

Iowa State University Affirmative Action Progress Report 2003-2004

Executive Summary

The Supreme Court's 2003 landmark decision regarding Michigan's affirmative action cases reaffirmed that the benefits of diversity. These benefits are real, substantial, and worth pursuing vigorously. The challenge of implementing diversity and affirmative action institution-wide is one that Iowa State University has embraced. "As a University Community that values and appreciates diversity, we strive to uphold the highest levels of civility and tolerance. We are committed to building a community where diversity is welcomed and encouraged, and creating an environment where all people can thrive," stated Gregory Geoffroy, President in August of 2004. Iowa State University remains committed to the ideals of diversity, access, and affirmative action, and has prepared this Affirmative Action Progress Report to identify the progress made this past year.

The efforts made by Iowa State University in the area of diversity can be measured by the proportion of underrepresented faculty and staff as compared to the proportion of the state's underrepresented population. At Iowa State University, women make up 49% of the employee population and minorities make up 11.5% of the employee population. For the state of Iowa, women make up 50.9% of the population and minorities make up 6.1% of the population, according to the 2000 U.S. Census Bureau.

Iowa State University experienced a net decrease of 105 employees from October 1, 2003 to September 30, 2004. There was an increase in women in the Executive/Administrative/Managerial Faculty: Tenure/Tenure Track, Faculty: Non-Tenure Track and Professional & Scientific. There was an increase in minorities in the Faculty: Tenure/Tenure Track, Professional & Scientific and Technical/Paraprofessional groups. The minority totals in the Skilled Crafts group remained constant.

Another significant increase to be aware of were changes in the percentages of the total Primary Occupational Activity group that is made up of women and minorities. The percentages of women in the Executive/Administrative/Managerial, Faculty: Tenure/Tenure Track; Faculty: Non Tenure Track; Professional and Scientific, and Service/Maintenance groups increased from the year 2003. The percentages of minorities in the Faculty: Tenure/Tenure Track, Professional & Scientific, Technical/Paraprofessional, Faculty: Non-Tenure Track and Skilled Crafts stayed constant from 2003, and Service/Maintenance groups also increased from last year. The utilization and development of talented employees in every segment of the population speak loudly about ISU's commitment to affirmative action and diversity. As requested, the Five and Ten-Year Comparison is attached as Table 1.

The report is divided into four sections:

- The Executive Summary
- Program Data and Goals, describing efforts to increase and enhance diversity at the institution

- Programmatic Goals, reviewing progress in 2003-2004 and defining goals for the 2004-2005 year
- Statistical Data Analysis, presenting the statistics for the 2003-2004 year and comparing 1994, 1999, and 2004 statistics

Program Data and Goals

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

President's Advisory Committee on Diversity (PACD)

President Gregory Geoffroy appointed the President's Committee on Diversity to advise him on actions the university can take to increase diversity among the faculty, staff and students; elevate the importance of diversity issues on campus; and improve the campus climate for diversity. The committee, co-chaired by Mike Whiteford, dean of the College of Liberal Arts and Sciences, and Carla Espinoza, Assistant Vice President for Human Resource Services and Director of Equal Opportunity and Diversity, has been involved in coordinating the campus-wide Conversations on Diversity. The Committee has begun to develop action plans and methods for promoting diversity on campus and in the community, as well as working to develop a definition of diversity for Iowa State University. The committee has convened subcommittees on Student Retention, Campus Climate, and Community Relations to address the issues identified as significant challenges to diversity at Iowa State University. The Committee commissioned a campus-wide climate survey and will be guiding the work of an implementation committee to prioritize and direct the recommendations from the climate study.

Breaking Down the Barriers

ISU has been actively involved with the Breaking Down the Barriers Committee in an effort to make Ames a more welcoming environment for women and minorities. The committee and its ISU representatives have discussed ways to overcome selected racial 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. The University also participated in the Families of Ames Celebrate Ethnicities festival through volunteerism, promotion, and planning.

Conversations on Diversity

Initiated by President Geoffroy, the Iowa State University campus has participated in three Conversations on Diversity during the 2002-2003 academic year. Topics that were addressed in these Conversations included the Definition of Diversity (January 24, 2003), "What Diversity Means to Me" (February 28, 2003), and "Affirmative Action and the Supreme Court: What Does It Mean for ISU?" (April 9, 2003). Hundreds of interested students, faculty, staff, and community members attended these conversations – listening to speakers regarding the selected topics and then engaging in small-group discussions of the issues or question and answer sessions. Given the success of these Conversations in

promoting a dialogue, interest, and engagement with issues of diversity, future sessions are being planned.

Faculty Senate Committee on Women and Minorities

The seven member subcommittee on Women and Minorities reviewed and endorsed the task force report for the Recruitment and Retention of Women and Minority Faculty during 2003-2003. As a result, two forums were held on tenure for newly hired women and minority faculty in April 2004. The first forum focused on tenure and scholarship and the second forum combined tenure, service, and work/family issues. The forum panels consisted of faculty and administrative personnel from across campus. Specifics follow:

1. **Women & Minority Committee members for the AY 2003-2004:** Lee Alekel (FCS), Leslie Bloom (ED), Carolyn Heising (ENG), Jamie Horwitz (DES), Stephanie Madon (LAS), Carl Mize (AGR), and Constance Post (LAS), Chair.
2. **Report on the Task Force for the Recruitment and Retention of Women and Minority Faculty.** The Faculty Senate Executive Board sent the task force report to FDAR, which in turn voted on November 13 to pass the report on to Women and Minority Committee for its review.
 - **Report a follow-up of previous concerns:** The Women and Minority Committee was pleased to receive the report of the task force chaired by Jackie Litt, given the concerns articulated in 02-03 by Women and Minority about retention (see Women & Minority minutes for October 18, 2002). Last year Women & Minority and WLC (Women's Leadership Consortium), of which Connie Post is a member, contributed to ISU's review of important benchmarks for the recruitment and retention of women spearheaded by Mark Chidister. Lee Alekel (FCS), a member of Women & Minority, served on Chidister's task force, which conducted a study of the Iowa State University Faculty by Gender and Race/Ethnicity.
 - **Line-by-line review of report:** Women & Minority devoted several lengthy meetings in 03-04 to a line-by-line analysis of the comprehensive report on November 21, December 12, and January 29. At the January 29 meeting, Women & Minority agreed that its response to the Report of the Task Force on the Recruitment and Retention of Women and Minority Faculty should include a motion to endorse and recommend together with comments gathered from Women & Minority meetings on 11/21 and 12/12. (See appendix below.)
3. **Women & Minority Forums on Tenure.** Women & Minority held two forums on tenure for newly hired women and minority faculty in April 2004 and gratefully acknowledges the support of the Office of the Provost for these events.
 - The first forum, chaired by Lee Alekel and Jamie Horwitz, focused on tenure and scholarship and was held on Thursday, April 15 in 1155 Jischke. Additional panelists included Pam White, Interim Dean of FCS; Jane Davis (ENGL), recently tenured; and April Katz (DES), newly tenured.

- The second forum, held at noon on Thursday, April 22 in 1155 Jischke, combined tenure, service, and work/family issues. The tenure and service portion of the panel was organized by Leslie Bloom and Dan Zhu, and the tenure and work/family issues portion was organized by Carolyn Heising and Stephanie Madon. Susan Carlson, Associate Provost, was joined by panelists Dan Zhu, Carolyn Heising, and Stephanie Madon the day of the forum.
4. **Number of Women & Minority meetings:** Women & Minority met five times and held two tenure forums during the 03-04 AY. Numerous meetings were conducted electronically.

