

Human Resources Committee Memorandum
Board of Regents, State of Iowa

Subject: Annual Report on Diversity
Prepared By: Marcia R. Brunson
Date: December 1, 2004

Recommended Actions:

1. Receive the annual reports on Affirmative Action and on the Minority and Women Educators Enhancement Program; and
 2. Authorize the Executive Director, in accordance Iowa Code §19B.5 and §262.93, transmit these reports to the Iowa General Assembly.
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Executive Summary:

This report summarizes the progress that Regent institutions have made during the past year (October 1, 2003, to September 30, 2004) in providing equal employment opportunities for administrators, faculty, and staff. Institutional affirmative action officers will be present at the meeting to provide brief comments and to respond to questions.

Federal Contractors
under Executive
Order 11246

Each of the Regent universities is a “federal contractor” under Executive Order 11246 because it has fifty or more employees and has federal contracts exceeding \$50,000. Therefore, each university must develop an annual affirmative action program that includes:

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

Detailed institutional reports are included as attachments

Each institutional report provides extensive detail about the types of programming and support available on the campus, and the progress made over the past year in enhancing the diversity of the institution. Due to the breadth of the institutional reports, they are included as attachments to this memorandum.

As illustrated by these detailed reports, each institution offers a broad spectrum of services related to its efforts to ensure equal employment opportunity and to obtain the educational benefits that flow from having a diverse campus community.

The challenge of achieving diversity in Iowa

To put the diversity activities of the institutions into perspective, it may be useful to consider some of the Iowa demographic data from Census 2000. The total population of Iowa is approximately 2.9 million people, and women comprise 50.9 % of that population. The minority population of Iowa comprises approximately 6.5% of the total, which breaks down as follows:

- African American: 2.1%
- Asian: 1.3%
- American Indian/Alaska Native: 0.3%
- Latino: 2.8%

Given these demographics, students entering Regent institutions who have spent their entire youth in Iowa often lack the benefit of personal interaction with people from different races and cultures (when compared to students from states with a more diverse population). Likewise, increasing the overall diversity of Iowa's Regent institution workforce will benefit students also as they prepare to enter the workforce of our global economy.

The Supreme Court's 2003 landmark decision regarding Michigan's affirmative action cases reaffirmed the benefits of diversity in higher education.

Comparison of FY 2004 to FY 2003

Attachment A (beginning on page 7) summarizes the workforce data for each institution as well as the total workforce for all Regent institutions for this year and last year. In addition to showing the total number of employees for the institution, each table shows the number of employees in each "Primary Occupational Activity" (e.g., "Skilled Crafts" or "Faculty: Tenure Track"). The percentage of female and minority employees in each of these workgroups is also indicated. A red underlined number indicates that a decline since last year's report.

The count for each workgroup includes permanent employees, both full-time and part-time, who work at least 50% time.

Faculty at the special schools is listed as “non-tenure” because, although they are on a continuing contract, this arrangement is not “tenure” as that term traditionally is used in higher education.

The following text notes some points of interest from the data provided by each institution.

However, whether one is reviewing the detailed institutional reports or the summary tables, it is important to keep in mind that changes in workforce statistics over the course of the past year may appear to be insignificant because they are so small - - rarely more than one or two percent. However, the significance of any one change must be assessed against the size of the group in which the change occurs. For example, when there are only a handful of minority employees in a particular workgroup, the gain or loss of even a single one can be significant.

Total Regent
Workforce

In terms of its overall workforce, the Regents institutions experienced slight increases (less than half of one percent) in the number of minorities and women in the workforce. A decrease was noted in the number of female tenure track faculty. The number of minority tenure track faculty increased. The number women employees in the Executive group increased by 3%.

University of Iowa

The number of minority and female tenure track faculty at the University of Iowa increased by 1%. The number of women tenure track faculty decreased slightly. In its institutional report, the University noted that during the past year it hired 1,054 female and 188 minority employees. It did, however, experience decline in women employed in the tenure track faculty group, secretarial group, and the skilled crafts work group. The University’s full report is included as Attachment H following page 29.

Iowa State
University

Iowa State increased the number of minorities in its workforce slightly, and increased the number of minority tenure track faculty by six (0.7%). The number of minorities in the professional and scientific group also increased slightly (0.8%). There was an increase in the number of women in the executive group, from 82 (29.7%) to 88 (31.5%). The University’s full report is included as Attachment I.

University of
Northern Iowa

UNI saw a decline in total workforce during the reporting period. The number of women and minorities in the workforce declined but gained slightly in relative proportion. The decline in overall workforce most likely contributed to the decline in women and/or minorities in the various workgroups. The University's full report is included as Attachment J.

Special Schools

Due to the highly specialized nature of the skills required of many of the employees at the special schools (e.g., sign language, or special education certification), it is extremely challenging for those institutions to recruit a diverse workforce. Yet the value of learning about different people and cultures is no less important to secondary school students who have disabilities, since they, too, will grow and transition into adult life in their communities. Continued efforts in this area will help provide these students with the educational benefits that arise from being part of a diverse environment.

Iowa School for the
Deaf

As a school for deaf and hard of hearing children, ISD considers it important to have deaf and hard of hearing employees on its workforce. The number of deaf and hard of hearing employees decreased slightly to 18.0% from 18.2%. It also met its goal of hiring a female minority in the technical area; however, another female minority resigned during the year. ISD's full report is included as Attachment K.

Iowa Braille and
Sight Saving
School

Despite being a strong proponent of the educational benefits of diversity, IBSSS continues to experience difficulty in attracting minority candidates to its openings. It reports that there are few minority candidates graduating in higher education programs in vision and orientation and mobility, thus it is difficult to obtain a diverse pool of qualified candidates for its positions. On a more positive note, over 70% of its workforce is women, and three of the 17 teachers of the visually impaired are blind or visually impaired. IBSSS's full report is included as Attachment L.

Comparison Tables
and Charts

Attachment B (beginning on page 13) portrays five and ten year trends in the workforce data for each institution and the Regents overall workforce. It is interesting to note that over the past ten years, women have made great progress in virtually every workgroup. While minorities have made good progress in joining the ranks of tenure track faculty, that progress has been slower in the executive and professional/scientific workgroups. This progress merits a closer look, given that the overall size of those workgroups has increased over the years. Likewise, even though the size of the service/maintenance workgroup has steadily declined over the past decade, the number of minority employees in that group has steadily increased.

Charts included as Attachment C beginning on page 19 reflects this five and ten year trend data. Continued vigilance and assessment of the reasons for these trends will ensure equal opportunity is available for all Regent employees.

Minority and
Women's
Educators
Enhancement
Program

Iowa Code §262.81 requires that the Board of Regents establish a program to recruit minority and women educators to faculty positions in universities under the Board's control. The program embraces the legislative intent that "failure to include minority representation at the faculty level at state universities contributes to cultural, racial, and ethnic isolation of minority students and does not reflect the realities of a multicultural and diverse society." The statute further states that the Board's enhancement program shall include, but is not limited to, the creation of faculty positions in all areas of academic pursuit.

During FY 2004, the three Regent universities addressed this obligation in a variety of ways. Their individual reports are attached to this memorandum.

The universities appear to be utilizing funds in ways that suit the unique needs of each institution supporting the statutory requirement. A variety of programs have been developed to improve the campus climate for diversity for minority and women faculty.

University of Iowa

The Associate Provost for Diversity reported that during FY 2004, the University provided funding totaling \$605,488 through its Faculty Diversity Opportunities Program to support 34 minority and women faculty or post-doctoral fellows. It has committed \$874,961, an increase of 44.5%, in FY 2005 to the program. See Attachment E beginning on page 22.

Iowa State
University

To increase the number of minority and women educators on the faculty of Iowa State University, a program to provide partial funding to support the hiring of under-represented faculty was initiated in FY 1990 with funding by the President through the Provost Office. The program provided funding for faculty positions in the amount of \$210,800 for FY04. Since inception, the program has provided \$2.2M in order to increase diversity in the faculty at ISU. See Attachment F beginning on page 26.

University of
Northern Iowa

The University allocated \$48,000 to Minority and Women's Educators Enhancement Program. These funds have been used to recruit and hire a minority faculty member for the Political Science Department and to support an academic administrator position in the Graduate College. See Attachment G on page 29.

In compliance with Iowa Code §262.93, the Minority and Women Faculty Enhancement report will be submitted to the Iowa General Assembly.

Cost Reporting Requirement

Iowa Code 19B.5, requires the Board of Regents “submit an annual report of the affirmative action, diversity, and multicultural accomplishments of the board and its institutions by January 31 of each year to the general assembly. The report shall include information identifying funding sources and itemized costs, including administrative costs, for these programs.” That information is provided in Attachment D beginning on page 21. Expenditures by the universities in the last three years since this reporting requirement was added to the Iowa Code are detailed below:

	FY 2002	FY 2003	FY 2004
SUI	467,777	500,497	567,347
ISU	264,354	271,623	264,373
UNI	259,888	204,486	213,878

Since the Iowa School for the Deaf and the Iowa Braille and Sight Saving School do not have offices that are dedicated to affirmative action activities, there are no funds to report for those institutions.

Acceptance of the reports is recommended.

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Total Workforce for Regent Institutions as of September 30, 2004

lowa Population:	Percentage	Total Regent Workforce	Executive Administrative Managerial	Faculty: Tenure Track	Faculty: Non-tenure	Professional & Scientific	Secretarial Clerical	Technical/ Paraprof	Skilled Crafts	Service/ Maintenance
2.9 million	100%	22,525	713	<u>3,320</u>	1,074	9,186	4,120	<u>701</u>	<u>767</u>	<u>2,644</u>
Minority	6.5%	2,036 (9.0%)	53 (7.4%)	512 (15.4%)	127 (11.8%)	807 (8.8%)	146 (3.5%)	34 (4.9%)	30 (3.9%)	327 (12.4%)
Female	50.9%	13,070 (58.0%)	236 (33.1%)	<u>970</u> (29.2%)	565 (52.6%)	5,787 (63.0%)	<u>3,600</u> (87.4%)	432 (61.6%)	<u>50</u> (6.5%)	1,430 (54.1%)

Workforce data from September 30, 2003

	Total Regent Workforce	Executive Administrative Managerial	Faculty: Tenure Track	Faculty: Non-tenure	Professional & Scientific	Secretarial Clerical	Technical/ Paraprof	Skilled Crafts	Service/ Maintenance
	22,491	699	3,409	1,034	8,993	4,207	709	795	2,645
Minority	1,981 (8.8%)	53 (7.6%)	492 (14.4%)	127 (12.3%)	773 (8.6%)	150 (3.6%)	26 (3.7%)	31 (3.9%)	329 (12.4%)
Female	12,969 (57.7%)	215 (30.8%)	1,014 (29.7%)	538 (52.0%)	5,622 (62.5%)	3,683 (87.5%)	429 (60.5%)	58 (7.3%)	1,410 (53.3%)

Attachment A

(Red underlined data indicates a decline from 2003.)

University of Iowa Workforce as of September 30, 2004

Iowa Population	Percentage	SUI Total Workforce	Executive Administrative Managerial	Faculty: Tenure Track	Faculty: Non-tenure	Professional & Scientific	Secretarial Clerical	Technical/ Paraprof.	Skilled Crafts	Service/ Maintenance
2.9 million	100%	14,199	327	<u>1,557</u>	537	6,467	<u>2,676</u>	<u>472</u>	<u>394</u>	1,769
Minority	6.5%	1,132 (8.0%)	23 (7.0%)	227 (14.6%)	76 (14.2%)	427 (6.6%)	<u>91</u> (3.4%)	22 (4.7%)	22 (5.6%)	244 (13.8%)
Female	50.9%	8,830 (62.2%)	116 (35.5%)	<u>427</u> (27.4%)	<u>238</u> (44.3%)	4,495 (69.5%)	<u>2,276</u> (85.1%)	<u>292</u> (61.9%)	<u>36</u> (9.1%)	950 (53.7%)

Workforce Data from September 30, 2003

Iowa Population	Percentage	SUI Total Workforce	Executive Administrative Managerial	Faculty: Tenure Track	Faculty: Non-tenure	Professional & Scientific	Secretarial Clerical	Technical/ Paraprof.	Skilled Crafts	Service/ Maintenance
2.9 million	100%	14,014	315	<u>1,561</u>	534	6,273	<u>2,713</u>	<u>480</u>	<u>409</u>	1,729
Minority	6.5%	1,084 (7.7%)	21 (6.7%)	212 (13.6%)	76 (14.2%)	408 (6.5%)	<u>93</u> (3.4%)	15 (3.1%)	22 (5.4%)	237 (13.7%)
Female	50.9%	8,666 (61.8%)	101 (32.1%)	<u>433</u> (27.7%)	<u>245</u> (45.9%)	4,334 (69.1%)	<u>2,313</u> (85.3%)	<u>294</u> (61.3%)	<u>40</u> (9.8%)	906 (52.4%)

(Red underlined data indicates a decline from 2003.)

Iowa State University Workforce as of September 30, 2004

Iowa Population	Percentage	ISU Total Workforce	Executive Administrative Managerial	Faculty: Tenure Track	Faculty: Non-tenure	Professional & Scientific	Secretarial Clerical	Technical/ Paraprof.	Skilled Crafts	Service/ Maintenance
2.9 million	100%	<u>6,170</u>	279	<u>1,230</u>	<u>314</u>	2,166	<u>1,139</u>	<u>147</u>	<u>291</u>	<u>604</u>
Minority	6.5%	710 (11.5%)	<u>25</u> (9.0%)	218 (17.7%)	42 (13.4%)	333 (15.4%)	<u>40</u> (3.5%)	5 (3.4%)	5 (1.7%)	<u>42</u> (7.0%)
Female	50.9%	<u>3,024</u> (49.0%)	88 (31.5%)	329 (26.7%)	170 (54.1%)	986 (45.5%)	<u>1,029</u> (90.3%)	<u>77</u> (52.4%)	<u>10</u> (3.4%)	<u>335</u> (55.5%)

Workforce data from September 30, 2003

	ISU Total Workforce	Executive Administrative Managerial	Faculty: Tenure Track	Faculty: Non-tenure	Professional & Scientific	Secretarial Clerical	Technical/ Paraprof.	Skilled Crafts	Service/ Maintenance
	6,275	276	1,247	322	2,159	1,176	153	303	639
Minority	699 (11.1%)	26 (9.4%)	212 (17.0%)	43 (13.4%)	316 (14.6%)	42 (3.6%)	4 (2.6%)	5 (1.7%)	51 (8.0%)
Female	<u>3,064</u> (48.8%)	82 (29.7%)	327 (26.2%)	168 (52.2%)	978 (45.3%)	1,063 (90.4%)	80 (52.3%)	13 (4.3%)	353 (55.2%)

(Red underlined data indicates a decline from 2003.)

University of Northern Iowa Workforce as of September 30, 2004

Iowa Population	Percentage	UNI Total Workforce	Executive Administrative Managerial	Faculty: Tenure Track	Faculty: Non-tenure	Professional & Scientific	Secretarial Clerical	Technical/ Paraprof.	Skilled Crafts	Service/ Maintenance
2.9 million	100%	<u>1,908</u>	98	533	142	509	294	24	76	<u>232</u>
Minority	6.5%	185 (9.7%)	5 (5.1%)	67 (12.6%)	9 (6.3%)	46 (9.0%)	14 (4.8%)	5 (20.8%)	3 (3.9%)	36 (15.5%)
Female	50.9%	<u>1,034</u> (54.2%)	28 (28.6%)	<u>214</u> (40.2%)	94 (66.2%)	<u>272</u> (53.4%)	<u>284</u> (96.6%)	10 (41.7%)	4 (5.3%)	<u>128</u> (55.2%)

Workforce data from September 30, 2003

		UNI. Total Workforce	Executive Administrative Managerial	Faculty: Tenure Track	Faculty: Non-tenure	Professional & Scientific	Secretarial Clerical	Technical/ Paraprof.	Skilled Crafts	Service/ Maintenance
		1,947	99	561	126	513	307	25	77	239
Minority		187 (9.6%)	6 (6.1%)	68 (12.1%)	8 (6.3%)	47 (9.2%)	14 (4.6%)	5 (20.0%)	4 (5.2%)	35 (14.6%)
Female		<u>1,054</u> (54.1%)	28 (28.3%)	224 (39.9%)	82 (65.1%)	275 (53.6%)	296 (96.4%)	10 (40.0%)	5 (6.5%)	134 (56.1%)

(Red underlined data indicates a decline from 2003.)

Iowa School for the Deaf Workforce as of September 30, 2004

Iowa Population	Percentage	ISD Total Workforce	Executive Administrative Managerial	Faculty: Tenure Track	Faculty: Non-tenure	Professional & Scientific	Secretarial Clerical	Technical/ Paraprofi.	Skilled Crafts	Service/ Maintenance
2.9 million	100%	139	4	(N/A)	44	36	4	26	6	19
Minority	6.5%	<u>8</u> (5.8%)	0	N/A	0	<u>1</u> (2.8%)	1 (25.0%)	2 (7.7%)	0	<u>4</u> (21.1%)
Female	50.9%	101 (72.7%)	1 (25.0%)	N/A	37 (84.1%)	29 (80.6%)	4 (100.0%)	22 (84.6%)	0	8 (42.1%)

Workforce data from September 30, 2003

	ISD Total Workforce	Executive Administrative Managerial	Faculty: Tenure Track	Faculty: Non-tenure	Professional & Scientific	Secretarial Clerical	Technical/ Paraprofi.	Skilled Crafts	Service/ Maintenance
	148	4	(N/A)	52	40	4	22	6	20
Minority	10 (6.8%)	0	N/A	0	2 (5.0%)	1 (25.0%)	2 (9.1%)	0	5 (25.0%)
Female	104 (70.3%)	1 (25.05%)	N/A	43 (82.7%)	30 (75.0%)	4 (100.0%)	18 (81.8%)	0	8 (40.0%)

(Red underlined data indicates a decline from 2003.)

Iowa Braille and Sight Saving School Workforce as of September 30, 2004

Iowa Population	Percent age	IBSS Total Workforce	Executive Administrative Managerial	Faculty: Tenure Track	Faculty: Non-tenure	Professional & Scientific	Secretarial Clerical	Technical/ Paraprofi.	Skilled Crafts	Service/ Maintenance
2.9 million	100%	109	5	(N/A)	<u>37</u>	8	7	32	0	20
Minority	6.5%	<u>1</u> (0.9%)	0	N/A	0	0	0	0	0	<u>1</u> (5.0%)
Female	50.9%	<u>81</u> (74.3%)	3 (60.0%)	N/A	<u>26</u> (70.3%)	5 (62.5%)	7 (100.0%)	31 (96.9%)	0	<u>9</u> (45.0%)

Workforce data from September 30, 2003

	IBSS Total Workforce	Executive Administrative Managerial	Faculty: Tenure Track	Faculty: Non-tenure	Professional & Scientific	Secretarial Clerical	Technical/ Paraprofi.	Skilled Crafts	Service/ Maintenance
	107	5	(N/A)	40	8	7	29	0	18
Minority	<u>1</u> (0.9%)	0	N/A	0	0	0	0	0	<u>1</u> (5.6%)
Female	<u>81</u> (75.7%)	3 (60.0%)	N/A	<u>30</u> (75.0%)	5 (62.5%)	7 (100.0%)	27 (93.1%)	0	<u>9</u> (50.0%)

(Red underlined data indicates a decline from 2003.)

