catalyst for a wide variety of efforts to recruit and retain students from underrepresented groups. In 2006, she was a CYtation Award winner for creating the Step Forward Learning Community for sophomore students in the College of Agriculture and in the College of Human Sciences. Yanira also established the chapter of the National Society of Minorities in Hospitality at Iowa State University and it is the first in the state of Iowa. This is the premier professional organization for minority hospitality students and addresses diversity and multiculturalism, as well as career development of its student members. A brief survey of some of her initiative-involvement follows:

Multicultural Recruitment Programs

The College's Multicultural Liaison Officer (MLO), the Recruitment and Retention Coordinator, and Departments in the College assisted the ISU Admissions Office in hosting ten Des Moines minority middle and high school students visiting campus in a program titled "I Have a Dream Program." This was a College Bound sponsored program. Also they assisted in hosting two visits of the "Gear Up" program from Des Moines. At this program there were at least 20 middle school students per visit.

During the spring semester the MLO, an academic advisor from the AMDP Department and the Recruitment and Retention Coordinator participated in "I'll Make Me a World in Iowa." During this event they interacted with at least 200 prospective minority students from the state. Hands-on activities showcased various majors in our college.

The Multicultural Programs also hosts minority students throughout the year to participate in departmental days. Among these events during the spring semester Multicultural Programs hosted 13 Science Bound students to participate in the Food Science and Nutrition Day. Through a partnership between DMACC and Multicultural Programs, 55 students from various high schools in Des Moines were invited to participate in Behind the Scenes. This program is designed to provide an in-depth look at the AMDP major for prospective students. The students met with current minority juniors and seniors in our college.

The College's MLO and the Recruitment and Retention Coordinator have made recruitment visits to community college and high school's College Day/College Night Programs in several major Iowa communities where there are substantial minority populations, in an effort to increase recruitment of minority students.

In collaboration with the office of Multicultural Student Affairs, the College sponsored the Academic Program for Excellence (APEX) summer program for in-state and out-of-state students. Five students from the College participated in the 2006 summer program. The program runs for eight weeks during the summer. The students finish with seven course credits and participate in academic workshops.

Collaboration with the College of Agriculture occurs with the George Washington Carver Summer Internship Program. This collaboration allowed one high school student and three undergraduate students to be mentored by four faculty members in the Departments of Food Science and Human Nutrition, Human Development and Family Studies, and Health and Human Performance during the summer of 2006. The participating students come from the following institutions: Alabama A&T, Interamerican University in Puerto Rico, North Carolina A&T, and Solen High School in South Dakota.

Increased collaboration with the Office of Admissions has resulted in a higher interest of prospective students from Puerto Rico, leading to the development of recruitment materials in Spanish. During this academic year the college has hosted two campus visits by 15 high school counselors from Puerto Rico in each visit.

The College of Human Sciences participates in the Multicultural Vision Program (MVP), which has an emphasis on recruitment. This program recruits Iowa minority students and provides them with a 4-year tuition scholarship. These efforts resulted in 15 new MVP scholarship awardees for 2006- 2007 (out of a total 54 scholarship recipients) coming to the College of Human Sciences.

Recruitment of high achieving minority students has led to six new students from the College receiving George Washington Carver Scholarships for the 2006-2007 year. Currently there are 25 GWC scholarship recipients in the College of Human Sciences.

Retention Efforts

During the Fall of 2006 two new learning communities were created to support the retention efforts of minority students. One of them is the Multicultural Learning Community. This LC has been designed for freshman students in all colleges. There are 7 students participating from the College of Human Sciences. The second learning community is the Step Forward Learning Community. This is the first sophomore learning community for students of color in Iowa State University. This was possible through the collaboration between the College of Agriculture and the College of Human Sciences. This LC focuses on the career and professional development of sophomore students. Fifteen students registered to participate in this non-residential LC. It has been funded for the 2007-2008 academic year.

In an effort to increase the number of minority teachers in the Ames School District, collaboration between the Ames School District, the Ames Committee for Staff Diversification, the UTEP, and Multicultural Programs has been developed. This collaboration has organized an Annual Reception for Future Teachers. The event allows future teachers to meet with administrators, principals, and board members from the Ames School District and discuss about teaching opportunities in Ames.

Throughout the academic year, Multicultural Programs offers opportunities to minority students to develop their leadership potential and career development. Some of these funded opportunities are: 15 participants to the New York, New York Etiquette Dinner; 7 participants to the First Annual Black and Gold Scholarship Program; one table for the NAACP Freedom Fund Banquet; 2 participants for Life 490 Conference; and 12 participants to The Ebony Fashion Fair.