Hiring, Retention, and Advancement of Minority and Women Employees

Iowa State University has initiated several programs in recent years to enhance the recruitment, hiring, retention, and advancement of minority and women employees. Special efforts and processes to promote and support diversity include:

- A Diversity Outreach website is available to guide hiring departments in locating additional recruitment resources, which would have a significant audience of minority and female applicants.
- The Provost has expressed that one of the key goals of Iowa State University is development of a diverse faculty of the highest quality, and in support of that goal the Provost's Office has modified the Office of Equal Opportunity and Diversity's (EOD) involvement in hiring to allow for early intervention and consultation. The Office of Equal Opportunity and Diversity reviews candidates who are selected for campus interviews. We believe that with intensified recruitment efforts and this additional review, we are doing more to support departments in taking important measures to recruit and interview qualified members of under-represented classes in their applicant pools. Indicators suggest that in a sampling of targeted searches, more applicants were selected for interview.
- The Office of Equal Opportunity and Diversity's ISU Diversity Webpage (<http://www.public.iastate.edu/%7Eaao/eod/diversity.shtml>) is continually being updated to aid academic departments in reaching target audiences and advancing Iowa State University's commitment to diversity. Specifically, the webpage provides links to information for the recruitment and retention of qualified minorities and women:
 - (<http://www.public.iastate.edu/~aao/Outreach/Outreach.html>), for faculty recruitment resources
 - (http://www.public.iastate.edu/~hrs_info/r%26e/outreach_contents.shtml), for general recruitment resources
 - (<http://www.public.iastate.edu/%7Eaap/DiversityPage1/DiversityResource.html>), provides information for ISU organizations, services, and local stores

- (<http://www.public.iastate.edu/~aao/NewAmesWeb/ameswebsite4.htm>), provides Ames community information including government, school, and community resources
- Child Care Administration is a unit of Human Resource Services. The 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 university childcare coordinator 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, including 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.

National Science Foundation Iowa Regents Alliance for Graduate Education and the Professoriate (IOWA AGEP)

Iowa State continued to participate in two NSF grants that support diversity programs. The grants, “Alliance for Graduate Education and the Professoriate” (AGEP) and “The Alliance for the Production of African American PhD’s in the Mathematical Sciences” (Alliance), are administered by Professor Kutzko at the University of Iowa. Iowa State and the University of Northern Iowa are included in these grants so it is Regents program. Under both grants we bring members of underrepresented groups to Iowa State and Iowa in the summer for a research experience. In the summer of 2004 there were 17 students doing research at Iowa State under these two programs. A similar number studied at Iowa. On July 27-28 a symposium was held at Iowa State at which all of the AGEP and Alliance students presented their work. Several faculty from the University of Iowa attended this event. These students are recruited at AMP Conferences (Alliance for Minority Participation). Iowa State sent students and faculty to AMP conferences in Texas, Louisiana, South Carolina and Florida last year. Similar trips are planned for 2004-2005. The Alliance Grant includes partnerships with four HBCU’s (Florida A & M, Alabama A & M, Benedict College and Jackson State). An annual meeting was held in Tallahassee in the spring of 2004 and was attended by faculty from Iowa, Iowa State and Northern Iowa.

In addition to providing research opportunities for summer research, the AGEP Grant continues the educational process by providing opportunities for graduate study. There are AGEP Fellowships available at all three Regents institutions. Students wanting to earn a MS first can start at Northern Iowa. They had four new students start this program in the fall of 2004. Those planning to go straight for the PhD start at Iowa State or Iowa. Iowa State supported six AGEP Fellows in 2003-2004 and six more in 2004-2005. The AGEP Grant provides money for student development in hopes of improving retention rates. The Fellowship money comes from the institution.

These grants have led to a very cooperative program among the Regents institutions. We hope that it will serve as a model for more cooperative efforts in the future.

NCORE/ISCORE Project

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

1. National Conference on Race and Ethnicity in Higher Education

(**NCORE**), held annually in June in select locations across the country, is the leading and most comprehensive national forum surrounding issues of race and ethnicity in higher education. Iowa State University student participants attend the conference in search of clarification concerning matters of race and ethnicity and the state of our communities. They return to our campus able to disseminate information relating to research, ideal models for change, perspectives on policy, theory and pedagogy, planning, programming, evaluation and assessment, and training and practice.

2. Iowa State Conference on Race and Ethnicity (ISCORE) is designed to model NCORE and supported by Iowa State University's long-standing commitment to diversity. By providing an opportunity for university-wide participation in a day of workshops, training, and discussion on parallel issues in race and ethnicity, ISCORE brings more salient ideas and concepts of the national conference to Iowa State University by:

- Developing and enhancing students, faculty, and staff awareness of racial and ethnic issues in higher education at ISU and around the country
- Promoting multiculturalism in the classroom and in American higher education.
- Supporting the university's ongoing efforts and making information regarding issues of race and ethnicity accessible to the ISU community
- Providing insights, viewpoints, skills, tools, and/or strategies offering solutions, implementation, and practical applications for use

3. Race Awareness Workgroup (R.A.W.) is a program that brings together students especially of Caucasian descent to engage in open and candid dialogue about racism and ethnic discrimination towards African American, Asian American, Native American, Latino American, and bi/multiracial students on a predominantly white campus such as Iowa State University. The program seeks to introduce students to biases on issues relating to race and racism and help them become change agents not only at Iowa State University but also in communities that they may join in the future.

4. Minority Student Affairs Peer Leaders Program is an initiative that provides an opportunity for African American, Asian American, Latin American, Native American, and bi/multiracial students to develop leadership skills through training workshops, activities, and part time employment. The program is open to sophomore, junior, and senior level undergraduate work-study eligible students

who successfully complete the training and continue on to assist in the development and implementation of Minority Student Affairs programs and services. The Peer Leaders will serve as role models for incoming African American, Asian American, Latin American and Native American students and the ISU community. The principle behind the MSA Peer Leaders Program is that students relate particularly well to their upper level peers and are therefore more likely to excel both academically and as future community leaders.

5. Student of Color Convocation is the first calendar event at Iowa State University to welcome the new class of African American, Asian American, Native American, Latino American, and bi/multiracial students to the campus and Ames community. The program affords student of color the opportunity to make strong connections to resources and services that help:

- Initiate relationships and interactions between faculty/staff and other African American, Asian American, Native American, and Latino American students
- Share information about extra-curricular activities and student involvement (i.e. student organizations, intramurals, etc.)
- Discuss academic goals, social development and action plans towards African American, Asian American, Native American, and Latino American students “becoming their best”
- Exchange ideas with different individuals about the needs of African American, Asian American, Native American, and Latino American students
- Begin building strong networks across the campus for African American, Asian American, Native American, and Latino American students

6. Multicultural Task Force is a group of ISU faculty, staff, and students committed to raising awareness of multicultural issues. It was created in 1996 with support from the offices of the Provost and the Vice President for Student Affairs. The Multicultural Task Force is also a funding source for student-initiated projects and events that address multiculturalism at ISU.

Sexual, Racial, and Ethnic 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.

ISU Human Resource Services Office has developed an on-line training for both of these policies and this training is available for all faculty, staff and students. New employees are trained on the policies in the orientation/acclimation session held each month and do not complete the online training. In the one-year period from October 1, 2003 through

September 30, 2004, a total of 799 people have completed either the online or face-to-face training.