TOTAL -- REGENT INSTITUTIONS

POA GROUP	September 30, 1994					September 30, 1999					September 30, 2004				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	646	169	26.2%	45	7.0%	687	196	28.5%	49	7.1%	713	236	33.1%	53	7.4%
Faculty: Tenure Track	3,489	826	23.7%	383	11.0%	3,388	943	27.8%	431	12.7%	3,320	970	29.2%	512	15.4%
Faculty: Non-Tenure Track	748	393	52.5%	107	14.3%	941	480	51.0%	127	13.5%	1,074	565	52.6%	127	11.8%
Professional and Scientific	7,556	4,723	62.5%	516	6.8%	8,022	4,926	61.4%	599	7.5%	9,186	5,787	63.0%	807	8.8%
Secretarial/Clerical	4,210	3,731	88.6%	117	2.8%	4,334	3,812	88.0%	138	3.2%	4,120	3,600	87.4%	146	3.5%
Technical/Paraprofessional	896	545	60.8%	29	3.2%	760	472	62.1%	30	3.9%	701	432	61.6%	34	4.9%
Skilled Crafts	863	60	7.0%	27	3.1%	839	55	6.6%	24	2.9%	767	50	6.5%	30	3.9%
Service/Maintenance	2,785	1,482	53.2%	227	8.2%	2,550	1,391	54.5%	289	11.3%	2,644	1,430	54.1%	327	12.4%
TOTALS	21,193	11,929	56.3%	1,451	6.8%	21,521	12,275	57.0%	1,687	7.8%	22,525	13,070	58.0%	2,036	9.0%

UNIVERSITY OF IOWA

POA GROUP	September 30, 1994					September 30, 1999					September 30, 2004				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	271	72	26.6%	20	7.4%	283	84	29.7%	21	7.4%	327	116	35.5%	23	7.0%
Faculty: Tenure Track	1,660	368	22.2%	189	11.4%	1,544	411	26.6%	189	12.2%	1,557	427	27.4%	227	14.6%
Faculty: Non-Tenure Track	322	139	43.2%	76	23.6%	451	193	42.8%	84	18.6%	537	238	44.3%	76	14.2%
Professional and Scientific	5,177	3,620	69.9%	238	4.6%	5,586	3,823	68.4%	313	5.6%	6,467	4,495	69.5%	427	6.6%
Secretarial/Clerical	2,715	2,332	85.9%	66	2.4%	2,680	2,288	85.4%	76	2.8%	2,676	2,276	85.1%	91	3.4%
Technical/Paraprofessional	571	363	63.6%	19	3.3%	503	314	62.4%	21	4.2%	472	292	61.9%	22	4.7%
Skilled Crafts	456	39	8.6%	12	2.6%	429	33	7.7%	11	2.6%	394	36	9.1%	22	5.6%
Service/Maintenance	1,851	993	53.6%	130	7.0%	1,706	914	53.6%	198	11.6%	1,769	950	53.7%	244	13.8%
TOTALS	13,023	7,926	60.9%	750	5.8%	13,182	8,060	61.1%	913	6.9%	14,199	8,830	62.2%	1,132	8.0%

IOWA STATE UNIVERSITY

POA GROUP	September 30, 1994					September 30, 1999					September 30, 2004				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	258	67	26.0%	14	5.4%	295	86	29.2%	22	7.5%	279	88	31.5%	25	9.0%
Faculty: Tenure Track	1,274	265	20.8%	134	10.5%	1,287	312	24.2%	171	13.3%	1,230	329	26.7%	218	17.7%
Faculty: Non-Tenure Track	261	138	52.9%	23	8.8%	288	148	51.4%	35	12.2%	314	170	54.1%	42	13.4%
Professional and Scientific	1,995	905	45.4%	240	12.0%	1,943	847	43.6%	243	12.5%	2,166	986	45.5%	333	15.4%
Secretarial/Clerical	1,204	1,112	92.4%	32	2.7%	1,327	1,205	90.8%	45	3.4%	1,139	1,029	90.3%	40	3.5%
Technical/Paraprofessional	231	106	45.9%	8	3.5%	169	88	52.1%	6	3.6%	147	77	52.4%	5	3.4%
Skilled Crafts	314	16	5.1%	6	1.9%	314	16	5.1%	7	2.2%	291	10	3.4%	5	1.7%
Service/Maintenance	656	326	49.7%	48	7.3%	566	324	57.2%	41	7.2%	604	335	55.5%	42	7.0%
TOTALS	6,193	2,935	47.4%	505	8.2%	6,189	3,026	48.9%	570	9.2%	6,170	3,024	49.0%	710	11.5%

UNIVERSITY OF NORTHERN IOWA

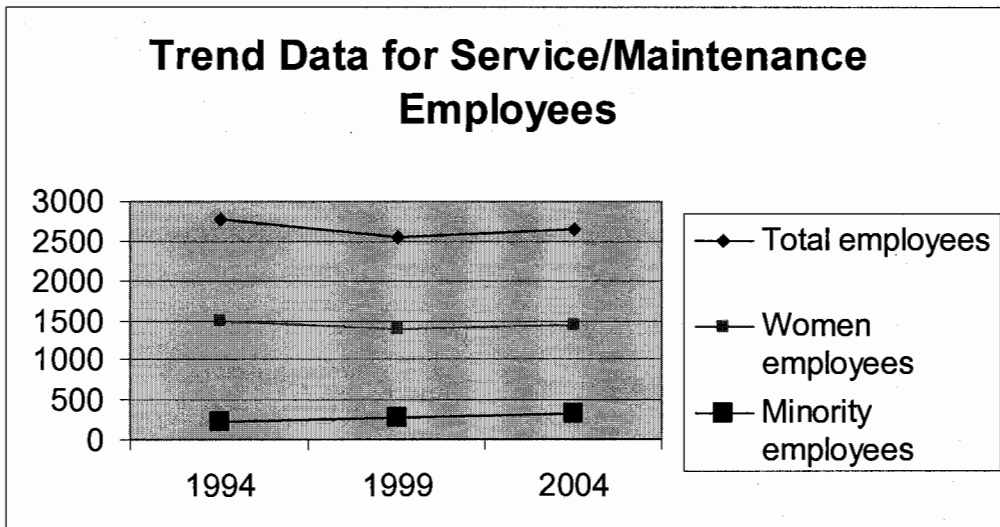
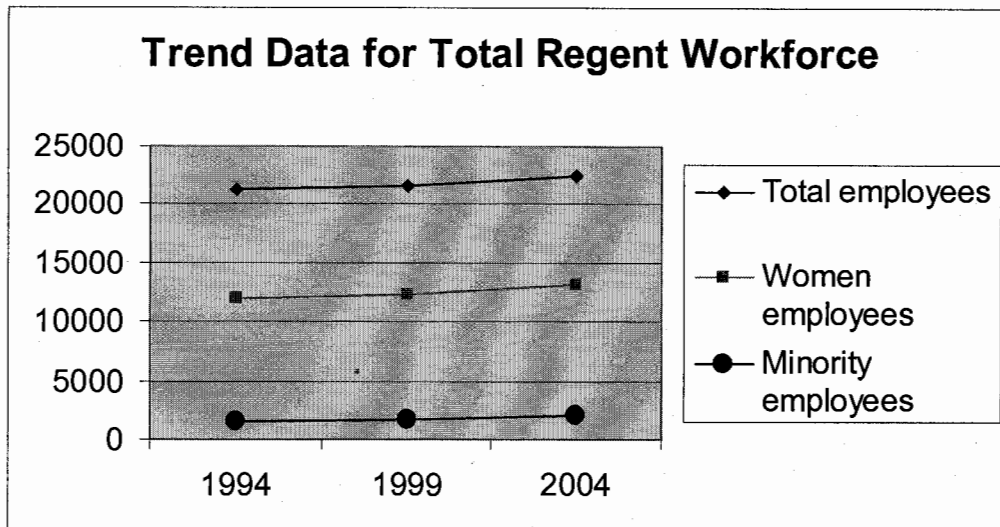
POA GROUP	September 30, 1994					September 30, 1999					September 30, 2004				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	108	28	25.9%	11	10.2%	101	24	23.8%	6	5.9%	98	28	28.6%	5	5.1%
Faculty: Tenure Track	555	193	34.8%	60	10.8%	557	220	39.5%	71	12.7%	533	214	40.2%	67	12.6%
Faculty: Non-Tenure Track	77	49	63.6%	8	10.4%	105	63	60.0%	8	7.6%	142	94	66.2%	9	6.3%
Professional and Scientific	360	178	49.4%	38	10.6%	451	227	50.3%	41	9.1%	509	272	53.4%	46	9.0%
Secretarial/Clerical	278	274	98.6%	18	6.5%	310	302	97.4%	16	5.2%	294	284	96.6%	14	4.8%
Technical/Paraprofessional	18	9	50.0%	2	11.1%	24	12	50.0%	2	8.3%	24	10	41.7%	5	20.8%
Skilled Crafts	87	4	4.6%	9	10.3%	89	6	6.7%	6	6.7%	76	4	5.3%	3	3.9%
Service/Maintenance	246	148	60.2%	48	19.5%	248	138	55.6%	45	18.1%	232	128	55.2%	36	15.5%
TOTALS	1,729	883	51.1%	194	11.2%	1,885	992	52.6%	195	10.3%	1,908	1,034	54.2%	185	9.7%

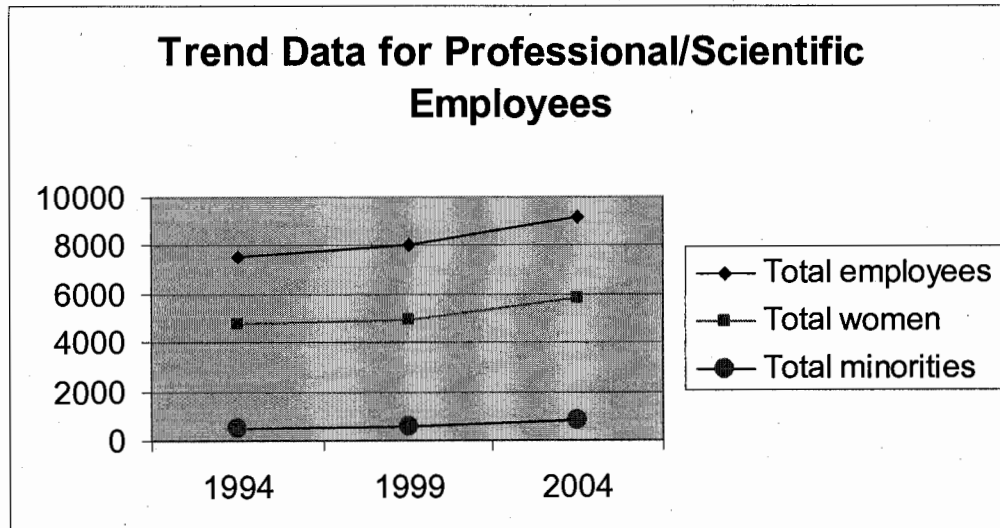
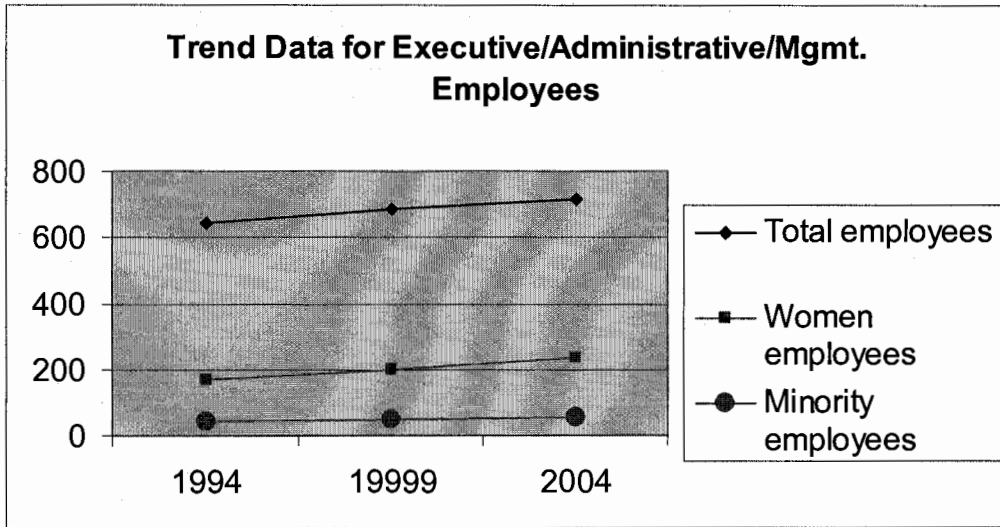
IOWA SCHOOL FOR THE DEAF

POA GROUP	September 30, 1994				September 30, 1999				September 30, 2004						
	Total Workforce	Female	% of Total	Minority	% of Total	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	
Executive / Administrative / Managerial	5	-	0.0%	-	0.0%	-	0.0%	-	0.0%	4	-	0.0%	-	0.0%	
Faculty: Tenure Track															
Faculty: Non-Tenure Track	58	42	72.4%	-	0.0%	50	78.1%	-	0.0%	64	50	78.1%	-	0.0%	
Professional and Scientific	22	18	81.8%	-	0.0%	24	70.6%	2	5.9%	34	24	70.6%	2	5.9%	
Secretarial/Clerical	7	7	100.0%	1	14.3%	8	100.0%	1	12.5%	8	8	100.0%	1	12.5%	
Technical/Paraprofessional	34	29	85.3%	-	0.0%	24	82.8%	1	3.4%	29	24	82.8%	1	3.4%	
Skilled Crafts	6	1	16.7%	-	0.0%	7	-	-	0.0%	7	-	-	-	0.0%	
Service/Maintenance	19	8	42.1%	1	5.3%	19	8	42.1%	5	26.3%	19	8	42.1%	4	21.1%
TOTALS	151	105	69.5%	2	1.3%	165	114	69.1%	9	5.5%	139	101	72.7%	8	5.8%

IOWA BRAILLE AND SIGHT SAVING SCHOOL

POA GROUP	September 30, 1994					September 30, 1999					September 30, 2004				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	4	2	50.0%	-	0.0%	4	2	50.0%	-	0.0%	5	3	60.0%	-	0.0%
Faculty: Tenure Track															
Faculty: Non-Tenure Track	30	25	83.3%	-	0.0%	33	26	78.8%	-	0.0%	37	26	70.3%	-	0.0%
Professional and Scientific	2	2	100.0%	-	0.0%	8	5	62.5%	-	0.0%	8	5	62.5%	-	0.0%
Secretarial/Clerical	6	6	100.0%	-	0.0%	9	9	100.0%	-	0.0%	7	7	100.0%	-	0.0%
Technical/Paraprofessional	42	38	90.5%	-	0.0%	35	34	97.1%	-	0.0%	32	31	96.9%	-	0.0%
Skilled Crafts	-	-		-		-	-		-		-	-		-	
Service/Maintenance	13	7	53.8%	-	0.0%	11	7	63.6%	-	0.0%	20	9	45.0%	1	5.0%
TOTALS	97	80	82.5%	-	0.0%	100	83	83.0%	-	0.0%	109	81	74.3%	1	0.9%





AFFIRMATIVE ACTION BUDGETS
FY 2004

	SUI Office of Equal Opportunity and Diversity	ISU Office of Equal Opportunity and Diversity	UNI Office of Compliance and Equity Management	Regent Total
REVENUES				
STATE APPROPRIATIONS				
General Fund	\$566,349	\$264,373	\$213,878	\$1,044,600
TOTAL REVENUES	\$566,349	\$264,373	\$213,878	\$1,044,600
EXPENDITURES				
Fac. & Inst. Off. Salaries		\$155,771		\$155,771
Prof. & Sci. Staff Salaries	\$412,591	\$29,399	\$150,890	\$592,880
General Service Staff Salaries	\$43,283		\$49,880	\$93,163
Hourly Wages	\$19,210			\$19,210
Subtotal - Salaries	\$475,084	\$185,170	\$200,770	\$861,024
Prof. And Scientific Supplies	\$92,263	\$79,203	\$13,108	\$184,574
Subtotal	\$92,263	\$79,203	\$13,108	\$184,574
TOTAL EXPENDITURES	\$567,347	\$264,373	\$213,878	\$1,045,598

**MINORITY AND WOMEN EDUCATORS
ENHANCEMENT PROGRAM**

The University of Iowa

Annual Report

2003-2004

**BOARD OF REGENTS
STATE of IOWA**

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

**MINORITY AND WOMEN EDUCATORS
ENHANCEMENT PROGRAM**

**University of Iowa
2003-2004**

Faculty Diversity Opportunity Program (FDOP)

At the University of Iowa, the Office of the Provost has established a program to enhance collegiate efforts to recruit and retain minority faculty. This program, called the Faculty Diversity Opportunities Program (FDOP), is administered by the Associate Provost for Diversity, who works with collegiate Deans to identify potential faculty hires that add to the diversity of the UI faculty. FDOP resources are used to support part of the first several years, typically one to three years, of the newly recruited faculty member's tenure at the University. In some years, FDOP resources have been committed towards support the scholarly development of post-doctoral fellows; occasionally FDOP funds are used to support efforts to retain faculty already at the UI. After the period of joint support, the college provides all of the resources for the faculty members' development and tenure. FDOP was established in 1999, expanding on previous similar initiatives. Since 1999, FDOP has been used to support 79 diversity hiring and retention efforts.

For the current fiscal year, 2004-2005, the Office of the Provost is providing FDOP funding totaling **\$874,961** for partial salaries and other resources for a total of **30** faculty and **4** post-doctoral fellows. These positions are in the Colleges of Business, Dentistry, Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, and Public Health. Sixteen of these appointments are new, and eighteen are continuing.

The amount committed for 2004-2005 represents a 44.5% increase in the funds committed by the Office of the Provost for FDOP in 2003-2004.

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 five year period ending 2004.

Collegiate Diversity Group

The Office of the Provost has organized the Colleges, through the Deans, to address diversity issues, including recruitment and retention of underrepresented minorities and women faculty. The purpose of the Collegiate Diversity Group is to share information, assess the status of and concerns arising from the colleges' diversity efforts, identify and develop resources for collegiate diversity, and bring to the attention of the Deans those issues in need of policy development or resolution across colleges. The Associate Provost for Diversity assists the Group in organizing and developing agenda for the meetings, and the Offices of Affirmative Action and the General Counsel serve as resources to the Group. The Chair of the University's Committee on Diversity serves as an *ex officio* member. Meetings of the Collegiate Diversity Group have focused on undergraduate and graduate/professional student outreach and recruitment, admissions, and financial aid issues. Issues of faculty recruitment, mentoring, and retention have been addressed with the participation of the Mentoring Group, supported by the Associate Provost for Faculty Personnel and Development. Consideration of diversity issues in the collegiate academic environment, curricula, and programming are assisted by the Associate Deans for Academic Programs, convened by the Associate Provost for Undergraduate Education.

Minority Faculty Orientation and Mentoring

The Provost, through the Associate Provost for Diversity, is a sponsor of the orientation program for new faculty, which begins the faculty mentoring program. The faculty mentoring program teams new faculty with senior faculty in their respective departments to assist in the new faculty member's career development in teaching, scholarship and research, and committee service. New minority faculty members are also encouraged to become part of the University community through associations with other faculty across the University, with campus social life, and with student activities and organizations. The Associate Provost for Diversity provides support for several faculty and staff affinity groups, including the African-American Council, the Council on the Status of Latinos, the Council on the Status of Women, and the UI LGBT Association.

Diversity Scholars, Visitors, and Faculty Exchanges

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

Workshops/Programs on Diversity

The Provost, through the Associate Provost for Diversity, regularly supports events that enhance dialog and sensitivity about diversity issues. The Associate Provost for Diversity continues to work with the Office of Equal Opportunity and Diversity and the UI Diversity Committee to conduct university, collegiate and departmental faculty and staff workshops and other programming designed to enhance the University's recruitment and retention of underrepresented minority and women faculty.

Dual Career Network

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

Women in Science and Engineering (WISE)

The mission of the Women in Science and Engineering (WISE) Program is to expand and improve the educational and professional opportunities for women in all fields of science and technology by facilitating institutional and social change. The WISE program was established in August, 1994 with joint support from the offices of the Vice President for Research and the Provost. The WISE Program staff includes a faculty director, a program coordinator, a faculty consultant, a mentoring coordinator, and an advisory board. The WISE Program cooperates with science, technology, engineering, and mathematics (STEM) programs at The University of Iowa. The goals of WISE are to increase the participation, professional development, and advancement of women as students, faculty, and professional staff; monitor and promote a supportive environment for women to study and work; integrate the ideas, strengths, and approaches of women into research, teaching, and service; and inform the public of educational and career opportunities for women in scientific and technical fields.

Developing Future Faculty

The University of Iowa Graduate College annually conducts a Committee on Institutional Cooperation Summer Research Opportunities Program to recruit, support and assist minority individuals to pursue graduate studies and collegiate faculty careers, especially in the sciences and engineering fields. More than 25 individuals participate in these programs each year.

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

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

**Iowa State University
November 2004**

Iowa State University supports several programs to cultivate the hiring, retention, and advancement of minority and women educators. Each of these programs is briefly described below.