Class Presentations/Diversity Training

During the 2006-2007 academic year the MLO presented workshops, as a guest speaker, related to the students' majors with an emphasis on diversity awareness. The presentations were in classes in majors such as Health and Human Performance, Early Childhood Education, Apparel Merchandising, Human Development and Family Studies, and Elementary Education. Some of these opportunities include: Common Threads Learning Community, Transport Learning Community; Freshman Orientation class FCEDS 110; ECE Orientation class; CI 215 and 315 sophomore and transfer students' class; and EXSP 255 class.

Multicultural Events

The College of Human Sciences actively participates in and sponsors the Iowa State Conference of Race and Ethnicity (ISCORE). Some members of our college are active members of the planning committee and various faculty, students, and staff presented at the conference.

The Step Forward Learning Community in collaboration with the IA NAME chapter participated in FACES (Families of Ames Celebrating Ethnicities) by hosting a booth with multicultural activities for children.

Every semester to celebrate the accomplishments of our students of color Multicultural Programs provides sponsorship for the graduation celebration People of Nia Event organized by the Black Graduate Student Association.

ELPS Department

Both the ISU and College of Human Sciences strategic plans include objectives related to increasing faculty diversity. The ELPS faculty supports this goal and has been proactive in seeking out women and persons of color when hiring opportunities have arisen. Potential applicants are recruited at the conferences of the American Educational Research Association, Association for the Study of Higher Education, and the University Council for Educational Administration (UCEA). Vacancy postings are advertised in the Chronicle of Higher Education, posted on the websites of the UCEA, and the National Council of Professors of Educational Administration, and posted on the list-serves of a variety of administrator and professor organizations. Also, ELPS faculty initiates contact with colleagues around the nation, seeking nominations of qualified candidates who will bring additional diversity to our faculty. In addition, after identifying promising female and minority applicants, the search committee chair mails letters inviting these individuals to apply and/or initiates telephone contacts.

New faculty members are matched with mentors. In addition, new tenure-track faculty members have a reduced teaching load the first semester. They have access to the services of a Graduate Research Assistant, who typically is a PhD student. The ELPS Department also restricts the number of departmental, college, and university committee service responsibilities for untenured faculty. Finally, additional funds are allocated to support untenured professors' travel to professional conferences. The ELPS Department chair holds at least two formal conferences with each faculty member each year, providing feedback on progress in the areas of teaching, scholarship, and service and identifying any areas in which additional support may be needed.

Currently, the Department of Educational Leadership and Policy Studies has eleven tenured full-time faculty, seven tenure-eligible full-time faculty, four non-tenure-track full-time and one non-tenure-track part-time faculty. Thirty-nine percent of our core faculty members are persons of color making our program one of the most diverse in the country. Fifty percent of adjunct faculty members who teach in the current Educational Administration program area are female.

Of further note, the ELPS Department successfully worked out a retention package for an Asian/Pacific Islander faculty member this past year.

Administration

The CHS enjoys gender balance among chairs and deans. Women account for 50% of all chairs, which stands in stark contrast with the rate for the university: 7%. Women also hold half of associate dean positions. And, of course, Cheryl Achterberg is our dean. Women lead many centers and other administrative units as well, including the Center for Designing Food to Improve Nutrition, the Center for Research on Botanical Dietary Supplements, the CHS Student Services, the Center for Technology in Learning and Teaching, and the Center for Visual Learning in Textiles and Clothing. However, persons of color are less well represented among College administrators. There are only two among eleven Chairs and Deans.

Curriculum and Events

Social Justice Concentration

Nancy Evans and Nana Osei-Kofi, in collaboration with other members of the ELPS Departmental and college faculty, have developed a concentration in social justice that will be offered in the Educational Leadership doctoral program officially beginning in Fall, 2007. This concentration will enable students to focus their requirements on social justice topics and take additional courses in social justice related areas both within the department and in other departments across the university. The concentration will have a strong experiential as well theoretical component. Program faculty also are considering offering an undergraduate interdisciplinary social justice minor, which would provide opportunities for our doctoral students to teach and mentor undergraduate students. Initial enrollments in the new concentration will range from 12-18 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.

Cultural Celebration Leadership

The College of Human Sciences was one of the main sponsors for the university-wide celebration of Martin Luther King Jr. Holiday Celebration and Black History Month. The College sponsored various university-wide ethnic celebrations such as Diwali Night. It also

was the lead organizer for the university-wide celebration of Latino Heritage Month, in collaboration with the Latino/a Heritage Month Committee. The College assisted the University Lectures Committee in sponsoring renowned speakers such as Maria Arana for the Latino Heritage Month, and Jonathan Farley and Leonard Pitts for Black History Month.

Diversity, Equity, and Community Committee

When the College of Human Sciences was formed, it created the CHS Committee on Diversity, Equity, and Community. Over the past year, its goals have been 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; and examine issues in the recruitment and retention of minority students.

This year the CHS Diversity, Equity, and Community Committee presented two seminars open to the ISU community. These well-attended seminars were organized by members of the committee. Panel presenters were faculty and staff from CHS. The seminars were titled, “Minority Student Recruitment and Retention” and “Creating Classrooms that Embrace Diversity.”