University Committee on Disabilities

The University Committee on Disabilities is responsible for bringing awareness around issues of disability to the University community, for fostering awareness of the needs of persons with disabilities, and for advocating ways to meet these needs. The committee has made progress in the past year by completing and submitting a Transition Plan to the President through an appointed committee, initiated a proposal for a Campus-wide Testing Center to address the needs to students requiring testing accommodations, and collaborating with different departments to provide accessibility training and materials to faculty. One of the most notable activities of the Committee was the coordination and co-sponsorship of the Disability Awareness Week that featured student panels and disability simulation activities, “Step Into my World” activities that encouraged university administrators, faculty, and student leaders to simulate the experiences of individuals with various disabilities in collaboration with the Alliance for Disability Awareness, the student organization.

University Committee on Women

“The University Committee on Women works to promote a university climate that fosters the full participation of women faculty, staff, and students. The committee concerns itself with policies and practices that may cause particular difficulties for women as employees and students” (UCW Mission Statement, 2002). One of the major tasks of UCW in recent years has been the generation of reports on the status of women at Iowa State University.

The Committee commissioned a task force, Task-Force on Data Analysis, to examine issues of data collection and reporting on the status of women at Iowa State University. The task force examined the student population, and the employee population in the areas of Professional and Scientific, Merit, Faculty and Administration. Recommendations generated from the task force research included:

- appoint women to top leadership positions in the University
- improve the retention of junior women faculty
- promote women in the campus climate

To further address these recommendations, the Committee recommended that:

1. An annual report on the status of women at ISU be presented to the President and Provost in June of each year. We recommend that the Provost’s Office compile the report.
2. Communication be increased between the various offices on campus that collect data on the status of women, particularly the Provost’s office, the office of Institutional Research, Human Resources, and the Office of Equal Opportunity and Diversity.

3. The University convene a committee to determine a plan for monitoring the status of women on campus and for establishing benchmarks to measure women's progress.
4. IR continue to annually collect and review data assembled as presented in the table "Females by Major Administrative Unit (Appendix A)." This data had never been assembled in this format; it provides personnel information on a college-by-college basis as well by each of the major administrative units.
5. Longitudinal data on the status of women be tracked through the data provided in "Females by Major Administrative Unit" table as well as additional items as identified in the *Task-Force* report on the status of women at ISU.
6. A representative from UCW be appointed to the new focus groups on the "Fact Book" run by the Office of Institutional Research.
7. The University undertake a plan to track comparisons between the status of women at ISU to those at "peer 11" institutions.

To date, the University Committee on Women continues to examine the status of women at Iowa State University searching for and devising ways to reduce the challenges women employees and students face on campus.

Women's Leadership Consortium

The Women's Leadership Consortium advocated in December 2003 for protection of the current budgets of women's and ethnic studies programs based on their mission and impact at Iowa State University: Women's Studies Program, Program for Women in Science and Engineering, Carrie Chapman Catt Center for Women and Politics, The Margaret Sloss Women's Center, The Archives of Women in Science and Engineering, Women's Athletic Programs, University Committee on Women.

In response to the budget crisis, the Consortium offered, in conjunction with the ISU Foundation as part of the Greater University Fund, the Women's Enrichment Fund Mini-Grant program. The program funds initiatives that will enrich the experiences of women faculty, staff, and students at Iowa State University.

The American Association of Affirmative Action

Iowa State University has taken an active role in the American Association of Affirmative Action, and, on the regional level participates at the board level. This organization has been useful in providing opportunities to network and brainstorm with other Affirmative Action officers and work on joint projects of outreaching to diverse applicant pools. ISU is assisting with planning the National American Association for Affirmative Action meeting to be held April, 2005, in St. Louis, Missouri. Two staff members of the Office of Equal Opportunity and Diversity were presenters at the 2004 National Conference held in Washington, D. C.

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 Board of Regents, State of Iowa Affirmative Action Committee

The Board of Regents, State of Iowa Affirmative Action Committee is now chaired by Charlotte Westerhaus. The committee has met recently to discuss how to provide information to the newly developed Human Resource Committee. This committee works as an advisory group to the Board of Regents Priority Study Group. We are trying to develop protocols to facilitate our interactions with the Human Resources Committee.

Central Iowa Industrial Liaison Group

ISU has played a key role in the leadership of the Central Iowa Industrial Liaison Group. The Central Iowa Industrial Liaison Group is the local chapter of a national, non-profit organization created with the purpose of increasing the effectiveness of Equal Employment Opportunity/Affirmative Action (EEO/AA) programs. The Central Iowa Industrial Liaison Group meets quarterly to discuss issues regarding diversity, Affirmative Action plans, compliance, equity, and access. The Central Iowa Industrial Liaison Group and its ISU participants were involved in coordinating and attending a training session on the new U. S. census codes in 2004. A number of central and western Iowa federal contractors attended this session to discuss reporting requirements, outreach, record-keeping, and technical aspects of Affirmative Action.

Academic Colleges

ISU's academic colleges are also supporting ISU's goal to become the Premier engaged land-grant institution. Here are just a few initiatives taking place at ISU:

The College of Agriculture

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

- The College provides opportunities for U.S. citizens of underrepresented groups while also strengthening multicultural understanding among students, staff and faculty through its commitment to a comprehensive diversity program focusing on undergraduate and graduate academic programs, outreach and research.
- The College and the Experiment Station conducts a summer research internship, renamed the George Washington Carver Internship Program, to attract students of color to ISU and to expose them to valuable research experience. In 2004, twenty-five college undergraduates and four high school students participated. Of the 25 undergraduates, 16 were from

1890/HBCU, 2 from Hispanic Serving, and 1 from 1994 Tribal College Institutions. In 2004, the summer research internship program opened to non-minority students in response to challenges by the American Civil Rights Institute and the Center for Equal Opportunity, though few applied.

- The Minority Office of the College initiated a Multicultural Learning Community five years ago, and averages involving more than half of the incoming minority freshmen in the one semester class.
- Fall semester 2004 17 graduate students received Experiment Station assistantships that are matched by departments and/or the Graduate College. Two of the assistantships go to AGEF Fellowships for PhD students in the College.
- Criteria developed by the College Diversity Committee for Faculty Evaluations to include contributions to diversity through teaching, research and extension have elicited two faculty recipients to date. Department chairs are including “enhancing diversity” as a performance review criterion, as is the dean with chair reviews.
- The College supports linkages with 1890, 1994, and Hispanic Serving Land-Grant Institutions to provide collaborative opportunities among diverse populations as well as to attract minority students, faculty and staff at Iowa State University. One collaborative grant, beginning year 4 year of what will be a 5 year project, is a USDA \$3,876,000 partnership with 4 Tribal Colleges and 4 state universities to enhance Natural Resources Education at the Tribal Colleges and in their communities. ISU will host the mid-year meeting in March or April, 2005.
- Each year the College provides exchange visit opportunities to from 2-4 faculty members with Minority Serving Institutions.
- Diversity is included as a topic in the orientation of each new department chair and all new faculty members in the College of Agriculture.
- The College is supportive of the ISU Chapter of MANRRS (Minorities in Agriculture, Natural Resources and Related Sciences). The College and the ISU MANRRS Chapter, along with partners Pioneer, John Deere and Cargill, hosted the 2004 National MANRRS Conference in March with over 800 in attendance. A pre-conference visit to ISU was highly successful with all departments in the college participating.

