

Contact: Marcia Brunson

ANNUAL DIVERSITY REPORT

Actions Requested: (1) Receive the annual reports on Affirmative Action, the Minority and Women Educators Enhancement Program and the Affirmative Action Cost Report; and (2) Ratify the submission of these reports in accordance with Iowa Code §19B.5 and §262.93 to the Iowa General Assembly.

Executive Summary:

This report consists of three sections – the Annual Affirmative Action Report, the Annual Report on the Regents Minority and Women Educators Enhancement Program, and the Affirmative Action Cost report. All three reports are required by the Iowa Code. Due to the timing of the Board of Regents meeting, reports were transmitted to General Assembly in January in order to meet the January 31 statutory deadline.

ANNUAL AFFIRMATIVE ACTION REPORT

This report summarizes the activities of the Regent institutions during the past year (October 1, 2008, through September 30, 2009) in providing equal employment opportunities for administrators, faculty, and staff. Directors of Equal Opportunity and Diversity at the universities will be present at the meeting to provide brief comments and to respond to questions.

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

- Plans and programs that recruit and advance employing and contracting with minorities and women.
- Reports of affirmative actions taken and progress made to employ and advance in employment qualified persons who are members of racial/ethnic minority groups, women, persons with disabilities, disabled veterans, and veterans of the Vietnam era;
- Statements of policies and procedures that advance affirmative action for underutilized populations and equal opportunity and access for qualified members of protected classes, such as racial/ethnic minority groups, women, persons with disabilities, disabled veterans, and veterans of the Vietnam era;
- Processes for responding to formal and informal complaints and promoting nondiscrimination.

The tables in Attachment A provide comparison over the past ten years by Primary Occupational Activity group (POA). The statistics are prepared from workforce data compiled for all regular, full-time and part-time employees working 50% or more for the period October 1, 2008, to September 30, 2009, using federal guidelines prescribed by the Office of Federal Contract Compliance Programs.

It is important to note other reports may use different data sources, time periods, and definitions; thus, prudence should be used when comparing data in this report to data in other workforce-related reports. 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. Other reports may include these individuals in the faculty category.

In the last ten years, overall progress has been shown in the following areas:

Executive/Administrative/Managerial

	<u>1999</u>	<u>2009</u>
Females	27.7%	38.7%
Minorities	7.2%	8.2%

Faculty tenure track

Females	27.8%	32.1%
Minorities	12.7%	18.4%

Employment in three POAs reflected decreases in females:

	<u>1999</u>	<u>2009</u>
Secretarial/Clerical	88.0%	87.4%
Skilled Crafts	6.6%	5.8%
Service/Maintenance	54.5%	52.9%

Peer group comparisons have limited meaning in the affirmative action area in most employment categories. The affirmative action efforts put forth by the Iowa Regent universities are geared toward meeting or exceeding goals set for occupational categories based upon the availability for each job group within specific geographic areas. Availability in recruitment pools is a major factor in affirmative action. Most of the job applicants for positions at the universities come from Iowa where there is a limited pool of minorities.

The recruitment for faculty is on a national or even international basis. The Board has asked in the past how institutions in the peer groups compare to the Regent universities. Comparison data on the percentages of women and minorities in the faculty ranks at peer institutions is provided below. This data originates from the Integrated Post Secondary Data System (IPEDS) and reflects only full-time faculty for Fall 2008; whereas, the data provided in Attachment A reflects faculty with 50% and greater appointments in Fall 2009. Workforce data as portrayed in Attachment A is not available for peer institutions.

Full-Time Tenured and Tenure Track
Fall 2008

	PERCENT FEMALE	PERCENT MINORITY
University of Iowa	29.1	15.4
Peer Group Average	29.4	16.6
Iowa State University	27.9	18.6
Peer Group Average	33.0	14.7
University of Northern Iowa	43.0	14.5
Peer Group Average	29.3	15.9

The following table provides a comparison of overall employment at the five Regent institutions with the remainder of state government:

	Regents				State				2000 Census Iowa Labor Force
	2008		2009		2008		2009		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Male	9,603	40.3%	9,483	40.4%	10,043	48.9%	10,099	48.9%	52.6%
Female	14,206	59.7%	13,981	59.6%	10,517	51.2%	10,783	51.6%	47.4%
Total	23,809		23,464		20,560		20,882		
Minority	2,171	9.1%	2,192	9.3%	1,181	5.7%	1,197	5.7%	6.0%

The institutional reports provide extensive detail about the types of programming and support available on the campus, and the progress made over the past year in enhancing the diversity of the institution. Due to the breadth of the institutional reports, they are not included with this memorandum but are available on the Board of Regents website as an attachment to this memo.

The following are highlights from the reports submitted by the universities:

University of Iowa

From October 1, 2008 to September 30, 2009, The University of Iowa workforce decreased by 299 individuals (1.9%), from 15,575 in 2008 to 15,276 in 2009. Other changes include:

- o The faculty and staff decreased by 267 women (2.7%).
- o Racial/ethnic minority representation decreased by 6 individuals (0.4%).
- o There was a slight increase in the number of tenured/tenure track faculty (net gain of 5 faculty or 0.3%).
- o The number of female faculty members on the tenure track increased by 18 (4.1%), increasing representation from 29.4% to 30.5%, the highest percentage of female tenured/tenure track faculty to date. Attainment of the strategic planning indicator in this category (32.0%) may prove challenging by 2010.
- o The University continues to experience increased minority representation on the tenure track faculty, increasing by 5 (1.9%). The percentage of minority tenured/tenure track faculty is the highest to date at 18.0%. The momentum which led to the early achievement of the strategic planning indicator in this category (16.0%) continues.
- o Female representation among executive, administrative, and managerial staff decreased by 3 (2.1%), from 37.6% in 2008 to 37.3% in 2009. Trends suggest that this strategic planning indicator (37%) will continue to be met through 2010.
- o The number of racial/ethnic minorities among executive, administrative, and managerial staff increased by 3 (10.7%), increasing representation from 7.4% in 2008 to 8.3% in 2009, exceeding the strategic planning indicator in this category (8.0%).
- o Minority representation among professional and scientific staff increased by 4 individuals (0.8%), maintaining representation at 6.9%. Attainment of the strategic planning indicator (7.5%) for this area remains a challenge.
- o The organizational unit on campus with the largest workforce decrease over the past year was UI Health Care, with a net decrease of 332 staff or 3.5 percent (from 9,432

- in 2008 to 9,100 in 2009).
- There was an increase of 11 individuals (13.4%) who self-reported having disabilities.
 - The number of disabled veterans increased by 8 (33.3%).
 - During the 2008-09 data year, the University hired or promoted 608 women and 158 racial/ethnic minorities. Despite this level of hiring, varied degrees of underrepresentation of women and minorities remain in individual job groups within the majority of the Primary Occupational Activity (POA) groups. With all job groups aggregated, the University is currently underrepresented by 366 women (2.4%) and by 107 minorities (0.7%).¹

Iowa State University

Iowa State University experienced an increase in female employees from 2008 in Executive/Administrative/Managerial by 1.7%, Faculty Tenured/Tenure Track by 0.8%, Non Tenure Track Faculty by 2.0%, Professional and Scientific by 0.5%, Service/Maintenance by 3.5%. Iowa State University decreased its total workforce by 47 employees.

There were slight (less than 1%) decreases in female employees from 2008 in the Secretarial/Clerical, Technical/Paraprofessional and Skilled Crafts groups.

There was an increase in minority employees in Faculty Non-Tenure Track by 0.4%, Professional and Scientific by 0.6%, Secretarial/Clerical by 0.1%, Skilled Crafts by 0.1%, and Service and Maintenance by 2.1%.

There were slight decreases (less than 1%) in minority employees in Executive/Administrative Managerial, Faculty Tenured/Tenure Track and Technical/Paraprofessional groups.

Iowa State University experienced net increases of female employees by 0.5% and of minority employees by 0.5% from 2008.

University of Northern Iowa

As of October 1, 2009, the UNI workforce totaled 1,870 employees. This includes 1,029 (55%) female employees and 180 (9.6%) minority employees. This represents a slight gain in the employment of both female and minority persons from 2008. One year ago, UNI employed 1018 (54.1%) female employees and 176 (9.4%) minority employees.

Five- and ten-year comparisons for the overall workforce show progress in female representation, but a slight decline in minority representation despite the most recent gain noted above. Over the ten-year history, total employment numbers varied dramatically in response to budget fluctuations. The overall effect is a gain of 37 female employees at a rate of 3.7% overall growth over ten years. However, substantial ground was lost in minority employment with a total loss of 15 employees, moving from 10.3% of total employment in 1999 down to 9.6% in 2009. A review of the more recent history, however, does show gains over each of the last two years.

The tenured and tenure track employee group employs a total of 544 employees. This represents a net decrease of one employee from one year ago. However, this group saw a gain of six (6)

¹ Underrepresentation is defined as having fewer women or minorities in a particular job group or department than would reasonably be expected by their availability. For more information on the determination of underrepresentation, see Chapter VI of this report.

minority employees*. This employment group now has 235 (43.2%) female employees and 73 (13.4%) minority employees compared to 235 (43.1%) female faculty and 67 (12.3%) minority faculty in 2008. (*It should be noted that race and ethnicity reporting categories were changed during this reporting period in order to comply with new IPEDS regulations. This resulted in a larger number of UNI employees self-reporting as minority as defined by the revised IPEDS race and ethnicity categories.)

The five- and ten-year comparisons reflect overall gains in the proportion of both females and minorities in the tenured and tenure track faculty group. While the overall number of employees in that job group has actually decreased by 13 employees (2.3%) over the past ten years, female representation has increased by an overall 3.7% and minority representation has improved by 0.7%.

REGENTS MINORITY AND WOMEN EDUCATORS ENHANCEMENT PROGRAM

Iowa Code §262.81 requires the Board of Regents to establish a program to recruit women and minority educators to faculty positions at the Regent universities and to file an annual report of these activities. The complete reports are in the Regent Exhibit Book and as an attachment to this memo on the Board's website. Highlights of the reports submitted by the universities are shown below:

University of Iowa

The Iowa Promise, the strategic plan for 2005-2010, set forth goals for faculty diversity, including gender diversity, and established the principle that all parts of the university are to be accountable for achieving those goals.

Some of the initiatives in place at the University of Iowa include:

Faculty Diversity Opportunity Program (FDOP)

The Faculty Diversity Opportunities Program (FDOP), is administered by the Associate Provost for Diversity, who works with collegiate deans to identify potential faculty hires who would add to the diversity of the UI faculty. FDOP was established in 1999. From FY 2000 to FY 2005, FDOP resources were used to support part of the first several years, typically one to three years, of the newly recruited faculty members at the University. After this initial period, the college provided all of the resources for the faculty members' development and tenure. Beginning in FY 2006, significant changes were made to the program in order to help colleges and departments cover the cost of recruiting faculty in a very competitive market. Pursuant to these changes, new FDOP allocations are typically up to \$40,000, available to support the hiring of a new faculty member who is a target of opportunity and whose addition will improve the diversity of the requesting college. This support will continue as long as the faculty member remains with the University.

For the current fiscal year, FY 2010, the Office of the Provost is providing FDOP funding totaling \$1,829,756 for partial salaries and other resources for a total of 57 faculty. These positions are in the University Library, the Graduate College, and the Colleges of Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, and Public Health. Five of these appointments are new, and 52 are continuing. This financial commitment represents a continued increase over the FY 2009 commitment of \$1,813,282.

Since 1999, FDOP has been used to support 142 diversity hires to the UI campus. When appropriate, FDOP funding has been successfully used to support the research of post-doctoral fellows as a means of increasing the pipeline to the professorate.

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 diversity efforts of the colleges, 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.

Minority Faculty Orientation and Mentoring

The Provost, through the Associate Provost for Faculty, is a sponsor of the orientation program for new faculty, which begins the faculty mentoring program. The faculty mentoring program teams new faculty with senior faculty in their departments to assist in the new faculty members' career development in teaching, scholarship and research, and committee service.

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.

Catalyst Awards

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

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

Gender Equity Task Force

The Provost appointed a Gender Equity Task Force, which had as its charge to "take a broad look at the status of women faculty at the University of Iowa and recommend changes and programs to increase the number of women faculty and improve their quality of life." Several recommendations related to faculty gender diversity are in the implementation phase at this time.

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.

Iowa State University

Some of the initiatives in place at ISU are highlighted below.

The Office of the Executive Vice President and Provost launched a new leadership development program, the "Emerging Leaders Academy" in January 2009. The first cohort of 20 faculty and

professional and scientific employees attended weekly training workshops and lectures in spring 2009 and is working with mentors in fall 2009. Our goal is to develop depth of leadership skills among faculty and staff, as well as to diversify the potential pool of leadership candidates at ISU.

ISU is in the fourth year of an “institutional transformation” grant from the National Science Foundation. The \$3.3 million, 5-year program has the goal of improving recruitment, retention and leadership of women faculty in the science, technology, engineering and mathematics (“STEM”) fields; there are 30 partner faculty, students, administrators, and staff participating in the effort across campus. During academic year 2008-2009, the “collaborative transformation” efforts involved six science and engineering departments assessing their department climate in order to improve the work environment. Faculty and administrators from the departments conducted a workshop on their strategies in January 2009. A workshop for department chairs was held in April 2009 to encourage understanding of how issues of gender play out in the promotion and tenure process. The program also provided a series of programming events, including a lectures series (with experts from around the country); an external mentoring program for female faculty of color in STEM; a set of resources for faculty search committees to enable them to recruit diverse faculty; and resources on work-life integration.

Women’s Enrichment Fund Mini Grants. This fund is designed to support initiatives that will enrich the experiences of women faculty, staff and students at ISU. Since 2004, over 50 projects have been funded through this program. For FY 2010, funding has been allocated for the “Women Impacting ISU Calendar” which has been a powerful and visible reminder of women’s leadership roles on campus. Funding was also given for new projects such as women in technology, and women leading in design.

Diversity Grants. This program was conceived in FY 2006 to support diversity in the mission areas of education, research, and outreach in order to positively impact and advance faculty, staff, and student minorities and under-represented groups at Iowa State University. The overarching goals are to accelerate institutional change and contribute to scholarly activity in education and research related to diversity. For FY 2009 funding of \$25,000 was available. Funding supported collaborations with minority students in central Iowa high schools and with the University of Puerto Rico Rio Piedras.

The university-wide diversity committee has been restructured to provide better representation and coordination of efforts across campus. The *Advisory Committee for Diversity Program Planning and Coordination (ACD)* is responsible for an annual report on diversity (directed both to the university president and to the university community), and for assessing progress on the Implementation Plan for Community, Equity, and Diversity (2006-2011) and recommending changes in its details. A major activity of the committee is to assess the effectiveness of diversity efforts on campus. This is mainly done by reviewing the diversity reports that each college and unit is required to submit each year. The committee worked to streamline this reporting process so that the information could be better utilized to identify gaps in university diversity policies and efforts and to highlight best practices.

The Office of the Executive Vice President and Provost continues to financially support the recruitment and retention of excellent faculty by specifically funding requests from colleges and departments for dual-career hiring and to diversify the faculty. In FY 2009, \$172,900 was allocated for this purpose. (This amount does not include those funds provided for base salary increases for the retention of faculty due to market pressure or competitive job offers.)

Mentoring of faculty continues to be an important way for ISU to ensure that a diverse faculty succeeds at ISU. In addition to a one-on-one mentoring program that involves all first year faculty, the Provost supports college-level peer mentoring programs. A peer-mentoring program ensures

that each college has appointed a senior faculty member to serve as a peer mentoring coordinator for the first-year faculty in the college.

University of Northern Iowa

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 has been used since 1990 to recruit and hire an academic administrator as Associate Dean of the Graduate College. This individual retired from her position in 2002. Since that time, these funds (plus an additional \$8,000) have been reallocated to support teaching from visiting minority faculty.

AFFIRMATIVE ACTION COST REPORT

Iowa Code §19B.5 requires that the Board and its institutions submit an annual report on affirmative action, diversity, and multicultural accomplishments to the Iowa General Assembly by January 31. The report is to include information identifying funding sources and itemized costs, including administrative costs, for these programs. The income and expenditures are detailed in Attachment B. The total expenditures for FY 2008 and FY 2009 are shown below:

	FY 2008	FY 2009	Percent Change
SUI	\$797,188	\$831,941	4.4%
ISU	\$357,962	\$366,597	2.4%
UNI	\$273,873	\$302,324	10.4%

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

UNIVERSITY OF IOWA

POA GROUP	September 30, 1999					September 30, 2004					September 30, 2009				
	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	283	84	29.7%	21	7.4%	327	116	35.5%	23	7.0%	375	140	37.3%	31	8.3%
Faculty: Tenure Track	1,544	411	26.6%	189	12.2%	1,557	427	27.4%	227	14.6%	1,493	455	30.5%	269	18.0%
Faculty: Non-Tenure Track	451	193	42.8%	84	18.6%	537	238	44.3%	76	14.2%	719	343	47.7%	114	15.9%
Professional and Scientific	5,586	3,823	68.4%	313	5.6%	6,467	4,495	69.5%	427	6.6%	7,610	5,379	70.7%	525	6.9%
Secretarial/Clerical	2,680	2,288	85.4%	76	2.8%	2,676	2,276	85.1%	91	3.4%	2,402	2,041	85.0%	97	4.0%
Technical/Paraprofessional	503	314	62.4%	21	4.2%	472	292	61.9%	22	4.7%	562	395	70.3%	43	7.7%
Skilled Crafts	429	33	7.7%	11	2.6%	394	36	9.1%	22	5.6%	380	24	6.3%	22	5.8%
Service/Maintenance	1,706	914	53.6%	198	11.6%	1,769	950	53.7%	244	13.8%	1,735	908	52.3%	239	13.8%
TOTALS	13,182	8,060	61.1%	913	6.9%	14,199	8,830	62.2%	1,132	8.0%	15,276	9,685	63.4%	1,340	8.8%

IOWA STATE UNIVERSITY

POA GROUP	September 30, 1999					September 30, 2004					September 30, 2009				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	265	72	27.2%	20	7.5%	279	88	31.5%	25	9.0%	386	150	38.9%	36	9.3%
Faculty: Tenure Track	1,287	312	24.2%	171	13.3%	1,230	329	26.7%	218	17.7%	1,243	363	29.2%	260	20.9%
Faculty: Non-Tenure Track	288	148	51.4%	35	12.2%	314	170	54.1%	42	13.4%	387	215	55.6%	46	11.9%
Professional and Scientific	1,973	861	43.6%	245	12.4%	2,166	986	45.5%	333	15.4%	2,036	1,013	49.8%	232	11.4%
Secretarial/Clerical	1,327	1,205	90.8%	45	3.4%	1,139	1,029	90.3%	40	3.5%	1,043	943	90.4%	37	3.5%
Technical/Paraprofessional	169	88	52.1%	6	3.6%	147	77	52.4%	5	3.4%	157	96	61.1%	5	3.2%
Skilled Crafts	314	16	5.1%	7	2.2%	291	10	3.4%	5	1.7%	274	12	4.4%	4	1.5%
Service/Maintenance	566	324	57.2%	41	7.2%	604	335	55.5%	42	7.0%	555	291	52.4%	44	7.9%
TOTALS	6,189	3,026	48.9%	570	9.2%	6,170	3,024	49.0%	710	11.5%	6,081	3,083	50.7%	664	10.9%

UNIVERSITY OF NORTHERN IOWA

POAGROUP	September 30, 1999					September 30, 2004					September 30, 2009				
	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	101	24	23.8%	6	5.9%	98	28	28.6%	5	5.1%	112	47	42.0%	5	4.5%
Faculty: Tenure Track	557	220	39.5%	71	12.7%	533	214	40.2%	67	12.6%	544	235	43.2%	73	13.4%
Faculty: Non-Tenure Track	105	63	60.0%	8	7.6%	142	94	66.2%	9	6.3%	34	21	61.8%	4	11.8%
Professional and Scientific	451	227	50.3%	41	9.1%	509	272	53.4%	46	9.0%	577	316	54.8%	47	8.1%
Secretarial/Clerical	310	302	97.4%	16	5.2%	294	284	96.6%	14	4.8%	269	262	97.4%	12	4.5%
Technical/Paraprofessional	24	12	50.0%	2	8.3%	24	10	41.7%	5	20.8%	27	6	22.2%	4	14.8%
Skilled Crafts	89	6	6.7%	6	6.7%	76	4	5.3%	3	3.9%	61	6	9.8%	2	3.3%
Service/Maintenance	248	138	55.6%	45	18.1%	232	128	55.2%	36	15.5%	246	136	55.3%	33	13.4%
TOTALS	1,885	992	52.6%	195	10.3%	1,908	1,034	54.2%	185	9.7%	1,870	1,029	55.0%	180	9.6%

IOWA SCHOOL FOR THE DEAF

POAGROUP	September 30, 1999					September 30, 2004					September 30, 2009				
	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	-	0.0%	-	0.0%	4	1	25.0%	-	0.0%	4	1	25.0%	-	0.0%
Faculty: Tenure Track															
Faculty: Non-Tenure Track	64	50	78.1%		0.0%	44	37	84.1%	-	0.0%	40	37	92.5%	-	0.0%
Professional and Scientific	34	24	70.6%	2	5.9%	36	29	80.6%	1	2.8%	39	30	76.9%	1	2.6%
Secretarial/Clerical	8	8	100.0%	1	12.5%	4	4	100.0%	1	25.0%	4	4	100.0%	1	25.0%
Technical/Paraprofessional	29	24	82.8%	1	3.4%	26	22	84.6%	2	7.7%	24	21	87.5%	2	8.3%
Skilled Crafts	7	-	0.0%	-	0.0%	6	-	0.0%	-	0.0%	6	-	0.0%	-	0.0%
Service/Maintenance	19	8	42.1%	5	26.3%	19	8	42.1%	4	21.1%	20	9	45.0%	3	15.0%
TOTALS	165	114	69.1%	9	5.5%	139	101	72.7%	8	5.8%	137	102	74.5%	7	5.1%

IOWA BRAILLE AND SIGHT SAVING SCHOOL

POA GROUP	September 30, 1999					September 30, 2004					September 30, 2009				
	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%	5	3	60.0%	-	0.0%	5	3	60.0%	-	0.0%
Faculty: Tenure Track															
Faculty: Non-Tenure Track	33	26	78.8%	-	0.0%	37	26	70.3%	-	0.0%	46	36	78.3%	-	0.0%
Professional and Scientific	8	5	62.5%	-	0.0%	8	5	62.5%	-	0.0%	7	6	85.7%	-	0.0%
Secretarial/Clerical	9	9	100.0%	-	0.0%	7	7	100.0%	-	0.0%	4	4	100.0%	-	0.0%
Technical/Paraprofessional	35	34	97.1%	-	0.0%	32	31	96.9%	-	0.0%	19	16	84.2%	-	0.0%
Skilled Crafts															
Service/Maintenance	11	7	63.6%	-	0.0%	20	9	45.0%	-	0.0%	19	17	89.5%	1	5.3%
TOTALS	100	83	83.0%	-	0.0%	109	81	74.3%	-	0.0%	100	82	82.0%	1	1.0%

TOTAL -- REGENT INSTITUTIONS

POA GROUP	September 30, 1999					September 30, 2004					September 30, 2009				
	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	657	182	27.7%	47	7.2%	713	236	33.1%	53	7.4%	882	341	38.7%	72	8.2%
Faculty: Tenure Track	3,388	943	27.8%	431	12.7%	3,320	970	29.2%	512	15.4%	3,280	1,053	32.1%	602	18.4%
Faculty: Non-Tenure Track	941	480	51.0%	127	13.5%	1,074	565	52.6%	127	11.8%	1,226	652	53.2%	164	13.4%
Professional and Scientific	8,052	4,940	61.4%	601	7.5%	9,186	5,787	63.0%	807	8.8%	10,269	6,744	65.7%	805	7.8%
Secretarial/Clerical	4,334	3,812	88.0%	138	3.2%	4,120	3,600	87.4%	146	3.5%	3,722	3,254	87.4%	147	3.9%
Technical/Paraprofessional	760	472	62.1%	30	3.9%	701	432	61.6%	34	4.9%	789	534	67.7%	54	6.8%
Skilled Crafts	839	55	6.6%	24	2.9%	767	50	6.5%	30	3.9%	721	42	5.8%	28	3.9%
Service/Maintenance	2,550	1,391	54.5%	289	11.3%	2,644	1,430	54.1%	326	12.3%	2,575	1,361	52.9%	320	12.4%
TOTALS	21,521	12,275	57.0%	1,687	7.8%	22,525	13,070	58.0%	2,035	9.0%	23,464	13,981	59.6%	2,192	9.3%

AFFIRMATIVE ACTION REVENUES AND EXPENDITURES				
FY 2009				
Department Name:	Board of Regents			
Person Completing Report:	Marcia Brunson			
E-mail Address	mbruns@iastate.edu			
	SUI Office of Equal Opportunity and Diversity	ISU Office of Equal Opportunity and Diversity	UNI Office of Compliance and Equity Management	Total
REVENUES				
STATE APPROPRIATIONS				
General Fund	831,941	366,597	302,324	1,500,862
Other				-
OTHER REVENUES				
Federal Support				-
Interest				-
Tuition and Fees				-
Reimb. Indirect Costs				-
Sales and Services				-
Other Income				-
TOTAL REVENUES	831,941	366,597	302,324	1,500,862
EXPENDITURES				
Fac. & Inst. Off. Salaries	210,764		220,640	431,404
Prof. & Sci. Staff Salaries	496,726	312,157	48,650	857,533
General Service Staff Salaries	39,615		12,248	51,863
Hourly Wages	4,969	16,008		20,977
Labor in Transfers				-
Vacancy Factor				-
Subtotal - Salaries	752,074	328,165	281,538	1,361,777
Prof. And Scientific Supplies	79,867	38,432	20,786	
Library Acquisitions				
Rentals				
Utilities				
Building Repairs				
Auditor of State Reimb.				
Aid to Individuals				
Subtotal	79,867	38,432	20,786	139,085
Total	831,941	366,597	302,324	1,500,862



REPORT TO THE BOARD OF REGENTS STATE OF IOWA

Annual Equal Employment Opportunity and Affirmative Action Workforce Report October 2009

Submitted by

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Special Assistant to the President for
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and

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Annual Equal Employment Opportunity and Affirmative Action Workforce Report October 2009

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 2009 *Annual Equal Employment Opportunity and Affirmative Action Workforce Report* presents highlights of employment activity at the University. The statistical information in this report is prepared from workforce data compiled according to Board of Regents guidelines, i.e., it includes all regular full-time and part-time employees working 50 percent time or more on October 1 of the data year. Changes and activities are reported for Primary Occupational Activity groups (a grouping of several job classifications similar in content, salary, and opportunity), tenured/tenure track faculty, clinical track faculty, women, racial/ethnic minorities, individuals who have disabilities, and veterans.