Enhancing Global Understanding

Since the formation of the CHS, international experiences and collaborations either have been arranged by individual programs (with assistance from centralized university resources) or with the aid of the College’s International Programs Coordinator. Individual programs have included travel to Peru to study international nutrition (FSHN), Malaysia and Singapore to study sports in international contexts (HHP), Thailand to explore a thriving portion of the international hospitality industry (AESHM), and Mexico to provide study in educational anthropology (C&I). In addition, the UTEP regularly coordinates several international student teaching placements so that promising students may spend half of their student teaching experience in another country, including sites in: Italy, New Zealand, the Czech Republic, Norway, Australia, and Spain. The Turkish Student Internship Project fosters international collaborations by bringing Turkish teachers to Ames who, in turn, show American teachers and students international perspectives on teaching and learning. Finally, the CHS International Program Coordinator has been instrumental in organizing Dean’s Leadership Seminars in Australia (May/June) and Austria (December/January) each year.

International experiences that the CHS currently offers students integrate well with curricular programs and otherwise enhance the overall College environment. However, currently only around 5% of all students in the College participate in any international experience. Because international experiences are greatly valued by the CHS community and only will grow more important with time, and because international experiences must be well-connected with the formal curriculum, the International Experiences office will be re-configured in 2007 to foster growth of possible experiences, an increase in support for students who might wish to study abroad, and enhanced curricular and other support for faculty seeking to establish or maintain international experiences. To accomplish these ends, the program will be headed by a faculty member rather than by a P&S staff person without faculty status.

Extension to Families

This program is explicitly working to increase the diversity of its staff. In 2006, 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.

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.

Social and Educational Equality

Social and Educational Equality (SEE) through Research and Technology is a group of faculty, staff, and graduate students in the Departments of Curriculum & Instruction and Educational Leadership and Policy Studies who 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.

Multicultural & International Curriculum Studies

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 anti-racist pedagogy, the history of sexuality and gender in K-12 education, connections between homophobia and sexism, feminist theory, social justice, and multicultural gender fair teacher education.

College of Liberal Arts and Sciences

One of our faculty members, Linda Ambrosio (COA, but teaching a course taken by many LAS majors, Gen 411, Molecular Genetics) has made a point of including in her power point lecture photographs of the scientists who made important discoveries pertinent to that day's lecture. Linda includes photos of women, minority, and international scientists at every opportunity. The intent is to demonstrate to the students that major scientific discoveries are made by all kinds of people in addition to Caucasian males, and hopefully to inspire the thought that anyone can succeed in this field regardless of gender, race, and nationality.

Of chemistry's 26.5 FTE tenured and tenure-track faculty, 6 (23%) are women. This may be the best percentage of any chemistry department in the nation.

Twice per semester, we present a "diversity" concert/presentation for all of our music students. This could be anything from steel drums and the music of Trinidad, to the music of Ireland, to music of the Congo, to the music of East India.

In philosophy, we offer courses in "ethical issues in diversity" and feminism, and issues of race, gender, class, and sexual orientation are examined in both our ethics courses and our courses in political philosophy. One member of the philosophy faculty has great interest and expertise in eastern philosophy. She hopes to develop a new course in this area after she has completed her present research project.

This has been an exciting year for Psychology in terms of diversity education, outreach, and recruitment. There are a number of goals that have been achieved within the department and across campus as a result of the department's efforts.

One of the most important accomplishments was the hiring of three new faculty members, all of whom bring diversity to the department. The search committees, faculty, and students worked hard and creatively to recruit these outstanding scholars. In addition to their outstanding academic records, they will each bring a diverse perspective to the department that will continue to create a welcoming environment for future faculty, staff, and students.

Another important achievement within the Department was the creation of the annual Psychology Diversity Conference which will be held this year on April 26. Organized and developed by psychology faculty Stephanie Madon, Susan Cross, and David Vogel, this conference is a joint effort between the Department of Psychology, the Institute for Social and Behavioral Research, and the Multicultural Student Program Advising Council. The goal of this event is to offer a lecture series focused on multicultural scholarship being conducted by national experts. This year Drs. Carey Ryan, a social psychologist, and Stephen Quintana, a counseling psychologist, will be on campus to deliver lectures related to their research on Latino/as experiences in the United States (a growing area of research relevant both locally and nationally). This is an event open to the university community that will help to highlight issues of diversity from a psychological and academic perspective.

This year we saw the development of a student-initiated and faculty supported diversity committee that will address concerns within the department such as multicultural awareness and acceptance among faculty and students, creating mentoring relationships and community support for minority students, and aiding in the recruitment and retention of faculty and students of color.