Faculty, staff, and students were involved in participating in the AIHEC Conference (American Indian Higher Education Consortia), in various Career Fairs to attract science, math, technology, and engineering minorities, and in visits to Tuskegee and Alabama A & M. University. Faculty, staff, and students participated in the President’s Conversations on Diversity, in the Climate Survey, Martin Luther King Day, NAACP, and other activities to celebrate diversity.

The College of Business

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

- Out of 61 tenured or tenure-track faculty, 10 are currently women, two are African-American, 11 are Asian, two Native Americans, and there is one Latino faculty member—thus, 43% of the faculty represent diversity.
- Two women were hired into P&S positions.
- One woman joined the administrative team.
- The number of undergraduate minority students continues to increase. The table below (Table A) summarizes minority, women, and international students in the College, relative to the university. These data reflect Fall 2004 enrollment numbers. The College continues to have a greater percentage of minority undergraduate students than the university and is holding steady with respect to female and minority students. Cultural diversity is characteristic of our graduate programs, although the percentages of minority, female, and international students fluctuate from year to year due to small numbers of students.

	College of Business	Iowa State University
Undergraduate Students		
Minority	9.4%	8.4%
Women	37%	44%
International	3.7%	3.5%
Graduate Students		
Minority	2%	5.48%
Women	35%	41%
International	21%	34%

Table A. Comparison of Minority and Women students in the College of Business relative to the University.

- The Undergraduate Student Services office hired a new minority liaison officer. The office participated in the 2004 summer APEX program and the Students of Color Fall 2004 orientation program. The Multicultural Business Network sponsored monthly activities and projects for minority students in the College, and in August 2004 initiated a Diversity Steering Committee.
- Business Career Services coordinated and executed a diversity session with the Employer Partners Council to discuss best practices in outreach to minority students. A “Career Planning for International Students” workshop

was also held, with over 200 international students attending. Currently, Business Career Services has two grant proposals in process with respect to diversity—both grants, if awarded, would support career-related activity for minority students. Undergraduate Student Services is a partner with Business Career Services for one of these grants.

- The Pappajohn Center for Entrepreneurship awarded \$10,000 in scholarships to minority and disadvantaged students in the spring and promoted Iowa small business loan programs for women and minority owned businesses.
- The Dean's office, initiated a minority business internship program in Fall 2004, which will match business students with minority-owned businesses who need a business intern. This program is being subsidized in part by the College of Business, with the participating businesses also being responsible for some of the cost.

The College of Design

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

- The Minority Liaison Officer and Student Services Specialist conducted small group discussions and workshops for the college that included: Diversity in the Workplace, Minority/Majority Identity Development Models, Collaborative Learning Activities, Creating a Culturally Validating Classroom, and other topics related to diversity in education, teaching, and learning.
- The College of Design, as well as various individual departments of the College, supported the Annual ISU Symposium on the American Indian monetarily or through in-kind donations of supplies or services. One of the co-chairs of the Symposium is a faculty member in the College. The 33rd Annual Symposium on the American Indian, held March 31-April 3, 2004, is the longest continuing minority project at Iowa State University. Over the years, the Symposium has brought nationally known American Indian women and men to Ames to address various topics. The event, free and open to the public, allows for American Indian and non-Indian students, as well as others, to interact with leading, nationally-known American Indian scholars, writers, artists, and leaders in Indian Country, thus enriching their life experiences. The Symposium Committee (composed entirely of volunteers) works toward the purpose of sharing American Indian experiences, cultures, and traditions with Iowa State and surrounding communities as well as assisting the university's goals in supporting diversity by increasing the visibility and appreciation of different cultural groups. Student organization members from the United Native American Student Association (UNASA), American Indian Science and Engineering Society (AISES), and American Indian Rights Organization (AIRO) as well as other students university wide, along with faculty and staff from various departments of Iowa State University are an integral part of the committee.

- The Indigenous Peoples Design Studio, an interdisciplinary studio was offered in the spring of '04. Attendees were about half Architecture students and half LA students. Projects dealt with included continuing work with the Meskwaki Nation to produce conceptual ideas for a proposed Meskwaki Cultural Center and Museum and a recreated 'historic village 'on the settlement in Tama, IA; preliminary information and ideas for the design of signage for the Meskwaki Nation Settlement (Tama, IA.); a visit to the new Smithsonian National Museum for the American Indian during the final phases of construction and to tour the Cultural Resources Center; a small service learning project to provide ideas and drawings for the Omaha Nation in Macy, NE regarding upgrading their outdoor ceremonial space.
- Additional Faculty efforts included advising student groups such as AIRO - American Indian Rights Organization, AISES- American Indian Science and Engineering Society, UNASA- United Native American Student Association; tutoring on the Meskwaki Settlement, participation in the annual AISES conference; bringing Native American, African-American, and Asian speakers to classes; establishing interactive activities for students at ISU with students from other areas of the world; making various presentations at conferences on Native American design issues; organizing and hosting festival for the arts in the St. Louis.

The College of Education

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

- The George Washington Carver Teacher Education Program is a collaborative program between Des Moines Area Community College, Simpson College, and Iowa State University. GWCTEP provides an affordable teacher education program for working people who want to pursue their elementary education teaching degree, but cannot quit their jobs to do so. Open to individuals of all ethnic and cultural backgrounds, the program recruits heavily among individuals of color. The first cohort of students began course work in fall, 2003. Ethnically and culturally, the first cohort of approximately 25 students was composed of 67% African - American students, 18% Caucasian students, 9% Hispanic students, 3% Asian American students, 3% Native American students. Their median age was 35 with a range from 18-55. In sharp contrast to low retention rates in other programs for working adults, the intensive support provided to students and the carefully planned evening format led to 24 of 25 of the students remaining in the program after the first year. A second cohort of students is almost filled and should begin classes in fall, 2004.
- The Ames Children's Choirs program is a community group (boys and girls ages 8-16) utilized as part of teacher education for ISU music and elementary education students. ISU students may observe, assist, conduct sectional rehearsals and/or conduct one selection at concerts. The choirs perform music

from all cultures and traditions, usually performing in up to three different languages for the two training choirs and up to seven languages for the advanced ensemble. Performances during the 2003-2004 season that focused on diversity include: FACES Festival (Diversity festival in Ames), Russian Exhibit at the Brunner Gallery (performance and lecture), the International Conference on Emerging Zoonosis, and a concert for the delegation from Ames' partner city in Japan. The advanced ensemble has toured extensively including festivals in the Czech Republic and Canada, and has hosted numerous ensembles from the Czech Republic, Hungary, Finland and Germany.

- Two departments within the College and the Minority Liaison Officer (MLO) hosted fifty Muscatine High School students on March 26, 2004, and 20 middle school students from Des Moines on April 22, 2004, as part of the College Bound Project. The students participated in activities created and run by staff, faculty, and graduate students from the Department of Health and Human Performance.
- On April 8, 2004, The ISU Admissions and Minority Recruitment Program in conjunction with the Department of Health and Human Performance hosted 18 Des Moines high school boys.
- The College of Education, along with “Science Bound,” the “TRIO Educational Talent Search,” “College Bound,” the Office of Admissions, and the Department of Residence, conducted a successful early outreach summer recruitment program. The program consisted of two one-week camps to recruit new minority students. The College provided resources, organizational leadership, speakers from the college administration, peer mentors, and program assistance from the Departments of Industrial Education and Technology and Health and Human Performance. The first group consisted of about sixty rising 10th and 11th graders and the second camp was for sixty rising 7th and 8th graders.
- A faculty member from the Department of Curriculum and Instruction, wrote an invited chapter for a science skills book discussing teaching English through Science for teachers of English as a second language (ESL) students.
- Many faculty, staff, and students from the College of Education participated in the university Conversations on Diversity series. Additionally, some of the College faculty and staff conducted diversity workshops for the general public and university community.
- The College of Education has provided leadership and teaching faculty for the Dialogues on Diversity class, University Studies 150 for the past ten years. Dialogues is supported financially by the Provost's office for the entire university community, serves approximately 130 students in five sections per semester, and promotes warm collegial relationships between people of diverse backgrounds. Its format 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. Dialogues 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.