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

¹ As an example, this report includes deans, directors and departmental executive officers who hold faculty rank in the POA group for Executive, Administrative, and Managerial Staff, whereas in some workforce-related reports produced by the Office of the Provost these individuals may be included among the faculty.

II. OVERVIEW: HIGHLIGHTS OF EMPLOYMENT ACTIVITY

- **One-Year Comparison of Workforce Categories.** From October 1, 2008 to October 1, 2009, The University of Iowa workforce decreased by 299 individuals (1.9%), from 15,575 in 2008 to 15,276 in 2009.
 - The faculty and staff decreased by 267 women (2.7%).
 - Racial/ethnic minority representation decreased by 6 individuals (0.4%).
 - There was a slight increase in the number of tenured/tenure track faculty (net gain of 5 faculty or 0.3%).
 - The number of female faculty members on the tenure track increased by 18 (4.1%), increasing representation from 29.4% to 30.5%, the highest percentage of female tenured/tenure track faculty to date. Attainment of the strategic planning indicator in this category (32.0%) may prove challenging by 2010.
 - The University continues to experience increased minority representation on the tenure track faculty, increasing by 5 (1.9%). The percentage of minority tenured/tenure track faculty is the highest to date at 18.0%. The momentum which led to the early achievement of the strategic planning indicator in this category (16.0%) continues.
 - Female representation among executive, administrative, and managerial staff decreased by 3 (2.1%), from 37.6% in 2008 to 37.3% in 2009. Trends suggest that this strategic planning indicator (37%) will continue to be met through 2010.
 - The number of racial/ethnic minorities among executive, administrative, and managerial staff increased by 3 (10.7%), increasing representation from 7.4% in 2008 to 8.3% in 2009, exceeding the strategic planning indicator in this category (8.0%).
 - Minority representation among professional and scientific staff increased by 4 individuals (0.8%), maintaining representation at 6.9%. Attainment of the strategic planning indicator (7.5%) for this area remains a challenge.
 - The organizational unit on campus with the largest workforce decrease over the past year was UI Health Care, with a net decrease of 332 staff or 3.5 percent (from 9,432 in 2008 to 9,100 in 2009).
 - There was an increase of 11 individuals (13.4%) who self-reported having disabilities.
 - The number of disabled veterans increased by 8 (33.3%).
 - During the 2008-09 data year, the University hired or promoted 608 women and 158 racial/ethnic minorities. Despite this level of hiring, varied degrees of underrepresentation of women and minorities remain in individual job groups within the majority of the Primary Occupational Activity (POA) groups. With all job groups aggregated, the University is currently underrepresented by 366 women (2.4%) and by 107 minorities (0.7%).²

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

- **Five-Year Comparison of Workforce Categories.** From October 1, 2004 to October 1, 2009, The University of Iowa workforce increased by 1,077 individuals (7.6%), from 14,199 in 2004 to 15,276 in 2009.
 - The faculty and staff increased by 855 women (9.7%).
 - Racial/ethnic minority representation increased by 208 individuals (18.4%).
 - There was a net decrease of 64 tenured/tenure track faculty (4.1%). The number of female tenure track faculty increased by 28 (6.6%), and the number of minority faculty increased by 42 (18.5%).
 - The number of employees who self-reported having disabilities decreased by 3 (3.1%).
 - There was an increase of 2 individuals (6.7%) who self-identified as disabled veterans.

- **Ten-Year Comparison of Workforce Categories.** From October 1, 1999 to October 1, 2009, The University of Iowa workforce increased by 2,094 individuals (15.9%), from 13,182 in 1999 to 15,276 in 2009.
 - The faculty and staff increased by 1,625 women (20.2%).
 - Racial/ethnic minority representation increased by 427 individuals (46.8%).
 - There was a net decrease of 51 tenured/tenure track faculty (3.3%). The number of female tenure track faculty increased by 44 (10.7%), and minority representation increased by 80 (42.3%).
 - There was a decrease of 30 individuals (24.4%) who self-reported having disabilities.
 - The number of disabled veterans increased by 14 (77.8%).

III. EQUAL OPPORTUNITY AND DIVERSITY AT THE UNIVERSITY OF IOWA

A. The Office of Equal Opportunity and Diversity

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

The Office of Equal Opportunity and Diversity reports to the Special Assistant to the President for Equal Opportunity and Diversity and Associate Provost for Diversity and is charged with the day-to-day implementation of affirmative action policies. The office supports the University's aspiration to become one of the ten most distinguished public universities in the country by providing all members of the community with (1) expert advice, education, and services which ensure the University's compliance with all applicable federal, state, and University equal opportunity, affirmative action, nondiscrimination, and civil rights laws, regulations, and policies; and (2) leadership and resources that support the University's goal to increase the diversity of University faculty, staff and students.

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

B. Sexual Harassment Prevention Education

In response to two recent University reports³ indicating a continuing need to improve the campus climate at The University of Iowa, then President David Skorton mandated in 2006 that all academic and administrative officers and teaching assistants receive education on the Policy on Sexual Harassment, and that all teaching assistants additionally receive education on the Policy on Consensual Relationships Involving Students.

The Office of Equal Opportunity and Diversity subsequently designed a Sexual Harassment Train-the-Trainer Program in Spring 2007 and trained 24 representatives of various campus units to provide sexual harassment prevention education to academic and administrative officers and teaching assistants in their respective units. Most of the staff members who completed the Sexual Harassment Train-the-Trainer Program continued to provide sexual harassment prevention education in their units in FY 2009.

³ *Campus Climate Committee Report* (2003) and the *Sexual Harassment and Unwelcome Behavior at The University of Iowa* report (2006).

In addition to instructor-led courses, an online anti-harassment course, *Preventing Harassment on Campus* by Brightline Compliance, was made available from the University's Employee Self Service website in Fall 2008.

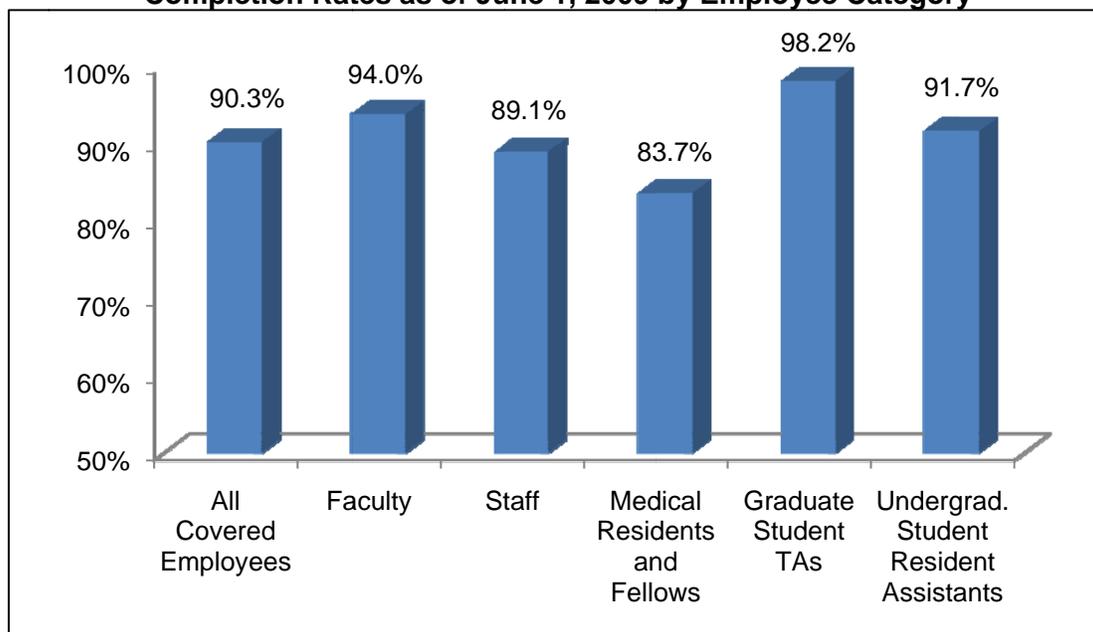
In an email to all faculty and staff in August 2008, President Sally Mason expanded the mandate for sexual harassment prevention education to include all faculty and staff. The Office of the Provost was charged with monitoring and oversight, and announced to the deans and vice presidents in December 2008 the expectation that the following employees complete sexual harassment prevention education by June 1, 2009:

- Regular faculty (except adjunct faculty, postdoctoral researchers, and postdoctoral associates) with appointments of at least 50% time
- All regular staff with appointments of at least 50% time
- Medical residents and fellows with appointments of at least 50% time
- Graduate student teaching assistants and undergraduate student University Housing resident assistants

Teaching assistants must attend an instructor-led course. Individual colleges and divisions determine whether to allow other covered employees to receive training from an instructor, the online course, or either method.

Deans, directors, departmental administrative officers, and human resources representatives across campus were instrumental in ensuring that covered employees complete the mandated sexual harassment prevention education. Between May 10, 2006 and the completion deadline of June 1, 2009, 90.3 percent of covered employees had completed an approved sexual harassment prevention course; of those, 66 percent completed an online training module and 34 percent attended an instructor-led course (either by an EOD staff member or a staff member who has been certified by EOD following completion of the Sexual Harassment Train-the-Trainer course). The chart below shows completion rates by employee category.

Figure 1
Sexual Harassment Prevention Education
Completion Rates as of June 1, 2009 by Employee Category



In January 2009, unit human resources representatives received training on effectively responding to victims by Monique DiCarlo, Sexual Misconduct Response Coordinator, and on the resources of the Rape Victim Advocacy Program (RVAP) by RVAP Executive Director Karla Miller.

Students, staff, and faculty are notified annually of the following University policies:

- Policy on Sexual Harassment
- Policy on Sexual Misconduct Involving Students, Including Sexual Assault and Sexual Harassment
- Anti-Harassment Policy
- Policy on Consensual Relationships Involving Students
- Policy on Violence
- Anti-Retaliation Policy

These policy notifications are sent in September of each year.

C. Veterans Task Force

Record numbers of military service members are expected to enroll in colleges and universities across the United States as service members return from deployment to Iraq and Afghanistan. In May 2009, the University of Iowa Veterans Task Force was established to assess current University of Iowa veterans' services and recommend strategies to enhance veteran support services as veterans enter, matriculate through and graduate.

Current and potential providers of veterans' services were selected for the task force, including University of Iowa (UI) personnel and members of the external community. The Veterans Task Force is co-chaired by Chet Rzonca (Associate Provost and Dean of Continuing Education, UI Division of Continuing Education) and Dorothy Simpson-Taylor (Director of Diversity Resources, UI Office of Equal Opportunity and Diversity). Members are Michael Barron (Assistant Provost for Enrollment Services and Director of Admissions, UI Office of Admissions), Sharon Beck (Finance and Human Resources Representative, UI Office of the Special Assistant to the President for Equal Opportunity and Diversity and Associate Provost for Diversity), Greg Clark (Veteran's Representative, Iowa Workforce Development), Brenda Dodge (Manager, Iowa Workforce Development), Mark Harris (Director, UI Student Disability Services), Cathy Hartmann (Graduate Assistant, UI Office of the Registrar), Drew Hjelm (President, UI Veterans Association), Dau Shen Ju (Psychologist and Local Recovery Coordinator, Iowa City Department of Veterans Affairs Medical Center), Herald Kempnich (Assistant to the Registrar, UI Office of the Registrar), Lawrence Lockwood (Registrar, UI Office of the Registrar), John Mikelson (Veterans Advisor, UI Veterans Center), Steven Nielsen (Lieutenant Colonel, Professor of Aerospace Studies, and Commander, Air Force ROTC Detachment 255), Maureen Schafer (Advisor Coordinator, UI Academic Advising Center), Barry Sharp (Director, Iowa City Department of Veterans Affairs Medical Center), James Stachowiak (Coordinator, Iowa Center for Assistive Technology Education and Research), Orville Townsend (Supervisor, Iowa Vocational Rehabilitation Services), and Robert Upmeyer (Assistant Director, Office of Student Financial Aid).

D. The Catalyst Award

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

The event is generously supported by the following colleges and departments: Admissions; African American Council; Belin-Blank Center for Gifted Education; College of Dentistry; College of Law; College of Liberal Arts and Sciences; College of Nursing; College of Public Health; Division of Continuing Education; Graduate College; Human Resources; Intercollegiate Athletics; International Programs; Native American Council; Office of Equal Opportunity and Diversity; Office of the Executive Vice President and Provost; Office of the President; Office of Student Financial Aid; Office of Student Life; Special Assistant to the President for Equal Opportunity and Diversity and Associate Provost for Diversity; Staff Council; Tippie College of Business; University Museums; University of Iowa Health Care; University of Iowa Foundation; University Libraries; and Women in Science and Engineering.

2008 marked the tenth anniversary of the Catalyst Award, celebrated in November. Former award recipients were invited to a reunion reception before the award ceremony, and Susan Mask, founder of the Catalyst Award and former University of Iowa Director of Affirmative Action, provided remarks at both events. University of Iowa Provost Loh delivered the keynote address at the award ceremony.

Recipients of the 2008 Catalyst Awards are:

- Student Award: Jimmy Reyes, College of Nursing
- Individual Award: George John Achrazoglou, College of Education
- Program Awards: The Iowa Edge
Women's Resource & Action Center, Student Services

Future Catalyst Award ceremonies will be held in the spring semester to allow nominations for initiatives undertaken during the current academic year.

The Catalyst Award Diversity Seed Grant program was designed to support the Catalyst Award. Targeted toward creative projects with potential to impact the diversity goals of *The Iowa Promise*, the program provides seed grants of \$300 to \$1,000 for start-up projects, programs with potential sustainability, or short-term projects that demonstrate significance and impact. The grants support projects that advance cross-cultural understanding; strengthen positive inter-group relations; and promote more welcoming learning, living, and working environments. Activities are encouraged that cross curricular, co-curricular and/or extra-curricular domains.

Recipients of the 2009-10 Catalyst Award Seed Grants are:

- *Beyond Tolerance: Teaching Diversity to a New Generation* – Division of Teaching & Learning, College of Education
- *Building Campus Capacity to Address Issues of Race, Privilege and Cultural Competence in the Classroom* – Women’s Resource and Action Center
- *Dentist Interpreter Training Initiative* – Preventive and Community Dentistry, College of Dentistry; College of Public Health
- *English Buddy Program* – Department of Mathematics
- *Mentoring Iraqi Exchange Students* – Office of International Students and Scholars; Office of Veterans Services
- *Multicultural Competence in the Global Market Place* – Tippie College of Business

E. Iowa’s IDEA (formerly Higher Education and Diversity Regional Summit)

In 2006, The University of Iowa hosted the inaugural Higher Education and Diversity Regional Summit, later renamed Iowa’s IDEA (Impacting Diversity through Educational Alliances). The summit is a collaboration among public and private colleges and universities seeking to promote diversity recruitment and retention across the educational experience of faculty, staff, students and institutions; to support an inclusive environment for local and regional community impact; and to advocate environmental change and the creation and maintenance of diverse communities by providing cutting-edge education and leadership. An ultimate goal of the collaboration is to create a higher education consortium which, at its center, enhances institutional diversity and inclusive excellence. The University of Iowa continues to provide leadership team and annual sponsors for the summit.

Collaborating institutions are Central College, Clark College, Iowa State University, Kirkwood Community College, Loras College, University of Dubuque, The University of Iowa, and the University of Northern Iowa. The site of the annual summit rotates through the campuses of the member institutions.

The University of Northern Iowa hosted the fourth annual Iowa’s IDEA diversity summit in April 2009, focused on providing attendees from higher education, business, and community organizations specific hands-on strategies for recruitment and retention. The keynote address was presented by Bruce King, Assistant to the President for Institutional Diversity and Chief Diversity Officer at St. Olaf College in Northfield, Minnesota, and executive board member of the National Association of Diversity Officers in Higher Education. Several presentations were offered by University of Iowa faculty and staff:

- Marcella David, Professor of Law and International Studies; Special Assistant to the President for Equal Opportunity & Diversity and Associate Provost for Diversity – *Fostering Affinity Groups: Goals and Challenges*
- Don Yarbrough, Director, Center for Evaluation and Assessment – *Assessing and Evaluating Diversity Initiatives*
- Joan Murrin, Director, Dual Career Network, Office of the Provost – *Dual Career Networks: Meeting the Needs of Today’s Working Couples*
- Jane Monserud, Coordinator, Recruitment Ambassadors Program – *Recruitment Ambassadors Program*

F. Recruitment Ambassadors Program

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

Over 15 University employees are trained and ready to aid departments in providing a more personal touch to the recruitment process. Specifically, Recruitment Ambassadors are equipped to showcase the community and answer candidates' questions on topics ranging from the area's arts and culture, housing, school systems, dining and shopping, sports and recreation, and healthcare, to name just a few. Additionally, Recruitment Ambassadors provide candidates with informative and valuable resource materials regarding our local communities. To date this calendar year, nine candidates have requested to meet with Recruitment Ambassadors.

G. Staff Diversity Opportunity Program (SDOP)

The Staff Diversity Opportunity Program (SDOP) was implemented in Fiscal Year 2008. Reflecting best practices identified from the Faculty Diversity Opportunity Program (FDOP), SDOP promotes employment of minorities and women in Professional and Scientific (P&S) classifications exhibiting underrepresentation,⁴ thereby increasing diversity within the P&S staff and on The University of Iowa campus overall. Priority is given to areas highly dependent on General Education Funds. Up to \$40,000 per year is available to support the hire (salary and/or fringe) of a diverse candidate into a P&S position for a period of up to two years.

SDOP allows opportunity for the development of talent through apprenticeships, internships, pipeline positions, and other hires that enable the University to bring on board high potential, diverse candidates who do not fill a specific, immediate need, as well as for development opportunities to increase the new employee's skills, knowledge, abilities, and likelihood of a successful candidacy for future P&S vacancies.

During the 2009 data year, three Professional and Scientific staff members were hired under SDOP.

⁴ Underrepresentation is defined as having fewer women or minorities in a particular job group or department than would reasonably be expected by their availability. For more information on the determination of underrepresentation, see Chapter VI of this report.

H. Diversity Executive in Residence Program

In October 2007, the Office of Equal Opportunity and Diversity launched The Diversity Executive in Residence Program, which recognizes successful University of Iowa alumni who are distinguished and influential leaders in their professions and who understand the importance of diversity and global competency, the domestic and global challenges of the 21st century, and the strategic role of higher education in preparing the future workforce. The program offers students, faculty, and staff the opportunity to interact with the Executives in Residence through seminars, public lectures, informal conversations, and targeted discussions hosted by a variety of campus units. Other units on campus have adopted the Diversity Executive in Residence model to nominate and invite distinguished alumni to campus.

Professor Mary Howard Hamilton, alumna of The University of Iowa College of Education, is the 2008-09 Diversity Executive in Residence. Howard Hamilton, Professor of Educational Leadership, Administration and Foundations in the Higher Education Program at Indiana State University, has served for over fifteen years as an administrator at five institutions of higher education and published over 75 articles and book chapters on topics including racial/ethnic and gender identities in counseling, student services for athletes, and African American women in higher education.

During the Diversity Executive in Residence program in March 2009, Professor Howard Hamilton conducted a professional development workshop for staff who interact with students; spoke about student services in the 21st century at a luncheon for administrators; and spoke to the Prestage Group, an organization of African American female faculty, staff and graduate/professional students, about success in higher education.

**IV. ONE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:
2008 - 2009**

**A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/
Ethnicity, 2008 – 2009**

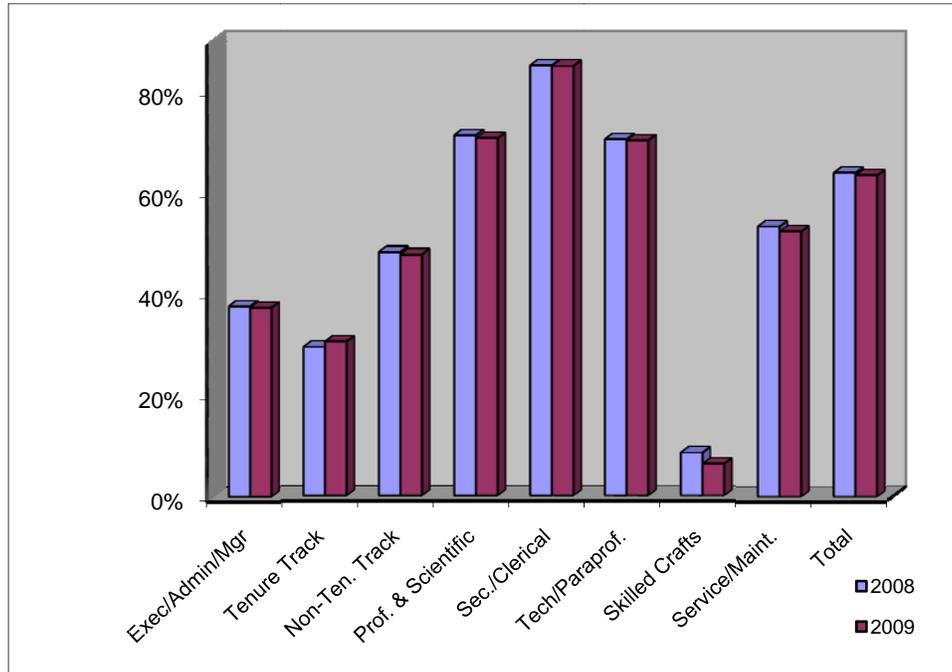
Overall Changes. The University of Iowa workforce decreased by 299 employees (1.9 percent) during the 2008-09 data year, from 15,575 in 2008 to 15,276 in 2009. For analytical purposes, job titles have been categorized into Primary Occupational Activity (POA) groups based on job content, salary, and opportunities. The POA group with the greatest proportional and net increase was Non-Tenure Track Faculty. The largest proportional decrease occurred among Service and Maintenance Staff, and the largest net decrease was in Secretarial and Clerical Staff.