1. In an effort to increase the sensitivity of supervisors to the needs of working parents, particularly for women who must balance career and family, Vice President for Academic Affairs and Provost Benjamin Allen distributed a letter to the university community in January 2004, encouraging administrators to use existing policies to support new parent employees. See: www.provost.iastate.edu/documents/
2. In November 2004, the Provost sent a seven-person team (faculty and administrators) to the "Keeping Our Faculties of Color" conference at the University of Minnesota as a "Diversity Leadership Team." This team will lead additional on-campus efforts to improve our efforts at retention and hiring. This is one of several follow-ups to the Taskforce Report on the Recruitment and Retention of Women and Minority Faculty (2003). Currently, the Faculty Senate is also discussing the taskforce report.
3. The Office of the Provost is working with a faculty team on preparation of an NSF ADVANCE Grant on "Institutional Transformation." These multi-year grants support changes in institutional and disciplinary cultures in STEM fields. The team held a retreat of STEM female faculty in Fall 2003 and has a second planned for January 2005.
4. The Provost annually supports a female faculty member in attending a national training workshop on leadership.
5. We are developing a new handbook on best practices in hiring, aimed at diversifying the interview pools and hires of faculty.
6. The Advisory Committee on Diversity, appointed by President Geoffroy in 2002, continues its work. A recent endeavor of the committee was the completion of a campus climate survey. The results of the survey will be used to determine how best to improve the climate and to further our diversity efforts.
7. To increase the number of minority and women educators on the faculty of Iowa State University, a program to provide partial funding to support the hiring of under-represented faculty was initiated in FY89-90 with funding by the President through the Provost Office. The program provided funding for faculty positions in the amount of \$210,800 for FY04. Since inception, the program has provided \$2.2M in order to diversity the faculty at ISU.

8. The Provost Office also initiated a funding program entitled the "Academic Plan Pool" beginning in FY01. Under this program, the Provost evaluates and funds requests and proposals from departments and colleges for the purpose of accommodating a spouse or partner of an ISU employee or potential employee. A priority for the funding is the recruitment and retention of faculty and staff from under-represented groups. A total of \$510,700 was allocated to colleges and departments in FY04 for this program.
9. The Office of the Provost and the Office of Equal Opportunity and Diversity (OEOD) have implemented a process to further encourage diversification in hiring faculty. Departments now have their list of potential interviewees reviewed by the OEOD to ensure that the department is making appropriate use of the diversity of their search pool.
10. 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 their mentoring efforts, each of the senior faculty members receive a \$500 stipend to support their professional development. Each year a questionnaire assessing the success of the program from the perspective of the participants is distributed to the faculty mentors and new faculty who were mentored during that year. They are asked to comment on the choice of the mentor, the kinds of activities that characterized the mentoring relationships, and any recommendations for improvement. In FY03, 57 faculty (12 women and 19 minorities) were mentored. During FY04, an additional 76 faculty members (19 women and 22 minorities) were mentored. The cost of the program for FY04 was \$41,500.
11. The Office of the Provost supported the establishment of a Women's Leadership Consortium in 2002. The consortium continues to bring together leaders of various women's programs on campus and to investigate strategies for increasing their visibility and impact on campus initiatives and programs.
12. The Margaret Sloss Women's Center provides programming and support systems for all women on campus. Though many programs are directed specifically for students, the emphasis on safety, health-related issues, and topics related to the role of women in society support and benefit all. The Center sponsors Women's Week, Women in Touch programs dedicated to workplace topics, and many regularly scheduled seminars/programs. Margaret Sloss House includes a library collection focussed on women's issues, meeting and relaxation areas, and a lactation facility for nursing mothers.
13. Child Care Resources, a unit of Human Resource Services, supports Iowa State University families by linking them with programs and services that can help meet their child care needs. The university child care 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. The facility at Veterinary Medicine was opened in August 1997 and is fully utilized. These two child care centers provide as many as 180 slots for children birth through school age. Both centers have substantial waiting lists. In addition to these full-time programs, the university supports several other child care initiatives including a resource and referral service, care for mildly ill children, part-time child care for student families, and a family child care infant network.

December 2004

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) will be reallocated to support this ongoing effort.



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

**Annual Equal Employment Opportunity and
Affirmative Action Workforce Report
November 2004**

Submitted by Charlotte F. Westerhaus
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Annual Equal Employment Opportunity and Affirmative Action Workforce Report November 2004

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 2004 Annual Equal Employment Opportunity and Affirmative Action Workforce Report presents highlights of employment activity at the University. The statistical information in this report is prepared from workforce data compiled according to Board of Regents guidelines, i.e., it includes all permanent, full-time, and part-time employees working 50 percent time or more on October 1 of the data year. Changes and activities are reported for Primary Occupational Activity groups (a grouping of several job classifications similar in content, salary, and opportunity), tenured/tenure track faculty, clinical track faculty, women, racial/ethnic minorities, individuals who have disabilities, and veterans.

This report also uses federal guidelines prescribed by the Office of Federal Contracts Compliance Programs. It is important to note that other University reports may use different data sources and definitions; thus, prudence should be used when comparing the data in this report to data in other workforce-related reports, such as the Integrated Postsecondary Educational Data System (IPEDS) Fall Staff Survey and reports produced by other University offices.¹

Finally, please note that this report presents changes in the workforce composition differently than did previous annual reports.² Therefore, caution should be exercised in comparing this annual report to previous reports.

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.

² In previous reports, changes over time were reported as the difference between the percentages observed in the two years; for example, if women represented 61.8 percent of the workforce one year and 62.2 percent the following year, the difference was reported as a change of 0.4 *percentage points* (i.e., 62.2 – 61.8). In this year's report, changes over time are reported as the percentage increase or decrease from the number of individuals observed in the first year; for example, if there were 8,666 women in the workforce one year and 8,830 the following year, the difference of 164 individuals is calculated as a percentage of the observation in the first year (i.e., $164 \div 8,666$), a change of 1.9 *percent*.

II. OVERVIEW: HIGHLIGHTS OF EMPLOYMENT ACTIVITY

- **One-Year Comparison of Workforce Categories.** Between October 1, 2003 and October 1, 2004, the University of Iowa workforce increased by 185 employees (1.3 percent), from 14,014 in 2003 to 14,199 in 2004.
 - The faculty and staff increased by 164 women (1.9 percent).
 - Minority representation increased by 48 individuals (4.4 percent).
 - There was a decrease of 5 individuals (5.0 percent) who self-reported having disabilities.
 - The number of self-identified Vietnam-era veterans decreased by 8 (2.2 percent).
 - The number of disabled veterans decreased by 2 (6.3 percent), and the number of other eligible veterans decreased by 6 (1.9 percent).
 - There was a slight decrease in the number of tenured/tenure track faculty (net loss of 4 faculty or 0.3 percent). The number of female tenure track faculty decreased by 6 (1.4 percent), while overall minority representation on the tenure track increased by 15 (7.1 percent).
 - The campus unit with the largest net increase in staff was the University of Iowa Hospitals and Clinics, with a net gain of 252 staff (4.7 percent).
 - During the 2003-2004 data year, the University hired/promoted 1,054 female and 188 minority employees overall. Despite the increased hiring, with all employment groups aggregated, the University is currently under-represented by 264 women (1.9 percent) and by 105 minorities (0.7 percent).³

- **Five-Year Comparison of Workforce Categories.** Between October 1, 1999 and October 1, 2004, the University of Iowa workforce increased by 1,017 employees (7.7 percent), from 13,182 in 1999 to 14,199 in 2004.
 - The faculty and staff increased by 770 women (9.6 percent).
 - Minority representation increased by 219 individuals (24 percent).
 - The number of employees who self-reported having disabilities decreased by 27 (22 percent).
 - There was an increase of 161 individuals (83.0 percent) who self-identified as Vietnam-era veterans.
 - The number of disabled veterans increased by 12 (66.7 percent).
 - There was a net increase of 13 tenured/tenure track faculty (0.8 percent). The number of female tenure track faculty increased by 16 (3.9 percent), and the number of minority faculty increased by 38 (20.1 percent).

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

- **Ten-Year Comparison of Workforce Categories.** Between October 1, 1994 and October 1, 2004, the University of Iowa workforce increased by 1,176 employees (9.0 percent), from 13,023 to 14,199.
 - The faculty and staff increased by 904 women (11.4 percent).
 - Minority representation increased by 382 individuals (50.9percent).
 - There was a decrease of 21 individuals (17.9 percent) who self-reported having disabilities.
 - The number of self-identified Vietnam-era veterans more than doubled, with an increase of 179 individuals (101.7 percent). The number of disabled veterans increased by 13 (76.5 percent).
 - There was a net decrease of 103 tenured/tenure track faculty (6.2 percent). The number of female tenure track faculty increased by 59 (16.0 percent), and minority representation increased by 38 (20.1 percent).

III. ONE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2003 - 2004

A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Minority Status, 2003 – 2004

The University of Iowa workforce increased by 185 employees (1 percent) during the 2003-04 data year, from 14,014 in 2003 to 14,199 in 2004. 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 Executive, Administrative, and Managerial Staff, while the largest net increase in number of employees occurred among 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 number of women in the workforce increased by 164 (2 percent), with the largest proportional increase in Executive, Administrative, and Managerial Staff and the largest net increase in Professional and Scientific Staff. The number of minorities increased by 4 percent overall, with the largest proportional increase in Technical and Paraprofessional Staff and the largest net increase in Professional and Scientific Staff.

The following table and charts compare the composition of the University's workforce on October 1, 2003 to that on October 1, 2004 by POA group, gender, and minority status. Note that actual workforce gains and losses are detailed in Table II.

Table I
Faculty and Staff by Primary Occupational Activity Group, Gender, and Minority Status
October 1, 2003 – October 1, 2004

POA Group	2003			2004			Net Change		
	Total	Women	Minorities	Total	Women	Minorities	Total	Women	Minorities
1 Executive, Administrative, & Managerial Staff	315	101 32.1%	21 6.7%	327	116 35.5%	23 7.0%	+ 12 + 3.8%	+ 15 + 14.9%	+ 2 + 9.5%
2 Tenured/Tenure Track Faculty	1,561	433 27.7%	212 13.6%	1,557	427 27.4%	227 14.6%	- 4 - 0.3%	- 6 - 1.4%	+ 15 + 7.1%
3 Non-Tenure Track Faculty	534	245 45.9%	76 14.2%	537	238 44.3%	76 14.2%	+ 3 + 0.6%	- 7 - 2.9%	0
4 Professional & Scientific Staff	6,273	4,334 69.1%	408 6.5%	6,467	4,495 69.5%	427 6.6%	+ 194 + 3.1%	+ 161 + 3.7%	+ 19 + 4.7%
5 Secretarial and Clerical Staff	2,713	2,313 85.3%	93 3.4%	2,676	2,276 85.1%	91 3.4%	- 37 - 1.4%	- 37 - 1.6%	- 2 - 2.2%
6 Technical and Paraprofessional Staff	480	294 61.3%	15 3.1%	472	292 61.9%	22 4.7%	- 8 - 1.7%	- 2 - 0.7%	+ 7 + 46.7%
7 Skilled Crafts Staff	409	40 9.8%	22 5.4%	394	36 9.1%	22 5.6%	- 15 - 3.7%	- 4 - 10.0%	0
8 Service and Maintenance Staff	1,729	906 52.4%	237 13.7%	1,769	950 53.7%	244 13.8%	+ 40 + 2.3%	+ 44 + 4.9%	+ 7 + 3.0%

Total	14,014	8,666 61.8%	1,084 7.7%	14,199	8,830 62.2%	1,132 8.0%	+ 185 + 1.3%	+ 164 + 1.9%	+ 48 + 4.4%
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Figure 1
Female Faculty and Staff by Primary Occupational Activity Group
October 1, 2003 – October 1, 2004

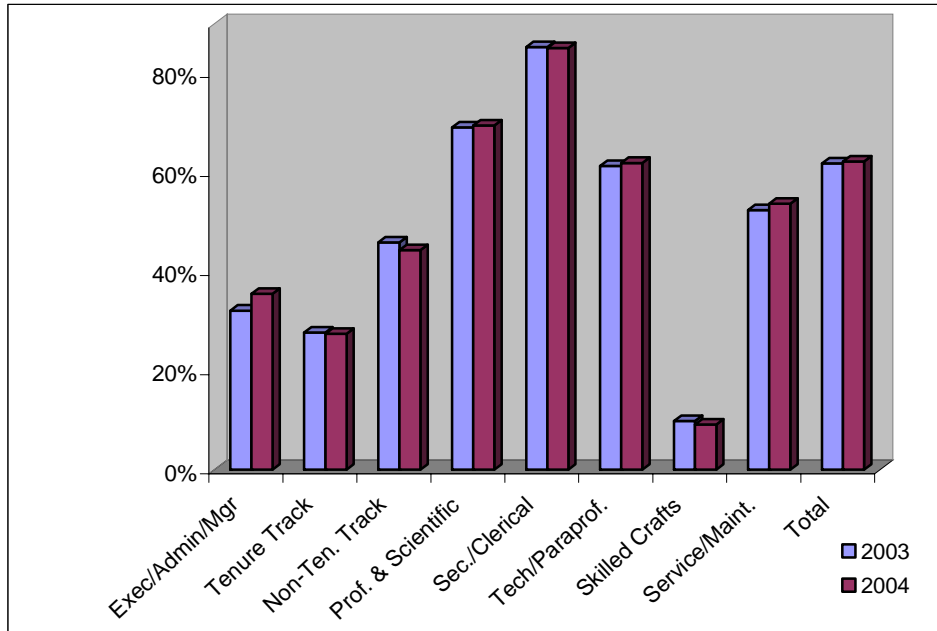
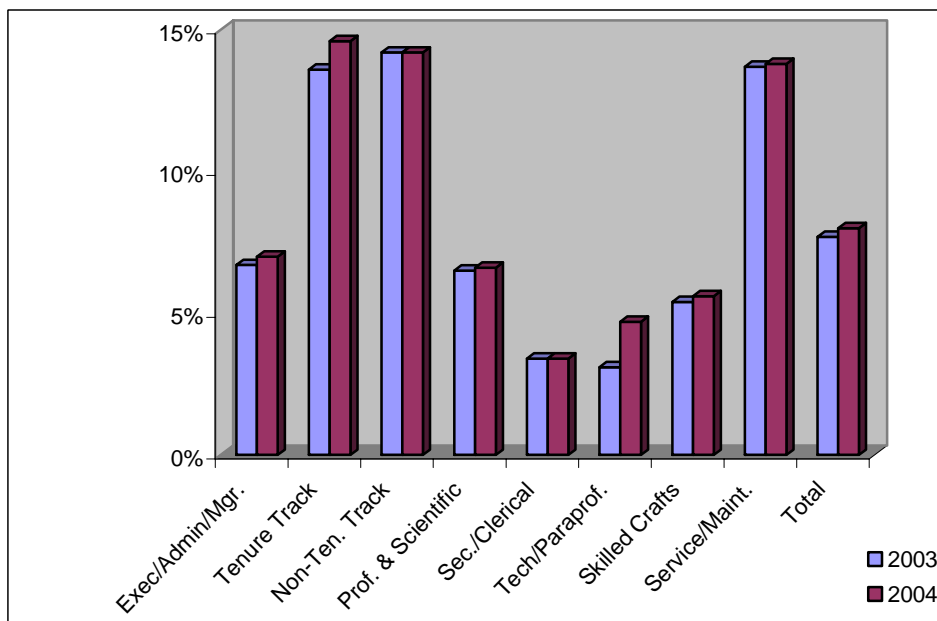


Figure 2
Minority Faculty and Staff by Primary Occupational Activity Group
October 1, 2003 – October 1, 2004



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

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

Table II
Workforce Gains and Losses by Primary Occupational Activity Group,
Gender, and Minority Status, October 1, 2003 – October 1, 2004

POA Group	Gains			Losses			Net Change		
	Total	Women	Minorities	Total	Women	Minorities	Total	Women	Minorities
1 Executive, Administrative, & Managerial Staff	68	33	5	56	18	3	+ 12	+ 15	+ 2
2 Tenured/Tenure Track Faculty	112	34	26	116	40	10	- 4	- 6	+ 15
3 Non-Tenure Track Faculty	96	37	23	93	44	24	+ 3	- 7	0
4 Professional & Scientific Staff	790	570	80	596	409	61	+ 194	+ 161	+ 19
5 Secretarial and Clerical Staff	195	156	8	232	193	7	- 37	- 37	- 2
6 Technical and Paraprofessional Staff	40	24	8	48	26	1	- 8	- 2	+ 7
7 Skilled Crafts Staff	16	1	0	31	5	0	- 15	- 4	0
8 Service and Maintenance Staff	307	199	38	267	155	32	+ 40	+ 44	+ 7
Total	1,624	1,054	188	1,439	890	138	+185	+164	+48

The unit on campus with the largest net increase in staff over the past year was the University of Iowa Hospitals and Clinics with a net gain of 252 staff (5 percent), from 5,343 in 2003 to 5,595 in 2004. This increase is attributable to several factors, including:

- Greater recruitment success in filling long-standing vacancies in Nursing
- Volume growth in ambulatory care clinics
- Expansion of the number of beds in critical care areas with a corresponding increase in staffing, including nurses, nursing assistants, respiratory care therapists, and custodians
- The addition of a job classification to perform phlebotomy work as part of a process improvement
- The addition of patient account representatives to address new business office processes

The campus unit with the largest net decrease in staff was the Office of the Vice President for Finance and Operations, with a net loss of 36 staff since October 1, 2003.

B. Strategic Planning Indicators: Target Employment Categories

The University has identified employment categories where further work is needed to achieve a diverse faculty and staff and has established specific targets for representation of women and minorities in these workforce categories by Fiscal Year 2005. The targeted employment categories include two workforce areas for women and four for minorities.

In the past year, the University has made gains towards its targets in five of these six categories. In three of the categories, the current representation of women and/or minorities meets or exceeds the target.

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

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

Category	FY 2004 *	FY 2005 *	Target	Target Met
WOMEN				
Executive, Administrative, and Managerial Staff	32.1 %	Increased to 35.5 %	32.0 %	Yes
Tenured/Tenure Track Faculty	27.7 %	Decreased to 27.4 %	30.0 %	No
MINORITIES				
Executive, Administrative, and Managerial Staff	6.7 %	Increased to 7.0 %	8.0 %	No
Tenured/Tenure Track Faculty	13.6 %	Increased to 14.6 %	14.5 %	Yes
Professional & Scientific Staff	6.5 %	Increased to 6.6 %	7.5 %	No
Merit Staff	6.9 %	Increased to 7.1 %	7.0 %	Yes

* The data snapshot for these indicators is taken each year on October 1, using data prepared by the Office of Equal Opportunity and Diversity.