The College of Engineering

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

- In the Fall '03 semester, Aerospace Engineering offered two special sections of EM 274 for women students as part of the SWE learning community. The sections were taught by an Aerospace Engineering grad student. Aero E currently has 12 female graduate students.
- The Ag & Biosystems Engineering program hired two undergraduate minority students under the USDA Challenge grant and gained two minority faculty from merger. The Ag Engineering Program is constituted of 12 female students, 3 minority students, and one international student out of 144 total students. There are six female students in the AST Program out of 135 total students. The Industrial Education & Technology program is comprised of 12 females, 1 Native American, 15 African Americans, 2 Asians, and 10 Hispanic students out of 220 total students.
- The Chemical Engineering program recruited students by traveling to Puerto Rico. An intensive math/science summer program was taught by faculty and students to high school minority students in Des Moines. Faculty members serve on various boards dealing with diversity such as President's Cabinet diversity advisor, President's Action Committee on Diversity, African American program committee, Carver Academy Advisory Board, Science Bound Advisory Board, the AIChE Minority Affairs Committee (MAC). Faculty/staff attended the Annual Meeting of the National Organization for the Advancement of Black Chemist and Chemical Engineers (NOBCCChE) which resulted in one graduate student visiting ISU and Chemistry interviewing a faculty candidate. The NOBCCChE student chapter was founded in the fall '04 with a faculty advisor from ChE and Chemistry. The Professor and Chair of Chemical Engineering serves on the Council of Chemical Research committee to promote graduate study through interactions with Historically Black Colleges and Universities (HBCU's), both by developing their own grad programs and by taking their undergrads as grad students.
- The IMSE department's student population is currently 37% female. The department participates in a variety of recruiting events for the College of Engineering and Iowa State University through the ChocoBiz program. The department offered IE/WS 325 "Women and Men in the Engineering Workplace" that meets the university undergraduate U.S. diversity requirement during spring '04. A faculty member has been named to the Stanley Chair in Interdisciplinary Engineering at ISU with a focus on

strengthening and expanding diverse projects. Another faculty member has worked to advance women faculty in science, math, and engineering careers by serving on the University Committee on Women as a faculty senate liaison, by securing funding for the advancement through the NSF, by chairing the Women and Minorities Committee, and by being active with various professional organizations and by presenting in this area at conferences.

- An African-American Ph.D. student has joined the Mechanical Engineering program. The ME Learning Teams (MELTs) had approximately a 13% female enrollment last academic year which mirrored the percentage of total females in the ME undergraduate program. Of the 8 peer mentors heading up MELTs in the 2003-2004 year, 3 were female ME students. For 2004-2005, there are 3 different female peer mentors (out of 7 total) overseeing three different MELTs. Thus we have seen and continue to see our older, female ME undergraduates being in a leadership role for young, aspiring, ME undergraduates.
- College of Engineering “Undergraduate” Diversity/Recruitment devised programs to encourage women and minorities to enter science and engineering fields such as Internet Explorers, internships for women to design web pages around science topics; Toying with Technologies & Materials, creating a positive learning environment where youth experience science, engineering, and technology through hands on experimentation; FIRST LEGO League, an educational program for children ages 9-14 from a diverse population and which targets underrepresented minorities and female participants; Society of Hispanic Professional Engineers mentored and sponsored 3 FLL teams from Anson Middle School in Marshalltown; Segway Demonstrations to K-8 schools: demonstrations in Iowa schools discussing the engineering concepts and marvels of the Segway Human Transporter. As a result of these efforts, more than 80 % of all the female interns have gone on to major in science or engineering while almost half of these interns have been from minority groups.
- The College of Engineering The Recruitment & Outreach Unit has sponsored a variety of events/activities/projects/communications specifically targeting prospective female and ethnic minority engineering students, including Senior Visitation Day, visitation day for Iowa high school seniors and their families; Preview Day, a 3-day visit program for minority students (and parents) who are scholarship recipients to learn more about life as a minority student at Iowa State; Scholar’s Day, a visit program for scholarship recipients (new freshmen) and their parents; Investigation Through the ICN, 4 classes broadcast to Iowa high schools to introduce students to engineering as it relates to concepts in their math/science classes; Society of Women Engineers (SWE) Sleepover, Weekend visit for high school female seniors accepted for admission in engineering; Dean’s breakfast, high-ability female and minority students and their families attend a breakfast hosted by the dean of engineering and currently enrolled engineering students; Engineering and Beyond Workshop, a summer camp program for high school juniors to

explore careers, academic programs, and experience campus life; Road Less Traveled Conference, presentations and hands-on activities for middle and high school girls visiting Iowa State University; SHPE Shadow Day, a visit day to encourage Latino/a students from the state of Iowa to explore the field of engineering and connect with successful and influential engineering students; Scout it Out, science and engineering through hands-on activities for Girl Scouts in grades 4th-12th from central Iowa; Female and minority student prospective student visits, specially arranged visits for young women, minority students and their families to the College of Engineering; Mother/Daughter Camp, a camp for 9th and 10th grade high school females and their mothers to explore engineering and technical careers with identity development, leadership development, and mentoring activities interspersed throughout the curriculum; Host lunches, lunches for high-ability female and minority students; Science Bound, program which coordinates and/or conducts hands-on activities for minority students; Roosevelt High School/Des Moines Science Bound Visits, program which coordinates/conducts hands-on activities for the Science Bound class in fall and spring; Distribution of Engineering material/information via mailings to high school senior minority, female, Hispanic, National Merit female students; Telecounseling of diverse students.

- The College of Engineering “Graduate” Diversity/Recruitment Office actively recruited diverse student applicants through Career/Graduate fairs and programs, through visits, and through membership/participation in professional groups. The fairs, programs and professional groups include: the Society of Women Engineers (SWE) National meeting, the Mexican American Engineers and Scientists (MAES) National Meeting, Society of Hispanic Professional Engineers (SHPE), American Indian Engineers and Scientists (AISES) and the National Society of Black Engineers (NSBE); visited the University of Puerto Rico, Mayaguez and established an exchange collaboration with the Dean there; the NSF AGEP (Alliance for Graduate Education and the Professoriate) program; the National Consortium for Graduate Degrees, Inc. (GEM); hosted a 3-day weekend visit program (E-GrAD) in February for 10 highly qualified underrepresented minority students.