Gender. The number of women in the workforce decreased by 267 (2.7 percent). The number of women on the tenured/tenure track and non-tenure track faculty increased, while the number of women in all other POA groups decreased. The largest proportional decrease was in Skilled Crafts Staff, and the largest net decrease occurred among Secretarial and Clerical Staff. The following table and chart compare the composition of the University's workforce on October 1, 2008 to that on October 1, 2009 by Primary Occupational Activity group and gender.

**Table I
Faculty and Staff by Primary Occupational Activity Group and Gender
October 1, 2008 – October 1, 2009**

Primary Occupational Activity Group	2008		2009		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	380	143 37.6 %	375	140 37.3 %	- 5 - 1.3 %	- 3 - 2.1 %
2 Tenured/Tenure Track Faculty	1,488	437 29.4 %	1,493	455 30.5 %	+ 5 + 0.3 %	+ 18 + 4.1 %
3 Non-Tenure Track Faculty	703	339 48.2 %	719	343 47.7 %	+ 16 + 2.3 %	+ 4 + 1.2 %
4 Professional & Scientific Staff	7,596	5,416 71.3 %	7,610	5,379 70.7 %	+ 14 + 0.2 %	- 37 - 0.7 %
5 Secretarial and Clerical Staff	2,565	2,184 85.1 %	2,402	2,041 85.0 %	- 163 - 6.4 %	- 143 - 6.5 %
6 Technical and Paraprofessional Staff	562	396 70.5 %	562	395 70.3 %	0	- 1 - 0.3 %
7 Skilled Crafts Staff	398	34 8.5 %	380	24 6.3 %	- 18 - 4.5 %	- 10 - 29.4 %
8 Service and Maintenance Staff	1,883	1,003 53.3 %	1,735	908 52.3 %	- 148 - 7.9 %	- 95 - 9.5 %
Total	15,575	9,952 63.9 %	15,276	9,685 63.4 %	- 299 - 1.9 %	- 267 - 2.7 %

Figure 2
Female Faculty and Staff by Primary Occupational Activity Group
October 1, 2008 – October 1, 2009



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

The total number of racial/ethnic minorities decreased by 6 (0.4 percent) from 2008 to 2009. The largest proportional increase was among Technical and Paraprofessional Staff, and the largest net increase was in Non-Tenure Track Faculty. The largest proportional decrease was in Secretarial and Clerical Staff, and the largest net decreases, of 18 individuals in each POA, occurred among Secretarial and Clerical and Service and Maintenance Staff. There were increases in the total numbers of Asians/Pacific Islanders (2.5 percent) and Native Americans (1.6 percent), while the total numbers of African Americans/Blacks and Hispanics/Latinos decreased (by 4.9 and 2.8 percent, respectively).

Changes in the racial/ethnic composition of The University of Iowa's workforce from October 1, 2008 to October 1, 2009 are detailed in the table and charts on the following pages.

Table II
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity
October 1, 2008 – October 1, 2009

Primary Occupational Activity Group	2008						2009						Net Change					
	Total	Total Minorities	Asian/Pacific Islander	African Amer./ Black	Hispanic/ Latino	Native American	Total	Total Minorities	Asian/Pacific Islander	African Amer./ Black	Hispanic/ Latino	Native American	Total	Total Minorities	Asian/Pacific Islander	African Amer./ Black	Hispanic/ Latino	Native American
1 Executive, Administrative, & Managerial Staff	380	28 7.4%	9 2.4%	14 3.7%	4 1.1%	1 0.3%	375	31 8.3%	8 2.1%	16 4.3%	6 1.6%	1 0.3%	-5 -1.3 %	+3 +10.7%	-1 -11.1%	+2 +14.3%	+2 +50.0%	0
2 Tenured/Tenure Track Faculty	1,488	264 17.7%	172 11.6%	38 2.6%	46 3.1%	8 0.5%	1,493	269 18.0%	177 11.9%	38 2.5%	46 3.1%	8 0.5%	+5 +0.3 %	+5 +1.9%	+5 +2.9%	0	0	0
3 Non-Tenure Track Faculty	703	102 14.5%	61 8.7%	15 2.1%	24 3.4%	2 0.3%	719	114 15.9%	73 10.2%	16 2.2%	23 3.2%	2 0.3%	+16 +2.3 %	+12 +11.8%	+12 +19.7%	+1 +6.7%	-1 -4.2%	0
4 Professional & Scientific Staff	7,596	521 6.9%	316 4.2%	88 1.2%	102 1.3%	15 0.2%	7,610	525 6.9%	323 4.2%	88 1.2%	100 1.3%	14 0.2%	+14 +0.2 %	+4 +0.8%	+7 +2.2%	0	-2 -2.0%	-1 -6.7%
5 Secretarial & Clerical Staff	2,565	115 4.5%	37 1.4%	42 1.6%	28 1.1%	8 0.3%	2,402	97 4.0%	30 1.2%	34 1.4%	25 1.0%	8 0.3%	-163 -6.4 %	-18 -15.7%	-7 -18.9%	-8 -19.0%	-3 -10.7%	0
6 Technical & Paraprofessional Staff	562	38 6.8%	9 1.6%	14 2.5%	13 2.3%	2 0.4%	562	43 7.7%	9 1.6%	16 2.8%	15 2.7%	3 0.5%	0	+5 +13.2%	0	+2 +14.3%	+2 +15.4%	+1 n/a
7 Skilled Crafts Staff	398	21 5.3%	0	7 1.8%	7 1.8%	7 1.8%	380	22 5.8%	1 0.3%	7 1.8%	7 1.8%	7 1.8%	-18 -4.5 %	+1 +4.8%	+1 n/a	0	0	0
8 Service & Maintenance Staff	1,883	257 13.6%	67 3.6%	110 5.8%	62 3.3%	18 1.0%	1,735	239 13.8%	67 3.9%	97 5.6%	56 3.2%	19 1.1%	-148 -7.9 %	-18 -7.0%	0	-13 -11.8%	-6 -9.7%	+1 +5.6%
Total	15,575	1,346 8.6%	671 4.3%	328 2.1%	286 1.8%	61 0.4%	15,276	1,340 8.8%	688 4.5%	312 2.0%	278 1.8%	62 0.4%	-299 -1.9 %	-6 -0.4%	+17 +2.5%	-16 -4.9%	-8 -2.8%	+1 +1.6%

Figure 3
Minority Faculty and Staff by Primary Occupational Activity Group
October 1, 2008 – October 1, 2009

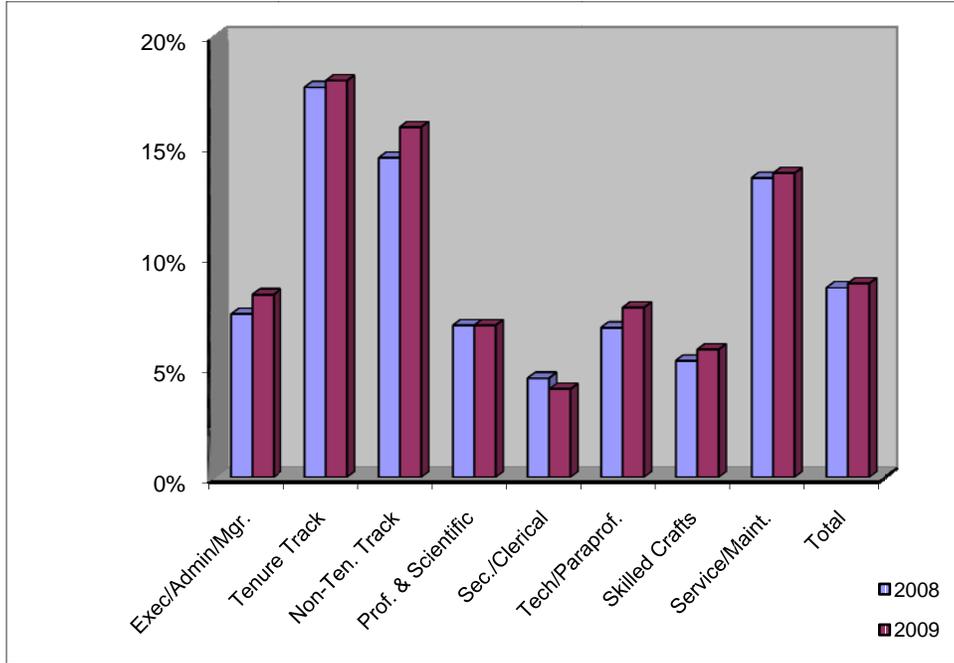
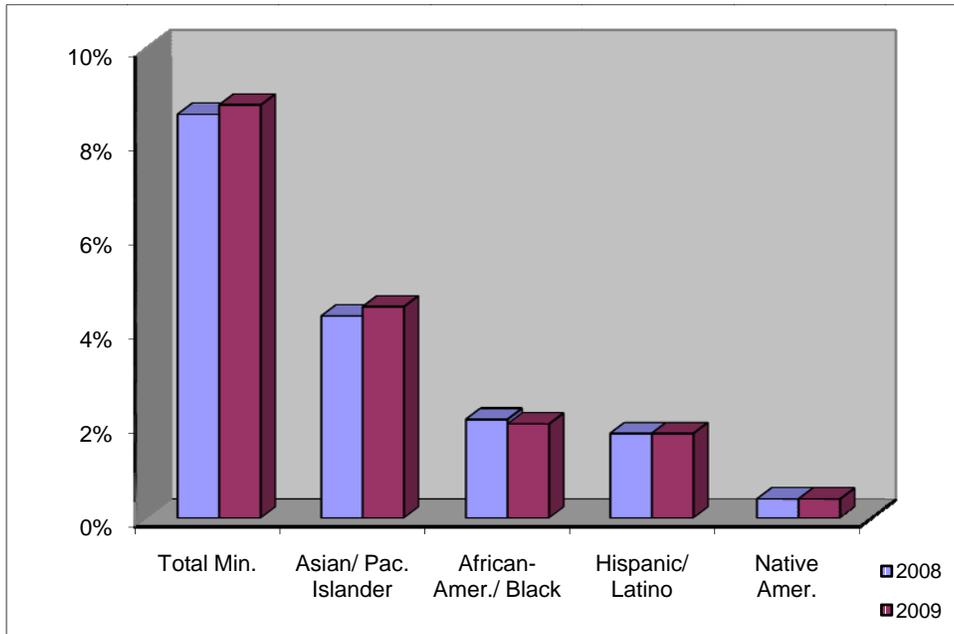


Figure 4
Total Workforce by Race/Ethnicity
October 1, 2008 – October 1, 2009



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

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

Table III
Workforce Gains and Losses by Primary Occupational Activity Group,
Gender, and Minority Status, October 1, 2008 – October 1, 2009

Primary Occupational Activity Group	Gains			Losses			Net Change		
	Total	Women	Minorities	Total	Women	Minorities	Total	Women	Minorities
1 Executive, Administrative, & Managerial Staff	40	16	4	45	19	1	- 5	- 3	+ 3
2 Tenured/Tenure Track Faculty	105	49	23	100	31	18	+ 5	+ 18	+ 5
3 Non-Tenure Track Faculty	114	48	29	98	44	17	+ 16	+ 4	+ 12
4 Professional & Scientific Staff	585	373	68	571	410	64	+ 14	- 37	+ 4
5 Secretarial and Clerical Staff	41	36	2	204	179	20	- 163	- 143	- 18
6 Technical and Paraprofessional Staff	44	35	9	44	36	4	0	- 1	+ 5
7 Skilled Crafts Staff	17	1	1	35	11	0	- 18	- 10	+ 1
8 Service and Maintenance Staff	100	50	22	248	145	40	- 148	- 95	- 18
Total	1,046	608	158	1,345	875	164	- 299	- 267	- 6

The organizational unit on campus with the largest workforce decrease over the past year was UI Health Care, with a net decrease of 332 staff or 3.5 percent (from 9,432 in 2008 to 9,100 in 2009). These changes occurred with continuing stringent review of staffing and structural needs to enhance efficiency without impacting patient care. Changes include organizational restructuring (e.g., combining the marketing/communications departments of University of Iowa Hospitals and Clinics and the Carver College of Medicine into one department under the Office of the Vice President for Medical Affairs); not backfilling positions that open due to normal attrition; careful review by the UIHC Hiring Board of open positions and consideration of alternative measures for work completion before proceeding with filling the position; utilization of a pilot internal search process for many of the open Professional and Scientific (P&S) positions that must be filled; and furloughs of 60 P&S staff, including elimination of some full-time positions and reductions in the percentage of time for other positions.

B. Faculty and Staff by Disability and Veteran Status, 2008 – 2009

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 increased by 11 individuals (13.4 percent) over the past year.

The number of faculty and staff who self-identified as disabled veterans increased by 8 individuals (33.3 percent). In 2009, the University modified the categories of veteran status to comply with changes in reporting requirements to the Department of Labor. As a result, direct comparisons between 2008 and 2009 data are not possible for several of the veteran categories. The changes are as follows:

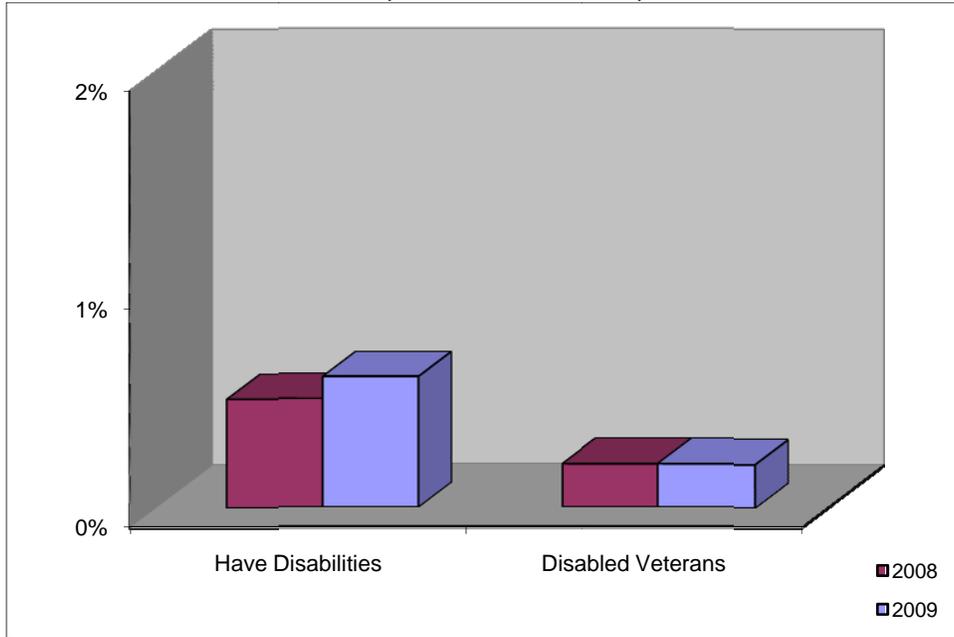
- “Vietnam-era veteran” is no longer collected
- “Other eligible veteran” has been expanded and now includes many veterans previously reported as Vietnam-era veterans
- “Armed Forces Service Medal veterans” has been added
- “Recently separated veterans” includes those individuals whose discharge date from military service was in the previous three years

The following table and chart indicate the number of faculty and staff who self-reported disability and veteran status in 2008 and 2009.

Table IV
Faculty and Staff by Disability and Veteran Status
October 1, 2008 – October 1, 2009

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Vietnam-Era Veterans	Other Eligible Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2008	15,575	82 0.5 %	24 0.2 %	322 2.1 %	319 2.0 %	n/a	n/a
2009	15,276	93 0.6 %	32 0.2 %	n/a	628 4.1 %	55 0.4 %	3 <0.1 %
Net Change	- 299 - 1.9 %	+ 11 + 13.4 %	+ 8 + 33.3 %	n/a	+ 309 - 96.9 %	n/a	n/a

Figure 5
Faculty and Staff by Disability and Veteran Status
October 1, 2008 – October 1, 2009



C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 2008 – 2009

The number of tenured/tenure track faculty increased by 5 individuals (0.3 percent) in the last year. The number of female tenured/tenure track faculty increased by 18 (4.1 percent), and overall minority representation increased by 5 (1.9 percent).

The following table and charts present the gender and race/ethnicity of tenured/tenure track faculty in 2008 and 2009.

Table V
Tenured/Tenure Track Faculty by Gender and Race/Ethnicity
October 1, 2008 – October 1, 2009

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	African- American/ Black	Hispanic/ Latino	Native American
2008	1,488	437 29.4 %	264 17.7 %	172 11.6 %	38 2.6 %	46 3.1 %	8 0.5 %
2009	1,493	455 30.5 %	269 18.0 %	177 11.9 %	38 2.5 %	46 3.1 %	8 0.5 %
Net Change	+ 5 + 0.3 %	+ 18 + 4.1 %	+ 5 + 1.9 %	+ 5 + 2.9 %	0	0	0

Figure 6
Tenured/Tenure Track Faculty by Gender
October 1, 2008 – October 1, 2009

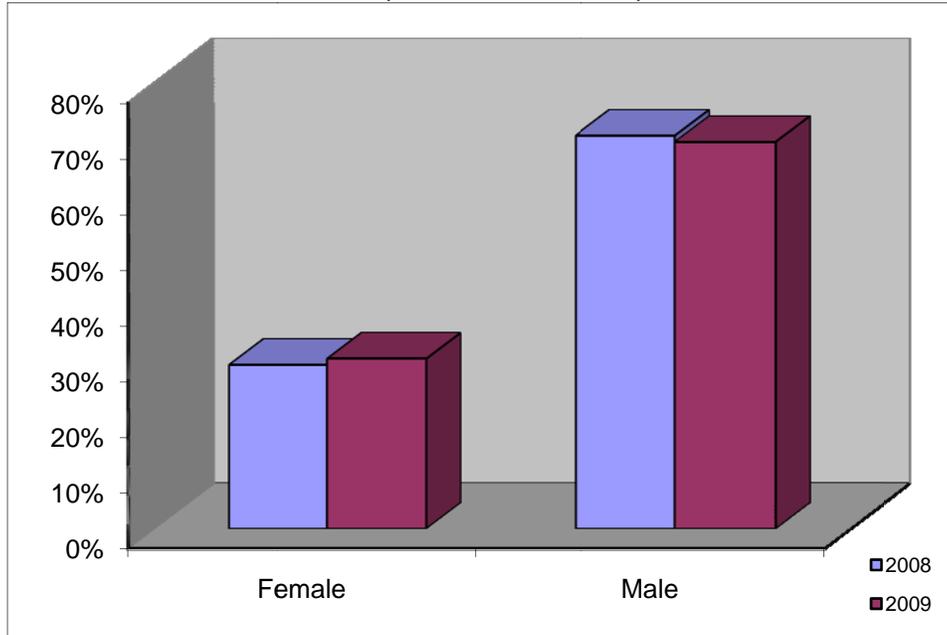
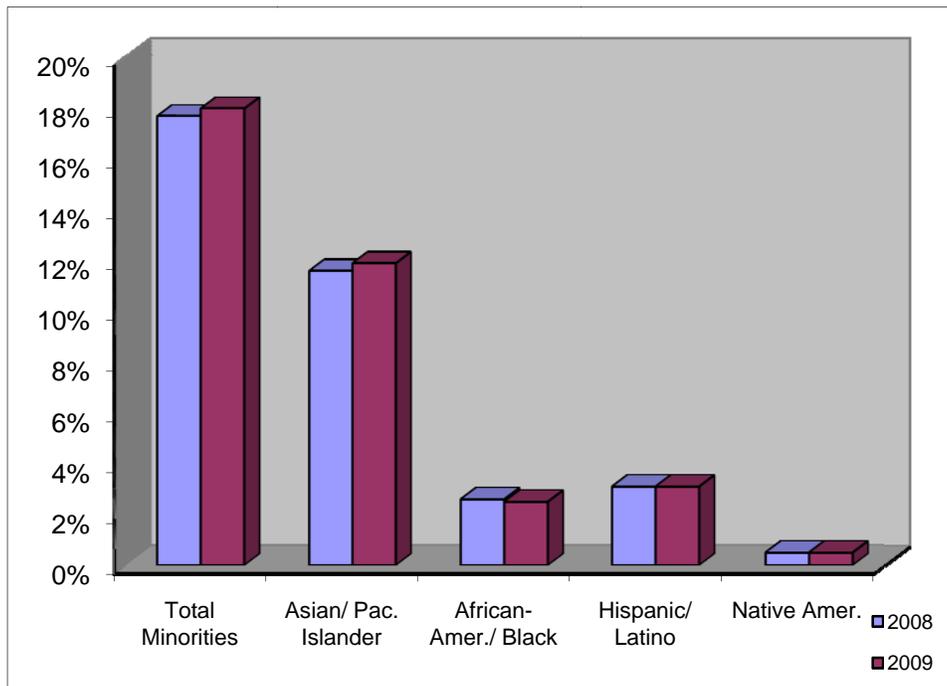


Figure 7
Tenured/Tenure Track Faculty by Race/Ethnicity
October 1, 2008 – October 1, 2009



D. Tenured/Tenure Track Faculty Promotion and Tenure Rates by Gender and Minority Status, Academic Year 2009 – 2010

A total of 67 tenure track faculty were granted promotions effective Academic Year 2009-10, of whom 25 were women. This rate of promotion (37.3 percent) exceeds the percentage of women on the tenure track faculty, now at 30.5 percent. Minorities received 7 of the 67 promotions (10.4 percent); this representation is lower than the representation of minorities on the tenure track faculty (18.0 percent).

Thirty-five tenure track faculty members were granted tenure effective Academic Year 2009-10, of whom 11 (31.4 percent) were women. As of October 2009, women represented 41.3 percent of the untenured faculty on the tenure track. Among the 35 tenure track faculty members who received tenure, 3 (8.6 percent) were members of minority groups. As of October 2009, minorities represented 29.4 percent of the untenured faculty on the tenure track.

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

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

**Table VI
Tenured/Tenure Track Faculty Promotions & Tenure Rates by Gender and Minority Status
Effective 2009-10 Academic Year**

	Total	Women	Minorities
PROMOTIONS			
Number on Tenure Track	1,493	455	269
Percentage of Total on Tenure Track		30.5 %	18.0 %
Sought Promotions	69	25	8
Percentage of All Faculty Who Sought Promotions (n = 69)		36.2 %	11.6 %
Percentage of Subgroup (Total, Women, or Minorities)	4.6 %	5.5 %	3.0 %
Granted Promotions	67	25	7
Percentage of All Faculty Who Were Granted Promotions (n = 67)		37.3 %	10.4 %
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Promotions	97.1 %	100.0 %	87.5 %
TENURE			
Number of Untenured Faculty on Tenure Track	395	163	116
Percentage of Total Untenured on Tenure Track		41.3 %	29.4 %
Sought Tenure	37	11	4
Percentage of All Faculty Who Sought Tenure (n = 37)		29.7 %	10.8 %
Percentage of Subgroup (Total, Women, or Minorities)	9.4 %	6.7 %	3.4 %
Granted Tenure	35	11	3
Percentage of All Faculty Who Were Granted Tenure (n = 35)		31.4 %	8.6 %
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Tenure	94.6 %	100.0 %	75.0 %

E. Clinical Track Faculty by Gender and Race/Ethnicity, 2008 – 2009

The University experienced a net increase of 28 clinical track faculty (6.2 percent) over the past year. Faculty appointed to clinical track positions are included in POA Group 3, Non-Tenure Track Faculty.

The number of women on the clinical track increased by 9 (4.3 percent), and the number of minorities on the clinical track increased by 4 (5.9 percent).

Carver College of Medicine continues to employ the majority of the clinical track faculty (77 percent), followed by the colleges of Dentistry (8 percent), Nursing (4 percent), and Liberal Arts and Sciences (4 percent). The remaining clinical track faculty are employed in the colleges of Pharmacy, Education, Public Health, Law, or the Tippie College of Business.