Figure 3
Female Executive, Administrative, and Managerial Staff
Strategic Indicators, 2000 – 2004

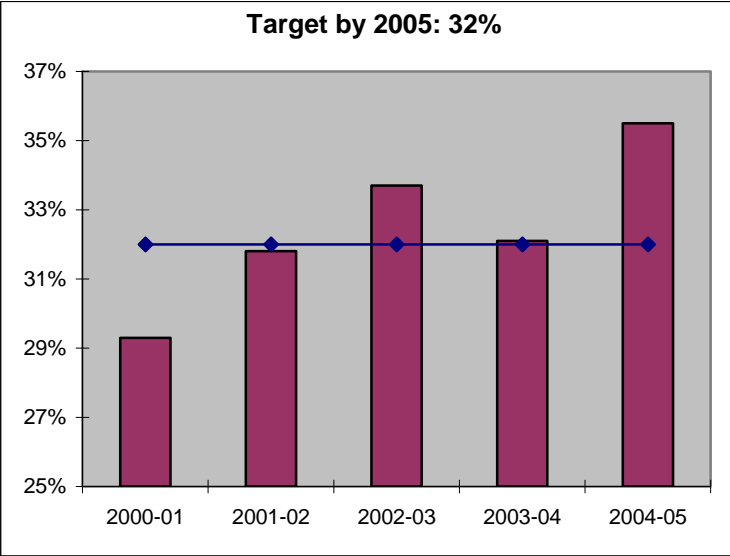


Figure 4
Female Tenured/Tenure Track Faculty
Strategic Indicators, 2000 – 2004

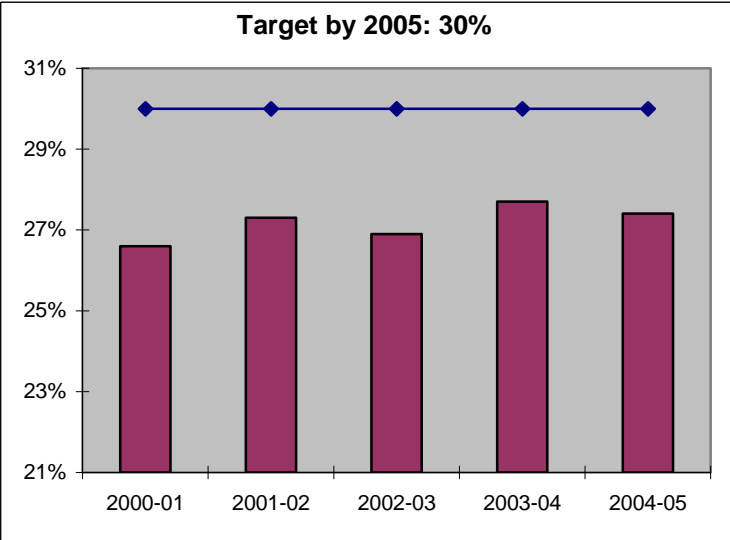


Figure 5
Minority Executive, Administrative, and Managerial Staff
Strategic Indicators, 2000 – 2004

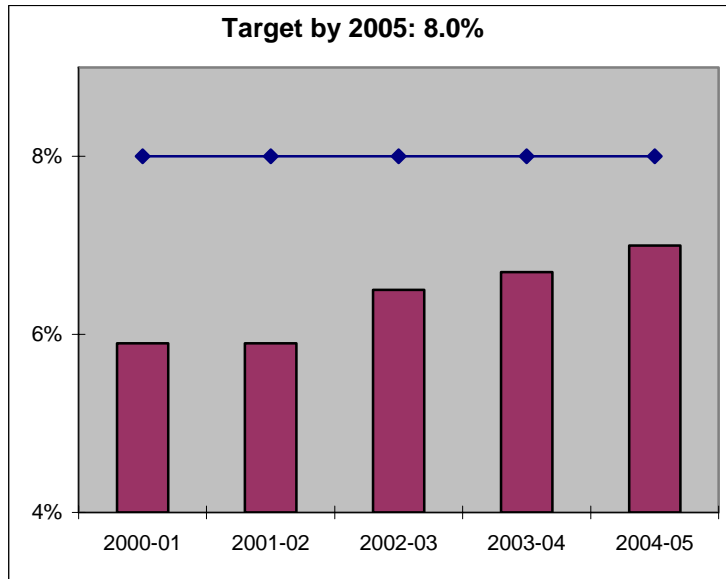


Figure 6
Minority Tenured/Tenure Track Faculty
Strategic Indicators, 2000 – 2004

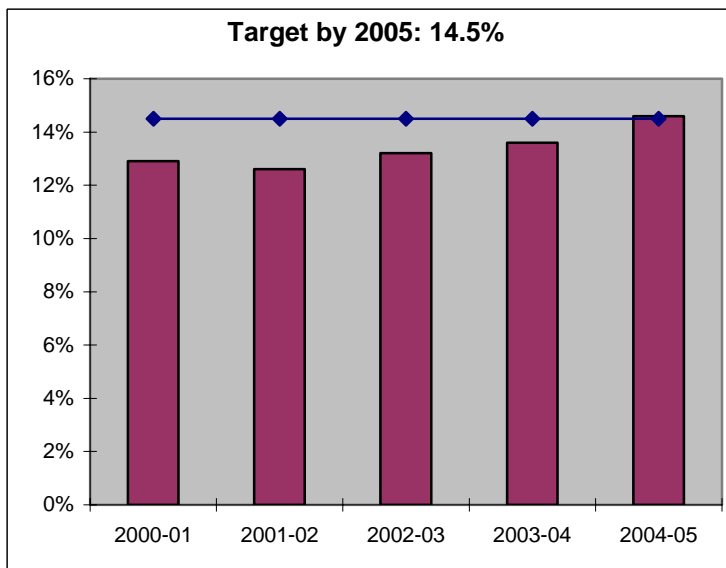


Figure 7
Minority Professional and Scientific Staff
Strategic Indicators, 2000 – 2004

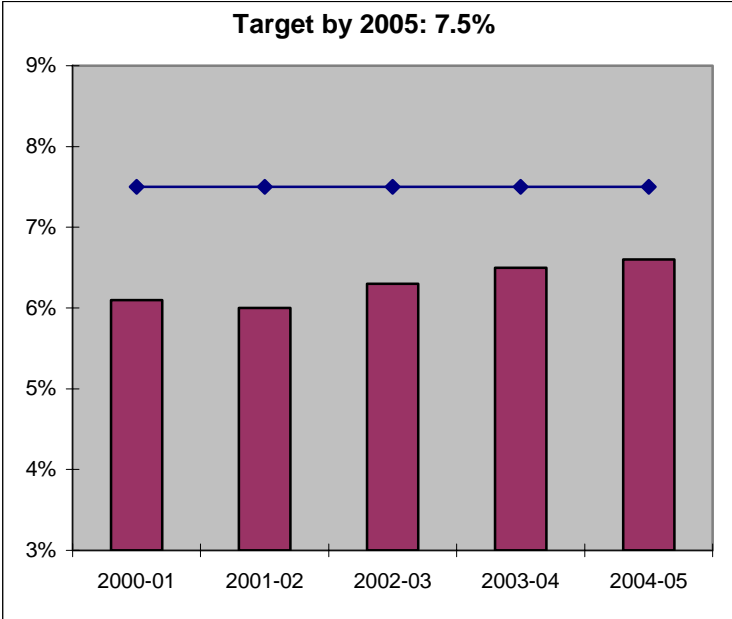
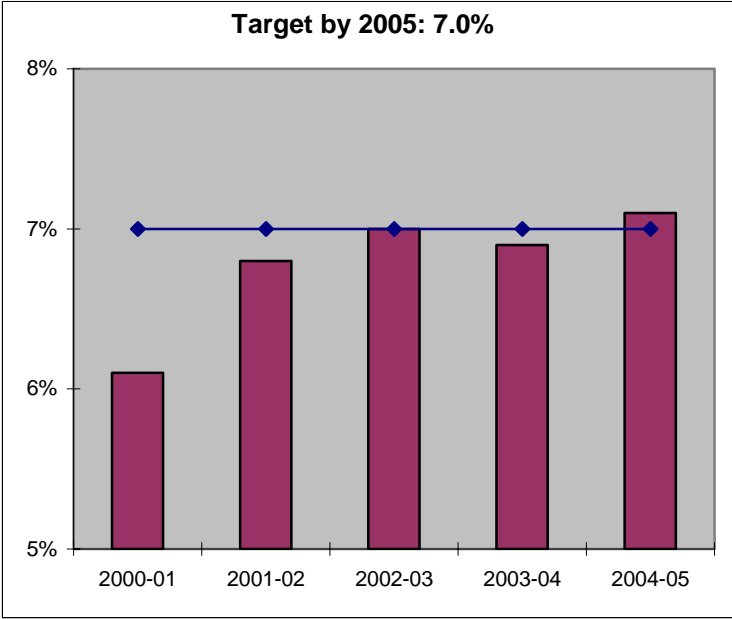


Figure 8
Minority Merit Staff
Strategic Indicators, 2000 – 2004



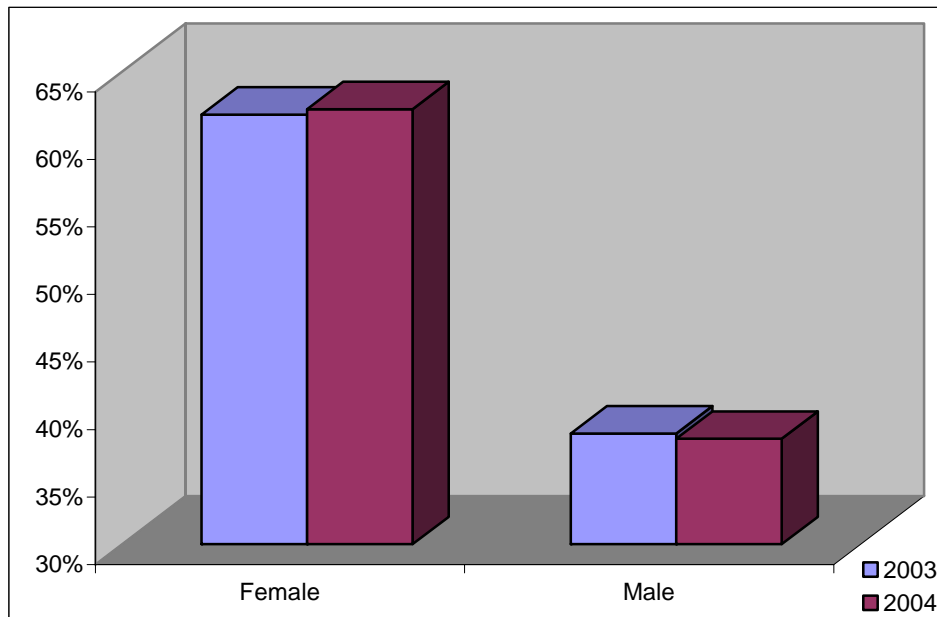
C. Faculty and Staff by Gender, Race/Ethnicity, Disability, and Veteran Status, 2003 – 2004

The following table and charts indicate the number of female and minority faculty and staff by gender and racial/ethnic group on October 1, 2003 and October 1, 2004. Race/ethnicity is self-reported by the employee to the University at the time of appointment; this personal data may be updated and/or corrected by the employee at any time.

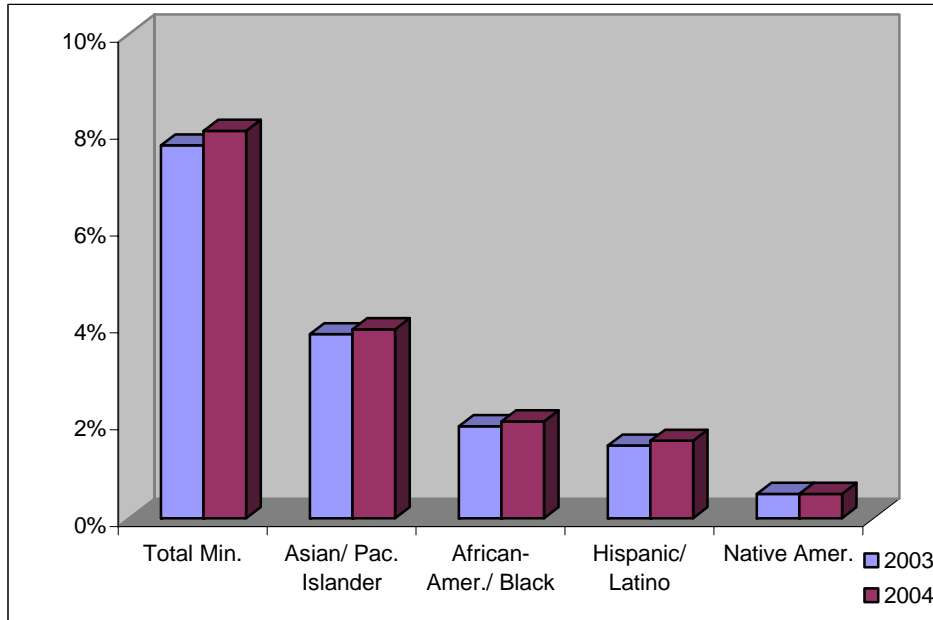
**Table IV
Faculty and Staff by Gender and Race/Ethnicity
October 1, 2003 – October 1, 2004**

Year	Total Faculty & Staff	Women	Total Minorities	Asian/Pacific Islander	African-American/Black	Hispanic/Latino	Native American
2003	14,014	8,666 61.8 %	1,084 7.7 %	528 3.8 %	273 1.9 %	214 1.5 %	69 0.5 %
2004	14,199	8,830 62.2 %	1,132 8.0 %	559 3.9 %	283 2.0 %	222 1.6 %	68 0.5 %
Net Change	+ 185 + 1.3 %	+ 164 + 1.9 %	+ 48 + 4.4 %	+ 31 + 5.9 %	+ 10 + 3.7 %	+ 8 + 3.7 %	- 1 - 1.4 %

**Figure 9
Faculty and Staff by Gender
October 1, 2003 – October 1, 2004**



**Figure 10
Faculty and Staff by Race/Ethnicity
October 1, 2003 – October 1, 2004**



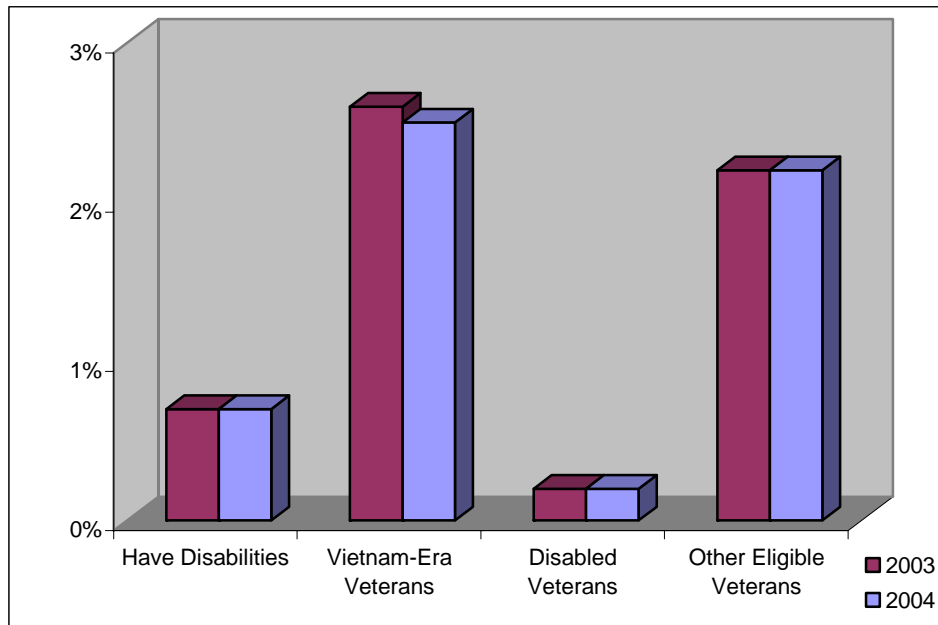
Employees self-report disability and veteran status to the University at the time of appointment, and may update or correct this information at any time. The number of faculty and staff who reported having a disability decreased by 5 individuals (5 percent) over the past year. The number of faculty and staff who self-identified as veterans decreased slightly (by 1.9 percent to 6.3 percent) in each category of veterans.

The following table and charts indicate the number of faculty and staff who self-reported disabilities and the number of Vietnam-era veterans, disabled veterans, and other eligible veterans in 2003 and 2004.

**Table V
Faculty and Staff by Disability and Veteran Status
October 1, 2003 – October 1, 2004**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Vietnam-Era Veterans	Disabled Veterans	Other Eligible Veterans
2003	14,014	101 0.7 %	363 2.6 %	32 0.2 %	313 2.2 %
2004	14,199	96 0.7 %	355 2.5 %	30 0.2 %	307 2.2 %
Net Change	+ 185 + 1.3 %	- 5 - 5.0 %	- 8 - 2.2 %	- 2 - 6.3 %	- 6 - 1.9 %

Figure 11
Faculty and Staff by Disability and Veteran Status
October 1, 2003 – October 1, 2004



D. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 2003 – 2004

The number of tenured/tenure track faculty has decreased slightly (by 4 individuals) in the last year. The number of female tenured/tenure track faculty decreased by 6, while overall minority representation increased by 15 (7 percent). Gains in minority tenured/tenure track faculty occurred among Asian/Pacific Islanders and Native Americans. The number of African-American/Black and Hispanic/Latino tenured/tenure track faculty remained the same.

The following table and charts present the gender and race/ethnicity of tenured/tenure track faculty in 2003 and 2004.

Table VI
Tenured/Tenure Track Faculty by Gender and Race/Ethnicity
October 1, 2003 – October 1, 2004

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	African- American/ Black	Hispanic/ Latino	Native American
2003	1,561	433 27.7 %	212 13.6 %	134 8.6 %	32 2.0 %	42 2.7 %	4 0.3 %
2004	1,557	427 27.4 %	227 14.6 %	148 9.5 %	32 2.1 %	42 2.7 %	5 0.3 %
Net Change	- 4 - 0.3 %	- 6 - 1.4 %	+ 15 + 7.1 %	+ 14 + 10.4 %	0	0	+ 1 + 25.0 %

Figure 12
Tenured/Tenure Track Faculty by Gender
October 1, 2003 – October 1, 2004

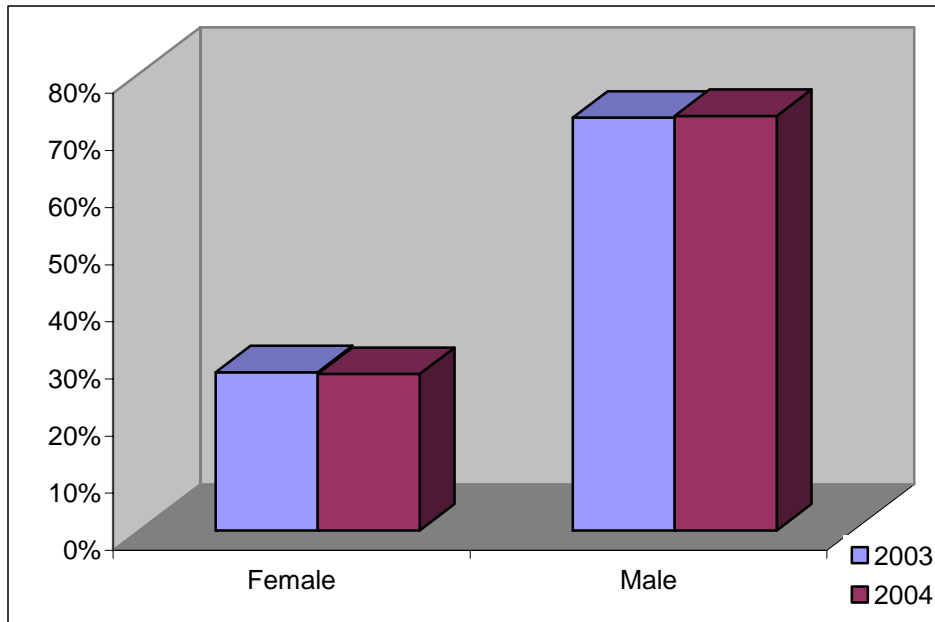
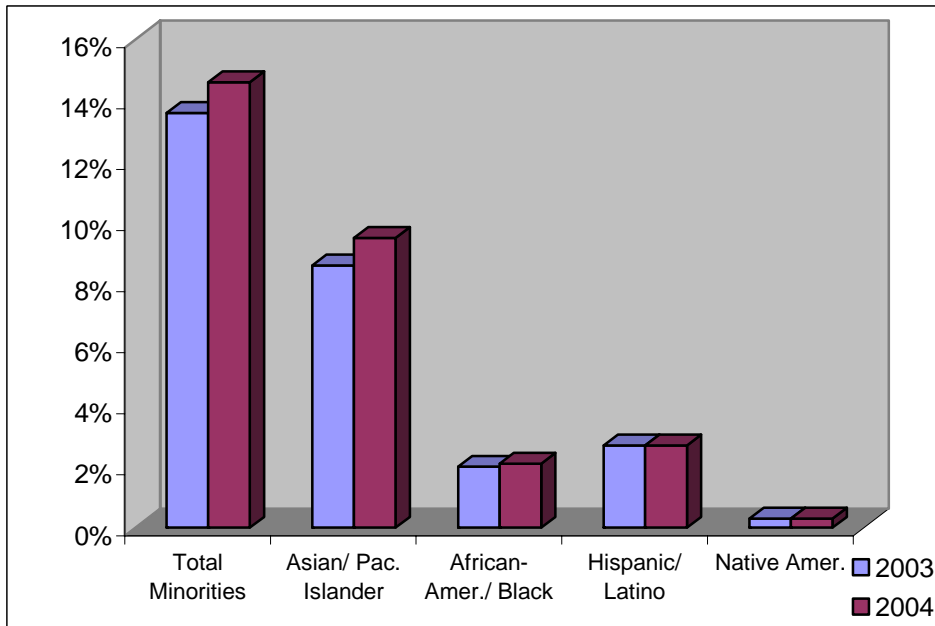


Figure 13
Tenured/Tenure Track Faculty by Race/Ethnicity
October 1, 2003 – October 1, 2004



E. Tenured/Tenure Track Faculty Promotion and Tenure Rates by Gender and Minority Status, 2003 - 2004

A total of 79 tenure track faculty were granted promotions effective Academic Year 2004-05, of whom 24 were women. This rate of promotion (30 percent) exceeds the percentage of women on the tenure track faculty, now at 27 percent. Minorities received 9 of the 79 promotions (11 percent); this representation is slightly lower than the representation of minorities on the tenure track faculty (15 percent).