In addition, the department will be participating in a seminar offered by the Graduate College on increasing diversity among graduate students. This has been a focus for the department for the last several years and we have experienced significant success in recruiting minority students. However, we are interested in learning more about the ways that we can attract and support quality minority students. Finally, psychology professor Lisa Larson has agreed to serve as the LAS Equity Advisor, and in this capacity, she will help our department achieve and maintain best practices with regard to a wide range of diversity issues.

The Department of Statistics contributed to the initiative to bring in prominent female faculty in the mathematical and computational sciences to inspire female students to pursue graduate study in those areas. Our female faculty are heavily involved in this effort.

The Parks Library

The Library continues to have a Diversity Committee, chaired by Library Human Resources Coordinator and consists of six faculty and staff members. The committee meets monthly with responsibilities for monitoring professional searches and providing diversity awareness training.

- Faculty & P&S Recruitment. Provides each search committee chair with a diversity packet, and informs each committee chair of the obligation to take the online training titled "Invite Diversity." All candidates interviewed have an opportunity to meet with a Diversity Representative about the search process. Throughout the academic year the committee also sends reminders to staff regarding diversity related events on campus. During the faculty recruitment conducted this year, all interviewed candidates expressed strong satisfaction with the search process.
- Diversity Awareness Training: The Library hosted Equal Opportunity and Diversity training on the topic of Discrimination and Harassment in December 2006 and January 2007. As of February 2007, all Library staff have attended either the employee or supervisor training session and are aware of the new combined ISU policy on Discrimination and Harassment. A follow up to this training was sent to all staff to provide a quick resource and reminder of the policy, ways to file a complaint, employee's responsibility and supervisor's responsibility.

The College of Veterinary Medicine

Success stories in student recruitment and retention

The College of Veterinary Medicine received applications from 58 under-represented students in 2007, the highest number in history. They included African Americans, Asians, and Hispanics, Indian, and Native American students. Eight were extended offers of admission to ISU and one was extended an offer to attend the University of Nebraska-Lincoln (UNL) through our new cooperative professional program.

The number of under-represented students who accepted our offer represents a 250% increase over the previous two years. Five of the eight who were offered ISU admission accepted our offer. Four are Hispanic and one is East Indian. Four are non-resident students; four were accepted at several colleges of veterinary medicine; and one is a non-resident George Washington Carver Scholar at ISU. The UNL-admitted student declined the offer.

The college participated in the American Association of Veterinary Medical College career fair in Washington, DC. The event was attended by approximately 150 students, 40% of whom were students of color.

Two staff members serve as disabilities resources liaisons and one is a Minority Student Affairs liaison. The college has fourteen students enrolled in the professional program who had documented disabilities. All students received or continue to receive accommodations while enrolled in the curriculum.

Recruiting Success Example

A College faculty member met an African American student who was doing undergraduate work at Tuskegee. The student was interested in becoming a veterinarian and was invited to ISU for a visit. She maintained interest and was actively recruited by ISU and several other veterinary colleges. Pfizer Animal Health, a business partner of the college, had an active interest in promoting diversity and helped craft a package that included a concurrent DVM/graduate degree program in which the company provided tuition, a modest stipend, a book/fee allowance, and travel opportunities. The package proved to be the turning point and the student is doing exceedingly well in our program.

Other successful recruiting efforts include those of the college's V-SMART, SPIKE and D-PIKE program that focus on engaging potential students in food supply animal veterinary medicine. With declining rural area student populations, these programs expose urban-area students to Iowa's beef, dairy and swine industries and opportunities, and to life in Iowa's rural communities. They are helping support the state's small-town economies and infrastructure, and an \$8 billion state industry.

Innovations/success stories in faculty recruitment and retention

College and University resources have been utilized to help retain five faculty members during the past year, and build a diverse faculty population. In the Veterinary Clinical Sciences department, a four year trend is continuing in hiring increasing numbers of female faculty members.

New Faculty	2004	2005	2006	2007
Females	13	18	20	22
Males	19	19	20	18

Success Story: A new associate professor was hired in Veterinary Microbiology and Preventive Medicine who had 10 refereed publications and NIH K22 funding, thereby strengthening the potential for obtaining NIH traineeships. She has a PhD in Molecular Microbiology from the University of Missouri – Columbia School of Medicine, and completed a NIH Post-doctoral fellowship at Harvard Medical School. Since her arrival at Iowa State she has obtained NIH funding.

Other notable efforts to improve college for diversity

All faculty and staff are required to attend the University’s discrimination and harassment prevention training. We continually remind faculty and staff that our work environment needs to be collegial and respectful of each other. Department chairs are measured on efforts to support this effort through their PRS statements.

Office of Academic and Student Affairs worked with faculty to develop two international Memoranda of Agreement. Student exchanges have occurred with Italy, Spain, China, Canada, Glasgow, Mexico and the Netherlands.