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

Table VII
Clinical Track Faculty by Gender and Race/Ethnicity
October 1, 2008 – October 1, 2009

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	African-American/Black	Hispanic/Latino	Native American
2008	449	207 46.1 %	68 15.1 %	41 9.1 %	12 2.7 %	13 2.9 %	2 0.4 %
2009	477	216 45.3 %	72 15.1 %	47 9.9 %	12 2.5 %	12 2.5 %	1 0.2 %
Net Change	+ 28 + 6.2 %	+ 9 + 4.3 %	+ 4 + 5.9 %	+ 6 + 14.6 %	0	- 1 - 7.7 %	-1 -50.0 %

Figure 8
Clinical Track Faculty by Gender
October 1, 2008 – October 1, 2009

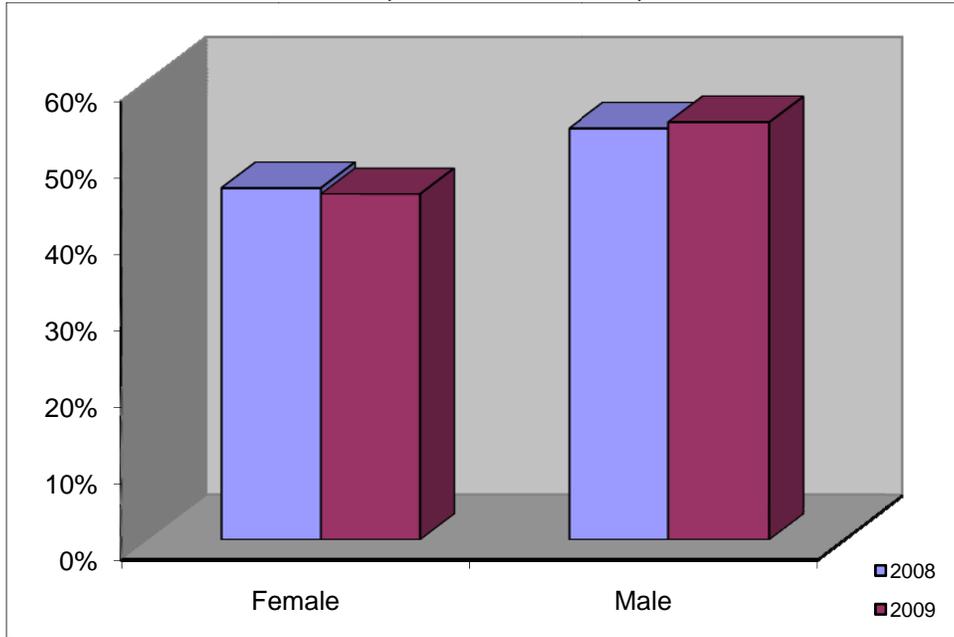
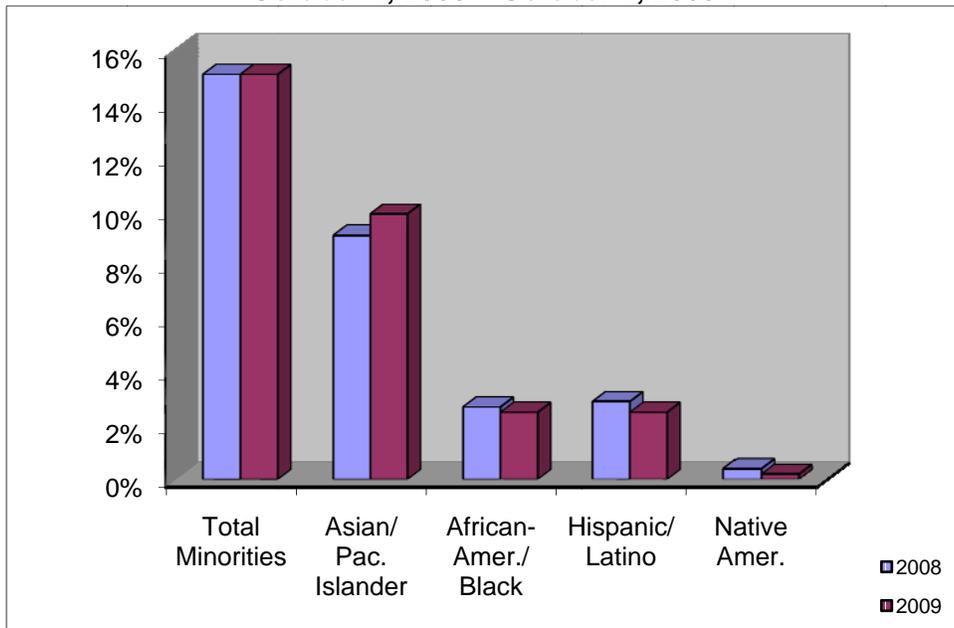


Figure 9
Clinical Track Faculty by Race/Ethnicity
October 1, 2008 – October 1, 2009



F. Research Track Faculty by Gender and Race/Ethnicity, 2009

The research track is a subset of POA Group 3, Non-Tenure Track Faculty, developed for faculty who devote most of their time to performing externally-supported research and who submit or assist in the submission of research grants. The research track was developed to allow the University more flexibility in adjusting programs to meet changing needs and remain competitive. This change was adopted by the Faculty Senate in February 2008 and approved by the Board of Regents in June 2008. Appointments to the research track began in February 2009.

Carver College of Medicine currently employs all of the research track faculty.

The following table shows the gender and racial/ethnic composition of the research track faculty as of October 1, 2009.

**Table VIII
Research Track Faculty by Gender and Race/Ethnicity
October 1, 2009**

Year	Research Track Faculty	Women	Total Minorities	Asian/Pacific Islander	African-American/Black	Hispanic/Latino	Native American
2009	15	5 33.3 %	6 40.0 %	6 40.0%	0	0	0

V. STRATEGIC PLANNING INDICATORS: TARGET EMPLOYMENT CATEGORIES

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

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

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

Category	Fiscal Year '09 (as of 10-1-08)	Fiscal Year '10 (as of 10-1-09)	Target	Target Met
WOMEN				
Executive, Administrative, and Managerial Staff	37.6 %	Decreased to 37.3 %	37.0 %	Yes
Tenured/Tenure Track Faculty	29.4 %	Increased to 30.5 %	32.0 %	No
RACIAL/ETHNIC MINORITIES				
Executive, Administrative, and Managerial Staff	7.4 %	Increased to 8.3 %	8.0 %	Yes
Tenured/Tenure Track Faculty	17.7 %	Increased to 18.0 %	16.0 %	Yes
Professional & Scientific Staff	6.9 %	Remained at 6.9 %	7.5 %	No

Figure 10
Female Executive, Administrative, and Managerial Staff
Strategic Indicators, 2005 – 2010

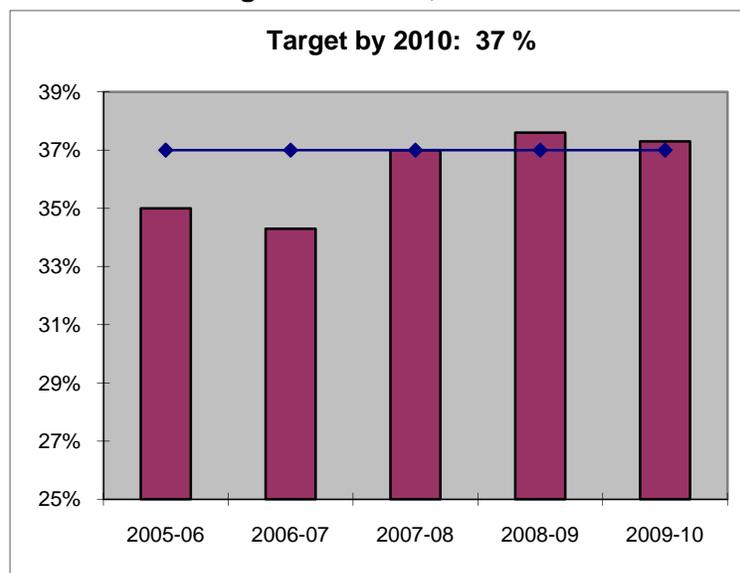


Figure 11
Female Tenured/Tenure Track Faculty
Strategic Indicators, 2005 – 2010

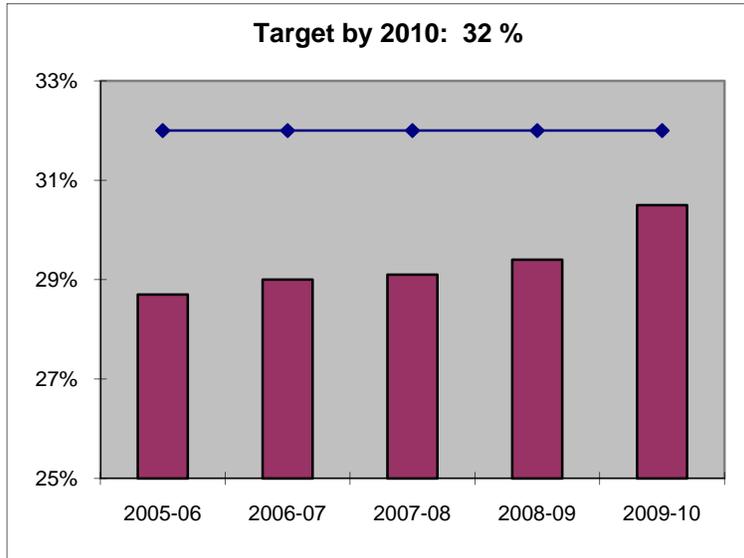


Figure 12
Racial/Ethnic Minority Executive, Administrative, and Managerial Staff
Strategic Indicators, 2005 – 2010

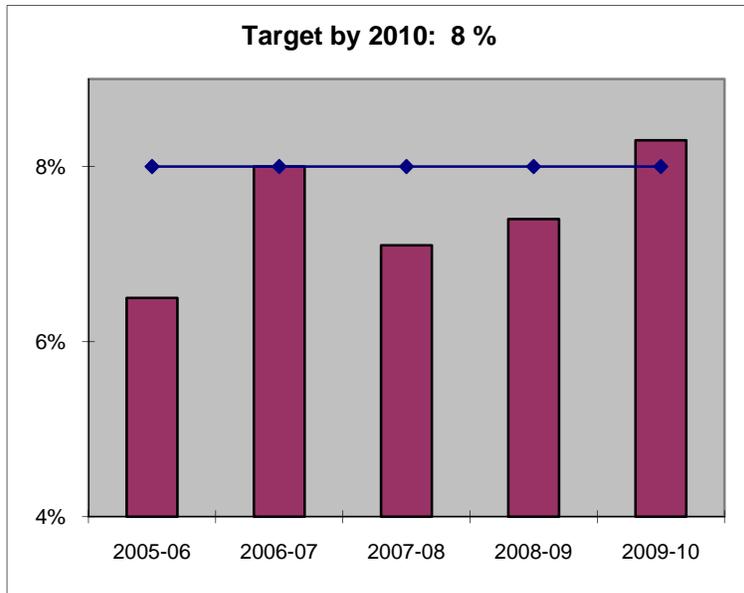


Figure 13
Racial/Ethnic Minority Tenured/Tenure Track Faculty
Strategic Indicators, 2005 – 2010

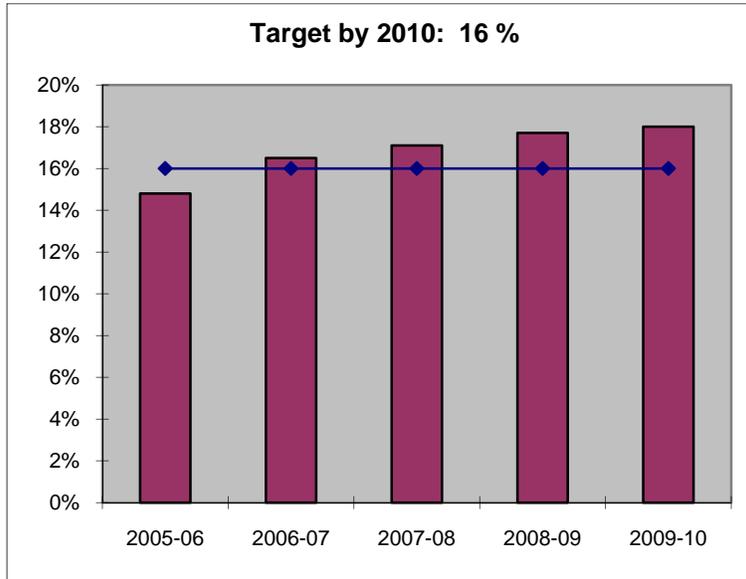
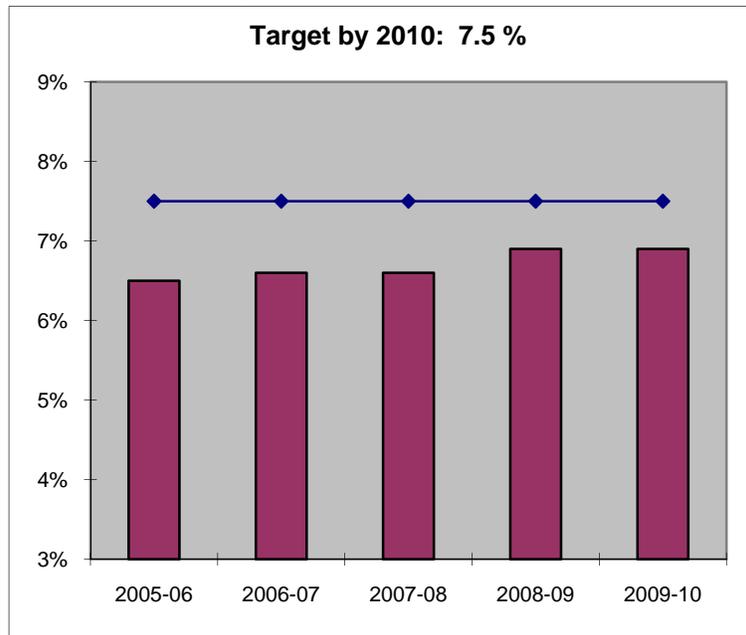


Figure 14
Racial/Ethnic Minority Professional and Scientific Staff
Strategic Indicators, 2005 – 2010



VI. ANNUAL HIRING GOALS: 2008-09 AND 2009-10

A. How Hiring Goals are Determined

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

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

B. Hiring Goals for the 2008-09 Data Year

After adjusting to reflect the actual rate of hiring, annual hiring goals for the 2008-09 data year totaled 89 women and 6 minorities. The goals were compared to the number of actual hires in each underrepresented department or job group to determine whether the goals were met. While hiring goals were achieved in some departments/job groups, underrepresentation of women and minorities remains in other areas. With all underrepresented departments and job groups aggregated, the University was underrepresented by 366 women (2.4%) and by 107 minorities (0.7%) as of October 1, 2009.

The following tables show departments/job groups in which underrepresentation was identified as of October 1, 2008; the hiring goals in those departments/job groups (as adjusted to reflect the actual rate of hiring) for 2008-09; and whether these goals were met.

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

Table X
Progress Toward Annual Hiring Goals for Faculty**
Data Year 2008-09

College	Department	Women			
		Number of New Hires	Hiring Goal for Women	Total Females Hired	Was Goal Met?
POA 2: Tenured/Tenure Track Faculty					
Education	Teaching & Learning	6	4	4	Yes
Liberal Arts & Sciences	Biological Sciences	2	1	2	Yes
	Psychology	1	1	0	No
Carver College of Medicine	Microbiology	0	0	0	n/a *
	Internal Medicine	6	2	2	Yes
	Pathology	0	0	0	n/a *
	Pediatrics	2	1	1	Yes
	Radiology	0	0	0	n/a *
Public Health	Health Management & Policy	0	0	0	n/a *
	Occupational & Environmental Health	2	1	1	Yes

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

** There were no faculty hiring goals for racial/ethnic minorities for the data year.

**Table XI
Progress Toward Annual Hiring Goals for Staff, Data Year 2008-09**

Job Group	Women				Minorities			
	Number of New Hires	Hiring Goal for Women	Total Females Hired	Was Goal Met?	Number of New Hires	Hiring Goal for Minorities	Total Minorities Hired	Was Goal Met?
POA Group 1: Executive, Administrative, and Managerial Staff								
1A	7	4	3	Partially				
1D					6	1	1	Yes
POA Group 4: Professional and Scientific Staff								
3A	30	22	17	Partially	30	2	3	Yes
3E	37	14	7	Partially				
3H					26	2	0	No
3N					12	1	0	No
3U	39	18	19	Yes				
3Z	10	4	3	Partially				
POA Group 5: Secretarial and Clerical Staff								
4K	1	0	0	n/a *				
POA Group 6: Technical and Paraprofessional Staff								
5A	1	1	0	No				
5E	0	0	0	n/a *				
5G	5	4	1	Partially				
POA Group 8: Service and Maintenance Staff								
7B	7	3	0	No				
7E	5	2	0	No				
7F					2	0	0	n/a *
7I	0	0	0	n/a *				
7J	7	3	2	Partially				
7O	5	4	2	Partially				

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

C. Hiring Goals for the 2009–10 Data Year

Anticipated hiring goals for women and minorities for 2009-10, aggregated by Primary Occupational Activity group, are shown in the table below.

**Table XII
Annual Hiring Goals for Data Year 2009-10**

Primary Occupational Activity Group	Women Total Hiring Goals	Minorities Total Hiring Goals
1 Executive, Administrative, and Managerial Staff	4	
2 Tenured/Tenure Track Faculty	2	
4 Professional & Scientific Staff	69	11
5 Secretarial and Clerical Staff	0	
6 Technical and Paraprofessional Staff	5	4
8 Service and Maintenance Staff	12	1
Total	92	16

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

**VII. FIVE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:
2004 - 2009**

A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity, 2004 – 2009

Overall Changes. The University of Iowa workforce has increased by 1,077 individuals (7.6 percent) over the last five years, from 14,199 in 2004 to 15,276 in 2009. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease was among Secretarial and Clerical Staff.

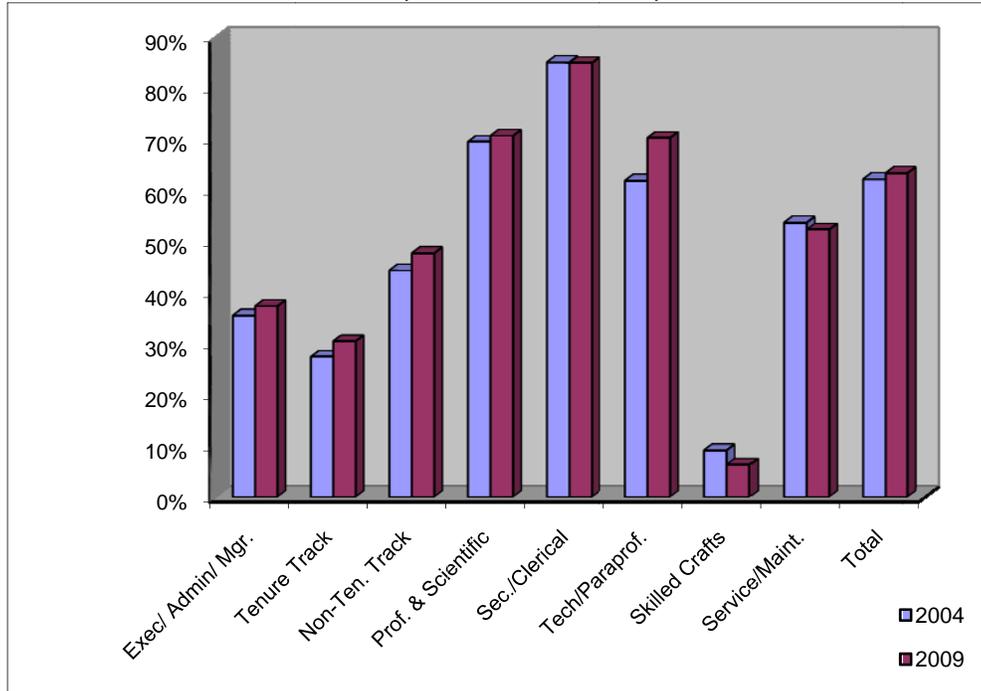
Gender. The number of women in the workforce increased by 9.7 percent in the five-year period, with the largest proportional increase in Non-Tenure Track Faculty and the largest net increase in Professional and Scientific Staff. The largest proportional decrease was among Skilled Crafts Staff, and the largest net decrease was among Secretarial and Clerical Staff.

The following table and chart provide more details of the University's workforce on October 1, 2004 and on October 1, 2009 by POA group and gender.

**Table XIII
Faculty and Staff by Primary Occupational Activity Group and Gender
October 1, 2004 – October 1, 2009**

Primary Occupational Activity Group	2004		2009		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	327	116 35.5 %	375	140 37.3 %	+ 48 + 14.7 %	+ 24 + 20.7 %
2 Tenured/Tenure Track Faculty	1,557	427 27.4 %	1,493	455 30.5 %	- 64 - 4.1 %	+ 28 + 6.6 %
3 Non-Tenure Track Faculty	537	238 44.3 %	719	343 47.7 %	+ 182 + 33.9 %	+ 105 + 44.1 %
4 Professional & Scientific Staff	6,467	4,495 69.5 %	7,610	5,379 70.7 %	+ 1,143 + 17.7 %	+ 884 + 19.7 %
5 Secretarial and Clerical Staff	2,676	2,276 85.1 %	2,402	2,041 85.0 %	- 274 - 10.2 %	- 235 - 10.3 %
6 Technical and Paraprofessional Staff	472	292 61.9 %	562	395 70.3 %	+ 90 + 19.1 %	+ 103 + 35.3 %
7 Skilled Crafts Staff	394	36 9.1 %	380	24 6.3 %	- 14 - 3.6 %	- 12 - 33.3 %
8 Service and Maintenance Staff	1,769	950 53.7 %	1,735	908 52.3 %	- 34 - 1.9 %	- 42 - 4.4 %
Total	14,199	8,830 62.2 %	15,276	9,685 63.4 %	+ 1,077 + 7.6 %	+ 855 + 9.7 %

Figure 15
Female Faculty and Staff by Primary Occupational Activity Group
October 1, 2004 – October 1, 2009



Race/Ethnicity. Between October 1, 2004 and October 1, 2009, overall racial/ethnic minority representation increased by 18.4 percent, with gains in all POA groups except Skilled Crafts Staff (no change) and Service and Maintenance Staff (decrease of 2.0 percent). The total numbers of Asians/Pacific Islanders, African-Americans/Blacks, and Hispanics/Latinos on the University’s faculty and staff increased, while the number of Native Americans decreased.

Changes in the racial/ethnic composition of The University of Iowa’s workforce from October 1, 2004 to October 1, 2009 are detailed in the table and charts on the following pages.