Forty-seven tenure track faculty members were granted tenure effective Academic Year 2004-05, of whom 14 (30 percent) were women. As of October 2004, women represented 36 percent of the untenured faculty on the tenure track. Among the 47 tenure track faculty members who received tenure, six (13 percent) were members of minority groups. As of October 2004, minorities represented 21 percent of the untenured faculty on the tenure track.

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

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

**Table VII
Tenured/Tenure Track Faculty Promotions & Tenure Rates by Gender and Minority Status
Effective 2004–05 Academic Year**

	Total	Women	Minorities
PROMOTIONS			
Number on Tenure Track	1,557	427	227
Percentage of Total on Tenure Track		27.4 %	14.6 %
Sought Promotions	80	24	9
Percentage of All Faculty Who Sought Promotions (n = 80)		30.0 %	11.3 %
Percentage of Subgroup (Total, Women, or Minorities)	5.1 %	5.6 %	4.0 %
Granted Promotions	79	24	9
Percentage of All Faculty Who Were Granted Promotions (n = 79)		30.4 %	11.4 %
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Promotions	98.8 %	100 %	100 %
TENURE			
Number of Untenured Faculty on Tenure Track	419	152	87
Percentage of Total Untenured on Tenure Track		36.3 %	20.8 %
Sought Tenure	47	14	6
Percentage of All Faculty Who Sought Tenure (n = 47)		29.8 %	12.8 %
Percentage of Subgroup (Total, Women, or Minorities)	11.2 %	9.2 %	6.9 %
Granted Tenure	47	14	6
Percentage of All Faculty Who Were Granted Tenure (n = 47)		29.8 %	12.8 %
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Tenure	100 %	100 %	100 %

Figure 14
Tenure Track Faculty Promotions by Gender
Effective Academic Year 2004-05

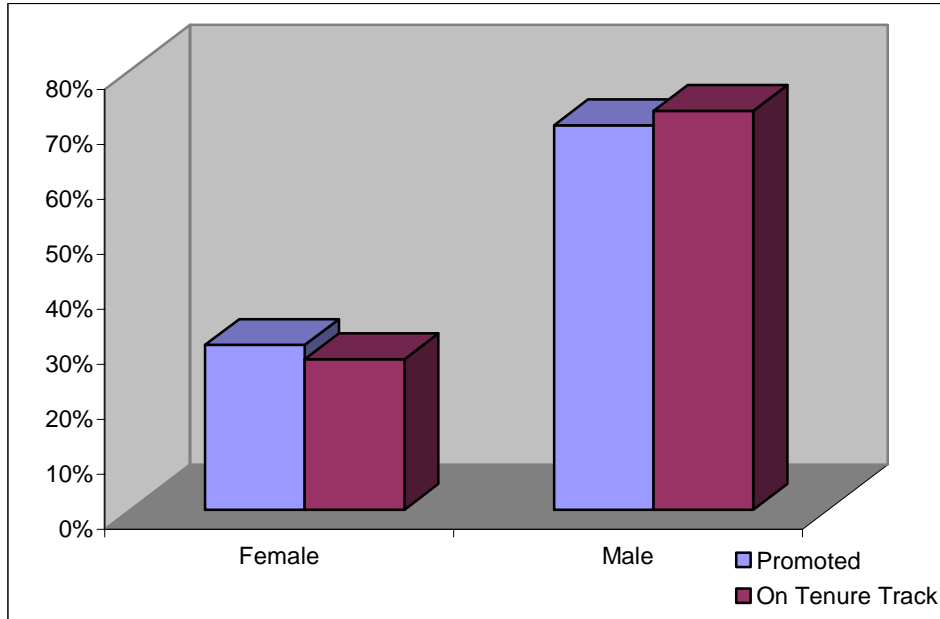


Figure 15
Tenure Track Faculty Promotions by Minority Status
Effective Academic Year 2004-05

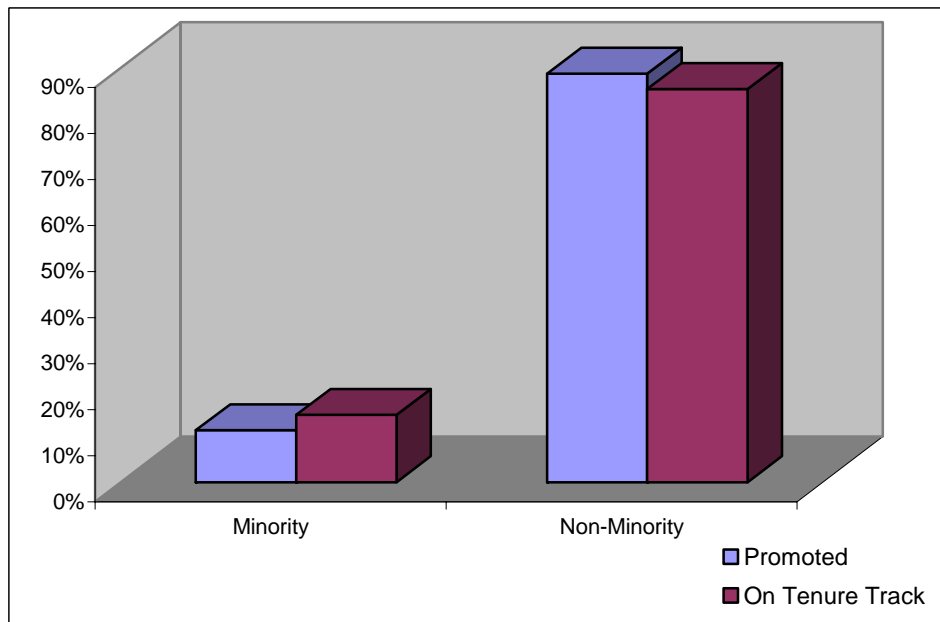


Figure 16
Tenure Decisions by Gender
Effective Academic Year 2004-05

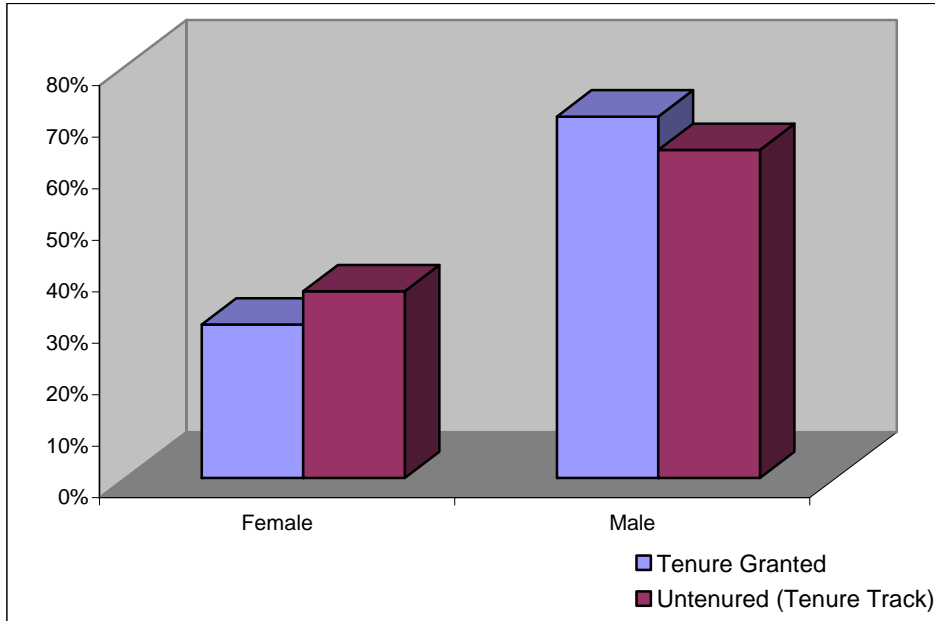
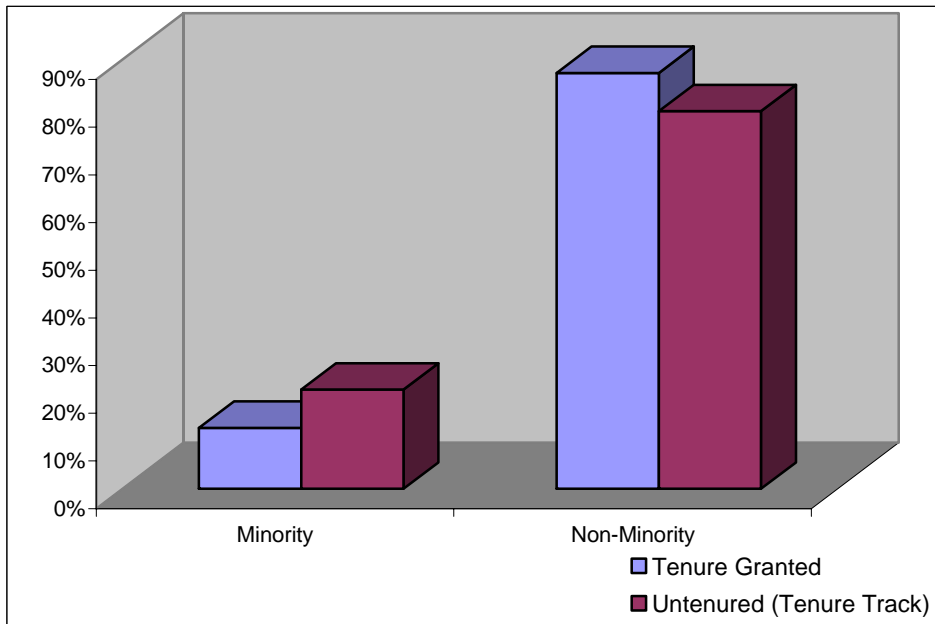


Figure 17
Tenure Decisions by Minority Status
Effective Academic Year 2004-05



F. Clinical Track Faculty by Gender and Race/Ethnicity, 2003 – 2004

The University experienced slight growth of the clinical track faculty during the data year, with a net increase of 8 faculty (2 percent). Faculty appointed to clinical track positions are included in POA Group 3, Non-Tenure Track Faculty.

The number of women on the clinical track decreased slightly by 3 individuals (2 percent), while the number of minorities track increased by 8 (22 percent).

The College of Medicine continues to employ the majority of the clinical track faculty (74 percent), followed by the College of Dentistry (7 percent), the College of Nursing (6 percent), and the College of Liberal Arts and Sciences (5 percent). The remaining 8 percent of clinical track faculty are employed in the Colleges of Public Health, Pharmacy, Education, or Business.

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

**Table VIII
Clinical Track Faculty by Gender and Race/Ethnicity
October 1, 2003 – October 1, 2004**

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	African-American/Black	Hispanic/Latino	Native American
2003	350	150 42.9 %	37 10.6 %	22 6.3 %	6 1.7 %	6 1.7 %	3 0.9 %
2004	358	147 41.1 %	45 12.6 %	25 7.0 %	9 2.5 %	8 2.2 %	3 0.9 %
Net Change	+ 8 + 2.3 %	- 3 - 2.0 %	+ 8 + 21.6 %	+ 3 + 13.6 %	+ 3 + 50.0 %	+ 2 + 3.3 %	0

Figure 18
Clinical Track Faculty by Gender
October 1, 2003 – October 1, 2004

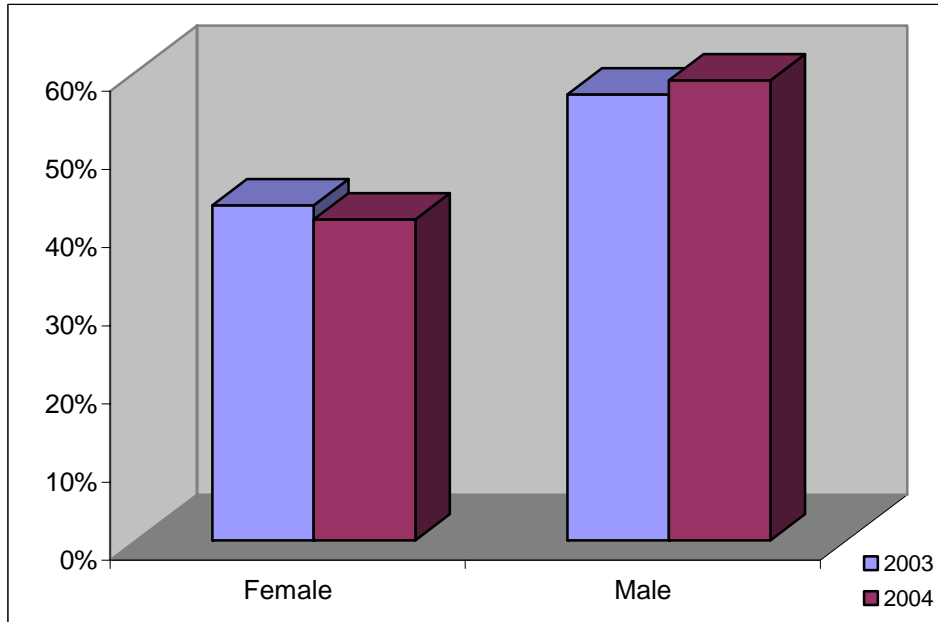
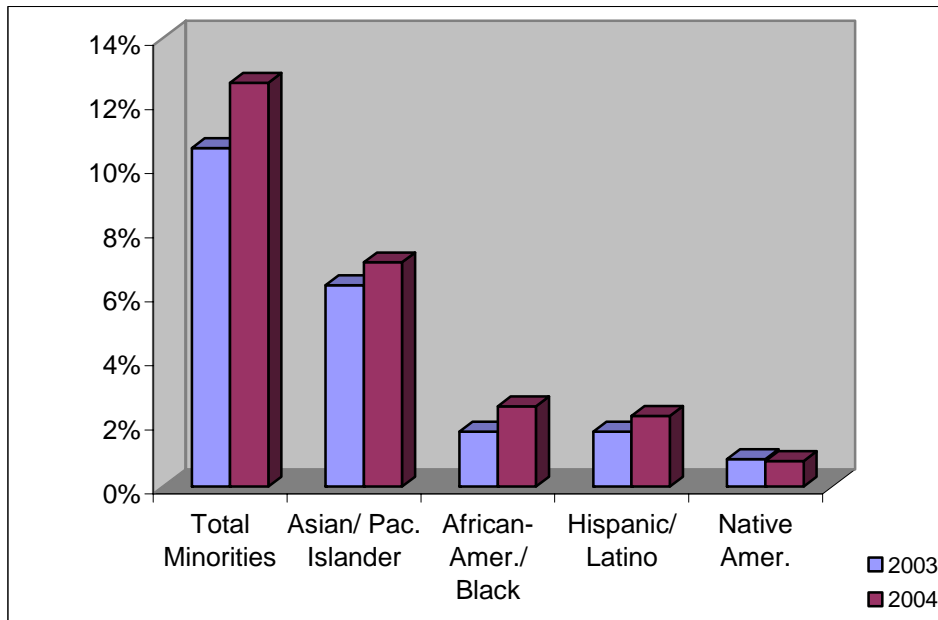


Figure 19
Clinical Track Faculty by Race/Ethnicity
October 1, 2003 – October 1, 2004



IV. ANNUAL HIRING GOALS: 2003-04 AND 2004-05

A. How Hiring Goals are Determined

The term “underrepresentation” is defined as “having fewer minorities or women in a particular job group or department than would reasonably be expected by their availability.” The Office of Equal Opportunity and Diversity conducts formal analyses of availability in order to estimate the number of qualified women and minorities available for employment in a given field or job group. The availability estimates are then compared to the actual rates of employment using a two standard deviations test of statistical significance to determine whether underrepresentation exists (i.e., the difference between the estimated availability and the actual workforce percentage meets or exceeds two standard deviations). Underrepresentation may be affected by several factors including new hires, promotions and transfers; loss of personnel; a change in the availability of women and minorities in the relevant job market; and/or a combination of factors.

The University of Iowa sets annual hiring goals when underrepresentation of women or minorities is detected within a department (for faculty) or job group (for staff). Goals are initially set at the beginning of the data year based on the level of underrepresentation, the estimated availability of women and minorities, and the anticipated upcoming hiring activity. At the close of the data year, the goals are adjusted to reflect the actual rate of hiring that occurred during the data year.

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

B. Hiring Goals for the 2003-04 Data Year

As adjusted at the close of the 2003-04 data year, the annual hiring goals across all POA groups totaled 153 women and 13 minorities. The goals were compared to the number of women and minorities hired to determine whether the goals were met. During the 2003-04 data year, the University hired or promoted 1,054 women and 188 minority employees overall. Despite this increased hiring, varied degrees of underrepresentation of women and minorities remain in individual job groups within the majority of the POA groups. With all POA groups aggregated, the University is currently under-represented by 264 women (1.9%) and by 105 minorities (0.7%).

The following table indicates the hiring goals aggregated by POA group for 2003-04 and whether these goals were met.

**Table IX
Progress Toward Annual Hiring Goals
Data Year 2003-04**

POA Group	Women			Minorities		
	'03-'04 Goal	'03-'04 Gains	Goal Met	'03-'04 Goal	'03-'04 Gains	Goal Met
1 Executive, Administrative, and Managerial Staff	0	33	n/a	0	5	n/a
2 Tenured/Tenure Track Faculty	8	34	Yes	1	26	Yes
3 Non-Tenure Track Faculty	0	37	n/a	0	23	Yes
4 Professional & Scientific Staff	116	570	Yes	12	80	Yes
5 Secretarial and Clerical Staff	2	156	Yes	0	8	n/a
6 Technical and Paraprofessional Staff	1	24	Yes	0	8	n/a
7 Skilled Crafts Staff	1	1	Yes	0	0	n/a
8 Service and Maintenance Staff	25	199	Yes	0	38	n/a
Total	153	1,054	Yes	13	188	Yes

C. Hiring Goals for the 2004–05 Data Year

The following table indicates the anticipated hiring goals for women and minorities for 2004-05.

**Table X
Annual Hiring Goals for the Current Year
Data Year 2004-05**

POA Group	Women	Minorities
	'04-'05 Goal	'04-'05 Goal
1 Executive, Administrative, and Managerial Staff	0	0
2 Tenured/Tenure Track Faculty	10	0
3 Non-Tenure Track Faculty	0	0
4 Professional & Scientific Staff	70	21
5 Secretarial and Clerical Staff	49	0
6 Technical and Paraprofessional Staff	1	1
7 Skilled Crafts Staff	0	0
8 Service and Maintenance Staff	39	0
Total	169	22

**V. FIVE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:
1999 - 2004**

**A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Minority Status,
1999 – 2004**

The University of Iowa workforce has increased by 1,017 employees (8 percent) over the last 5 years, from 13,182 in 1999 to 14,199 in 2004. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty. There were also notable increases in Professional and Scientific Staff and Executive, Administrative, and Managerial Staff. The largest proportional and net decrease was among Skilled Crafts Staff.

The percentage of women in the workforce increased by 10 percent in the five-year period, with the largest proportional increases in Executive, Administrative, and Managerial Staff and Non-Tenure Track Faculty. Overall minority representation increased by 24 percent, with notable proportional and net gains in Skilled Crafts Staff, Professional and Scientific Staff, Service and Maintenance Staff, and Tenured/Tenure Track Faculty.

The following table and charts provide more details of the University's workforce on October 1, 1999 and on October 1, 2004.