The College of Family and Consumer Sciences

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

CFCS continued to be the university wide lead organizer for the celebration of African American History Month 2004. CFCS was the lead organizer for the university wide celebration of Hispanic Heritage Month 2003 and Latino Heritage Month 2004, in collaboration with the Latino/a Heritage Month Committee. CFCS sponsored internationally renowned authors such as Esmeralda Santiago in collaboration with the Lectures Committee. CFCS co-sponsored with the YWCA the Latino Heritage Month Weekend Voyagers at the Ames Public Library, an excellent opportunity for children in

the Ames community to learn about the Latino/a culture through games, arts and crafts, and storytelling. Students in HDFS volunteered for the development of this program. The CFCS MLO served as a resource on diversity issues in various classrooms in the College of Family & Consumer Sciences and in the College of Education. During summer '04 a collaboration between Extension staff and the CFCS MLO resulted in Spanish language lessons that served as an opportunity for Extension staff to learn and practice the Spanish language and issues related to the Latino/a culture.

Several college-level staff participated in diversity-related courses such as the International Perspectives Study Abroad experience to Mérida, Yucatán, México during the spring semester. One faculty member and 16 students participated in the three-credit course which counted as an international perspective credit. The program was coordinated by the MLOs in FCS and LAS.

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

Offering degree programs through asynchronous distance education techniques permits a wider variety of students to enroll. The College currently offers three Master's of Family and Consumer Sciences programs via the web: MFCS-Family Financial Planning, MFCS-Gerontology and MFCS-Comprehensive, Students who are place-bound by family or employment or both are able to complete a Master's degree without coming to campus. Evidence is that the web-based programs are serving a broad population can be found in the fact that enrollment in web-based courses in CFCS has increased by 75% in the past year. At the present time, 6% in the combined MFCS-FFP and MFCS-Gerontology programs are ethnic minorities.

Other programs distributed through Recruitment and Outreach and Retention efforts include:

- Increased collaboration with the Office of Admissions College Bound Program resulting in our college hosting two visits during the academic year, the Road Less Traveled for 18 minority 7th grade boys and the I Have a Dream Program from Des Moines with 10 minority 7th & 8th grade students.
- Collaboration with the College of Agriculture in the George Washington Carver Summer Internship Program (formally called the Agriculture Minority Summer Internship Program). This collaboration sponsored two high school students and two college students who conducted research and were mentored by three faculty members in FSHN during the summer of 2004.
- Collaboration with the office of Minority Student Affairs in the Academic Program for Excellence (APEX) Summer Program which resulted in two participants for the summer of 2003 and one participant for the summer of 2004, both in- and out-of-state.

- 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.
- In collaboration with the CFCS Outreach coordinator at least 8 recruitment visits were performed during the fall '03 semester to College Day/College Night Programs in several major Iowa communities with substantial minority populations to increase recruitment of minority students.
- Increased collaboration with the Multicultural Vision Program (MVP) in terms of recruiting efforts. This program recruits Iowa minority students and provides them with a 4-year tuition scholarship. These efforts resulted in 5 new MVP scholarship awardees for the academic year 04 – 05 out of a total 35 scholarship recipients in our college. Five recipients recently graduated in spring and summer '04.
- Increased collaboration with the George Washington Carver Scholarship Program, a 4-year tuition scholarship for high achievement minority students. Currently there are 14 GWC scholarship recipients in our college, six of whom graduated this past spring '04.
- CFCS Minority Retention Programs was awarded a P & S Recruitment and Retention (2003-2004) grant for the development of academic, leadership and professional opportunities of students of color in our college.
- Increased collaboration with the Ronald E. McNair Postbaccalaureate Achievement Program resulting in increased participation of students of color in our college. Currently four CFCS students participate in this program which pairs them with faculty mentors to develop research in their field of study.
- Increased collaboration with the Student Support Services Program (SSSP), a federal TRIO Program, which added five new students for fall '04 with a total of ten from our college.
- Representation on and active participation with the organizing committee of the First Student of Color Convocation and the First Community of Color Orientation Program (CoCO) for fall '04, organized by the Office of Minority Student Affairs.

Courses, additional community outreach programs and Faculty contributions pertaining to diversity from our college include:

- International Perspectives in Family and Consumer Sciences course, providing information on working with families from diverse cultures; Global Issues in Textiles and Clothing course, includes discussions of ethical, economic, political, and social issues facing TC professionals in global markets; Global Tourism Management course, providing an appreciation for travel behavior and the economic and social impact of the global tourism

industry; a 4 week study abroad experience to Thailand focusing on the hospitality industry in that country; a 3-week study abroad tour to Europe - England, France and Italy - focused on the apparel industry in these countries; a course examining how differences in gender, race, and ethnicity affect nutritional assessment; a study-abroad course “European Food Safety Concerns: From Farm to Market” initiated at ISU and delivered by faculty to England, Wales, and Scotland

- Administration of and participating with the Carver Academy and the Carver Academy Faculty Council; service on the Faculty Senate Committee on Women and Minorities; translation of the Lighten Up Iowa website into Spanish; participation in and membership in professional groups such as AGEP program, McNair program, Minorities in Agriculture, Natural Resources and Related Sciences (MANNRS), Agriculture Summer Minority Internship Program, Queretaro/Iowa Internship Exchange, Louise Rosenfeld Scholarship
- Continued research in the areas of minority health and nutrition issues involving diverse researchers such as the Space Food Challenge, a project utilizing the expertise of nine women and five men from around the world and the US
- The FSHN department was highlighted in the 2003 CSREES review of ISU for compliance with diversity guidelines.
- Undergraduate internships in HDFS are completed in a wide variety of human service, child care and hospital settings serving a diverse population in Iowa, the U.S. and throughout the world (e.g. Native American reservation in North Dakota, an orphanage in Costa Rica, and for agencies working with Des Moines, Minneapolis and Chicago inner city youth).
- A significant number of ethnic and racial minority families participate in the Child Development Laboratory School, which provides extensive interactions with our undergraduate and graduate students for practice and research.
- Students in the U.S. Diversity course in HDFS on housing services and families with special needs all prepare and eat a meal with residents of the Emergency Residence Shelter for the homeless in Ames.
- The graduate program in Marriage and Family Therapy recruits students from traditionally underrepresented groups, offers a new course on Diversity Issues in Marriage and Family Therapy, and infuses information about diversity into the entire curriculum.
- Research faculty at the Institute for Social and Behavioral Research hire and train African American students to work on observational coding of family interactions, and that group also employs students whose ethnic heritage is Kenyan, India India, Arabic, and Hispanic. Faculty are conducting three major research projects on family well-being and human development for African-Americans in Iowa and Georgia, Mexican immigrants in Iowa, and very old Georgians.

- HDFS Extension, in collaboration with state and federal agencies, use demonstration trailers and assistive devices to demonstrate universal design products and features that make homes more convenient for people of all ages, abilities and to accommodate the special needs of people with disabilities. The trailers and devices can be taken to community events to demonstrate how to make bathrooms and kitchens more usable throughout the life span and to facilitate “aging in place.”
- The Iowa AgrAbility Program is a collaborative effort between ISU Extension and the Rural Solutions program of Easter Seals Iowa to help farm families affected by disabilities adapt their homes and farms to accommodate a disability and to help them remain in farming. The development of modular kitchen cabinets that can be adapted easily as needs change is a research project that is ongoing from this program.
- Three new Extension field positions have been added in Iowa to increase programming to support the needs identified by minority audiences in specific locations within the state, specifically African Americans and Hispanic immigrants. In-service opportunities continue to increase awareness and understanding of the Mexican culture and to improve educational programming to meet the needs of changing demographics within Iowa. Twenty staff, including campus faculty and staff, participated in an eight day immersion experience in Mexico as part of the in-service.