Table XIV
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity
October 1, 2004 – October 1, 2009

Primary Occupational Activity Group	2004						2009						Net Change					
	Total	Total Minorities	Asian/ Pacific Islander	African Amer./ Black	Hispanic/ Latino	Native American	Total	Total Minorities	Asian/ Pacific Islander	African Amer./ Black	Hispanic/ Latino	Native American	Total	Total Minorities	Asian/ Pacific Islander	African Amer./ Black	Hispanic/ Latino	Native American
1 Executive, Administrative, & Managerial Staff	327	23 7.0%	10 3.1%	7 2.1%	4 1.2%	2 0.6%	375	31 8.3%	8 2.1%	16 4.3%	6 1.6%	1 0.3%	+48 +14.7%	+8 +34.8%	-2 -20.0%	+9 +128.6%	+2 +50.0%	-1 -50.0%
2 Tenured/Tenure Track Faculty	1,557	227 14.6%	148 9.5%	32 2.1%	42 2.7%	5 0.3%	1,493	269 18.0%	177 11.9%	38 2.5%	46 3.1%	8 0.5%	-64 -4.1%	+42 +18.5%	+29 +19.6%	+6 +18.8%	+4 +9.5%	+3 +60.0%
3 Non-Tenure Track Faculty	537	76 14.2%	46 8.6%	13 2.4%	12 2.2%	5 0.9%	719	114 15.9%	73 10.2%	16 2.2%	23 3.2%	2 0.3%	+182 +33.9%	+38 +50.0%	+27 +58.7%	+3 +23.1%	+11 +91.7%	-3 -56.0%
4 Professional & Scientific Staff	6,467	427 6.6%	251 3.9%	84 1.3%	77 1.2%	15 0.2%	7,610	525 6.9%	323 4.2%	88 1.2%	100 1.3%	14 0.2%	+1,143 +17.7%	+98 +23.0%	+72 +28.7%	+4 +4.8%	+23 +29.9%	-1 -6.7%
5 Secretarial & Clerical Staff	2,676	91 3.4%	32 1.2%	31 1.2%	16 0.6%	12 0.4%	2,402	97 4.0%	30 1.2%	34 1.4%	25 1.0%	8 0.3%	-274 -10.2%	+6 +6.6%	-2 -6.3%	+3 +9.7%	+9 +56.3%	-4 -33.3%
6 Technical & Paraprofessional Staff	472	22 4.7%	8 1.7%	6 1.3%	8 1.7%	0	562	43 7.7%	9 1.6%	16 2.8%	15 2.7%	3 0.5%	+90 +19.1%	+21 +95.5%	+1 +12.5%	+10 +166.7%	+7 +87.5%	+3 n/a
7 Skilled Crafts Staff	394	22 5.6%	0	8 2.0%	7 1.8%	7 1.8%	380	22 5.8%	1 0.3%	7 1.8%	7 1.8%	7 1.8%	-14 -3.6%	0	+1 n/a	-1 -12.5%	0	0
8 Service & Maintenance Staff	1,769	244 13.8%	64 3.6%	102 5.8%	56 3.2%	22 1.2%	1,735	239 13.8%	67 3.9%	97 5.6%	56 3.2%	19 1.1%	-34 +1.9%	-5 -2.0%	+3 +4.7%	-5 -4.9%	0	-3 -13.6%
Total	14,199	1,132 8.0%	559 3.9%	283 2.0%	222 1.6%	68 0.5%	15,276	1,340 8.8%	688 4.5%	312 2.0%	278 1.8%	62 0.4%	+1,077 +7.6%	+208 +18.4%	+129 +23.1%	+29 +10.2%	+56 +25.2%	-6 -8.8%

Figure 16
Minority Faculty and Staff by Primary Occupational Activity Group
October 1, 2004 – October 1, 2009

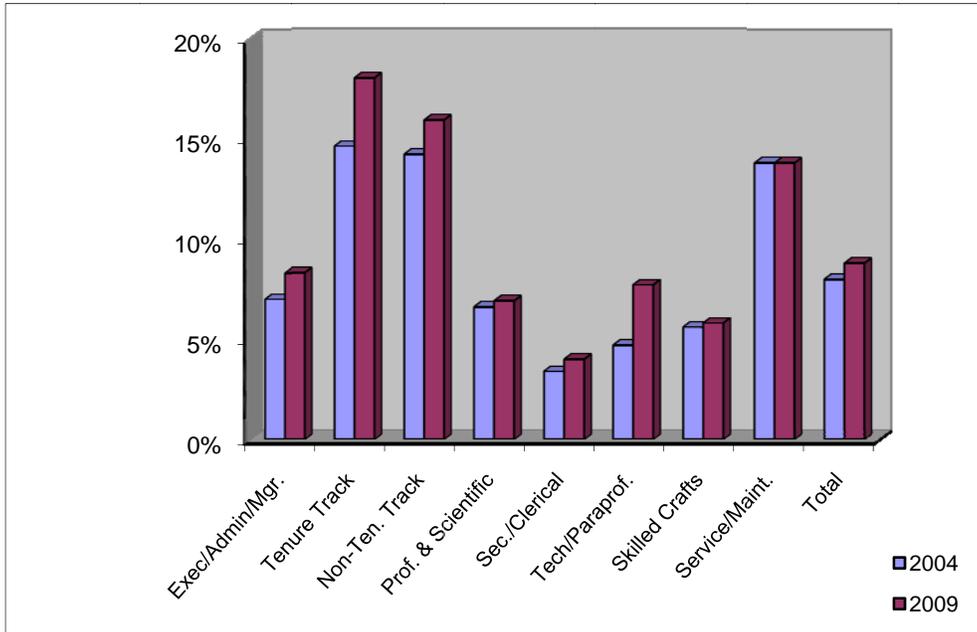
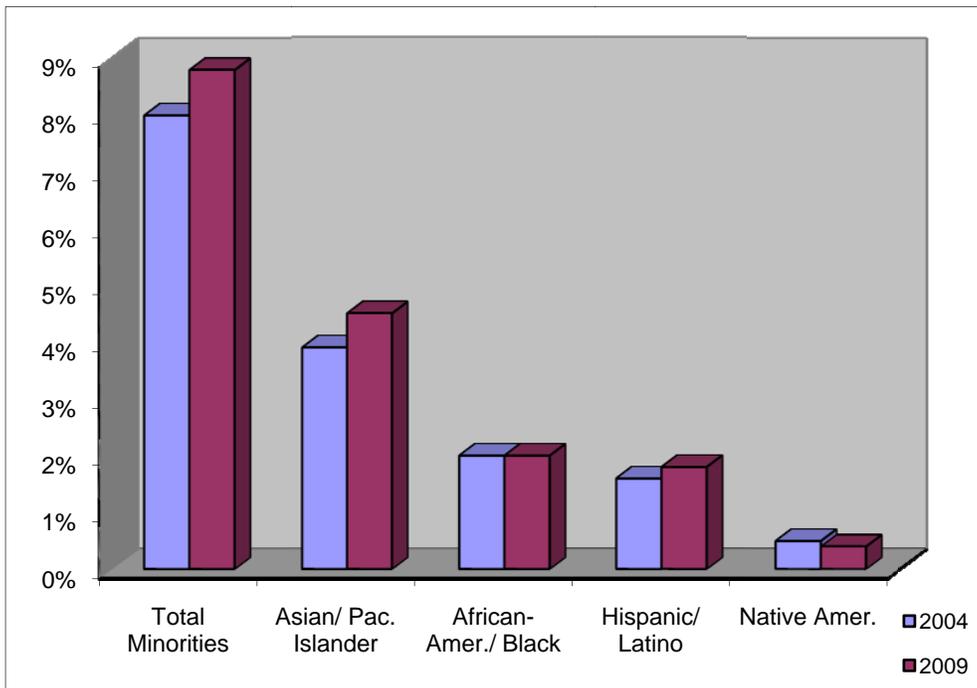


Figure 17
Total Workforce by Race/Ethnicity
October 1, 2004 – October 1, 2009



B. Faculty and Staff by Disability and Veteran Status, 2004 – 2009

Employees self-report disability and veteran status to the University at the time of appointment, and may update or correct this information at any time. During the five-year period, the number of faculty and staff who reported having disabilities decreased from 96 to 93, a change of 3.1 percent.

The number of faculty and staff who self-identified as disabled veterans increased by 2 individuals (6.7 percent). In 2009, the University modified the categories of veteran status to comply with changes in reporting requirements to the Department of Labor. As a result, direct comparisons between 2004 and 2009 data are not possible for several of the veteran categories. The changes are as follows:

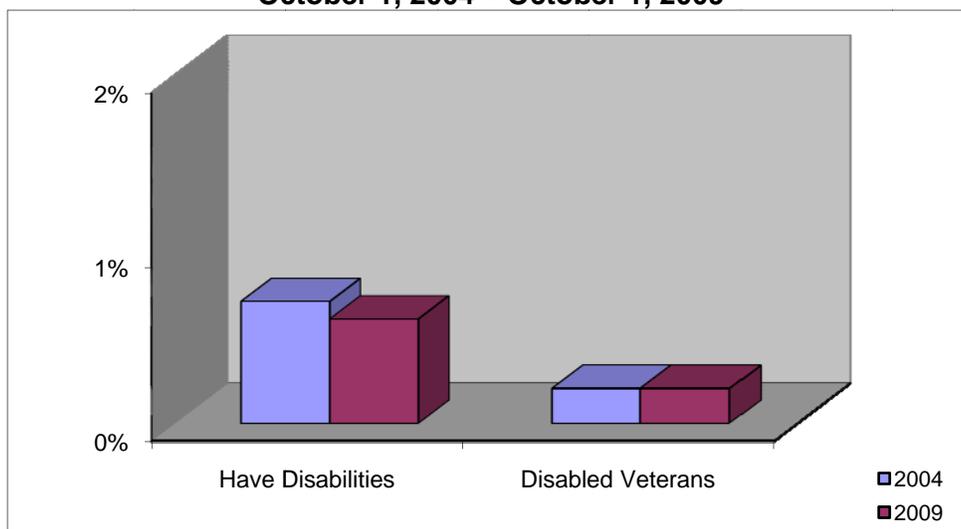
- “Vietnam-era veteran” is no longer collected
- “Other eligible veteran” has been expanded and now includes many veterans previously reported as Vietnam-era veterans
- “Armed Forces Service Medal veterans” has been added
- “Recently separated veterans” includes those individuals whose discharge date from military service was in the previous three years

The following table and chart indicate the number of faculty and staff who self-reported disabilities and veteran status in 2004 and 2009.

Table XV
Faculty and Staff by Disability and Veteran Status
October 1, 2004 – October 1, 2009

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Vietnam-Era Veterans	Other Eligible Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2004	14,199	96 0.7 %	30 0.2 %	355 2.5 %	307 2.2 %	n/a	n/a
2009	15,276	93 0.6 %	32 0.2 %	n/a	628 4.1 %	55 0.4 %	3 <0.1 %
Net Change	+ 1,077 + 7.6 %	- 3 - 3.1 %	+ 2 + 6.7 %	n/a	+ 321 + 104.6 %	n/a	n/a

Figure 18
Faculty and Staff by Disability and Veteran Status
October 1, 2004 – October 1, 2009



C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 2004 – 2009

The University has experienced a net decrease of 64 tenured/tenure track faculty (4.1 percent) since October 1, 2004. During this five-year period, the number of female tenured/tenure track faculty increased by 28 (6.6 percent) and the number of minorities increased by 42 (18.5 percent). The largest net gain in the minority tenure track faculty was among Asian/Pacific Islanders (29 faculty members) and the largest proportional gain was among Native Americans (3 faculty or 60 percent).

The following table and charts indicate the gender and racial/ethnic representation among the tenured/tenure track faculty in October 2004 and in October 2009.

Table XVI
Tenured/Tenure Track Faculty by Gender and Race/Ethnicity
October 1, 2004 – October 1, 2009

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	African- American/ Black	Hispanic/ Latino	Native American
2004	1,557	427 27.4 %	227 14.6 %	148 9.5 %	32 2.1 %	42 2.7 %	5 0.3 %
2009	1,493	455 30.5 %	269 18.0 %	177 11.9 %	38 2.5 %	46 3.1 %	8 0.5 %
Net Change	- 64 - 4.1 %	+ 28 + 6.6 %	+ 42 + 18.5 %	+ 29 + 19.6 %	+ 6 + 18.8 %	+ 4 + 9.5 %	+ 3 + 60.0 %

Figure 19
Tenured/Tenure Track Faculty by Gender
October 1, 2004 – October 1, 2009

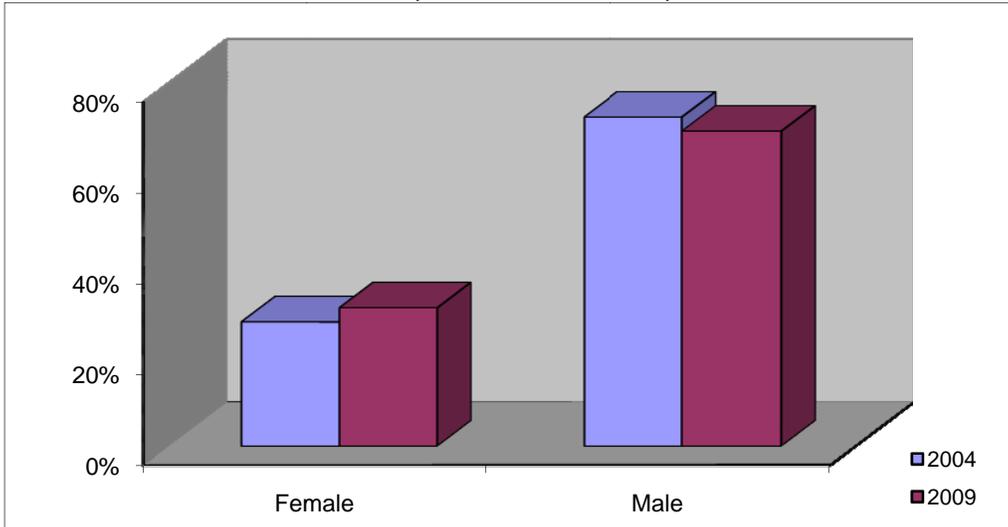
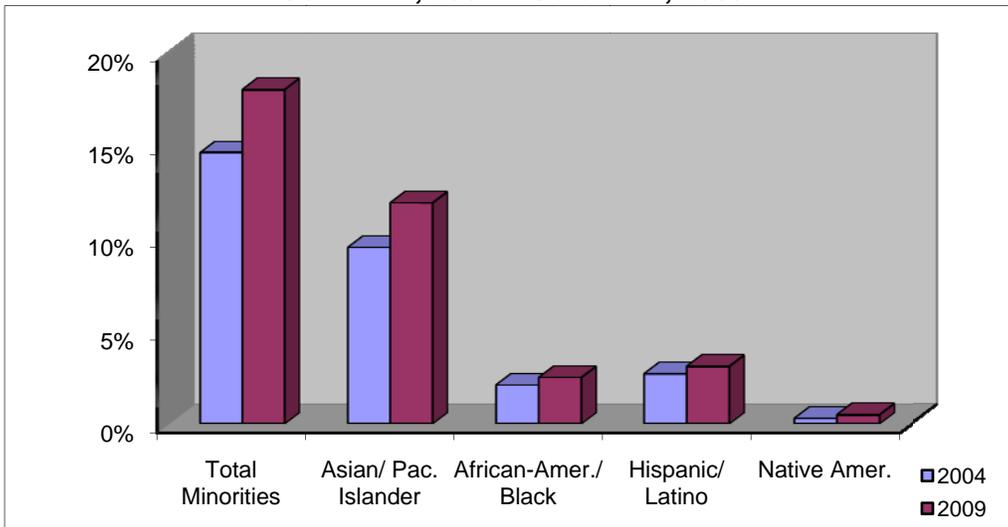


Figure 20
Tenured/Tenure Track Faculty by Race/Ethnicity
October 1, 2004 – October 1, 2009



D. Clinical Track Faculty by Gender and Race/Ethnicity, 2004 - 2009

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 increased number of clinical track appointments.

The clinical track faculty increased from 358 in 2004 to 477 in 2009, an increase of 33.2 percent over the five-year period. The number of women on the clinical track has increased by 46.9 percent, and the number of minorities has increased by 60.0 percent.

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

Table XVII
Clinical Track Faculty by Gender and Race/Ethnicity
October 1, 2004 – October 1, 2009

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	African-American/Black	Hispanic/Latino	Native American
2004	358	147 41.1 %	45 12.6 %	25 7.0 %	9 2.5 %	8 2.2 %	3 0.9 %
2009	477	216 45.3 %	72 15.1 %	47 9.9 %	12 2.5 %	12 2.5 %	1 0.2 %
Net Change	+ 119 + 33.2 %	+ 69 + 46.9 %	+ 27 + 60.0 %	+ 22 + 88.0 %	+ 3 + 33.3 %	+ 4 + 50.0 %	- 2 -66.7 %

Figure 21
Clinical Track Faculty by Gender
October 1, 2004 – October 1, 2009

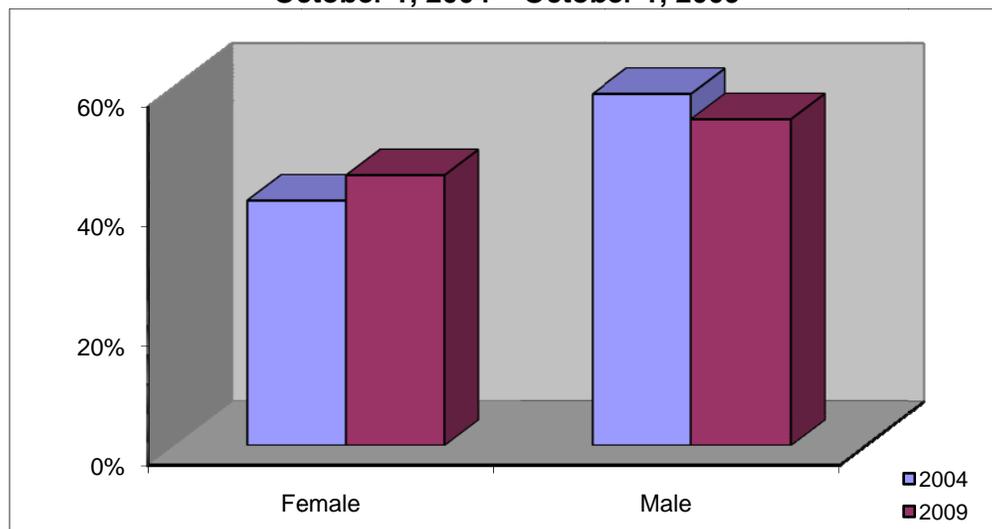
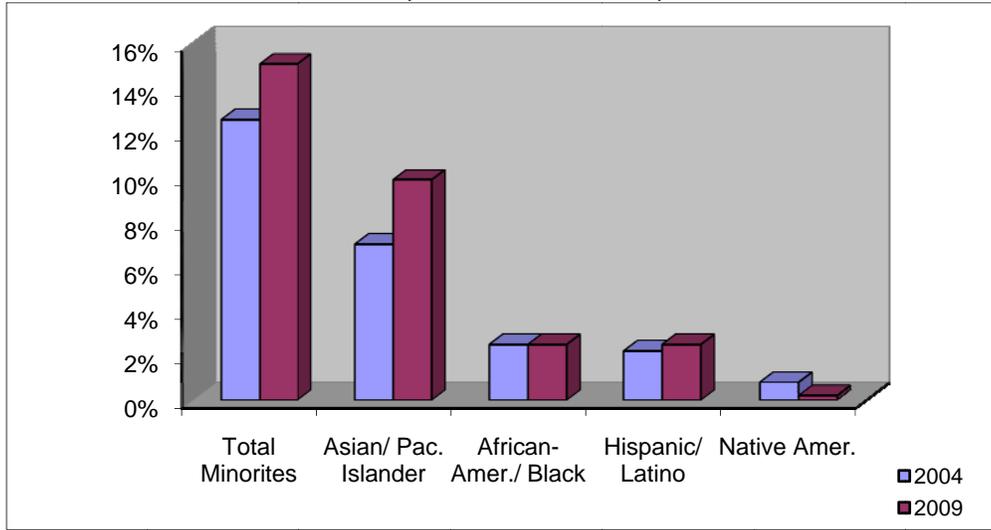


Figure 22
Clinical Track Faculty by Race/Ethnicity
October 1, 2004 – October 1, 2009



**VIII. TEN-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:
1999 - 2009**

A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity, 1999 - 2009

Overall Changes. Over the last ten years, The University of Iowa workforce has increased by 15.9 percent, from 13,182 in 1999 to 15,276 in 2009. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was among Professional and Scientific Staff. The greatest proportional decrease was in Skilled Crafts Staff, and the greatest net decrease was in Secretarial and Clerical Staff.

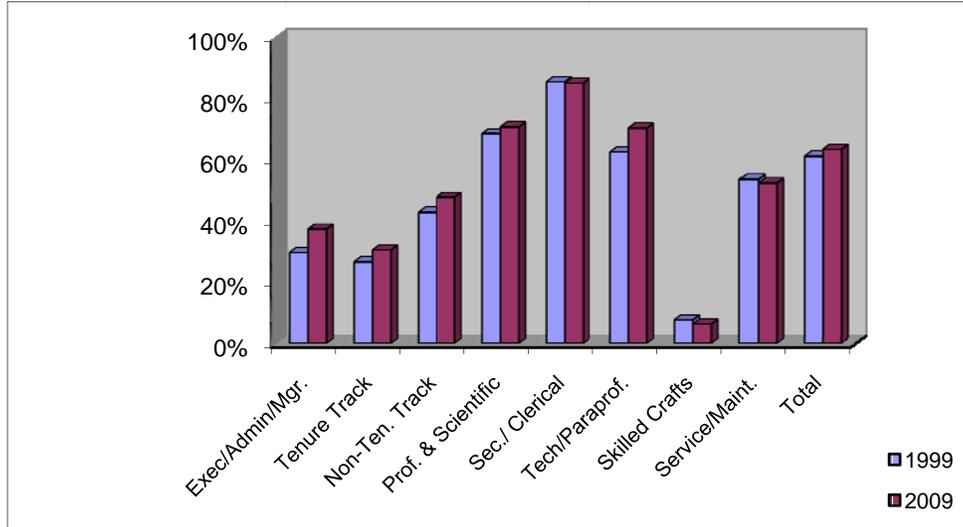
Gender. The number of women in the workforce has increased by 20.2 percent overall, with the largest proportional increase in Non-Tenure Track Faculty and the largest net increase in Professional and Scientific Staff. The POA group with the largest proportional decrease was Skilled Crafts Staff and the largest net decrease was among Secretarial and Clerical Staff.

The following table and chart compare the University's workforce on October 1, 1999 to that on October 1, 2009 by POA group and gender.

**Table XVIII
Faculty and Staff by POA Group and Gender
October 1, 1999 – October 1, 2009**

Primary Occupational Activity Group	1999		2009		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	283	84 29.7 %	375	140 37.3 %	+ 92 + 32.5 %	+ 56 +66.7 %
2 Tenured/Tenure Track Faculty	1,544	411 26.6 %	1,493	455 30.5 %	- 51 - 3.3 %	+ 44 + 10.7 %
3 Non-Tenure Track Faculty	451	193 42.8 %	719	343 47.7 %	+ 268 + 59.4 %	+ 150 + 77.7 %
4 Professional & Scientific Staff	5,586	3,823 68.4 %	7,610	5,379 70.7 %	+ 2,024 + 36.2 %	+ 1,556 + 40.7 %
5 Secretarial and Clerical Staff	2,680	2,288 85.4 %	2,402	2,041 85.0 %	- 278 - 10.4 %	- 247 - 10.8 %
6 Technical and Paraprofessional Staff	503	314 62.4 %	562	395 70.3 %	+ 59 + 11.7 %	+ 81 + 25.8 %
7 Skilled Crafts Staff	429	33 7.7 %	380	24 6.3 %	- 49 - 11.4 %	- 9 - 27.3 %
8 Service and Maintenance Staff	1,706	914 53.6 %	1,735	908 52.3 %	+ 29 + 1.7 %	- 6 - 0.7 %
Total	13,182	8,060 61.1 %	15,276	9,685 63.4 %	+ 2,094 + 15.9 %	+ 1,625 + 20.2 %

Figure 23
Female Faculty and Staff by POA Group
October 1, 1999 – October 1, 2009



Race/Ethnicity. Since 1999, racial/ethnic minority representation in the workforce has increased by 46.8 percent overall, with increases in the numbers of Asians/Pacific Islanders, Hispanics/Latinos, and African Americans/Blacks. The number of Native Americans decreased by 10 individuals or 13.9 percent. The number of minorities increased in all of the POA groups, with the largest proportional increase among Technical and Paraprofessional Staff and the largest net increase in Professional and Scientific Staff.

The following table and charts provide more detail about the number of minority faculty and staff by race/ethnicity and POA group on October 1, 1999 and October 1, 2009.