PERSPECTIVE: TEN YEARS OF AFFIRMATIVE ACTION: 1997-2007

The total workforce decreased by 264 employees, from 1997 to 2007. An important note is the increases in female employees in all of the POA groups. The largest increase in workforce for females was in the POA group Faculty-Tenure Track and the Professional & Scientific. The number of women in the workforce had an overall increase of 2659 employees in this ten-year period. Women in 2007 are 50.0% of the total workforce compared to 48.0 % in 1997.

The minority workforce has experienced growth in all of the POA groups during this time period. The largest increase in workforce for minorities was also in the POA group Faculty-Tenure Track and the Professional & Scientific. The minority workforce had an overall increase of 483 employees, in this ten-year period. In 1997, minority employees were 8.6% of the total workforce. In 2007, minority employees are 10.5% of the total workforce.



University of Northern Iowa
Office of Compliance and Equity Management

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

October 2007

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)
October 2007**

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 are compiled according to Board of Regents guidelines, and include all non-temporary, full-time, and part-time employees working 50 percent time or more as of October 1, 2007. 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, 2007, the UNI workforce totals 1824 employees. This includes 979 (53.7%) female employees and 164 (9%) minority employees. One year ago, UNI employed 984 (53.8%) female employees and 170 (9.3%) minority employees. This represents a minimal loss in employment of females, and a slight loss on the total employment of minority persons.

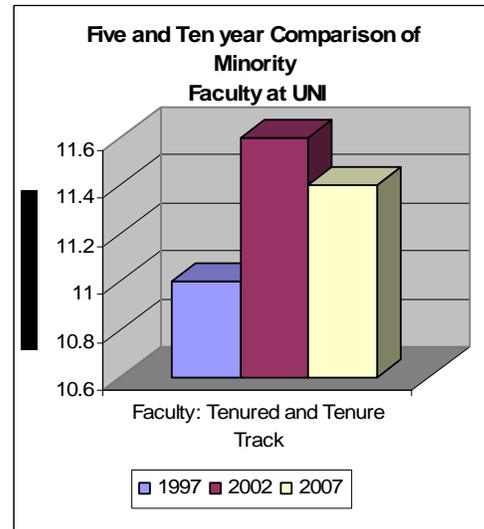
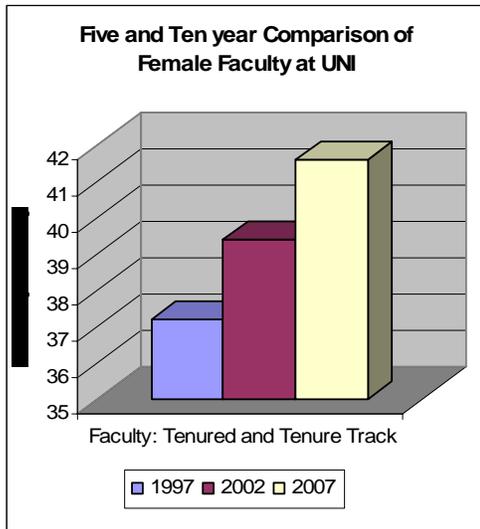
The tenured and tenure track employee group employs a total of 534 employees. This represents a net decrease of sixteen (16) employees. Overall, this group saw a loss of one (1) female employee, and a loss of eight (8) minority employees. This equates to 222 (41.6%) female representation and 61 (11.4%) minority representation in the tenured and tenure track group. This compares to 550 tenured and tenure track faculty in 2006, with 223 (40.5%) female faculty and 69 (12.5%) minority faculty.

The five- and ten-year comparisons reflect a consistent and steady gain in females in the tenured and tenure track faculty group although minority numbers have seen a slight decrease. While the overall number of employees in that job group has actually decreased by 17 employees (3%) over the past five years, female representation has grown by 2.2% and minority representation has remained relatively steady.

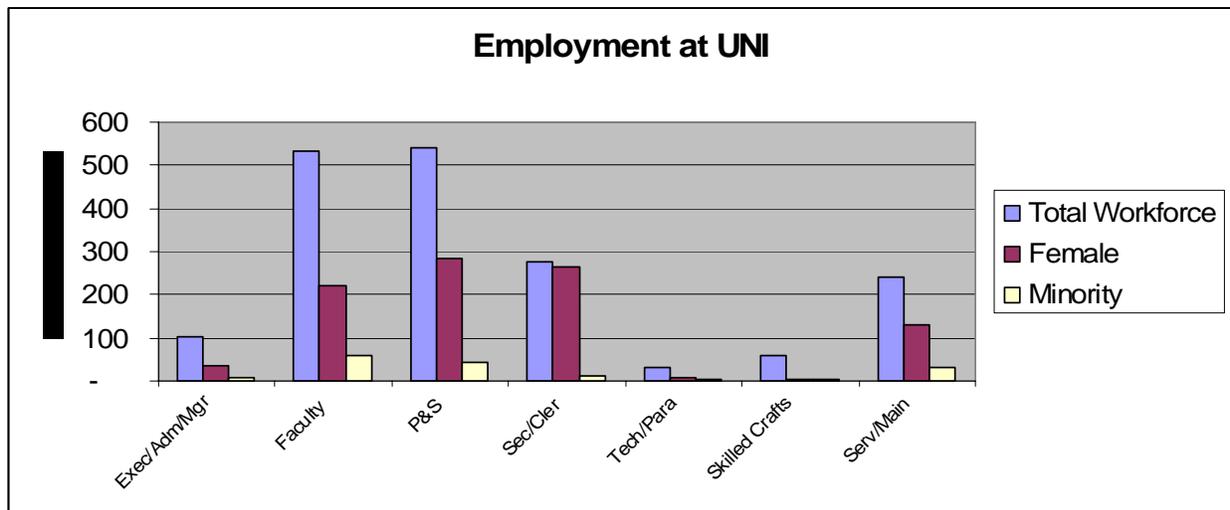
Five- and ten- year comparisons for the overall workforce show progress in female representation, but a consistent decline in the minority representation. Over the ten-year history,