The College of Liberal Arts and Sciences

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

- Dean Michael B. Whiteford established a permanent Diversity Committee in the College of Liberal Arts and Sciences to advise the Dean on the full range of diversity issues confronted by the College. These include issues related to the recruitment and retention of a diverse faculty, staff and student population; the quality of the college and university environments for diverse populations, and the appropriateness of the curriculum in providing the students with the necessary knowledge, attitudes and skills to function as global citizens.
- The LAS Diversity Committee completed a report on diversity, “A Clear, Accountable Commitment to Diversity.” The complete LAS Diversity Committee report is available on-line at http://www.las.iastate.edu/diversity/DIVERSITY_REPORT.pdf.
- The Department of Foreign Languages and Literatures has been awarded a two-year, \$164,000 U.S. Department of Education UISFL grant for development of a curriculum in Languages and Cultures for Professions. Currently the department has established programs with Iowa State’s College of Engineering and the College of Agriculture.
- The Department of Foreign Languages and Literatures has sponsored international visiting scholars from the republics of the former Soviet Union as

part of the federally-administered Junior Faculty Development Program. Scholars have come from the Ukraine, Kyrgystan, Serbia, Russia, Azerbaijan and Uzbekistan.

- The Women’s Studies Program has received a U.S. Department of State, Bureau of Educational and Cultural Affairs University Partnership grant to establish a partnership with the Kharkiv Gender Studies Center at Karazin National University (KNU) in Kharkiv, Ukraine. The focus of the partnership is to develop curricular modules with U.S./Ukraine comparative content that can be included in existing courses and made available through distance education.
- Seventeen Iowa State students visited the Carver College of Medicine for a full-day orientation to medical school including workshops on best practices to ensure admission, a symposium with minority students in the College of Medicine, and meetings/ conversations with faculty, administrators and staff.
- The Department of Biochemistry, Biophysics and Molecular Biology has for five years participated in an NSF-funded undergraduate research program as a Collaborating Institution with Tuskegee University. Part of this comprehensive grant funds undergraduate research experiences for minority students, towards the aim of increasing participation in science and engineering courses.
- Several academic departments in the College of Liberal Arts and Sciences participate in the Research Experience for Undergraduates (REU) program sponsored by the National Science Foundation, a program that targets underrepresented students, and the AGEP and Alliance Programs, a grant program that allows minority students to take part in a summer program of research experiences for undergraduates.
- The Sociologists for Women in Society (SWS) recognized the Department of Sociology for its accomplishments as a “gender-friendly” and “women-friendly” department with “SWS Seals of Approval.” The department received “SWS Seals of Approval” for having 40 percent or more female faculty members (53 percent are women) and for having more than 25 percent of faculty specializing in gender or inequality areas (27 percent indicated these areas).

The Library

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

- The Library continues to have a Diversity Committee whose primary roles are:
 1. To maintain a focus on equal employment opportunity and affirmative action within in the library.
 2. To inform and educate library personnel concerning equal employment opportunity and affirmative action.
 3. To help create a work environment in which all personnel are

- able to develop to the fullest extent of their potential.
4. To assist selection committee in the recruitment of members of protected classes for professional positions, and to serve as a resource for those who hire support staff.
- The Diversity Committee has also sponsored the following outreach and events:
 1. Display for the 2004 Disability Awareness Days
 2. Purchased and sponsored the use of a training DVD "M.E.E.T. on Common Ground" fostering respect and inclusiveness in the workplace.
 3. Sponsored a presentation by Virginia McCallum from the International Education Services Office, ISU, "Skills for Working With Internationals."
 4. Reminded staff of President Geoffroy's "Conversations on Diversity."

The College of Veterinary Medicine

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

- Participated in a school-wide career day recruitment visit to one Des Moines area high school that serves a large population of African-American and Latino families. The interaction at two sessions with 25-30 high school students was an attempt to draw awareness to and create interest in the profession of veterinary medicine.
- Several in-house interactions and tours with individual students as well as 4-H and talented and gifted youth, Experience Iowa State, visiting foreign teaching professionals, and high school agriculture teachers have also taken place over the course of the spring of 2003. Several members of underrepresented groups were in attendance.
- The Iverson Bell Symposium, a meeting composed of representatives from many of the veterinary schools in the United States, was attended in the spring of 2003. This meeting presents representatives the opportunity to discuss strategies in recruitment of underrepresented groups into the veterinary medicine and to discuss current events and laws that potentially impact the recruitment efforts.
- With regards to attempts to improve diversity in the new hires, over the past year, a new faculty member and a new chair were hired in the Department of Veterinary Microbiology and Preventive Medicine. Both search committees were established with an eye on diversity. That is, they contained members of traditionally underrepresented groups. So too, both pools of applicants contained members of underrepresented groups, and in the case of the faculty search, an Asian was hired and in the case of the chair search, a woman was hired.

- Department of Veterinary Pathology: The department chair served on the Provost's Task Force to improve hiring and recruiting of women and minorities. A member of the staff attended a Forum on Diversity as part of the 12+ program. Faculty from this department also attended professional conferences in Brazil, Cuba, Sweden and Scotland, in addition to a faculty member's trip with Veterinary Medical students to Kenya.

The Lectures Program

The Iowa State University Lectures Program has continued to demonstrate its commitment to bringing diverse and thought-provoking speakers to the ISU community. The Lectures Program reinforces to the campus and community at large that ISU values the message and participation of such diverse speakers.

Speaker/Artist	Topic
Roger Wilkins, Civil Rights Activist	Brown vs. the Board of Education Anniversary
Tracy Chapman, Musician	We the Planet
Adrian Wing, Law Professor	Bridging the Personal and Political
Kip Fulbeck, Asian American Scholar	Hope You Don't Mind Me Asking But...
Winona Laduke	Global Environmental Justice, Native Peoples and Women
Aishah Shahidah Simmons	Addressing Rape and Sexual Assault in African American Community
Ludivia Giraldo Diaz and Floro Tunubala, Central American Human Rights Activists	Human Rights in Columbia
Orchestra Rumba	Music Performance
Ambassador Carol Moseley Braun	Woman and Politics
Francisco Villarruel	Latino Youth in the US Justice System
Alfredo Parrish, Attorney	The history of racism in Iowa Education
Lerone Bennett, Ebony editor	What Manner of Man: The Life of Dr. Martin Luther King, Jr.
John Roberts, African American Writer	Writing the Black South
Ishmael Reed, African American Writer	The Poet as Prophet and Oracle
Elijah Anderson	The Social Consequences of Affirmative Action
James Roberto Curtis, Latino Writer	Sense of Plan in the Contemporary Crime Thriller
Terrance Roberts, Civil Rights Consultant	Celebrating Brown vs. the Board of Education 50 th Anniversary
Camilla Taylor, Attorney	Same Sex Marriage – A Debate
Clyde Bellecourt	Native American Perspectives on Sacred Lands
Dryan Akipa	Native American Flute Performance
Daniel Wildcat	Peoples of Place: Environment, Culture and Technology