Table XIV
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity
October 1, 1999 – October 1, 2009

Primary Occupational Activity Group	1999						2009						Net Change					
	Total	Total Minorities	Asian/Pacific Islander	African Amer./ Black	Hispanic/Latino	Native American	Total	Total Minorities	Asian/Pacific Islander	African Amer./ Black	Hispanic/Latino	Native American	Total	Total Minorities	Asian/Pacific Islander	African Amer./ Black	Hispanic/Latino	Native American
1 Executive, Administrative, & Managerial Staff	283	21 7.4%	7 2.5%	11 3.9%	2 0.7%	1 0.4%	375	31 8.3%	8 2.1%	16 4.3%	6 1.6%	1 0.3%	+92 +32.5%	+10 +47.6%	+1 +14.3%	+5 +45.5%	+4 +200.0%	0
2 Tenured/Tenure Track Faculty	1,544	189 12.2%	119 7.7%	27 1.7%	38 2.5%	5 0.3%	1,493	269 18.0%	177 11.9%	38 2.5%	46 3.1%	8 0.5%	-51 -3.3%	+80 +42.3%	+58 +48.7%	+11 +40.7%	+8 +21.1%	+3 +60.0%
3 Non-Tenure Track Faculty	451	84 18.6%	61 13.5%	11 2.4%	11 2.4%	1 0.2%	719	114 15.9%	73 10.2%	16 2.2%	23 3.2%	2 0.3%	+268 +59.4%	+30 +35.7%	+12 +19.7%	+5 +45.5%	+12 +109.1%	+1 +100.0%
4 Professional & Scientific Staff	5,586	313 5.6%	168 3.0%	68 1.2%	57 1.0%	20 0.4%	7,610	525 6.9%	323 4.2%	88 1.2%	100 1.3%	14 0.2%	+2,024 +36.2%	+212 +67.7%	+155 +92.3%	+20 +29.4%	+43 +75.4%	-6 -30.0%
5 Secretarial & Clerical Staff	2,680	76 2.8%	24 0.9%	29 1.1%	9 0.3%	14 0.5%	2,402	97 4.0%	30 1.2%	34 1.4%	25 1.0%	8 0.3%	-278 -10.4%	+21 +67.7%	+6 +25.0%	+5 +17.2%	+16 +177.8%	-6 -42.9%
6 Technical & Paraprofessional Staff	503	21 4.2%	11 2.2%	3 0.6%	3 0.6%	4 0.8%	562	43 7.7%	9 1.6%	16 2.8%	15 2.7%	3 0.5%	+59 +11.7%	+22 +104.8%	-2 -18.2%	+13 +433.3%	+12 +400.0%	-1 -25.0%
7 Skilled Crafts Staff	429	11 2.6%	0	4 0.9%	4 0.9%	3 0.7%	380	22 5.8%	1 0.3%	7 1.8%	7 1.8%	7 1.8%	-49 -11.4%	+11 +100.0%	+1 n/a	+3 +75.0%	+3 +75.0%	+4 +133.3%
8 Service & Maintenance Staff	1,706	198 11.6%	68 4.0%	69 4.0%	37 2.2%	24 1.4%	1,735	239 13.8%	67 3.9%	97 5.6%	56 3.2%	19 1.1%	+29 +1.7%	+41 +20.7%	-1 -1.5%	+28 +40.6%	+19 +51.4%	-5 -20.8%
Total	13,182	913 6.9%	458 3.5%	222 1.7%	161 1.2%	72 0.5%	15,276	1,340 8.8%	688 4.5%	312 2.0%	278 1.8%	62 0.4%	+2,094 +15.9%	+427 +46.8%	+230 +50.2%	+90 +40.5%	+117 +72.7%	-10 -13.9%

Figure 24
Minority Faculty and Staff by POA Group
October 1, 1999 – October 1, 2009

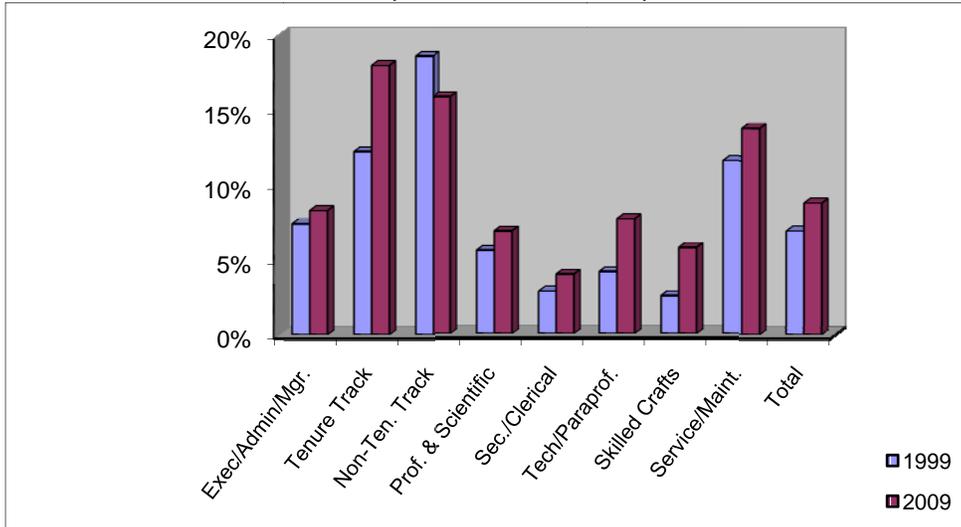
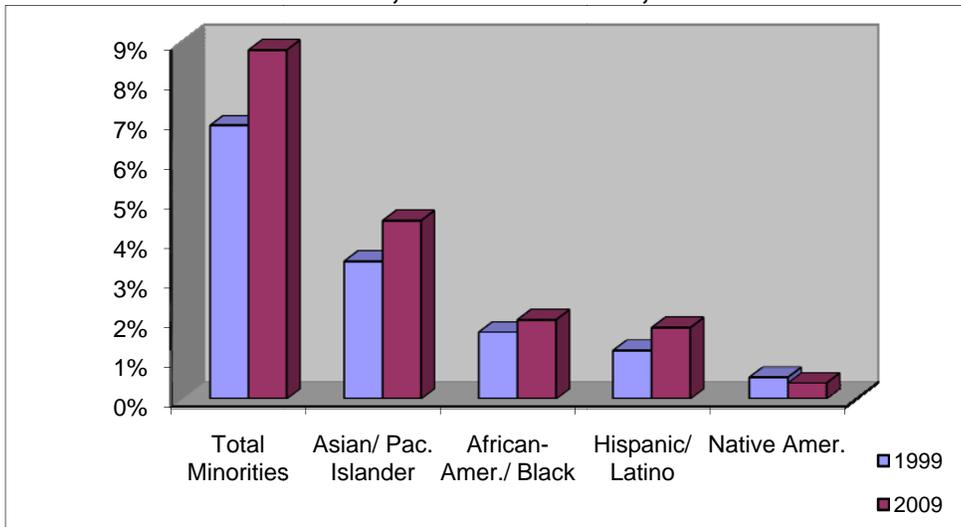


Figure 25
Total Workforce by Race/Ethnicity
October 1, 1999 – October 1, 2009



B. Faculty and Staff by Disability and Veteran Status, 1999 – 2009

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 1999, the number of faculty and staff who reported having a disability has decreased by 24.4 percent (30 individuals).

The number of faculty and staff who self-identified as disabled veterans increased by 14 individuals (77.8 percent). In 2009, the University modified the categories of veteran status to comply with changes in reporting requirements to the Department of Labor. As a result, direct comparisons between 2004 and 2009 data are not possible for several of the veteran categories. The changes are as follows:

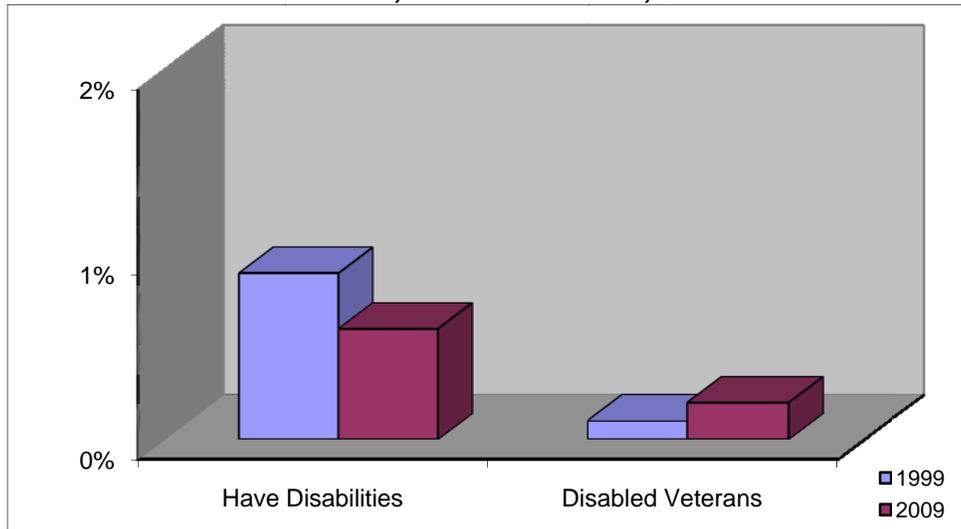
- “Vietnam-era veteran” is no longer collected
- “Other eligible veteran” has been expanded and now includes many veterans previously reported as Vietnam-era veterans
- “Armed Forces Service Medal veterans” has been added
- “Recently separated veterans” includes those individuals whose discharge date from military service was in the previous three years

The following table and chart indicate the number of faculty and staff who self-reported disabilities and veteran status in 1999 and 2009.

Table XX
Faculty and Staff by Disability and Veteran Status
October 1, 1999 – October 1, 2009

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Vietnam-Era Veterans	Other Eligible Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
1999	13,182	123 0.9 %	18 0.1 %	194 1.5 %	n/a	n/a	n/a
2009	15,276	93 0.6 %	32 0.2 %	n/a	628 4.1 %	55 0.4 %	3 <0.1 %
Net Change	+ 2,094 + 15.9 %	- 30 - 24.4 %	+ 14 + 77.8 %	n/a	n/a	n/a	n/a

**Figure 26
Faculty and Staff by Disability and Veteran Status
October 1, 1999 – October 1, 2009**



C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 1999 – 2009

The number of tenured/tenure track faculty decreased by 51 individuals (3.3 percent) over the ten-year period, from 1,544 in 1999 to 1,493 in 2009. However, the numbers of female and racial/ethnic minority tenured/tenure track faculty increased over this time period, women by 10.7 percent and minorities by 42.3 percent. The largest increases in minority tenured/tenure track faculty occurred among Asians/Pacific Islanders (58 individuals or 48.7 percent) and African Americans/Blacks (11 individuals or 40.7 percent). There were also increases in the numbers of Hispanics/Latinos (8 individuals or 21.1 percent) and Native Americans (3 individuals or 60.0 percent) on the tenure track faculty.

The following table and charts indicate the gender and racial/ethnic representation among the tenured/tenure track faculty in October 1999 and in October 2009.

**Table XXI
Tenured/Tenure Track Faculty by Gender and Race/Ethnicity
October 1, 1999 – October 1, 2009**

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 %
2009	1,493	455 30.5 %	269 18.0 %	177 11.9 %	38 2.5 %	46 3.1 %	8 0.5 %
Net Change	- 51 - 3.3 %	+ 44 + 10.7 %	+ 80 + 42.3 %	+ 58 + 48.7 %	+ 11 + 40.7%	+ 8 + 21.1 %	+ 3 + 60.0 %

Figure 27
Tenured/Tenure Track Faculty by Gender
October 1, 1999 – October 1, 2009

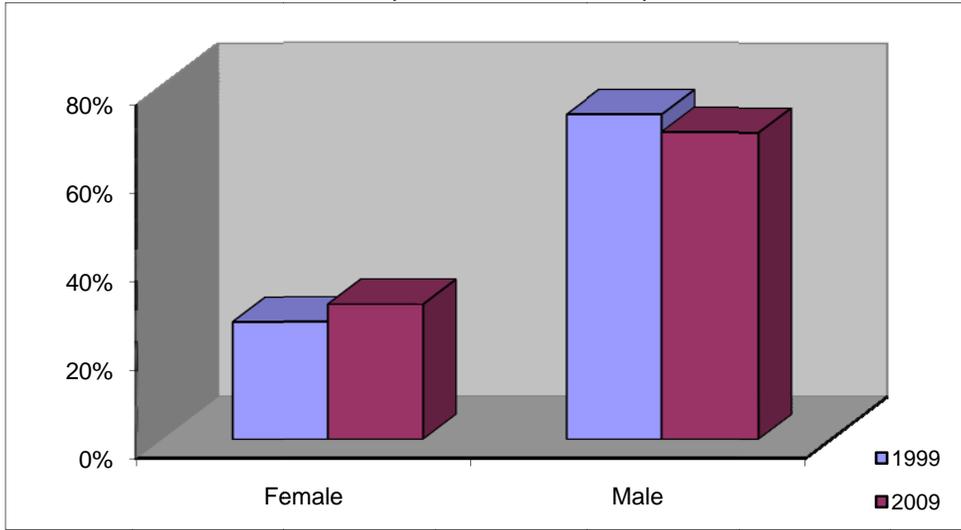
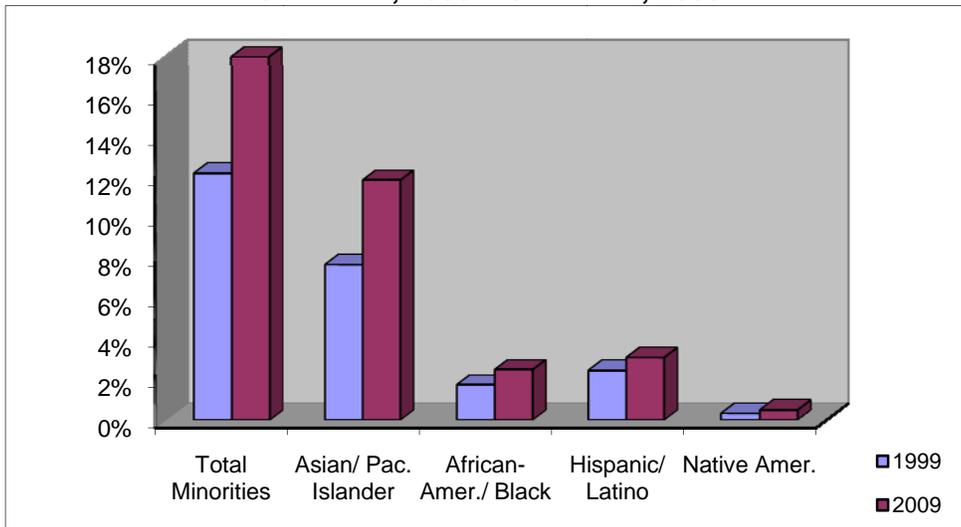


Figure 28
Tenured/Tenure Track Faculty by Race/Ethnicity
October 1, 1999 – October 1, 2009



D. Clinical Track Faculty by Gender and Race/Ethnicity, 1999 – 2009

The clinical track faculty has more than doubled in size in the last ten years, from 202 faculty in 1999 to 477 in 2009. Faculty appointed to clinical track positions are counted among the Non-Tenure Track Faculty POA group. The growth in the number of non-tenure track faculty is directly related to the increased number of clinical track appointments.

The number of women on the clinical track increased from 76 (37.6 percent) in 1999 to 216 (45.3 percent) in 2009. Over the ten-year period, the number of minorities on the clinical track increased from 22 individuals (10.9 percent) to 72 individuals (15.1 percent).

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

Table XXII
Clinical Track Faculty by Gender and Race/Ethnicity
October 1, 1999 – October 1, 2009

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
2009	477	216 45.3 %	72 15.1 %	47 9.9 %	12 2.5 %	12 2.5 %	1 0.2 %
Net Change	+ 275 + 136.1 %	+ 140 + 184.2 %	+ 50 + 227.3 %	+ 34 + 261.5 %	+ 8 + 200.0 %	+ 7 + 140.0 %	+ 1 n/a

Figure 29
Clinical Track Faculty by Gender
October 1, 1999 – October 1, 2009

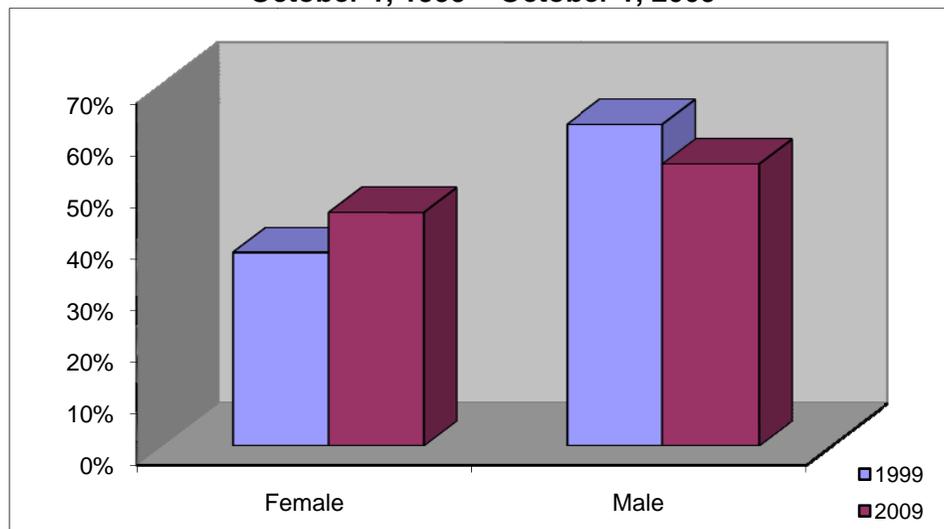
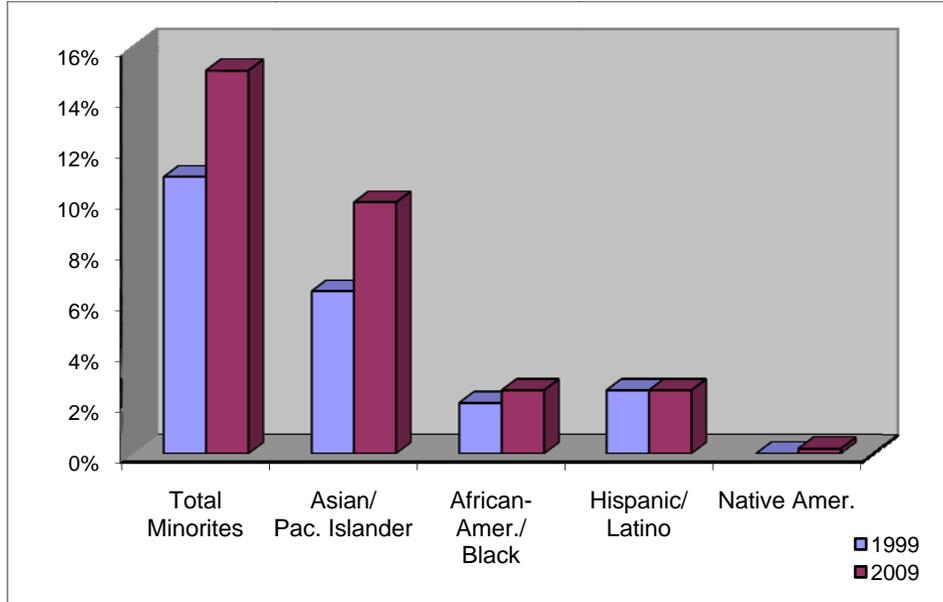


Figure 30
Clinical Track Faculty by Race/Ethnicity
October 1, 1999 – October 1, 2009



IX. FIVE-YEAR AND TEN-YEAR COMPARISON SUMMARY

Table XXIII

The University of Iowa Workforce by Primary Occupational Activity Group, Gender, and Minority Status in 1999, 2004, and 2009

Primary Occupational Activity (POA) Group	September 30, 1999					September 30, 2004					September 30, 2009				
	Total Work-force	Women	% of Total	Minorities	% of Total	Total Work-force	Women	% of Total	Minorities	% of Total	Total Work-force	Women	% of Total	Minorities	% of Total
Executive, Administrative, and Managerial Staff	283	84	29.7%	21	7.4%	327	116	35.5%	23	7.0%	375	140	37.3%	31	8.3%
Tenured/Tenure Track Faculty	1,544	411	26.6%	189	12.2%	1,557	427	27.4%	227	14.6%	1,493	455	30.5%	269	18.0%
Non-Tenure Track Faculty	451	193	42.8%	84	18.6%	537	238	44.3%	76	14.2%	719	343	47.7%	114	15.9%
Professional and Scientific Staff	5,586	3,823	68.4%	313	5.6%	6,467	4,495	69.5%	427	6.6%	7,610	5,379	70.7%	525	6.9%
Secretarial and Clerical Staff	2,680	2,288	85.4%	76	2.8%	2,676	2,276	85.1%	91	3.4%	2,402	2,041	85.0%	97	4.0%
Technical and Paraprofessional Staff	503	314	62.4%	21	4.2%	472	292	61.9%	22	4.7%	562	395	70.3%	43	7.7%
Skilled Crafts Staff	429	33	7.7%	11	2.6%	394	36	9.1%	22	5.6%	380	24	6.3%	22	5.8%
Service and Maintenance Staff	1,706	914	53.6%	198	11.6%	1,769	950	53.7%	244	13.8%	1,735	908	52.3%	239	13.8%
Total	13,182	8,060	61.1%	913	6.9%	14,199	8,830	62.2%	1,132	8.0%	15,276	9,685	63.4%	1,340	8.8%

IOWA STATE UNIVERSITY

OF SCIENCE AND TECHNOLOGY

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

Annual Affirmative Action Progress
and Diversity Report
November 2009

Submitted by:
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EXECUTIVE SUMMARY

“Diversity needs to be weaved into the fabric of an organization, part of its strategic thinking and planning, budgeting and programming. Iowa State University continues to strive to make diversity part of every conversation impacting the recruitment and success of faculty and staff.”

Carla R. Espinoza, Associate Vice President, Human Resources Services,

Director, Equal Opportunity and Diversity

November 2009

Iowa State University has prepared this Affirmative Action Progress Report to describe the progress made this past year in the areas of affirmative action and diversity. This Executive Summary explains the role diversity and inclusion play at Iowa State University and provides an overview of the changes in underrepresented groups in the faculty and staff. Additionally, this report summarizes programmatic efforts to promote diversity among faculty, staff, and students. The statistical data used in the Affirmative Action Progress Report has been gathered from November 1, 2008 to October 31, 2009.

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

Iowa State University continues to take an active role in recruiting for diversity within the community. The Equal Opportunity and Diversity Office in conjunction with the Human Resource Services continue to attend job fairs and speak to diverse groups regarding employment.

Iowa State University has continued holding sessions for faculty and staff regarding the Discrimination and Harassment policy. The participants learn what discrimination and harassment may look like, how to prevent, and what the reporting procedures are. Having a solid policy and educating people on that policy will help in the event discrimination does occur.

In the past year Iowa State University has implemented a revised policy to address sexual misconduct involving students. The Dean of Students Office has conducted a number of outreach sessions to discuss the new policy and student rights and responsibilities on the topic of sexual misconduct. In addition to providing information about the policy itself, resources for students in need of support or assistance have also been discussed. Presentations have been done for a number of academic courses, Greek chapter houses, residence life staff and students, athletics, and other student organizations and leaders.

The Vice President of Student Affairs is an integral part of the planning and development of NCORE, a highly regarded national conference. Stemming from NCORE is the nationally acclaimed Iowa State Conference on Race and Ethnicity (ISCORE) held annually at Iowa State University, and organized by a committee with representatives from Student Affairs and other University departments. ISCORE continues to be committed to raising awareness on issues

surrounding race and ethnicity. With record attendance, 2009 marked the 10th year since the inception of ISCORE. The increased attendance is attributed in part to the use of technology and online registration. There were over 200 more participants who attended ISCORE in 2008 than in 2007.

Iowa State University students and staff continue to take steps to create national exposure for Iowa State’s commitment to diversity. This year the ISCORE/NCORE project continues to be an important program providing both staff and students opportunities for growth in understanding issues of race and ethnicity in higher education. This year the program expanded their focus to bi-cultural issues, which allowed for an additional team of students to participate. Since 1999, over 163 students have participated in the project.

In addition, representatives of Iowa State University serve on the national board of directors for the Office of Women in Higher Education, a division of the American Council on Education and the American Association of Affirmative Action; participate as members of the National Association of Diversity Officers, and a variety of other groups committed to advancing women and people of color in higher education.

Iowa State University and the Office of Equal Opportunity and Diversity also collaborated with colleges across Iowa and other regent universities to deliver the 2009 Iowa’s IDEA Diversity Summit. The event brought community and university professionals together to discuss current diversity events and to develop strategic partnerships. Iowa State University continues to be a key partner to the state and other institutions on the issues of diversity and inclusion.

This report will also showcase the efforts each college and department has made to ensure diversity is part of their academic and professional environment.

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

Underrepresented group	Percentage of underrepresented faculty and staff at Iowa State University	Percentage of underrepresented population in the state of Iowa ¹
Women	50.7	50.9
Minorities	10.9	6.1

Iowa State University experienced an increase in female employees from 2008 in Executive/Administrative/Managerial by 1.7%, Faculty Tenured/Tenure Track by 0.8%, Non Tenure Track Faculty by 2.0%, Professional and Scientific by 0.5%, Service/Maintenance by 3.5%.

There was a decrease in female employees from 2008 in the Secretarial/Clerical group by 0.1%, Technical/Paraprofessional by 0.6%, and Skilled Crafts by 0.3%.

¹ Information provided by the 2000 United States Census Bureau.

There was an increase in minority employees in Faculty Non-Tenure Track by 0.4%, Professional and Scientific by 0.6%, Secretarial/Clerical by 0.1%, Skilled Crafts by 0.1%, and Service and Maintenance by 2.1%.

There was a decrease in minority employees in Executive/Administrative Managerial by 0.3%, Faculty Tenured/Tenure Track by 0.1%, and Technical/Paraprofessional by 0.4%.

Iowa State University experienced a net increase of female employees by 0.5% from 2008.

Iowa State University experienced a net increase of minority employees by 0.5% from 2008.

Iowa State University decreased its total workforce by 47 employees.

OVERVIEW OF OCCUPATIONAL HISTORY

Measurement of Goals from 2008-2009 Affirmative Action Progress Report

Iowa State University will continue to establish policies to encourage improvement of the climate of diversity. In addition, Iowa State University will work to meet the following goals, which are part of Iowa State University's goals to enhance students' understanding of global, cultural, ethical, and diversity issues and to expand the diversity of people, ideas, and cultures, and nurture an environment in which diversity can thrive by diversifying its workforce.