total employment numbers varied dramatically in response to budget fluctuations. The overall effect is a gain of 44 female employees at a rate of 2.2% growth in ten years. However, substantial ground was lost in minority employment with a total loss of 32 employees equating to a 1.8% loss compared to 1997 figures.

The following charts show the five- and ten-year comparisons of female and minority tenured and tenure track faculty at UNI for 1997, 2002 and 2007.



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



III. 2006-07 HIRING ACTIVITY.

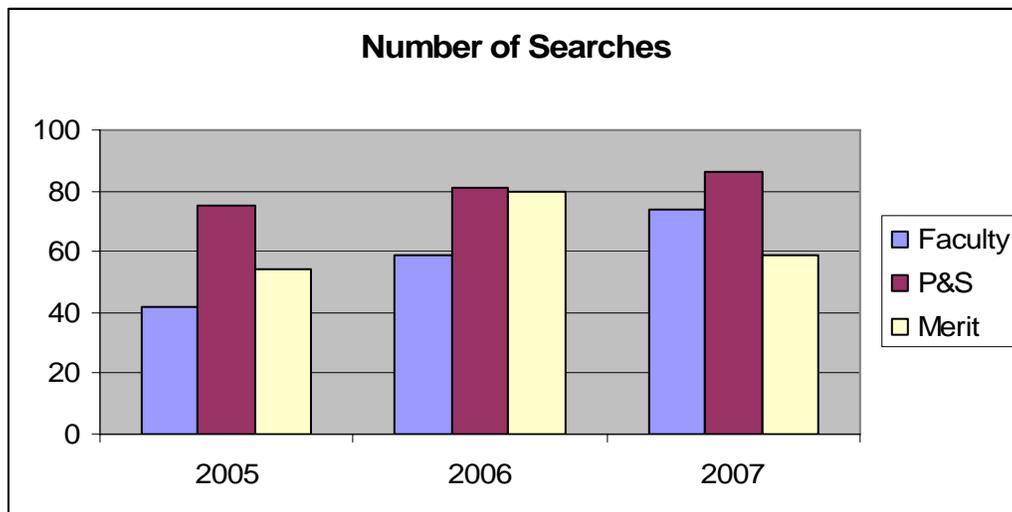
University-wide, 219 searches were initiated in the 2006-07 reporting period. 188 of those searches resulted in a hire. The Professional and Scientific (P&S) group and Faculty had the largest amount of hiring activity.

The majority of hiring activity in the Merit System resulted in internal contract transfers. Only 27 of the 59 searches resulted in new hires to the university. Of those 27 external hires, 20 (74%) were female and four (15%) were minority. The overall composition for employment groups encompassed in the Merit System stands at 68% female representation and 8.4% minority representation.

The P&S group has once again experienced the largest growth with a current employment level of 540 employees. This represents a 7% gain over five (5) years and a 37% gain over ten (10) years. The gain in female employees has kept pace with movement from 47.3% ten years ago to a current female P&S population of 52.6%. However, the increase in the number of minority employees did not reflect the increase in P&S employment. Even though a net gain of seven minority employees was accomplished, the result was an overall loss in representation with a current P&S level of 8%, down from 9.2% ten years ago.

Faculty hiring increased during the 2006-07 period. Thirty-one (31) searches were conducted for tenured and tenure track positions. An additional twenty-six (26) searches were conducted for term and temporary faculty for a total of fifty-seven (57) faculty searches completed. Of the fifty-seven (57) hires, twenty-nine (29) (50.9%) were female and five (5) (8.8%) were minority.

The following chart helps to illustrate the numbers of searches over the last three years.



IV. 2006-07 HIRING GOAL ATTAINMENT BY EMPLOYMENT GROUPS.

The following table shows 2006-07 hiring goals for women and minorities by job groups. Actual numbers hired are shown in parentheses.