**Table XI
Faculty and Staff by Primary Occupational Activity Group, Gender, and Minority Status
October 1, 1999 – October 1, 2004**

POA Group	1999			2004			Net Change		
	Total	Women	Minorities	Total	Women	Minorities	Total	Women	Minorities
1 Executive, Administrative, & Managerial Staff	283	84 29.7%	21 7.4%	327	116 35.5%	23 7.0%	+ 44 + 16%	+ 32 + 38.1%	+ 2 + 9.5%
2 Tenured/Tenure Track Faculty	1,544	411 26.6%	189 12.2%	1,557	427 27.4%	227 14.6%	+ 13 + 1%	+ 16 + 3.9%	+ 38 + 20.1%
3 Non-Tenure Track Faculty	451	193 42.8%	84 18.6%	537	238 44.3%	76 14.2%	+ 86 + 19%	+ 45 + 23.3%	- 8 - 9.5%
4 Professional & Scientific Staff	5,586	3,823 68.4%	313 5.6%	6,467	4,495 69.5%	427 6.6%	+ 881 + 16%	+ 672 + 17.6%	+ 114 + 36.4%
5 Secretarial and Clerical Staff	2,680	2,288 85.4%	76 2.8%	2,676	2,276 85.1%	91 3.4%	- 4 0%	- 12 - 0.5%	+ 15 + 19.7 %
6 Technical and Paraprofessional Staff	503	314 62.4%	21 4.2%	472	292 61.9%	22 4.7%	- 31 - 6%	- 22 - 7.0%	+ 1 + 4.8 %
7 Skilled Crafts Staff	429	33 7.7%	11 2.6%	394	36 9.1%	22 5.6%	- 35 - 8%	+ 3 + 9.1%	+ 11 + 100.0 %
8 Service and Maintenance Staff	1,706	914 53.6%	198 11.6%	1,769	950 53.7%	244 13.8%	+ 63 + 4%	+ 36 + 3.9%	+ 46 + 32.2 %
Total	13,182	8,060 61.1%	913 6.9%	14,199	8,830 62.2%	1,132 8.0%	+ 1,017 + 7.7%	+ 770 + 9.6%	+ 219 + 24.0%

Figure 20
Female Faculty and Staff by Primary Occupational Activity Group
October 1, 1999 – October 1, 2004

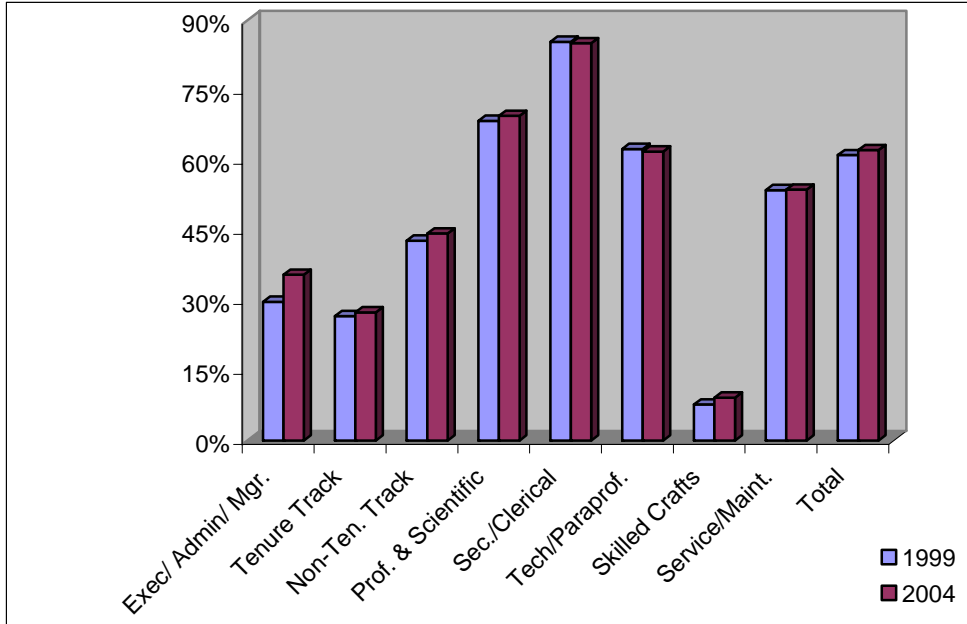
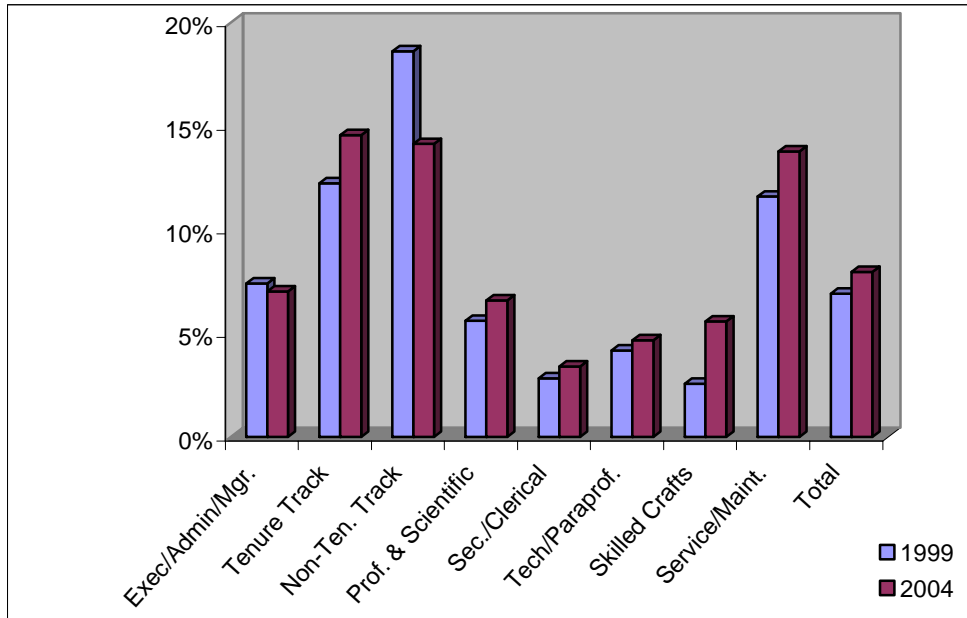


Figure 21
Minority Faculty and Staff by Primary Occupational Activity Group
October 1, 1999 – October 1, 2004



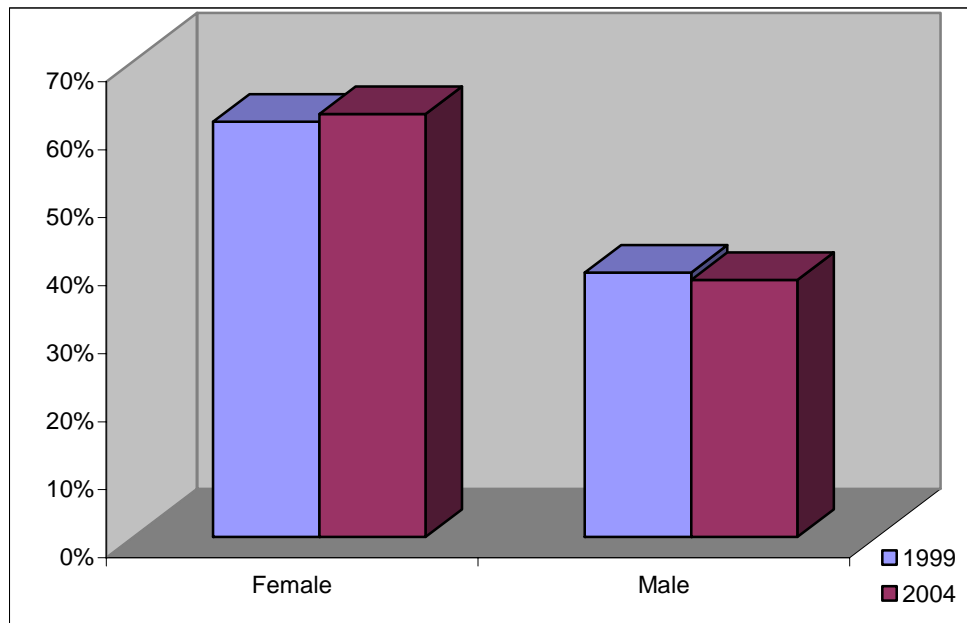
B. Faculty and Staff by Gender, Race/Ethnicity, Disability, and Veteran Status, 1999 – 2004

Between October 1, 1999 and October 1, 2004, the number of Asians/Pacific Islanders , African-Americans/Blacks, and Hispanics/Latinos on the University's faculty and staff increased by 22 to 38 percent, while the number of Native Americans decreased by 6 percent. The following table and charts present changes in the faculty and staff by gender and race/ethnicity from 1999 to 2004.

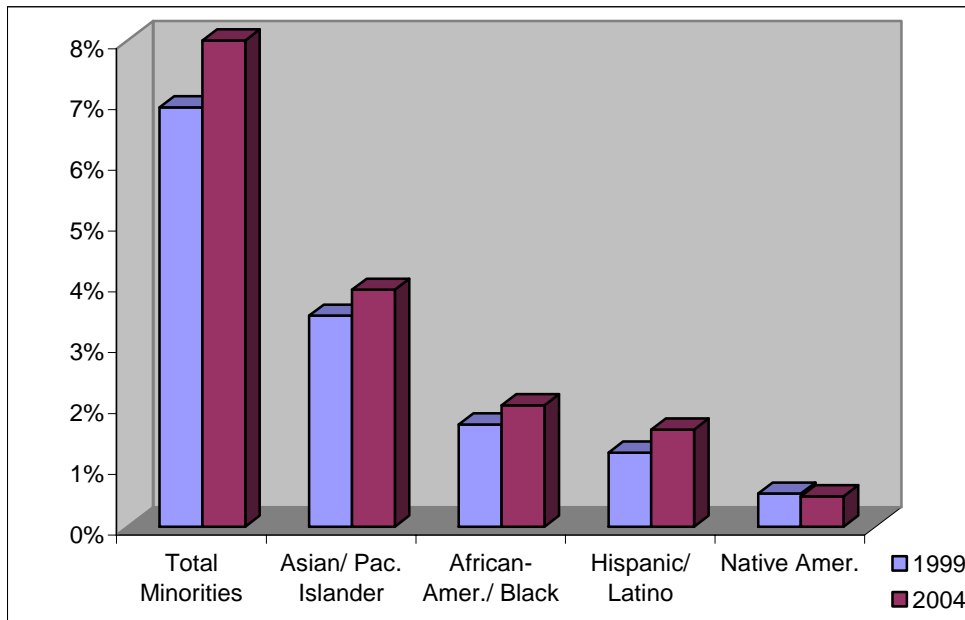
**Table XII
Faculty and Staff by Gender and Race/Ethnicity
October 1, 1999 – October 1, 2004**

Year	Total Faculty & Staff	Women	Total Minorities	Asian/Pacific Islander	African-American/Black	Hispanic/Latino	Native American
1999	13,182	8,060 61.1 %	913 6.9 %	458 3.5 %	222 1.7 %	161 1.2 %	72 0.5 %
2004	14,199	8,830 62.2 %	1,132 8.0 %	559 3.9 %	283 2.0 %	222 1.6 %	68 0.5 %
Net Change	+ 1,017 + 7.7 %	+ 770 + 9.6 %	+ 219 + 24.0 %	+ 101 + 22.1 %	+ 61 + 27.5 %	+ 61 + 37.9 %	- 4 - 5.6 %

**Figure 22
Faculty and Staff by Gender
October 1, 1999 – October 1, 2004**



**Figure 23
Faculty and Staff by Race/Ethnicity
October 1, 1999 – October 1, 2004**



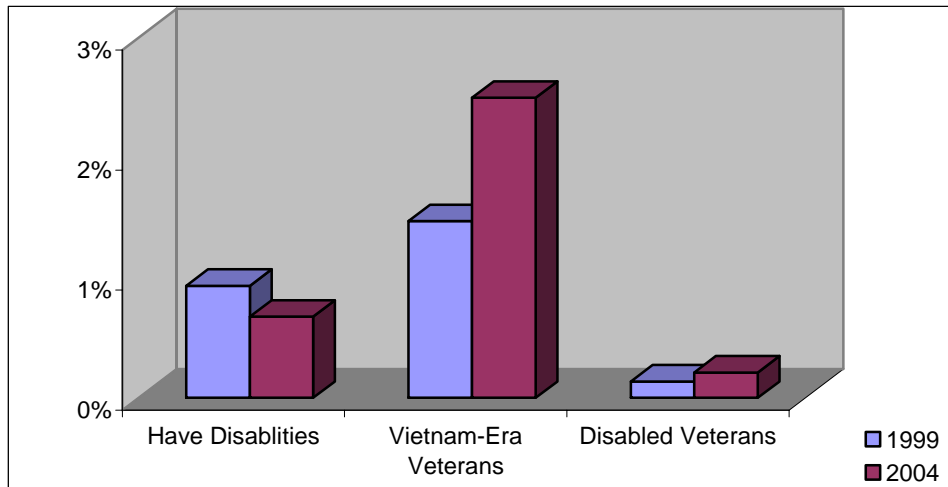
Employees self-report disability and veteran status to the University at the time of appointment, and may update or correct this information at any time. During the 5-year period, the number of faculty and staff who reported having a disability decreased from 123 to 96, a change of 22 percent. The number of faculty and staff who self-identified as Vietnam-era veterans increased markedly (161 individuals or 83 percent), and the number of disabled veterans also increased.

The following table and chart provide more details about the number of faculty and staff who reported having disabilities and the number of Vietnam-era veterans and disabled veterans in 1999 and in 2004.

**Table XIII
Faculty and Staff by Disability and Veteran Status
October 1, 1999 – October 1, 2004**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Vietnam-Era Veterans	Disabled Veterans	Other Eligible Veterans
1999	13,138	123 0.1 %	194 1.5 %	18 0.1 %	n/a
2004	14,199	96 0.7 %	355 2.5 %	30 0.2 %	307 2.2 %
Net Change	+1,017 + 7.7 %	- 27 - 22.0 %	+ 161 + 83.0 %	+ 12 + 66.7 %	n/a

Figure 24
Faculty and Staff by Disability and Veteran Status
October 1, 1999 – October 1, 2004



C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 1999 - 2004

The University has experienced a net increase of 13 tenured/tenure track faculty (1 percent) since October 1, 1999. During this five-year period, the number of female tenured/tenure track faculty increased by 16 (4 percent) and the number of minorities increased by 38 (20 percent). The largest gain in the minority tenure track faculty was among Asian/Pacific Islanders, with a net gain of 29 faculty (24 percent).

The following table and charts indicate the gender and racial/ethnic representation among the tenured/tenure track faculty in October 1999 and in October 2004.

Table XIV
Tenured/Tenure Track Faculty by Gender and Race/Ethnicity
October 1, 1999 – October 1, 2004

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	African- American/ Black	Hispanic/ Latino	Native American
1999	1,544	411 26.6 %	189 12.2 %	119 7.7 %	27 1.7 %	38 2.5 %	5 0.3 %
2004	1,557	427 27.4 %	227 14.6 %	148 9.5 %	32 2.1 %	42 2.7 %	5 0.3 %
Net Change	+ 13 + 0.8 %	+ 16 + 3.9 %	+ 38 + 20.1 %	+ 29 + 24.4 %	+ 5 + 18.5 %	+ 4 + 10.5 %	0

Figure 25
Tenured/Tenure Track Faculty by Gender
October 1, 1999 – October 1, 2004

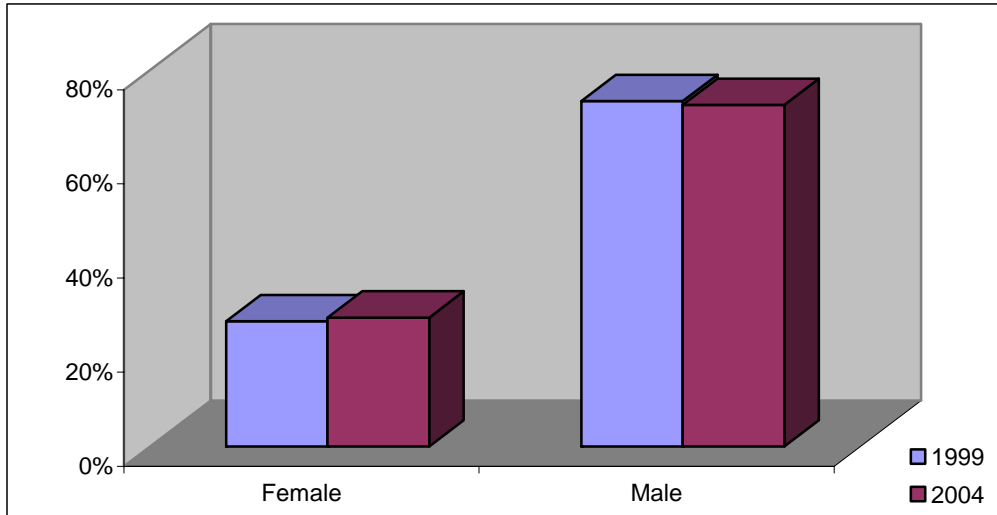
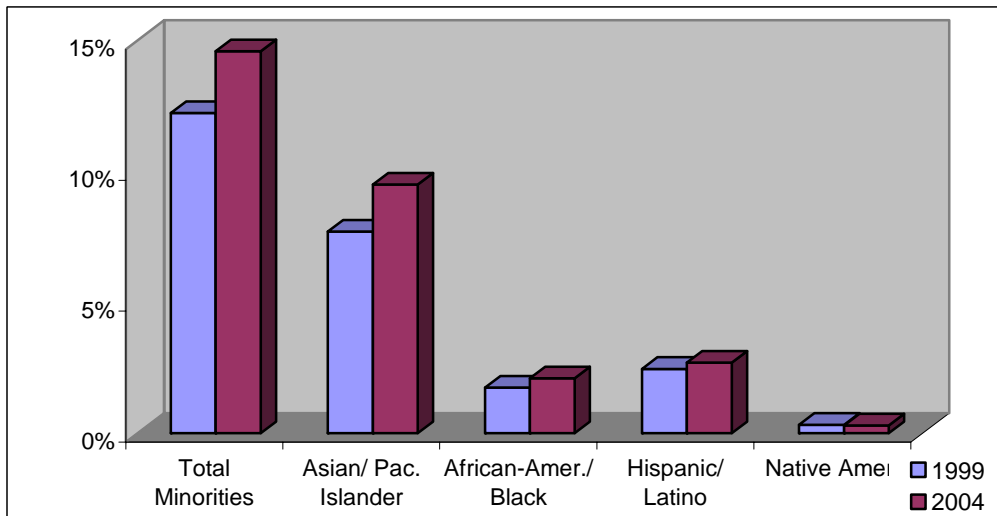


Figure 26
Tenured/Tenure Track Faculty by Race/Ethnicity
October 1, 1999 – October 1, 2004



D. Clinical Track Faculty by Gender and Race/Ethnicity, 1999 - 2004

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

The clinical track faculty increased from 202 in 1999 to 358 in 2004, an increase of 77 percent over the five-year period. The number of women on the clinical track has increased by 93 percent, and the number of minorities has more than doubled.

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

Table XV
Clinical Track Faculty by Gender and Race/Ethnicity
October 1, 1999 – October 1, 2004

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	African-American/Black	Hispanic/Latino	Native American
1999	202	76 37.6 %	22 10.9 %	13 6.4 %	4 2.0 %	5 2.5 %	0
2004	358	147 41.1 %	45 12.6 %	25 7.0 %	9 2.5 %	8 2.2 %	3 0.9 %
Net Change	+ 156 + 77.2 %	+ 71 + 93.4 %	+ 23 + 104.5 %	+ 12 + 92.3 %	+ 5 + 125.0 %	+ 3 + 60.0 %	+ 3 n/a

Figure 27
Clinical Track Faculty by Gender
October 1, 1999 – October 1, 2004

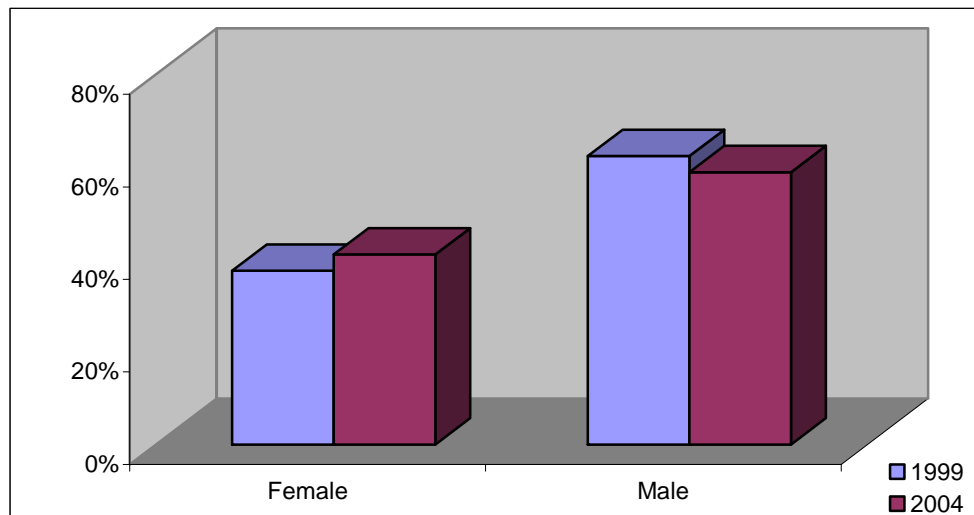
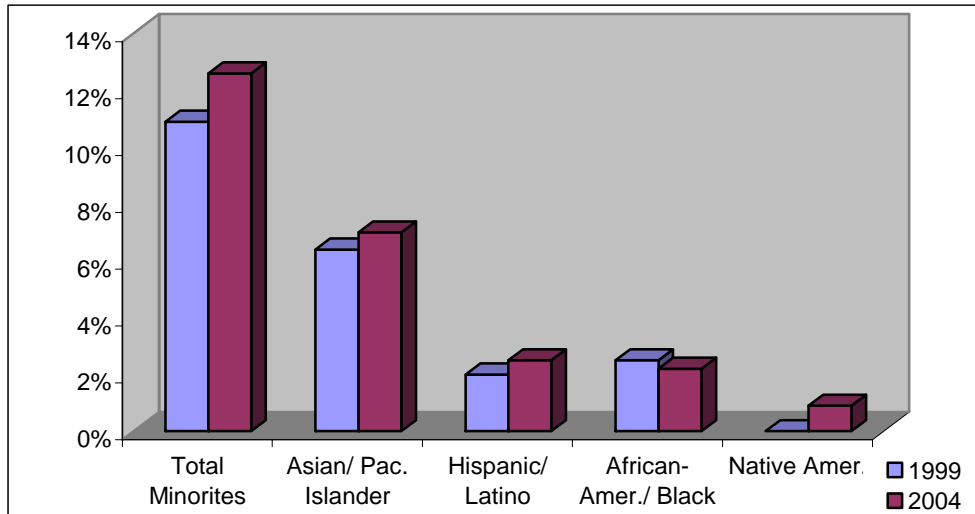


Figure 28
Clinical Track Faculty by Race/Ethnicity
October 1, 1999 – October 1, 2004



**VI. TEN-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:
1994 - 2004**

**A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Minority Status,
1994 - 2004**

Over the last ten years, the University of Iowa workforce has increased in size by 9 percent, from 13,023 in 1994 to 14,199 in 2004. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty (67 percent), while the group with the greatest decrease was Technical and Paraprofessional Staff (71 percent).