- The Office of Equal Opportunity and Diversity will work with departments and offices to provide training to improve the environment of inclusion at Iowa State University.

Status: On-going

The Office of Equal Opportunity and Diversity has been working with departments in strategizing how to enhance inclusive environments by facilitating informational sessions on issues, successes and challenges in recruiting and retaining faculty and staff of color to departments and colleges or business units.

- The Office of Equal Opportunity and Diversity will collaborate with the Provost office to provide policy training to new faculty.

Status: On-going

- Assist the Advisory Committee on Diversity Program Planning and Coordination to advance the ISU diversity strategic plan. The committee has been strategic planning on a series of initiatives that will continue to advance the strategic plan for the University.

Status: On-going

The Office of Equal Opportunity and Diversity was instrumental in connecting the community group, Breaking Down the Barriers with the Advisory Committee on Diversity Program Planning and Coordination. Please see the complete summary of the Advisory Committee on Diversity Program Planning and Coordination below in the diversity efforts section of this document.

- Contribute and participate in special projects to recruit minorities and women to STEM fields.

Status: On-going

The Office of Equal Opportunity and Diversity in collaboration with the ISU Advance to establish best practices and strategies for increasing representation in STEM fields.

Please see the complete summary of ISU Advance program below in the diversity efforts section of this document.

- Assist Deans, Directors and other hiring managers to recruit and hire diverse faculty and staff.

Status: On-going

The Office of Equal Opportunity and Diversity has collaborated with various departments across campus to assist hiring managers better understand advertising strategies to increase a diverse applicant pool of candidates. The Human Resource Services Recruitment Services team has enhanced the online hiring program to facilitate applicants in providing the necessary information.

- Assist the division of Student Affairs by guiding the dialogue on multicultural student inclusion, program planning, and organizational development – which includes the hiring of diverse leadership.

Status: On-going

Please see the complete summary of the work accomplished by Student Affairs below in the diversity efforts section of this document.

- Assist the division of Student Affairs in developing and streamlining the process and policy for student-to-student discrimination, harassment and sexual assault.

Status: On going

The Office of Equal Opportunity and Diversity and the Dean of Students Office have created a strong partnership and developed a comprehensive process in handling claims of discrimination, harassment, and sexual assault involving students. The two offices have been invited to speak to faculty, staff, and, most importantly, large groups of students to educate them on the new sexual misconduct policy and the discrimination and harassment policy.

PROGRAMMATIC GOALS: 2009-2010

The Office of Equal Opportunity and Diversity will

- Work with departments and offices to provide training to enhance the climate and culture of diversity and inclusion at Iowa State University;
- Work with colleges and business units to maintain a campus environment free from discrimination and harassment;
- Continue to participate and partner with the Advisory Committee on Diversity Program Planning and Coordination, the Work/Life Advisory Committee, College Diversity Committees, Women's Leadership Consortium, University Committee on Women to advance the University's commitment to fostering a more inclusive work and educational environment and to advance the ISU diversity strategic plan;
- Continue to lead the University Committee on Disabilities and work with strategic partners across campus to continue to maintain an accessible campus and provide reasonable accommodations for employees and students;
- Contribute, partner and participate in special projects to recruit minorities and women to STEM fields;
- Support and participate in special sensitivity training to enhance the quality of cultural inclusion in the classroom;
- Assist deans, directors and other hiring managers to recruit and hire diverse faculty and staff;
- Develop and provide training to search committees in an effort to support diversity of thought and representation to ensure equitable hiring practices;
- Continue to support and assist the division of Student Affairs in developing and streamlining the process and policy for student-to-student discrimination, harassment and sexual misconduct.

EFFORTS IN DIVERSITY

This year, Iowa State University was selected for an Affirmative Action audit by the Office of Federal Contract Compliance Programs as a result of receiving ARRA funds. The audit consists of a University-wide review of all minorities and women statistical data regarding retention, terminations, promotions, receipt or denial of tenure, and salaries of current staff. The audit also consists of specific applicant data including recruitment areas, including advertising and hiring process, hiring selections, and hiring leader information. This audit includes OFCCP auditors having access to University information regarding statistical data by employee, department and college or business unit. Because the University received ARRA funds, the OFCCP must conduct an on-site audit of these documents which is must be completed by September of 2010.

A few programs that ISU is currently participating or developing include the following:

The American Association of Affirmative Action

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.

Iowa State University continues an active membership in the American Association of Affirmative Action. This organization has been useful in providing opportunities to network and brainstorm with other Affirmative Action officers and work on joint projects of outreaching to diverse applicant pools.

As a member of AAAA's board the University has been instrumental in collaborating with a cross-functional team to bring forth new initiatives and positions on the future of Affirmative Action with the federal government. These include initiatives include hosting webinars for the general public on issues of policy adherence on revisions to the Americans with Disabilities Act, the new Veteran's 100 reporting policies, the new race and ethnicity reporting policies.

Advisory Committee on Diversity Program Planning and Coordination

The Advisory Committee on Diversity Program Planning and Coordination (ACD) began meeting in April of 2007. The purpose of the committee is to "assess the effectiveness of diversity efforts on campus, identify gaps in university diversity policies and efforts, develop new policies and initiatives as necessary, and ensure that units across the university are meeting diversity objectives." This group meets monthly and also holds regular meetings with the chairs of the diversity committees of the various colleges and units on campus to collaborate and share information. We also meet with invited guests from the university and the Ames community to discuss our common interests in regard to diversity.

Some of the important accomplishments for this year included:

- Establishing a diversity report assessment rubric which was instrumental in providing colleges and business units feedback on the diversity reports submitted to the Provost
- Reviewing all submissions for the selection of projects for the Women's Enrichment Grant and the Diversity grants
- Securing a committee to review the ISU Diversity website to include valuable information for current and prospective employees and students
- Reviewing and suggesting planning for strategic changes based on the 2009 University Life Survey
- Providing input and assisting in finding a long-term maintenance solution for the Diversity Alumni project, a website developed based on a diversity grant

ISU ADVANCE Program

The ISU ADVANCE Program is supported by the National Science Foundation through an ADVANCE Institutional Transformation Award. The ISU ADVANCE Program is funded for 5 years (2006-2011). The goal of the ISU ADVANCE Program is to investigate the effectiveness of a multilevel collaborative effort to produce institutional transformation that results in the full participation of women faculty in science, technology, engineering and math fields in the university.

Important accomplishments for the program this year include:

Program organization and evaluation

- Expanding the Council to include representatives from five additional STEM colleges
- Evaluating and consulting with external advisors

Addressing barriers in departments through Collaborative Transformation

- Adding new ADVANCE Professors and chairs to gather climate data, currently under review
- Effecting change to improve culture, structure and sharing best practices with other areas

Addressing barriers at the college and university levels which included transparency, isolation, mentoring, faculty flexibility, and institutional positive change, some of these efforts included:

- Developing a Faculty Search Resources CD developed and shared with the campus during two workshops; over 200 CDs were distributed
- Delivering a workshop for department chairs using a Readers Theatre to address the topics of promotion and tenure
- Delivered a lecture series that demonstrated the easy connection between eminent scholars and transformation of the academy
- Promoted the ADVANCE Scholars program which successfully matched five women of color with external Eminent Scholars to discuss research and present seminars
- Hosted a national conference on faculty flexibility, with key national figures and attendees from across the country. More than 60 faculty and administrators from ISU

- attended. The conference received coverage in the national media and mention at other conferences
- Developed key materials on work-life balance to promote flexibility in faculty careers
 - Strengthened efforts at the college level through college councils
 - Worked with a campus network of partners to effect passage in the Faculty Senate of a “modified duties” policy for faculty who are new parents
 - Engaged in dissemination of efforts at national meetings, in publications, and in the media. Invitations are extended to our major contributors to bring word of ISU ADVANCE to other campuses.

Breaking Down the Barriers

ISU continues to participate the Breaking Down the Barriers committee in an effort to make Ames a more welcoming environment for women and minorities. The committee and its ISU representatives have discussed ways to overcome harassment issues that have occurred on campuses throughout the country and debated ways to improve the climate for equity on campus and in the community. This committee has brought about Community Conversations on Diversity which holds study circles across Ames to discuss issues of race and inclusion in our communities.

This past year the Advisory Committee on Diversity Program Planning and Coordination invited the Break Down the Barriers committee to a joint meeting where the ISU diversity committee and the community leaders discussed potential partnerships to enhance inclusion in the Ames community.

Discrimination and Harassment Policy Training

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

Training of the Discrimination and Harassment policy, which educates faculty and staff regarding the complaint/reporting process, was very successful. An on-line training course continues to be available for use in training of the policy. From November 1, 2008 – October 31, 2009, 672 employees and students have utilized the web based training resource to be familiar with the policy. New employees are also trained in the orientation/acclimation session every other month. From November 1, 2008 – October 31, 2009, 442 faculty and staff have been trained on the Discrimination and Harassment Policy.

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

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

coordinator is available to provide assistance to ISU students and employees seeking child care information and services on the campus and in the community.

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

Office of Student Affairs

The Division of Student Affairs prides itself in being a leader in the Iowa State community in providing resources for diversity, programming with students regarding diversity issues, and working to create a campus environment where diversity is valued and celebrated. Programs throughout the Division help recruit and retain a student body that is diverse in many ways. In so doing, the Division supports one of the goals in Iowa State's strategic plan, *to expand the diversity of people, ideas, and cultures, and nurture an environment in which diversity can thrive.*

Diversity efforts in Student Affairs are often accomplished in collaboration with students, other units throughout the campus community and as a division-wide effort. Three such division-wide efforts include the Iowa State Conference on Race and Ethnicity, retention of students of color, and the development of the Sexual Misconduct Policy Involving Students.

ISCORE

Designed to model the National Conference on Race and Ethnicity, 2009 marked the tenth anniversary of the Iowa State Conference on Race and Ethnicity. In the last decade, more than 160 students and nearly 40 different staff members have participated in the ISCORE project. Attending NCORE is the start of a year-long process for the participating students. On returning to campus after the conference, students are subdivided into teams, with each team focusing on one particular racial/ethnic group, and the teams participate in a series of seminars and workshops throughout the fall. They then present at ISCORE the following March.

This year's ISCORE conference set a record, with more than 700 people attending, and the closing keynote by NPR's Michele Norris was well attended, leaving standing room only for participants who did not arrive early. This event is a wonderful showcase for Iowa State and it highlights how important discussions of race and ethnicity continue to be. We look forward to another successful event in 2010.

Retention of Students of Color

For the past several years, the Division of Student Affairs has been focused on increasing the retention of students of color. Most notably, efforts included a pilot intervention project, strategic use of the retention tool, MapWorks, sharing of data and intervention discussions with college partners and continued research into retention methodologies have occurred this past year. Some small successes exist, yet this effort will continue indefinitely.

Sexual Misconduct Policy Involving Students

Like our sister institutions, Iowa State University engaged in a year-long process to revise our Sexual Misconduct Policy Involving Students. The policy development process involved a cross section of the campus community, including key members from the Division of Student Affairs, Equal Opportunity and Diversity, University Counsel and ACCESS—our community advocacy agency. Student input was sought throughout the process and continues to be a focal point as the university implements the policy.

Implementation of the policy has involved significant educational efforts for students and employees. Some primary goals in educating the student body has been helping them understand exactly what sexual assault and sexual harassment are as well as dispelling myths and misconceptions, and providing information on resources to assist victims and survivors of misconduct. This process has led to a revitalization of programming to students around sexual misconduct that is positively impacting the entire campus community.

Specific trainings have been conducted for key populations, but are not limited to academic classes, student leaders, athletes, and residence life staff. In addition, a promotional campaign has been developed in conjunction with a series of workshops, peer education events, and a series of theater productions targeted towards new students. We look forward to continuing these efforts with key university partners to assure that students are aware of resources related to sexual misconduct and understand how to prevent sexual misconduct—critically important concerns for all our students, regardless of gender.

The following pages provide examples of the diversity efforts that occurred in the Division of Student Affairs this past year. Like the division-wide efforts, these all support the university's goals on diversity and have the desired outcomes of enhancing the university environment so that diversity is valued and celebrated and supporting diverse students and employees.

Dining

ISU Dining is dedicated to being a respected partner providing the University community and guests high quality, sustainable, nutritious culinary experiences which enhance the educational and cultural missions of the university. Interacting with thousands of individuals on a daily basis, ISU Dining continues to have a large emphasis on training and development of employees, as well as offering programs and thematic experiences for students in order to help make the university feel like home as well as allow a fun venue for the sharing of culture.

Training and Development

- Every January and June we hold two separate training session for our P & S and Merit training
- We have in the past partnered with DOR on diversity classes

- Option of providing servsafe certification in different languages
- As part of our required training manager need to take diversity, discrimination and harassment training through HR
- Merit Staff on sensitivity training
- Healthy Iowa training

Recruitment

- We recruit diversity through different advertisement avenues

Theme Meals and Pace Changers such as:

- Latino lunch
- Martin Luther King
- International event

Partnership with student on:

- International food fair
- Sustainable submit luncheon
- VEISHA

Partnership with University HR in the orientation

- Diversity section is done by ISU manager

Enrollment Services

In addition to recruitment, Enrollment Services is very intentional about its role in promoting diversity in our campus community. Through events, New Student Programs, outreach efforts, and research support, Enrollment Services continues to be a valued partner in diversity for Student Affairs and the general campus community. Some specific examples include:

Recruitment

- New Fall 2009 freshman minority student enrollment of 464, an increase of 15, or 3.3%, over last year; it is the largest number of American ethnic minority freshmen enrolled on record and represents 10.7% of the entering freshman class, the 2nd most ethnically diverse class on record.
- New Fall 2009 transfer minority student enrollment of 168, an increase of 67 or 66.3% over last year and represents 10.4% of the entering transfer class.
- New international freshman and transfer enrollment is 326 as compared to 303 in Fall 2008—a 7.6% increase over last year.

New Student Programs

- New Student Programs typically hires more minority Cyclone Aides and Destination Iowa State (DIS) Team Leaders than the percentage of the student body. For 2009, 12% of the DIS Team Leaders and 25% of the Cyclone Aides were ethnic minorities compared to 11% and 15% respectively in 2008. Their involvement with our New Student Programs leadership opportunities is invaluable.
- Our efforts to educate our Cyclone Aides and Team Leaders (upwards of 350 student leaders) assists in improving the climate. New Student Programs has also added more safety information in the orientation notebook. The VAWA Grant is enabling Iowa State to provide invaluable information about violence against women to new students.
- Orientation devotes a segment of Cyclone Aide training to Diversity.

- A program called “Strange Like Me” is devoted to all new students as part of the Destination Iowa State program.

Research and Support

- The Associate Director of Research for the Office of Admissions worked with a staff member from the Office of the Registrar and members of the VPSA Retention committee to better understand precollegiate characteristics and retention that may impact minority student academic success.
- The Associate Director of Research for the Office of Admissions served as a member of a subcommittee of the VPSA Assessment Committee conducting focus groups of African American students to better understand the African American student experience – what factors influence persistence and academic success. The results are being compiled and will be presented to the Vice President for Student Affairs.

Outreach

- I'll Make Me a World in Iowa (IMMAWII) – Staff from the Office of Admissions and College Bound Program coordinates programming for Educational Day with college partners. An Admissions staff member serves as a member of the IMMAWII Board and planning committee.
 - Saturday, January 31, 2009, Celebration Day, the Office of Admissions provides staffing for a promotional booth for the duration of the program. Staff are on hand to answer questions about Iowa State and visit with community members to continue their relationship with the university.
- The Office of Admissions sends out 3-5 multicultural newsletters (Latitude) each academic year to students who have identified themselves as American ethnic minorities. These newsletters encourage students to apply for admission, file the FAFSA, attend an MVP Interview, register for ACT/SAT test dates, schedule a campus visit and provide contact information for follow up. The newsletters are sent to students in the 12th grade.
- The Office of Admissions coordinates 3-5 Multicultural Visit Days each year. This campus visit opportunity is designed to provide multicultural students with a daily campus visit and a connection to other campus communities where they may identify. Informational meetings with multicultural student affairs, the multicultural liaison officers and multicultural student groups are an intentionally scheduled part of their day.
- Gaining Early Awareness and Readiness for Undergraduate Programs (Gear Up). Iowa State is a partner with GEAR UP Iowa, administered by the Iowa College Student Aid Commission. GEAR UP Iowa is a six-year federally funded grant program being implemented in 31 Iowa schools that will provide state-wide resources and services to more than 5,400 students and their families year-round. The program is intended to help students discover the importance of education, improve academic skills, identify career interests, and explore college opportunities. Resources and services provided to the students and their families include academic planning and counseling, tutoring and mentoring, information sessions on college admissions and financial aid, job shadowing, increased access to after school and summer programs, and college scholarships. The Admissions office provides a campus visit opportunity for these students. Students participate in interactive sessions, tour campus and eat lunch in a dining center on

campus. The visit is designed to expose students to higher education and show them what is possible for their career goals.

- The Office of Admissions partners with Multicultural Student Affairs (MSA) to provide staffing and materials for all Multicultural Vision Program interviews in the fall semester (Ames, Cedar Rapids, Iowa City, Des Moines, and Waterloo).
- New multicultural recruitment brochure - “Diversity of Minds” is an admissions based multicultural initiative designed to inform and educate prospective students and families about the celebration of ethnic diversity at Iowa State University. Content explores how multiculturalism enriches the lives of the entire university community. Prospective students learn how Iowa State encourages connecting new points of view, participating in diverse communities, and engaging in new leadership opportunities as vehicles to discover themselves and those from different ethnic/cultural backgrounds.
- Our two international admissions counselors serve as liaisons to many international student clubs, as well as some multicultural clubs.
- The Office of Admissions encourages all staff to attend the annual Iowa State Conference on Race and Ethnicity (ISCORE). A member of the Admissions staff serves on the ISCORE planning committee.
- The Office of Admissions provided support to DREAMS, a new student organization created to mentor first generation high school students and promote the pursuit of a bachelor’s degree.
- The entire Admissions staff participated in a workshop in September 2009 titled “Experiencing Diversity” during the annual Admissions Fall retreat. Admissions contracted with Michael Agnew, the artistic director for GTC Dramatic Dialogues to conduct the workshop. Mr. Agnew’s company also produces/conducts the aforementioned “Strange Like Me” program.

Greek Affairs

The Office of Greek Affairs continues to provide ongoing support to multicultural Greek organizations and has seen the strengthening of these organizations in the past few years.

The Office of Greek Affairs and the Office of Multicultural Student Affairs restructured 40 hours/week of graduate assistantship time so that two individuals have ½ time appointments between the two offices. One serves as the Multicultural Greek Council Advisor (primarily Latino-based membership) and quarter time in the Multicultural Center and the second graduate assistant serves as the National Pan-Hellenic Council Advisor (Black Greek Organizations – BGOs) and quarter time in the Multicultural Center. The joint appointments are providing for the opportunity for increase traffic in the Multicultural Center, shared knowledge between the Greek and Multicultural Student Affairs units and more intentional relationship building with our students of color.

- Multicultural Greek Council and National Pan-Hellenic Council members strolled in the predominately white Greek Week Lip Sync (April 2009).
- Utilized clips of the ABC Family show “Greek” to discuss a variety of diversity issues within the Greek Community, challenges that our community of 2,500 students face

regarding diversity including struggles to recognize, confront and grow our members and chapters.

- Held the first all-Greek chapter president meeting in the Multicultural Center, including an overview of the purpose/mission of the center.

A new program to recruit and support multicultural students grew out of the efforts of students in two multicultural Greek organizations. In 2007, Sigma Lambda Beta and Sigma Lambda Gamma started a program called “Project D.R.E.A.M.S” which uses mentorship and programming to inspire high school students of multicultural backgrounds to pursue higher education. The pilot program took place at Perry High School; this year, the program expanded to include Ames High School. Participants receive assistance in applying to college, travel to Chicago for career networking and cultural enrichment, and complete service and research projects. A number of the students who have gone through the program are currently attending Iowa State or plan to do so in the future.

International Students and Scholars

International students bring the diversity of other cultures to Ames and Iowa State. Much of the focus of the programming and services of ISSO is to encourage the integration of international students into the larger campus community.

Recruitment and Retention

ISSO hires a diverse group of undergraduate and graduate student assistants for our office to help with the administrative, programming and advising functions of our office. At the beginning of each semester ISSO also hires undergraduate students to be international orientation leaders to lead small group sessions during orientation. We intentionally recruit a group of diverse and outgoing students for these positions to welcome the new international students to Iowa State University.

Programming

- Friendships International - Friendships International is a program to help orient international students and scholars at Iowa State University (ISU) to the Ames community by pairing them with Ames area residents (families or individuals) or with ISU American students. This is not a host family program as the international students and scholars do not live with their American friends, they simply meet occasionally as friends. The Friendships International program hosts the first meeting between groups and asks the American friends to arrange at least one meeting.
- World Soccer Tournament - Each year the International Students and Scholars Office (ISSO) and the International Student Council (ISC) sponsor the World Soccer Tournament, which takes place in late February in the Lied Recreation Center. Within each team, there is required to be one international participant and one American participant. We want this event to be for all of the ISU community willing to participate, free for those involved, and a mixture of educational values and enthusiasm while participating in such a popular event

- International Graduation Reception - for graduating international students in cooperation with the International Student Council and the Alumni Association for promotion and retention of international students.
- Trips to Des Moines, Boone, Minnesota, Chicago for students and scholars. The trips are open to both international and American students/scholars and allow the two groups to mix and get to know each other better.
- Presentations geared to provide support to International students and scholars on:
 - How to buy a maintain a car in the United States
 - Getting a Job in the U.S.
 - Travel Presentations
- International Student Council
 - International Week – Each November, during I-Week we had many different events. Sports tournament, Cultural Displays in the MU, Dessert Fair at local church, Student Counseling Services seminar, International Movie Night, Capoeira Brazil Dance Group performance, Coffee and Tea Tasting Event, and International Night. These events educate and entertain ISU students, staff and faculty, as well as Ames community members about international cultures. It gave people an experience to meet new people from different countries and to experience other cultures.
 - International Food Fair - A food fair that offers the campus over 20 different ethnic food types from all over the world. It also provides not only food, but cultural displays about each country represented at the food fair to help educate the campus and Ames community about different cultures. It is also a learning exchange and a chance to meet new people for those involved.
 - Welcome Back Reception for student leaders of international and multicultural organizations at the beginning of each Fall semester
 - Welcome Back Party for new international students at the beginning of the Fall and Spring semesters
- American Cultural Acclimation Society - non-religious organization designed to help international students adjust and assimilate into the community and culture at ISU by improving their English conversation and skills and helping them find various other clubs and activities that interest them.
- Committees and Organization Memberships
 - World Affairs Committee – assists in bringing speakers to Iowa State University
 - VPSA Diversity Committee
 - Student Health Advisory Committee – A student from the International Student Council serves on this committee to act as a liaison between the Thielen Student Health Center and international students.

Lesbian, Gay, Bisexual, and Transgender Student Services

Iowa State is now better able to serve its LGBTA students after hiring the university's first coordinator of LGBT student services. In addition to provide a safe space for students, a lending library with a variety of resources on gender identity and sexual orientation, and support for students needing assistance, LGBTSS also offered the following programs:

Lavender Graduation

Recognized nine lesbian, gay, bisexual, transgender, and allied students in their graduation accomplishments, while announcing scholarships and awards for student, faculty, staff, and administrator involvement.