Employment Group	2006-07 Goal		Achieved?	
	Female	Minority	Female	Minority
Executive/Administrative/Managerial	1	2	No (0)	No (0)
Faculty (Tenured and Tenure Track)	8	12	Yes (25)	No (3)
Professional/Scientific	3	1	Yes (48)	Yes (10)
Secretarial/Clerical	1	1	Yes (9)	No (0)
Technical/Paraprofessional	-	1	N/A (0)	No (0)
Skilled Craft	-	1	N/A (0)	No (0)
Service/Maintenance	-	4	Yes (11)	Yes (4)
Total	13	22		

V. PROGRAMS IN PLACE.

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

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

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

In fall 2006, the Diversity Matters web site was launched and has been growing rapidly since that time. In fall 2007, the Diversity Matters icon was placed on the main UNI web page to offer an immediate link to the Diversity Matters resources. The icon and link were also added to all divisional, college, and primary web sites. An employment link was also added to the front page of the UNI site to offer a more welcoming presence to those considering employment at UNI. For administrators and search committees, additional tools and resources were added to the Hiring Toolkit found on the web site for the Office of Compliance and Equity Management.

The Office of Compliance and Equity Management partners with Iowa State University, University of Iowa, and numerous other Iowa universities, colleges, and community colleges in a statewide consortium dedicated to diversity in higher education. An outgrowth of that consortium is an annual summit focused on the recruitment and retention of diverse faculty and staff. Several UNI faculty, staff, and students attended the event in Ames in 2007. Plans are underway for the 2008 event to be held in Dubuque and for the 2009 event to be hosted at UNI.

Representatives from the Office of Compliance and Equity Management and Human Resource Services attended minority job fairs during the year. Additional recruitment tools and advertising locations continue to be sought and researched. As new ad locations are identified the information is added to the Office of Compliance and Equity Management web site. Members of departments and search committees also get involved in year-round recruitment at conferences, meetings, and other professional activities.

UNI has also been actively enhancing their efforts of addressing the needs for persons with disabilities. The Office of Disability Services was broken out into two separate offices, Student Disability Services and Faculty and Staff Disability Services. This separation provides for more specific services to each of the groups and has allowed services in both areas to be expanded. In addition, the Coordinating Committee for Disability Accommodations provides for campus-wide attention to providing accessibility and resources to persons with disabilities.

VI. 2007-08 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.

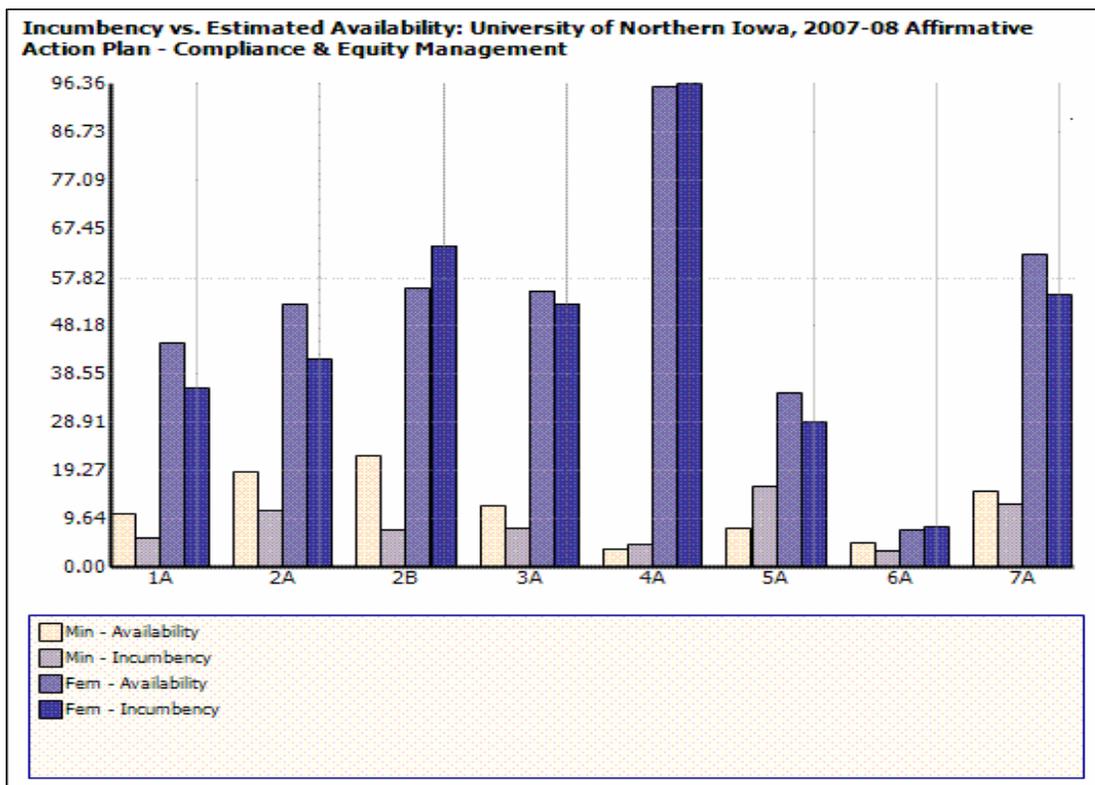
The representation of minorities and women in each job group is compared with the availability analysis of the respective job group. Where actual representation is less than the calculated availability, a statistical test identifies whether the difference is greater than could reasonably be expected. 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 2007-08 hiring year, as well as five-year goals, as shown in the following table.