The number of women in the workforce has increased by 11 percent overall, with the largest proportional increases in Non-Tenure Track Faculty (71 percent) and Executive, Administrative, and Managerial Staff (61 percent). Minority representation in the workforce has increased by 51 percent overall. The largest increases among minorities were in Service and Maintenance Staff (88 percent), Skilled Crafts Staff (83 percent), and Professional and Scientific Staff (79 percent).

The following table and charts compare the University's workforce on October 1, 1994 to that on October 1, 2004 by POA group.

**Table XVI
Faculty and Staff by POA Group, Gender, and Minority Status
October 1, 1994 – October 1, 2004**

POA Group	1994			2004			Net Change		
	Total	Women	Minorities	Total	Women	Minorities	Total	Women	Minorities
1 Executive, Administrative, & Managerial Staff	271	72 26.6%	20 7.4%	327	116 35.5%	23 7.0%	+ 56 + 20.7%	+ 44 + 61.1 %	+ 3 + 15.0%
2 Tenured/Tenure Track Faculty	1,660	368 22.2%	189 11.4%	1,557	427 27.4%	227 14.6%	- 103 - 6.2%	+ 59 + 16.0%	+ 38 + 20.1%
3 Non-Tenure Track Faculty	322	139 43.2%	76 23.6%	537	238 44.3%	76 14.2%	+ 215 + 66.8%	+ 99 + 71.2%	0
4 Professional & Scientific Staff	5,177	3,620 69.9%	238 4.6%	6,467	4,495 69.5%	427 6.6%	+ 1,290 + 24.9%	+ 875 + 24.2%	+ 189 + 79.4%
5 Secretarial and Clerical Staff	2,715	2,332 85.9%	66 2.4%	2,676	2,276 85.1%	91 3.4%	- 39 - 1.4%	- 56 - 2.4%	+ 25 + 37.9 %
6 Technical and Paraprofessional Staff	571	363 63.6%	19 3.3%	472	292 61.9%	22 4.7%	- 99 - 71.3%	- 71 - 19.6%	+ 3 + 15.8%
7 Skilled Crafts Staff	456	39 8.6%	12 2.6%	394	36 9.1%	22 5.6%	- 62 - 13.6%	- 3 - 7.7%	+ 10 + 83.3%
8 Service and Maintenance Staff	1,851	993 53.6%	130 7.0%	1,769	950 53.7%	244 13.8%	- 82 - 4.4%	- 43 - 4.3%	+ 114 + 87.7%
Total	13,023	7,926 60.9%	750 5.8%	14,199	8,830 62.2%	1,132 8.0%	+ 1,176 + 9.0%	+ 904 + 11.4%	+ 382 + 50.9%

Figure 29
Female Faculty and Staff by POA Group
October 1, 1994 – October 1, 2004

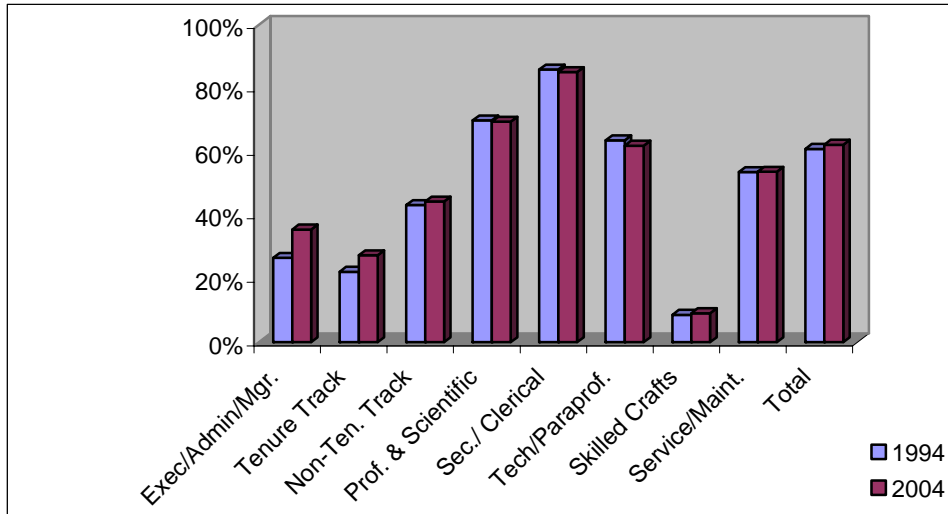
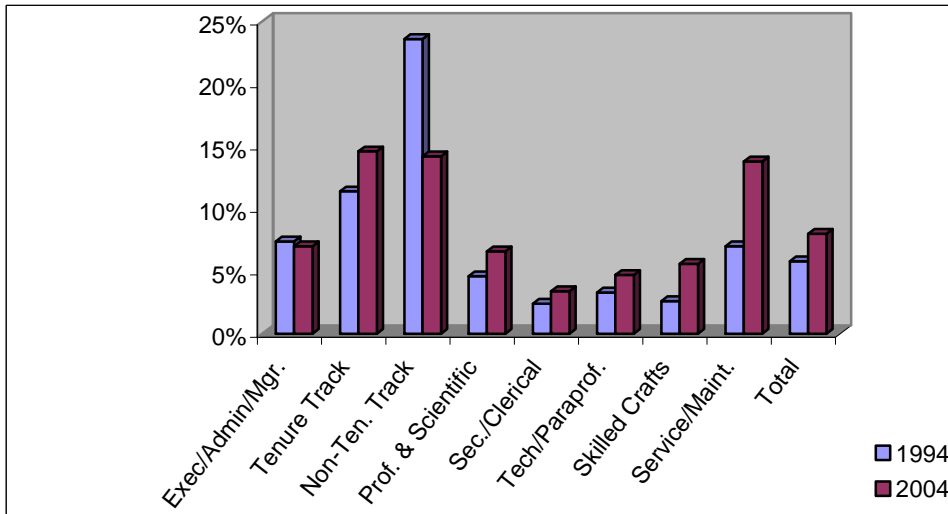


Figure 30
Minority Faculty and Staff by POA Group
October 1, 1994 – October 1, 2004



B. Faculty and Staff by Gender, Race/Ethnicity, Disability, and Veteran Status, 1994 – 2004

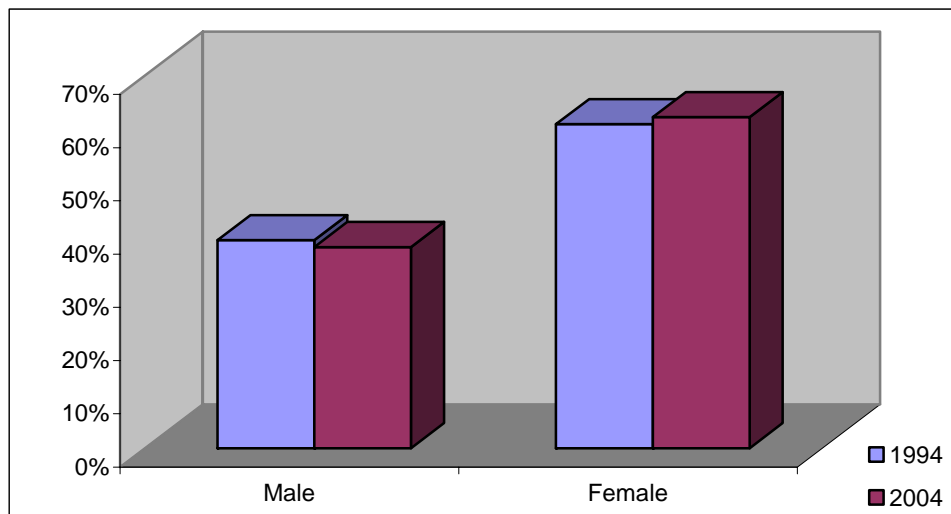
Since 1994, the representation of women and minorities in the University of Iowa workforce has increased. There has been an 11 percent increase in the number of women and a 51 percent increase in the number of minorities. The representation in each of the four minority racial/ethnic categories used has increased as well, with the largest increases among Hispanics/Latinos (68 percent) and African-Americans/Blacks (63 percent).

The following table and charts provide the number of female and minority faculty and staff by gender and race/ethnicity on October 1, 1994 and October 1, 2004.

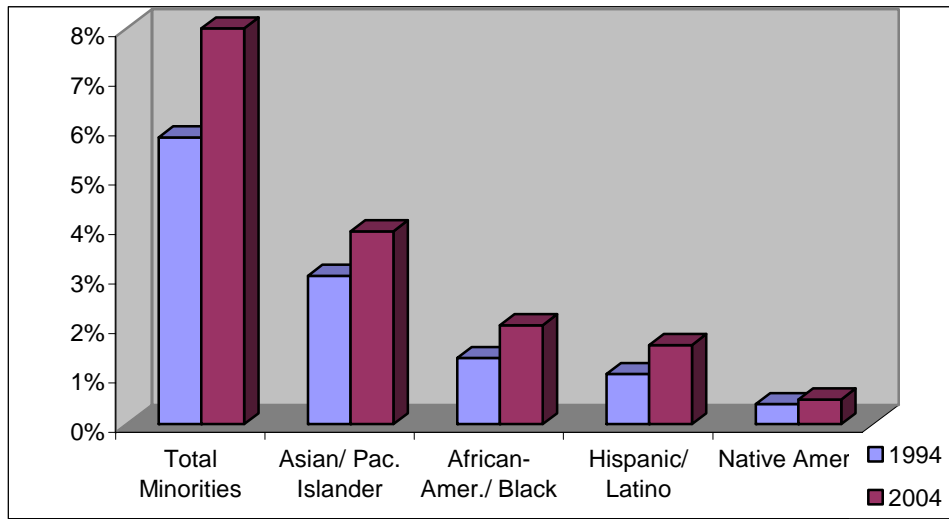
**Table XVII
Faculty and Staff by Gender and Race/Ethnicity
October 1, 1994 – October 1, 2004**

Year	Total Faculty & Staff	Women	Total Minorities	Asian/Pacific Islander	African-American/Black	Hispanic/Latino	Native American
1994	13,023	7,926 60.9 %	750 5.8 %	391 3.0 %	174 1.3 %	132 1.0 %	53 0.4 %
2004	14,199	8,830 62.2 %	1,132 8.0 %	559 3.9 %	283 2.0 %	222 1.6 %	68 0.5 %
Net Change	+ 1,176 + 9.0 %	+ 904 + 11.4 %	+ 382 + 50.9 %	+ 168 + 43.0 %	+ 109 + 62.6 %	+ 90 + 68.2 %	+ 15 + 28.3 %

**Figure 31
Faculty and Staff by Gender
October 1, 1994 – October 1, 2004**



**Figure 32
Faculty and Staff by Race/Ethnicity
October 1, 1994 – October 1, 2004**



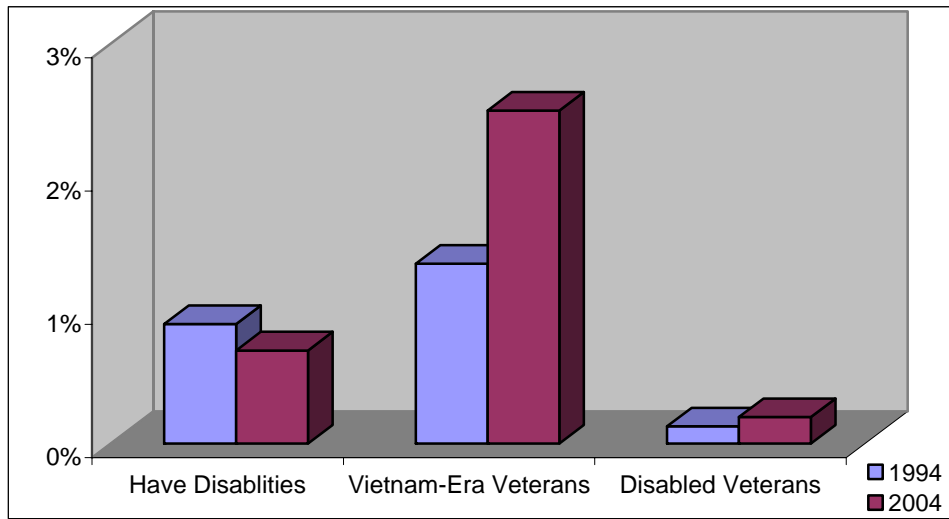
Employees self-report disability and veteran status to the University at the time of appointment, and may update or correct this information at any time. Since 1994, the number of faculty and staff who reported having a disability has decreased by 18 percent (21 individuals). The number of faculty and staff who self-identified as Vietnam-era veterans more than doubled to 355 individuals, and the number of disabled veterans increased by 77 percent (13 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 1994 and in October 2004.

**Table XVIII
Faculty and Staff by Disability and Veteran Status
October 1, 1994 – October 1, 2004**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Vietnam-Era Veterans	Disabled Veterans	Other Eligible Veterans
1994	13,023	117 0.9 %	176 1.35 %	17 0.1 %	n/a
2004	14,199	96 0.7 %	355 2.5 %	30 0.2 %	307 2.2 %
Net Change	+ 1,176 + 9.0 %	- 21 - 17.9 %	+ 179 + 101.7 %	+ 13 + 76.5 %	n/a

Figure 33
Faculty and Staff by Disability and Veteran Status
October 1, 1994 – October 1, 2004



C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 1994 – 2004

The number of tenured/tenure track faculty decreased by 103 individuals (6 percent) over the ten-year period, from 1,660 in 1994 to 1,557 in 2004. However, the numbers of female and minority tenured/tenure track faculty increased over this time period, women by 16 percent and minorities by 20 percent. The largest increase in minority tenured/tenure track faculty occurred among Asians/Pacific Islanders, with an increase of 30 individuals (25 percent).

The following table and charts indicate the gender and racial/ethnic representation among the tenured/tenure track faculty in October 1994 and in October 2004.

Table XIX
Tenured/Tenure Track Faculty by Gender and Race/Ethnicity
October 1, 1994 – October 1, 2004

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	African- American/ Black	Hispanic/ Latino	Native American
1994	1,660	368 22.2 %	189 11.4 %	118 7.1 %	33 2.0 %	34 2.0 %	4 0.2 %
2004	1,557	427 27.4 %	227 14.6 %	148 9.5 %	32 2.1 %	42 2.7 %	5 0.3 %
Net Change	- 103 - 6.2 %	+ 59 + 16.0 %	+ 38 + 20.1 %	+ 30 + 25.4 %	- 1 - 3.0 %	+ 8 + 23.5 %	+ 1 + 25.0 %

Figure 34
Tenured/Tenure Track Faculty by Gender
October 1, 1994 – October 1, 2004

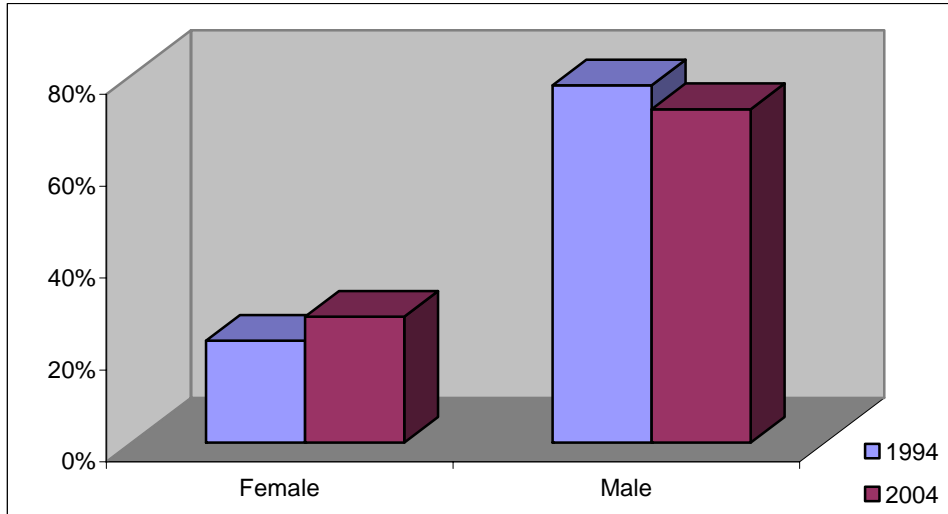
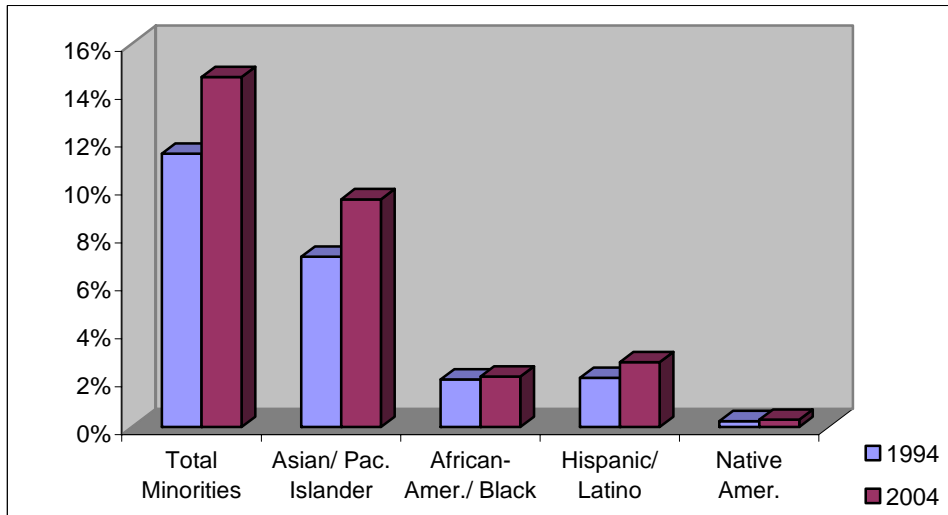


Figure 35
Tenured/Tenure Track Faculty by Race/Ethnicity
October 1, 1994 – October 1, 2004



D. Clinical Track Faculty by Gender and Race/Ethnicity, 1994 – 2004

The clinical track faculty has increased nearly 18-fold in the last ten years, from 20 faculty in 1994 to 358 faculty in 2004. 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.

Although the representation of women on the clinical track decreased from 50 percent to 41 percent during this time period, there was a significant net increase in the number of women (10 in 1994 to 147 in 2004). Minority representation increased from 1 individual (5 percent) in 1999 to 45 individuals (13 percent) in 2004.