Programmatic Goals

Programmatic Goals for 2003-2004

- Develop a plan to build and promote diversity at Iowa State University and ensure that the plan includes the following key elements:
 - Continuing an education and business rationale for building excellence through diversity
Status: In progress
 - A set of initiatives with relevant strategies that inform and involve the campus community in the discussion or analysis of diversity which include plans for
 - Continuing Campus participation in the President's Conversations on Diversity
Status: In progress
 - Continuing Campus participation in the Campus Climate Survey process beginning in September
Status: In progress
 - Continuing utilization of the analyses resulting from the work of the Task Force examining ISU's Student Admissions policies to advance diversity
Status: In progress
 - Continuing written and electronic communication materials relevant to the initiatives
Status: In progress
 - Continuing performance measurement tools and incentives related to recruitment and retention successes of students, faculty, and staff
Status: In progress
- Continue to revitalize and direct the President's Advisory Committee on Diversity (PACD) to guide and influence the ISU diversity initiatives.
Status: Ongoing
- Continue to review the University's compliance status with Title IX Compliance in the classroom, residence halls, athletic programs, and other areas that are within the purview of Title IX regulations:
Status: Ongoing
- Examine the Title IX issues from the University Committee on Women and report the analysis and recommendations
Status: UCW finalizing report
- Compile information on Title IX success stories, programs and events that may require attention and participation
Status: In planning stage
- Continue to take a more proactive and visible approach in the discussion and advocacy of diversity.
Status: Ongoing
- Partner and collaborate with community-based organizations to introduce newly trained or retrained members of the community into the ISU workforce.
Status: In planning stage

- Continue to take active steps to support and endorse the success of international workers and students.
Status: Ongoing
- Continue to use central and college resources for recruitment and retention of underrepresented employees and for administrative internships.
Status: In place
- Expand and strengthen the visiting scholars and technical personnel program and strengthen services for visiting faculty and staff.
Status: Provided reorganize recommendation to Provost
- Conduct Phase II of surveys of minority and women faculty and staff and exit interviews with underrepresented faculty and staff members who resign.
Status: Working with P&S and faculty
- Continue to provide university lectures and programs to promote multicultural understanding.
Status: Ongoing
- Continue to expand and strengthen cooperative efforts among ISU and community groups concerned with diversity.
Status: Ongoing
- Continue to expand and strengthen cooperative efforts between ISU and Iowa communities with significant minority populations.
Statue: Ongoing

Programmatic Goals for 2004-2005

Iowa State University will continue to work towards the Key Result Area of Diversity from the Board of Regents Strategic Plan. Iowa State University will continue to establish policies to encourage continuous improvement of the climate of diversity. In addition, Iowa State University will work to meet the following goals, which are part of Iowa State University's goal to become the Nation's premier land grant university by diversifying its workforce.

- Finalize a proposal that Iowa State University can use to build and promote diversity on campus, and ensure that the plan includes the following key elements:
 - An education and business rationale for building excellence through diversity
 - A set of initiatives with relevant strategies that inform and involve the campus community in the discussion or analysis of diversity, which could include plans for
 - A diversity calendar that identifies special ethnic and cultural events across campus
 - Campus participation in the Campus Climate Survey process beginning in September
 - Utilization of the analyses resulting from the work of the Task Force examining ISU's Student Admissions policies to advance diversity
 - Written and electronic communication materials relevant to the initiatives
 - Performance measurement tools and incentives related to recruitment and retention successes of students, faculty and staff

HR3
Attachment I

- At the community level, continue to participate in civic and volunteer organizations to share ISU's diversity priority.
- At the community level that includes the City of Des Moines, devise a strategy that will foster and fund diversity-related activities that connect ISU to a more diverse audience.
- In collaboration with other relevant offices and committees
 - develop an education and incentive program to secure compliance and the involvement of faculty in addressing the needs of disabled students,
 - within your area of responsibility implement the recommendations, which I accept from the work of the ADA Transition Committee,
 - propose a work organization plan to assign ADA service responsibilities for faculty and staff for my review.
- Work with the Board Office regarding its response at a state-wide level to the Olmstead Decision out of the U.S. Supreme Court in 1999.
- Examine the Title IX issues from the University Committee on Women report

Statistical Data Analysis

In the last year Iowa State University continued to diversify its workforce. As shown in Table 1, Iowa State University employed 6170 half-time or greater permanent employees at the end of September 30, 2004. The proportion of women employees is at 48.8% of the total workforce. At the same time the proportion of minorities in the workforce totaled 11.1% of this year's workforce. Iowa State University continues to make strides in its recruitment and retention of qualified individuals from diverse cultures and backgrounds.

2003 to 2004 Primary Occupational Activity (POA) Group Analysis

Women

The hiring goal for the 2003-2004 program year was to maintain the 2002-2003 level of women that were employed at Iowa State University. The hiring goal was met and exceeded in the following areas: Executive/Administrative/Managerial, Faculty: Tenure/Tenure Track, Faculty: Non Tenure Track and Professional and Scientific.

A total of 3024 (49 %) of ISU employees are women. (See Table 1).

- Women in Executive/Administrative/Managerial positions had a net increase of 6.
- Women in Faculty: Tenure/Tenure Track positions had a net increase of 2 in this POA group.
- Women in Faculty: Non-Tenure Track* positions had a net increase of 2.
- Women in Professional and Scientific* positions had a net increase of 8 in this POA group.
- Women in Secretarial/Clerical positions had a net decrease of 34. Retirements counted for 18 of these and 3 left for early retirement.
- Women in Technical/Paraprofessional* positions had a net decrease of 3 in this POA group. One of those employees chose early retirement and one was laid off.
- Women in Skilled Craft positions decreased by 3. One employee was laid off and one chose early retirement.
- Women in Service/Maintenance positions decreased by 18 in this POA group. There were 6 retirements, 9 early retirements and 1 returned back to school.

Minorities

A total of 710 (11.5%) of ISU employees were racial or ethnic minorities (See Table 1). This is an increase of 11 minority employees from the previous year. The hiring goal for the 2003-2004 program year was to maintain the 2002-2003 level of minorities that were employed at Iowa State University (See Table 2). This hiring goal for racial or ethnic minorities was met in the following areas: Faculty: Tenured/Tenure Track, Professional and Scientific, Technical/Paraprofessional and Skilled Crafts.

- The Executive and Administrative/Managerial positions decreased by 1 minority.
- Minorities in Faculty: Tenure/Tenure Track* positions increased by 6 additional minority faculty (See Table 3).
- Minorities in Faculty: Non-Tenure Track* positions had a decrease of 1.
- Minorities in Professional and Scientific positions increased by 17.
- Minorities in Secretarial/Clerical* had a decrease of 2 in this POA group.
- Minorities in Technical/Paraprofessional positions increased by 1 in this POA group.
- Minorities in Skilled Craft positions remained constant. There were no additions or losses of minorities within this group.
- Minorities in Service/Maintenance* had a decrease of 9 in this POA group. Five accepted other employment, one retired, one went on long term disability and others left for personal reasons.

Perspective: Ten Years of Affirmative Action (1994-2004)

The total workforce decreased by 23 employees, from 1994 to 2004. Of note are increases in the number of women in the following POA groups: Executive/Administrative/Managerial, Faculty: Non-Tenure Track and Professional and Scientific. The number of women in the workforce had an overall increase of 89 employees in this ten-year period. Women in 2004 are 49 % of the total workforce compared to 47.4 % in 1994.

The minority workforce has experienced growth in the following POA groups: during this time period: Executive/Administrative/Managerial, Faculty: Tenure/Tenure Track, Faculty: Non-Tenure Track, Professional and Scientific and Secretarial/Clerical. The minority workforce had an overall increase of 205 employees, in this ten-year period. (See Table 1). In 1994, minority employees were 8.2% of the total workforce. In 2004, minority employees are 11.5% of the total workforce.