Employment Group	2007-08 Goals		Five Year Goals/2011-12	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial	1	2	5	9
Faculty (Tenured and Tenure Track)	8	11	40	57
Professional/Scientific	5	3	24	13
Secretarial/Clerical	-	-	0	0
Technical/Paraprofessional	-	1	0	1
Skilled Craft	-	-	0	0
Service/Maintenance	1	4	5	19
Total	15	21	74	99

Iowa Braille and Sight Saving School
DIVERSITY ANNUAL REPORT
October 1, 2006 - September 30, 2007

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, 2007, there were 81 permanent employees. This is a decrease of 14 positions. This is due to attrition and to an Early Retirement Incentive Program offered this year 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 81 permanent employees, 56 are female, 80 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 06/07 year of hiring one minority staff. The goal was not met. In setting the goal, we anticipated one professional vacancy. In the attempt to improve efficiency and effectiveness, staff reductions were planned through the Early Retirement Incentive Program.

In previous years, efforts to recruit minority candidates have included the use of the Internet and the listing of 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 preparing Teachers of the Visually Impaired. 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, 2007 through September 30, 2008.

DIVERSITY ACTION GOALS
October 1, 2007 - September 30, 2008

IBSSS	Number of Projected <u>Vacancies</u>	Numerical Goals:	
		<u>Women</u>	<u>Minorities</u>
01 Exec/Admin/Mgr	1	0	1
02 Faculty	2	0	0
04 Professional	0	0	0
05 Secretarial/Clerical	0	0	0
06 Technical/Paraprofessionals	0	0	0
07 Skilled Crafts	not applicable (not using)		
<u>08 Service/Maintenance</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	3	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, sexual orientation, gender identity, age, disability, or marital status.

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

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

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

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

SECTION 504 NOTICE OF NONDISCRIMINATION

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

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, Color, National Origin, Religion, Sex, Sexual Orientation, Gender Identity, Age, Marital Status or Disability, Title IX, Sexual Harassment)

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

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

Date(s) of incident: _____

Person(s) involved:

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

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

Specify the relief being sought:

Signature _____ Today's date _____

Address _____

Phone Number _____

If Student, Name _____ Grade Level _____

GRIEVANCE DOCUMENTATION: FINDINGS AND RECOMMENDATIONS

Name of Individual Alleging Discrimination or Non-Compliance

Name _____

Date formal grievance was filed _____

Attach a copy of the grievance.

Hearing Committee Findings and Recommendations:

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

Signature of Affirmative Action Officer
or of §504 Coordinator

_____ / _____

(date)

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

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

SECTION 504 STUDENT AND PARENTAL RIGHTS

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

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

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

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.

**Iowa School for the Deaf
Annual Diversity Report
October 1, 2006 – September 30, 2007**

The Iowa School for the Deaf employed 137 full-time and part-time employees on September 30, 2007. There has been a decrease of one since September 30, 2006.

The September 30, 2007 breakdown of ISD employees compared to September 30, 2006, is as follows:

CATEGORY	#EMPLOYEES		%OF POPULATION		2007
	2007	2006	2007	2006	% CHANGE
Male-Majority	32	32	23.4%	23.2%	+0.2%
Female-Majority	97	99	70.8%	71.7%	-0.9%
Male-Minority	5	5	3.6%	3.6%	0.0%
Female-Minority	3	2	2.2%	1.5%	+0.7%

The following are the goals ISD established for the October 1, 2006, to September 30, 2007 period:

**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				

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 during this year. No new hires were added to this group.

Professional and Scientific:

Two female majority employees 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 met. This area did decrease by two female majority, two male majority, and one male minority employees. We were able to hire one male majority, one female majority, one male minority and one female minority, which increased the number of minority employees in this category by one.

Skilled Crafts:

This group was unchanged from last year.

Service Maintenance:

There was no change to this group during the year.

Summary:

The Iowa School for the Deaf established one affirmative action goal for the October 1, 2006 – September 30, 2007 time period. One goal was to add a female minority to the Technical/paraprofessional category. This goal was 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. 18.2 percent of our employees are deaf. This is an increase over the previous year.

The number of minority employees increased 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, 2007 – September 30, 2008**

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