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

Table XX
Clinical Track Faculty by Gender and Race/Ethnicity
October 1, 1994 – October 1, 2004

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	African-American/Black	Hispanic/Latino	Native American
1994	20	10 50.0 %	1 5.0 %	0	1 5.0 %	0	0
2004	358	147 41.1 %	45 12.6 %	25 7.0 %	9 2.5 %	8 2.2 %	3 0.9 %
Net Change	+ 338 + 1,690.0%	+ 137 + 1,370.0%	+ 44 + 4,400.0%	+ 25 n/a	+ 8 + 800.0%	+ 8 n/a	+ 3 n/a

Figure 36
Clinical Track Faculty by Gender
October 1, 1994 – October 1, 2004

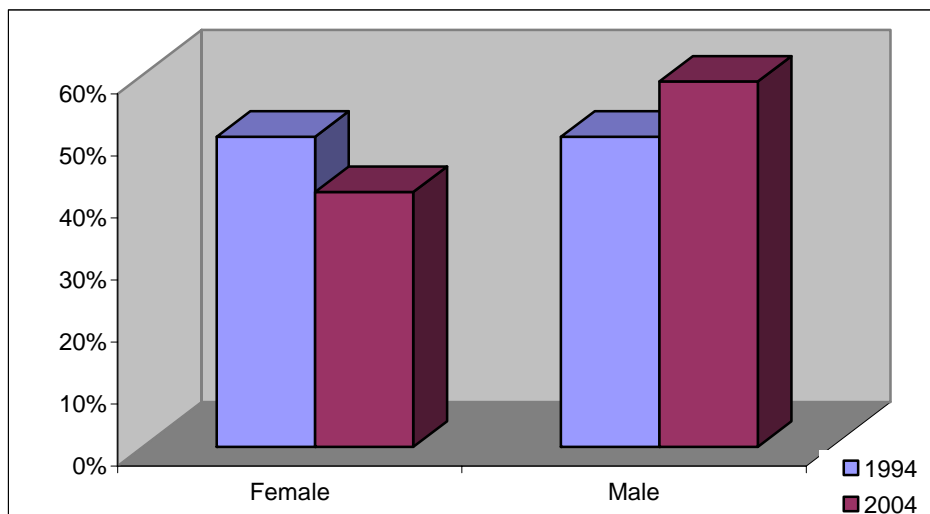
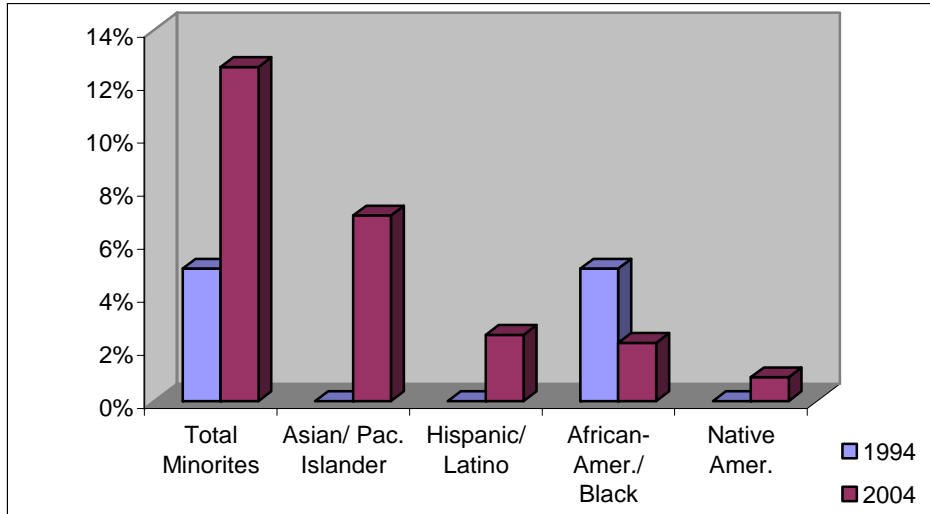


Figure 37
Clinical Track Faculty by Race/Ethnicity
October 1, 1994 – October 1, 2004



VII. EQUAL OPPORTUNITY AND DIVERSITY AT THE UNIVERSITY OF IOWA

A. The Office of Equal Opportunity and Diversity

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

The Office of Equal Opportunity and Diversity reports directly to the President of the University and is charged with the day-to-day implementation of affirmative action policies. The main responsibilities of the Office of Equal Opportunity and Diversity are to ensure compliance with federal and state equal employment opportunity/affirmative action requirements and to educate the University community about equal employment opportunity/affirmative action recruitment and hiring practices, as well as about diversity.

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

B. The Catalyst Award

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

The recipients of the 2004 Catalyst Awards were:

- Program/Departmental Award – Men in Nursing Taskforce, College of Nursing
- Individual Award – Professor Victor Rodgers, College of Engineering
- Student Award – Amber Keller, College of Medicine
- Student Organization Award – Indian Cultural Association

President David J. Skorton and former Congresswoman Sabrina Sojourner offered remarks at the reception. Sojourner, the first open lesbian to be elected to the United States Congress, is a nationally recognized educator on diversity, multiculturalism, and building bridges of understanding across differences.

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 Brunnier 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 Dialogs 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.

**Board of Regents, State of Iowa
2003-04 Report on Affirmative Action
University of Northern Iowa (UNI)**

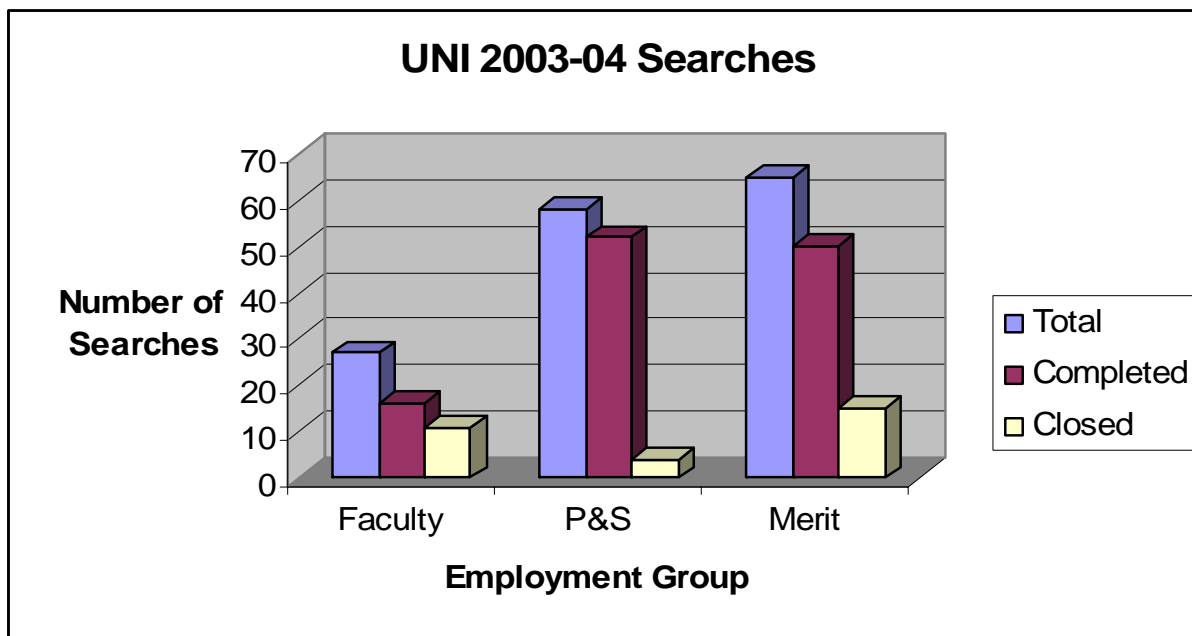
Overview

UNI continues to be successful in meeting affirmative action goals for the employment of women and minority persons. While the size of the workforce has declined in response to the budget reductions, we continue to see steady progress with the limited number of searches being conducted. The non-temporary workforce declined 9% from 1947 to 1766, including 940 (53.2%) women and 826 (46.8%) men. The gender breakout changed slightly from one year ago when it was 1054 (54.1%) women and 893 (45.9%) men. The number of minority employees decreased slightly in number from 187 last year to 176 this year, but gained in relative proportion from 9.6% to 10%.

As of September 30, 2004, UNI employs 533 tenured and probationary faculty with primary teaching assignments. The actual number of female faculty decreased slightly from 224 to 214, yet a gain in percentage from 39.9% to 40.2% was realized. The percentage of minority faculty is at 12.6%, up from 12.1% last year and 10.8% in 1994. Through the reduction in employee numbers, actual numbers of minority faculty held steady, moving from 68 to 67. Most academic departments were able to maintain the progress they had already gained in previous years when there was more hiring activity.

Budgetary Considerations

Budget cuts to UNI have had an adverse affect on hiring. Twenty-seven faculty searches were conducted during 2003-04, compared to eighty-five faculty searches in 1998-99. Despite having less resources, departments continue to show good faith effort in recruiting and maintaining affirmative hires. The Merit System employment groups maintained their progress made despite only having forty-nine searches completed, and with thirty-six of those positions internally filled. The following chart helps to illustrate the past year hiring at UNI.



2003-04 Goals for Employment Groups

1. **Executive/Managerial/Administrative:** The goal was to add three females, yet only two people were added to this group, one of which was female.
2. **Faculty (Tenure/Probationary):** The goal was to add three females. With only sixteen searches completed, UNI was able to hire four females and four minorities.
3. **Faculty (non-Tenure Track):** N/A
4. **Professional/Scientific:** While there were no specific goals for the year, this group will continue to be monitored, with emphasis placed on affirmative hiring of women and minorities until gains are shown.
5. **Secretarial/Clerical:** Thirty-six of the forty-nine Merit vacancies were filled internally which made it difficult to meet the goal of hiring four additional minorities.
6. **Technical/Paraprofessional:** When there are openings, we are confident that the hiring departments will look at qualified women to bring into this group to meet the goal of two females.
7. **Skilled Craft:** Hiring departments are aware of the need to attract women and minorities to UNI in this employment group regardless of the fact that goals have been met.
8. **Service/Maintenance:** The goal for hiring women and minority persons into this group has been met. The percentage for females remains about the same in this group. A slight loss in the percentage for minorities can be attributed to the many vacancies that were filled from within in the Merit employment groups.

The table below shows hiring goals were met, or had already been met, for women and minorities in most job groups. Progress will continue toward meeting and/or maintaining goals, depending on the availability of resources.

Employment Group	2003-04 Goal		Achieved?	
	Female	Minority	Female	Minority
Executive/Administrative/Managers	3	0	No (1)	N/A
Faculty (Tenure Track)	3	0	Yes (4)	N/A
Faculty (Term and Full Time Temps)	-	-	-	-
Professional/Scientific	0	0	N/A	N/A
Secretarial/Clerical	0	4	N/A	No (0)
Technical/Paraprofessional	2	0	No (0)	N/A
Skilled Craft	0	0	N/A	N/A
Service/Maintenance	0	0	N/A	N/A
Total	8	4		

Programs in Place

The University has relied upon its administrators to take affirmative action in their hiring priorities. The University divisions, colleges and departments are to be commended for their efforts to maintain the proactive role they have established over the past ten years in their affirmative recruitment and hiring practices. However, budget limitations make it difficult for administrators to be creative in their efforts to attract applicants, including women and minority persons. The University must continue to demonstrate progress in hiring women and minority persons into its workforce, despite the challenges.

The Office of Compliance and Equity Management continues to provide information, strategy and support to academic departments in their recruitment and hiring activities. Working with the departments, the Office of Compliance and Equity Management utilizes individualized Faculty Recruitment Plans to assist the departments in their recruitment efforts. These Faculty Recruitment Plans outline methods that are used by the department in soliciting candidates for vacated faculty positions, as well as contact information for discipline-specific advertising sources. The Office of Compliance and Equity Management uses the same process with departments across campus who conduct P&S searches.

UNI's recruitment efforts for faculty and staff will continue to be the responsibility of deans, department heads, search committees, and directors. With the support of the Vice Presidents and the Office of Compliance and Equity Management, UNI will continue to hire faculty and staff in accordance with affirmative action principles. UNI will continue to consistently enforce federal guidelines across the job groups established for educational institutions. The results of the annual work force analysis will be distributed to departments and updated hiring information will continue to be communicated.

UNI's commitment to maintain diversity within its work force will also continue. Commitment, integrity, action and results remain the key factors contributing to the effectiveness of our plan for affirmative action. Even with budgetary limitations, UNI will continue to make progress toward its hiring goals. The University emphasizes the benefits of having a diverse work force. We continue to believe that opportunity is the true value of affirmative action and that diversity remains a key concept in strengthening excellence throughout the University.

2004-05 Goals

Goals have been established for 2004-05 hiring year as shown in the following table.

Employment Group	2004-05 Goals	
	Female	Minority
Executive/Administrative/Managers	1	0
Faculty (Tenure Track)	1	0
Faculty (Term and Full Time Temps)	N/A	N/A
Professional/Scientific	0	0
Secretarial/Clerical	0	4
Technical/Paraprofessional	1	0
Skilled Craft	0	0
Service/Maintenance	0	0
Total	3	4

Additional Initiatives

The Office of Compliance and Equity Management continually reviews the success of various

recruitment tools and searches out new resources. Each search is reviewed on an individual basis to determine the most appropriate method of recruitment for that particular opportunity. This personal attention has allowed departments the opportunity to be creative in their outreach while adhering to hiring procedures.

In the coming year, the Office of Compliance and Equity Management will be offering additional training and education to assist departments in the hiring process as well as the retention of human resources already secured. Numerous other programs and activities across campus help instill pride in having a diverse and respectful learning and work environment.

**Iowa School for the Deaf
Annual Affirmative Action Report
October 1, 2003 – September 30, 2004**

The Iowa School for the Deaf employed 139 full-time and part-time employees on September 30, 2004. This is a decrease of nine employee since September 30, 2003.

The September 30, 2004 breakdown of ISD employees compared to September 30, 2003, is as follows:

CATEGORY	#EMPLOYEES		%OF POPULATION		2004 % CHANGE
	2004	2003	2004	2003	
Male-Majority	33	37	23.7%	25.0%	-1.3%
Female-Majority	98	101	70.5%	68.2%	+2.3%
Male-Minority	5	7	3.6%	4.7%	-1.1%
Female-Minority	3	3	2.2%	2.0%	+0.2%

The following are the goals ISD established for the October 1, 2003, to September 30, 2004, period:

**Iowa School for the Deaf
Iowa School for the Deaf
Affirmative Action Hiring Goals
October 1, 2003 – September 30, 2004**

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

Executive/Administrative/Managerial:

This group remained unchanged from last year.

Faculty Tenure Track:

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

Faculty Non-Tenure Track:

This area lost 6 majority females and two majority males during this year.

Professional and Scientific:

Two female majority employees and two male majority employees vacated P&S positions.

One majority female was 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 successfully met, however one female minority resigned from this group. Additionally, this area lost two female majority employees. We hired six female majority employees.

Skilled Crafts:

This group had one male majority resign and one male majority was hired.

Service Maintenance:

This group lost one male minority employee.

Summary:

The Iowa School for the Deaf established one affirmative action goal for the October 1, 2003 – September 30, 2004 time period. One goal was to add a female minority to the Technical/paraprofessional category. This goal was successfully 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. 18.0 percent of our employees are deaf. This is very similar to last year.

Recruiting efforts for ISD positions center around the Omaha/Council Bluffs area for the non-exempt positions. For vacancies in our executive, teaching, and professional positions we do nation-wide searches. Routinely, we list positions with the Iowa Workforce, Nebraska Job Service, local and regional newspapers. Additionally, we have contacted local Area Educational Associations, deaf schools, several deaf related internet sites, colleges that offer programs which match our needs, journals, and employee referrals. The ISD web-site has been successful in announcing vacancies to a wider population.

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

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

ISD will continue to utilize and enhance all the recruiting efforts currently established. We are also hopeful that the ISD website will continue to be an important recruiting tool. We are also doing some campus visits to build contacts with universities which train professionals to work in deaf education.

**Iowa Braille and Sight Saving School
DIVERSITY ANNUAL REPORT
October 1, 2003 - September 30, 2004**

The Iowa Braille and Sight Saving School continues to offer equal employment opportunities regardless of race, color, sex, national origin, religion, age, physical, or mental disabilities to all qualified applicants. The school practices affirmative action in its programs, procurement and employment practices. The Iowa Braille School also continues to be in compliance with Section 504. See Appendix A.

Recognizing the need for employees to be well trained and informed, the Iowa Braille School provides organized training and in-service programs for all employees in many diverse areas. Annually the school sponsors training for all staff in bloodborne pathogen safety. Mandatory reporter training is offered in compliance with child abuse reporting policy and procedure. Systems of Intervention training is provided for all staff to ensure student and staff safety. School Assistants continue to be encouraged to complete a 32 semester hour course in disability services offered through Kirkwood Community College. School Assistants are also encouraged to complete the new 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. The Para-educators also completed a course designed by Kirkwood Community College in a collaborative effort with the Iowa Braille School to certify the Para-educators with the new state certification for paraprofessionals. A professional classification continues to be in place allowing the school to employ professionals to work directly with students in the dormitory setting. Faculty members have been encouraged to seek additional certifications in orientation and mobility, multi-disabilities, vision, and consulting. The school is also providing leadership in presenting Quality Programs for the Visually Impaired (QPVI), a program designed to improve the teaching that students receive. QPVI is offered in the AEAs and on-campus. The faculty on campus are in the third year of the QPVI process. The AEA's vary from being in the first year to being in the third year of the process. The QPVI program has been so successful that currently the designer of the program is working with the School for the Deaf to design a similar process for their use.

As of September 30, 2004, there were 109 permanent employees. Of these, there are 95 full-time and 14 part-time employees. This report does not include people employed on a temporary basis or as substitutes. During this time period, of the 109 employees, 81 are female, 108 are Caucasian, and one female is Hispanic. We have not asked our staff to disclose any physical disabilities. Of 17 Teachers of the Visually Impaired, three are blind or visually impaired. Two are female and one is male. Retention of female staff is not a problem for the school.

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

A goal was set for the 03/04 year of hiring two minority staff. In setting the goal, we anticipated a faculty vacancy and a vacancy in the Para-educator classification. Efforts to recruit minority candidates include the use of the Internet and listing positions both in national publications and with Iowa Workforce Development. Positions are also posted in Cedar Rapids at the Jane Boyd Community House and the Catherine McAuley Center and in Waterloo at the Martin Luther King, Jr. Center.

Although we have used the resources available to us to recruit minorities, we have been unable to attract a pool of minority applicants. The school's application continues to include an optional page 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. Nationally, there is not a pool of minority candidates graduating in higher education from the vision and orientation and mobility programs. In spite of the problems, efforts continue to be directed at establishing a pool of minority applicants. The school is a strong proponent of diversity and we desire to have a diverse staff. We will continue to try to create a more diverse workforce. We are particularly hopeful about our recruitment relationship with Kirkwood Community College as a source for finding qualified paraprofessional candidates, both minorities and males as well as female candidates.

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

The following chart, notes the Diversity Goals of the Iowa Braille School projected for the period of October 1, 2004 through September 30, 2005.

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

IBSSS	Number of Projected <u>Vacancies</u>	Numerical Goals:	
		<u>Women</u>	<u>Minorities</u>
01 Exec/Admin/Mgr	1	1	0
02 Faculty	1	0	0
04 Professional	1	0	1
05 Secretarial/clerical	0	0	0
06 Technical/Paraprofessionals	0	0	0
07 Skilled Crafts	not applicable (not using)		
<u>08 Service/Maintenance</u>	1	1	1
TOTAL	4	2	2

APPENDIX A: Section 504 Compliance

**EQUAL EDUCATIONAL OPPORTUNITY FOR STUDENTS
AT THE IOWA BRAILLE SCHOOL**

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

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

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

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

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

SECTION 504 NOTICE OF NONDISCRIMINATION

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

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

OR

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

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

GRIEVANCE PROCEDURE

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

(See Attachment A; §3.30 Grievance Procedure Under Affirmative Action: Race, Ethnicity, Religion, Sex, Age, Handicap, Title IX, Sexual Harassment)

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

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

Date(s) of incident: _____

Person(s) involved:

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

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

Specify the relief being sought:

Signature _____ Today's date _____

Address _____

Phone Number _____

If Student, Name _____ Grade Level _____

GRIEVANCE DOCUMENTATION: FINDINGS AND RECOMMENDATIONS

Name of Individual Alleging Discrimination or Non-Compliance

Name _____

Date formal grievance was filed _____

Attach a copy of the grievance.

Hearing Committee Findings and Recommendations:

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

Signature of Affirmative Action Officer
or of §504 Coordinator _____ / _____

(date)

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

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

SECTION 504 STUDENT AND PARENTAL RIGHTS

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

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

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

Director of Education
Iowa Braille School
1002 G Avenue
Vinton, IA 52349
319/472-5221,ext. 1102

OR

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

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

IMPARTIAL HEARING PROCEDURE

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

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