- Walter Allen and Shawn Keister Scholarship
- Scott Rohlf Presidential Leadership Initiative Award

LGBTSS Space

- Dramatic increase of walk in resource needs
- Over 250 students in the LGBT Student Services Center Space (up from 0-2 a month)
- Up to date Iowa State/Ames LGBTA resources
- Provides connection to student organizations resources and involvement (Delta Lambda Phi (Greek), LGBTA Alliance)

National Coming Out Week Celebration

- Held during the first week of October, National Coming Out Week events were co-sponsored with three different student organizations and included events such as speakers, entertainment, performing arts, a dance and rallies

Safe Zone Program

- 10 3-hour Safe Zone Trainings
- Implementing Safe Zone sticker update along with education about training requirements
- Developed Community Advisor Training

Speaker's Bureau

- Increased panelist participation and student involvement by triple from one year ago
- Reached over 1,180 students in classes across the Iowa State campus
- Qualitative responses from midterm evaluations in various courses place this program as the program that had the greatest impact and influence in increasing their cultural competency and awareness of LGBTA people

Support (Gathering) Groups

- Support groups include intersections of sexual orientation and gender identity and race/ethnicity.
 - Gay/Bi Men's Group
 - Lez-Bi-Real Group
 - Fluidity – Transgender Group (new this year)

- Transgender students are able to meet, greet, and share stories, resources, and build community support
- QPOC – Queer People of Color (new this year)

Special Events

- Same-sex Supreme Court Oral Arguments Watch Party
- Establishment of LGBTQA history section at Iowa State in the Special Collections Department at the Parks Library which allows student involvement, programs, events, and organization documents to be stored and viewed by students
- Transgender Resource Development – Collaborations between Student Legal Services, Department of Residence, Registrars, and Thielen Student Health Center to provide comprehensive, direct, and inclusive services for transgender Iowa State students
- LGBTQA Alliance and LGBTSS attended the Midwestern Bisexual, Lesbian, Gay, Transgender, Allied College Conference at Indiana University in Bloomington, Indiana. The largest LGBT student run conference in the United States.
- Star Activity (Portion of Safe Zone Training) – Social Justice Summit at Iowa State University
- American College Personnel Association Regional Drive-In Workshop: Prism Initiative
 - Focus on LGBT student development
 - National Recognition for recruitment

Memorial Union

The Memorial Union is uniquely dedicated to furthering the university's diversity goals through the use of space as well as through programming, student organizations and student activities.

Multicultural Center

- On October 28, 2008 the new Multicultural Center in the Memorial Union was dedicated. The MCC offers study, social, and meeting space for students, and the project was driven by students from the very beginning. Multicultural student organizations and other student organizations are actively utilizing it for meetings and programs.

Leadership Programs

- 227 students attended the 4 events that comprised Global Citizenship Symposium. The program is designed to enhance student's knowledge, attitudes, skills and aspirations in global citizenship. Ultimately, this program will help students to "create, share, and apply knowledge to make Iowa and the world a better place" (Iowa State University Mission Statement). The four events included: Thursday, October 16, 2008, Chris Morrison, Compassion with Common Sense (26 people); Thursday, November 13, 2008, Dr. Bill Gutowski, Our Changing Climate: Myths and Realities (91 people); Thursday, December 4, 2008, Dr. Kabbesh & Katie Noyneart, Local and Global Perspectives on HIV and AIDS (90 people); Friday, April 3, 2009, Recycled t-shirt event in Workspace (20 people)

- 38 students participated in this two-day program February 6-7, 2009. Social Justice Summit, formerly known as the Multicultural Leadership Summit, occurred for the ninth time in February 2009. Students learned from each other in a safe environment and diverse setting by participating in activities focused on "who they are" and "what they bring" to the ISU campus. The students also connected, reflected, and committed to social change through their personal action plan. On Thursday night, we co-hosted Kathy Obear, a nationally known social justice educator. She facilitated our Friday night program and graduate student and staff facilitators led the Saturday program.

Student Union Board Sponsored Activities

- The Awareness Committee sponsored 9 events with 1,472 people in attendance.
- The Multicultural Committee sponsored 4 events with total attendance of 465 people. One of the events in the spring, Global Gala on March 28, 2009, had 11 ISU multicultural student organizations performing and 300 students, faculty, staff and community members in attendance.

Multicultural Student Affairs

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

As new students of color enter ISU each year, they share similar questions, concerns and anxieties about attending a predominately White institution. MSA understands stressors that can impact a student's academic progress and social integration. Stressors not only impede a student's academic progress but can ultimately influence a student's decision to stay at the university.

The Multicultural Student Affairs office works to improve the retention of multicultural students with an emphasis on academic success and student leadership development. Specifically it supports student-centered learning through the development of African American, American Indian, Asian American, Hispanic/Latino and Multiracial students of color.

With the addition of the new Director of Multicultural Student Affairs in Spring Semester 2009, MSA continues to establish partnerships with Iowa State University departments and related organizations in an effort to promote continuous improvements that respond to the needs of multicultural students. MSA efforts include:

- Proactively and intentionally reach out to multicultural students to facilitate engagement with and transition to Iowa State University
- Continue to emphasize academic excellence
- Increase multicultural student involvement in the larger ISU community and reinforce MSA retention efforts

MSA Programming

Through its learning communities, academic enrichment programs, leadership opportunities and community activities, MSA connects multicultural students to university and community resources that can assist in their persistence and graduation at Iowa State University.

- Academic Program for Excellence
A summer bridge program that helps multicultural students with the transition to university life
- George Washington Carver Academy
A merit based scholarship program and learning community offering guidance and enrichment to its participants.
- Multicultural Vision Program
A need-based scholarship program and learning community created to assist multicultural students who are admitted directly from Iowa high schools.
- NCORE-ISCORE (16 students)
MSA is intensively involved in the National Conference on Race and Ethnicity and the Iowa State Conference on Race and Ethnicity.
- Celebrations-Honoring our Grads
This annual awards ceremony was combined with the reception to honor ISU graduates. The event recognized multicultural students for their academic achievement, campus leadership and contributions to the ISU community.
- Welcome and Transition
This event welcomed incoming first year multicultural students with a keynote speaker and leadership sessions. This year's speaker was Hajj Flemings, a motivational speaker who talked about personal branding. Students had the opportunity to meet ISU administrators and make connections to the resources and services available for their academic success.
- Multicultural Family Reception
Over 300 people attended this event during fall move in. This event allows multicultural students and their families to meet ISU administrators including the Vice President for Student Affairs to discuss resources for academic success.
- Cultural Centers
Both the Black Cultural Center (BCC) and Multicultural Center (MC) provide primary meeting locations for multicultural student organizations, ISU faculty/staff and targeted multicultural programming.
- Targeted Committee Service
 - Carver Faculty Council
Council members provide opportunities for Leadership, Professional and Community Development for all Carver Scholars.
 - Multicultural Student Success Coordination Team
This mission of this committee, which includes Multicultural Liaison Officers in the colleges, is to work collaboratively to positively impact recruitment, persistence, retention, and graduation of multicultural students at Iowa State University.
 - Multicultural Student Programming Advisory Council

This advising committee for MSA serves as a funding source for registered student organizations implementing projects and events that promote cross cultural collaboration at ISU.

Department of Residence

The opportunity to have a significant effect on students through their living-learning environment, the Department of Residence has been committed to enhancing diversity efforts in the residential facilities as well serving as an active partner in the university community.

Staff involvement and training in diversity includes:

- Staff Training Event-Understanding and Appreciating Human Differences, Keith Edwards, Maclester College, August 2009.
- Staff Training Event- VAWA Expectations, August 2009.
- Staff Training-Establishing Outreach to International Students, Students and Staff, James Dorsett, International Student Services, August 2009.
- Professional Staff Training-Understanding Needs of International Students, James Dorsett, International Student Services, Iowa State University, July 2009.
- Residence Life Staff attended the Engineering Diversity Fair Key Note Speech, Dr. Freeman Hrabowski, President University of Maryland Baltimore County, October 2009.
- Awards-Ebony Williams, Hall Director, won the UMR-ACUHO Social Justice Award, October 2009.

The following titles represent a sample of programs that have been coordinated and facilitated by Department of Residence staff:

- Programs Addressing Marginalization:
 - Posters displayed that define marginalized groups
 - Email Advertising Equal Opportunity Office
- Programs that Promoted Conversations about Diversity:
 - Organized trips to Cultural Festivals
 - Bulletin Boards on the Global Community
 - Movies that address topics of diversity followed by facilitated discussions
 - International Dinners
- Programs that Highlighted University Resources:
 - Bulletin Boards on Campus Ministry Organizations
 - Bulletin Board on Scholarships for Diverse Students
 - Posting of the Diversity Lecture Series
 - Newsletter articles on campus diversity resources
 - LGBTA History Timeline Displays and information about the LGBT Student Services
 - Study Abroad Bulletin Board
- Programs that Promote Conversation Across Varied Groups:
 - Icebreakers that help students overcome initial barriers
 - Apples to Apples games that help students discuss social attitudes
 - Crossover exercises to help students discuss difference
 - Highlighting Latino Heritage Month and coordinating house participation in these events
- Programs that Demonstrate the Importance of a Diverse Educational Environment:

- Salsa Presentation and Lesson
- House coordinated visit to the Indian Festival of Lights
- Bulletin Board- Engineering Across the Globe-Emphasized Women in the Engineering Field
- Programs that Promote the Value of Diverse Communities:
 - CA's prepared door decorations in different languages to welcome individuals of varied backgrounds
 - Bulletin Boards on religious tolerance
 - Poetry Night with poetry and song lyrics sharing diverse view points
 - Bulletin Boards providing information on the diverse culture that comprise Iowa State University.
 - Map of the World display followed by discussion about each community member's point of origin.
 - Mid Autumn Festival participation followed by Mahjong

In addition to these programs, a hall director, taught two honors seminars on using children's literature to teach diversity.

A brief summary of research initiated or continued on diversity-related topics:

Retention

- Track one through six year retention comparing on-campus and off-campus students
- Track one through six year retention in relation to learning community type (course based only and some part residential)
- Prepare one through six year retention charts for:
 - On-campus minority males
 - On-campus minority females
 - On-campus African-American females
 - On-campus African-American males
 - On-campus Hispanic females
 - On-campus Hispanic males
- One extensive research effort has focused on student retention and has included minority student status among the variables:
Whalen, D., Saunders, K. & Shelley, M. (In press). Leveraging What We Know to Enhance Short-term and Long-term Retention of University Students. *Journal of College Student Retention: Research, Theory & Practice*.

Academic success

- Lists are prepared by hall for students who are on probation or deemed "at risk" by the predicted model. Dr. Kurt Earnest works with Hall Directors in out-reach for these students.
- Compare midterm reports received by on-campus students by gender and ethnicity.
- Compare on-campus student GPA data by gender and ethnicity
- One recent study done with Dr. Mack Shelley focuses on success of minority and underrepresented groups in STEM and non-STEM majors:
Whalen, D. & Shelley, M. (In press). Academic Success for STEM and Non-STEM Majors. *Journal of STEM Education*.

MAP-Works

- The purpose of MAP-Works is to help first year students succeed at Iowa State. Academic data points are included in the program to provide students with feedback about how their academic standing relates to other students.
- 2008-2009 MAP-Works data has been analyzed by Dr. Shelley and Dr. Saunders and me related to Spring semester cumulative GPA. Included in the analyses are background characteristics, environmental and academic variables, as well as the MAP-Works 4 warning factors (social integration, academic integration, satisfaction with the institution, and commitment to the institution). We are in the write-up stage summarizing the analyses.
- Dr. Shelley, Dr. Saunders, Hall Director Hector Limon, and I are currently preparing to study 2009-2010 MAP-Works data that will focus on finding information to identify factors contributing to institutional fit of ethnic minorities.

Student Counseling Services

Student Counseling Services continues to outreach in order to build relationships and be a resource for diversity as well as a resource for their colleagues who directly service diverse populations.

For example, one counselor was unanimously appointed to be the Chair of the Multicultural Student Services Coordinating Team (MSSCT) and another also serves on this committee as well as served as a facilitator for the National Conference on Race and Ethnicity. A counselor also serves on the LGBTSS Advisory Board for a second year.

SCS created a bi-weekly Multicultural Seminar for its APA-accredited internship program. Topics include working with African American; Latino; multi-ethnic; students with disabilities; lesbian, gay, and bisexual; and transgender clients.

SCS continues to serve African American, Latino, and Asian students at a higher rate than their representation in the ISU student body. Rates of service to International and Multi-ethnic (Biracial and Other) students increased moderately compared to previous years. SCS has seen an increase in clients who identify as transgender.

SCS staff continues to provide a series of workshops for international students including “Career Development”, “Communication Styles”, Mindfulness and Stress Management, and “Cultural Adjustment” in conjunction with the International Students and Scholars office.

SCS continued to offer educational workshops for Diversity Students such as “Taking Care of Me: Five Key Factors for Balance in College” for the Community of Color Convocation and “Helping Students in Crisis” for the MSA graduate assistants

SCS staff attended 47 diversity events during the last academic year. Nine SCS staff members attended ISCORE. This semester, staff have presented at or attended 13 diversity events, including presentations to Student Support Services Program (SSSP), international students, and the LGBTA Alliance.

Student Disability Resources

Student Disability Resources advocates for the needs of students with disabilities in our campus community and directly coordinates services for students with visible and invisible disabilities, serving 700 students this semester. Recent activities include:

- Collaboration with ITS to install an upgrade to ‘text-to-speech’ software (ie. Kurzweil), ‘speech to text software’ (ie. Dragon Naturally Speaking), and new equipment for text conversion processes that assist students with reading disabilities access course material and the internet.
- Collaborate with ISU Room Scheduling staff to appropriately assign/relocate accessible classrooms for students with mobility challenges.
- Collaboration with Facilities, Planning and Management to place a curb cut access point at the bus stop located in front of Maple, Willow, Larch Residence Halls.

Student Disability Awareness Week 2009 was held at ISU during the week of October 19-23. It included experiential activities and discussions to promote awareness of differing abilities on our campus and, more broadly, the world in which we live. Examples of activities include:

- ‘Step in to my World’ campus navigation using power scooters, wheel chairs, crutches, braces, etc.
- Experiences of campus dining with a simulated disability (ie. mobility impairment, blindness, etc.)
- Assistive Technology Lab open house—demonstration of adaptive software and hardware items available to people with qualifying documented disabilities on our campus
- Student Disability Resources open house—sharing of information with interested students, faculty, etc.
- Brown bag discussion with ISU Human Resource Services staff related to accommodations for ISU employees with disabilities
- Brown bag discussion with ISU instructors related to working with students with documented disabilities including universal instructional design strategies
- Open discussion in Architecture 571 course “Design for all People” related to physical design strategies to assist all people in accessing existing ISU facilities
- Sargent Scholarship Award presentation—recognition of an outstanding ISU student with a disability, exemplary academic standing, and demonstrated commitment to overcome challenges of disability. This annual award is made possible by alumnus Keith Sargent.

Student Support Services Program

The Iowa State University Student Support Services Program is a federally funded TRIO program. The program serves 250 Iowa State students who are first generation (neither parent has completed a four year college degree), low income students, and students with disabilities. SSSP is a retention and graduation program with the goal of supporting and assisting program participants until graduation. Historically, students of color have comprised the vast majority of our program participants.

Signature Programs

Each student meets with the program director for an initial screening for program fit. Upon entry, they participate in an in-depth individual intake meeting with one the program advisors. During this meeting the student and advisor discuss the student's specific needs using the College Student Inventory and MAP Works as tools to develop an individual service plan. Additionally, SSSP seeks to support the retention of students in the program thru the following programs and initiatives

- The SSSP office provides numerous resources including computer lab, printing/copying, scanner, laptop loan program, textbook library, academic software, and quiet study spaces
- Academic, financial, career, and personal advising
- Tutoring assistance
- Cultural events for new and returning participants
- Academic and informational workshops
- Peer Mentor program
- Directed Learning Program serving new participants deemed at-risk after fall semester
- A variety of events including Fall/Spring Kickoffs, New Student Orientation, Fall/Spring Stress Free Day, and TRIO Day

Thielen Student Health Center

Thielen Student Health Center supports and values diversity as a fundamental principle of providing good medical care and resources for our students and university community. It is manifested in a variety of ways, including:

- Continuing education to promote developing and maintaining cultural competence in delivery of health care service
- The statement of "patient rights" speaks to the patients' right to care that is respectful of diversity
- Promotes access to services within the scope of practice for a college health center without regard to race, ability, religion, socio-economic status, or sexual orientation.
- Education and risk reduction programs all emphasize inclusion and a sensitivity to cultural, ethnic, social and other factors that can influence student learning and health behaviors

In addition to the examples above, TSHC also partners with other areas to achieve our mission of diversity. For example, staff from TSHC have participated in brainstorming efforts with LGBTSS on providing medical resources to transgender students.

Women's Center

The Women's Center at Iowa State University serves both students and employees through providing safe space on campus, advocacy for the needs of women, individual support and resources and programming. One unique way in which students are enlightened on issues of gender in society is through the Gender Justice Course:

Gender Justice

The Margaret Sloss Women's Center coordinated and facilitated University Studies 160 Gender Justice since spring semester 2005. This course offers 5-8 sections of 25 students during the second half of the semester and focusing on the socialization of women and men in the United

States, identifies challenges and miscommunications this socialization creates, and develops possible solutions for students to consider.

Other programs offered by the Women's Center include:

- Women's Equality Day – August 26
- Get Carded Day – September 27
- Breast Cancer Awareness Month – October
- Domestic Violence Awareness Month – October
- Violence Leaves an Empty Chair at the Table – October 30
- Graduate Women's Network – monthly speakers, discussion, and support
- Faculty Women's Network – monthly speakers, discussion, support
- Faculty Women's Promotion and Tenure Celebration, May 2009
- Secret Agents Board – community members share their secrets on postcards and place them on the bulletin board in the Sloss House. Others write about similar experiences or encouraging messages. Resources and available.
- The Vagina Monologues – February 2009
- G-Words – monthly newsletter
- WoFest – annual zine
- Administer four scholarships – The Rosenthal Scholarship, The Lee Hadley Scholarship, The Adult Student Scholarship Fund, and The Student Affairs Adult Student Scholarship.
- The Margaret Sloss Gender Equity Award
- Award and Scholarship Reception – February 2009
- Classroom presentations:
 - Introduction to the Margaret Sloss Women's Center
 - Women and Men in Communication
 - Act Like a Man/Act Like a Woman
 - Sexual Misconduct Policy
- Faculty/Staff Presentations
 - Introduction to the Margaret Sloss Women's Center
 - Gender in the Workplace
 - Sexual Misconduct Policy
- Lactation Location (maintenance and securing new)
- University Studies 160 Gender Justice
- Coordinated in collaboration ACPA Institute Prism Initiative
- Co-sponsored Lt. Dan Choi Lecture
- Co-sponsored Lilly Ledbetter Lecture
- LGBT Speaker's Bureau
- Sexual Assault Awareness Month (April)
- Take Back the Night Rally/March
- ACCESS Advocates in the Sloss House, Thursdays, 2-5 pm
- Host LGBTSS Support Groups
- Poster Presentation at Annual College of Engineering Diversity Day 2009

New courses or programs covering or discussing any protected class

- Initiatives around work/life balance, inclusion and/or multicultural efforts

- Successfully Navigating Your Career at ISU, Carla Espinoza – October 30, 2009
- Information on international activities, including partnership with organizations abroad

A brief summary of research initiated or continued on diversity-related topics:

- Student Needs Assessment of the Margaret Sloss Women’s Center Survey
- Employee Needs Assessment of the Margaret Sloss Women’s Center Survey
- Margaret Sloss House Use Assessment
- Gender Justice: A Course Evaluation
- Development of male social justice allies of women in college: A case study investigation of possibilities for change

University Committee on Disabilities

The University Committee on Disabilities is responsible for sharing knowledge concerning disabilities with the University community, for fostering awareness of the needs of persons with disabilities, and for advocating ways to meet these needs.

The UCD partnered with Institutional Research to develop a campus-wide disability awareness survey to provide the university recommendations on potential awareness campaigns.

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. This year, the committees focused and progressed on the following goals:

- Reviewed and reported on the status of women faculty, staff and students in the College of Design including salary comparisons to the overall set of statistics.
- Increasing visibility of UCW across campus and to encourage and support a high level of productivity by subcommittees
- Members represented UCW on the high profile searches for the three college deans, director of Multicultural Student Affairs, and Vice President for Research and Economic Development
- Continued to advocate on behalf of university employees and students in relation to work/life/school balance through our words and actions and provide a strong voice for family friendly practices
- Continued strategic partnerships across campus to review and initiate and assist with climate changes across campus
- Continued to explore graduation rates for female athletes; examine athletic budget; research coaching equity

Work/Life Advisory Committee

In fall 2008, the Office of the Executive Vice President and Provost established a Work/Life Advisory Committee to help the university strategize about best ways to build and refine its commitments to ensuring that ISU is a great place to learn and work.

The purpose of the Work/Life Advisory Committee is to advise the Executive Vice President and Provost (EVPP), as chief personnel officer, on issues of managing professional and personal lives. A key goal will be to identify ways to maintain a university environment that will lead to effective recruitment, retention, and advancement of faculty, staff, and graduate students. The Committee will conduct ongoing review of current policies and practices and identify gaps or ineffective policies and practices. It will work with faculty, staff, and administrators with responsibilities for these issues to design new policies, practices, and training.

Since its inception, the Work/Life Advisory Committee has established a Parental Leave Subcommittee to research and review best practices of other university policies, and the potential establishment of a policy at ISU. In addition, the group initiated measures to find ways to recognize areas that have established effective work/life balance strategies for their employees. Critical to this committee is representation from a cross section of university areas.

Some of the issues this committee will be investigating and researching include: caring for dependents, health and wellness, employee relations, understanding of federal, state and University policies that can assist employees, workplace flexibility, financial support, paid and unpaid time off, community involvement, university culture and climate change, and other strategic partnerships with programs and assistance for employees in need of accommodations for unexpected life events.

The Lectures Program

Summary of ISU Diversity Topics/Guest Speakers

Putin's Petrostate: Power, Patronage and the New Russia - Marshall Goldman

Marshall I. Goldman is a recognized authority on Russian economics, politics, and environmental policy and best known for his analysis of the careers of Mikhail Gorbachev and Boris Yeltsin. He is the author of over a dozen books on the former Soviet Union, including *The USSR in Crisis: The Failure of an Economic System* and *Gorbachev's Challenge: Economic Reform in the Age of High Technology*. His most recent book is *Petrostate: Putin, Power and the New Russia*. Goldman is the Kathryn Wasserman Davis Professor of Russian Economics (Emeritus) at Wellesley College, and he served for more than thirty years as the associate director of the Davis Center for Russian Studies at Harvard University. Goldman received M.A. and Ph.D. degrees in Russian studies and economics from Harvard University.

An African Childhood - Alexandra Fuller

Alexandra Fuller, author of *Don't Let's Go to the Dogs Tonight: An African Childhood* and *Scribbling the Cat: Travels with an African Soldier*, grew up on several farms in southern Africa. Her father sided with the colonial government in the Rhodesian civil war and was often away fighting black guerilla factions. Her memoirs tell of a white family clinging to lives in Africa as Rhodesia became Zimbabwe and illustrate how turmoil and injustice in society distort the lives of families and individuals. Alexandra Fuller was born in England and in 1972 moved with her family to a farm in Rhodesia. After that country's war for independence in 1980, the Fullers moved first to Malawi, then to Zambia. In 1994, she married and moved to Wyoming, where she

currently lives and writes. Her recent book is *The Legend of Colton H Bryant*, the story of a boy who comes of age in the oil fields and open plains of the American West.

How the Media Teach about Diversity - Carlos E. Cortés

Carlos E. Cortés is the author of *The Children Are Watching: How the Media Teach about Diversity* and *The Making - and Remaking - of a Multiculturalist*. He is Creative/Cultural Advisor for Nickelodeon's award-winning children's television series *Dora the Explorer* and its sequel, *Go, Diego, Go!*, as well as coauthor of the Houghton Mifflin Social Studies series and senior consultant for the McDougal Littell World History series. Cortés is professor emeritus of history at the University of California, Riverside. He also serves on the summer faculty of the Harvard Institutes for Higher Education and on the faculty of the Summer Institute for Intercultural Communication.

Tough Choices: Women, Leadership and Power - Carly Fiorina

Carly Fiorina, as the CEO of Hewlett Packard, was the first woman to lead a Fortune 20 company and was named the "Most Powerful Woman in Business" by *Fortune* magazine. She succeeded as an outsider – she was neither an engineer nor a man in an industry dominated by both. Her leadership at HP culminated in the hotly contested acquisition of Compaq, followed by an ambitious transformation project. Prior to joining HP, Fiorina spent nearly twenty years at AT&T and Lucent Technologies, where she directed Lucent's IPO and subsequent spin-off from AT&T. She has also served on the boards of Cisco Systems, Kellogg Company and Merck. She heads up Carly Fiorina Enterprises, which includes the Fiorina Foundation, Fiorina Group, and Fiorina Education and Outreach programs on such topics as leadership, globalization and corporate citizenship. The author of *Tough Choices: A Memoir*, Fiorina serves as John McCain's Victory '08 Chair, appearing frequently in the media to speak on behalf of the presumptive Republican Party presidential candidate.

Dr. Martin Luther King, Jr., Holiday Celebration

Musical performances and speakers celebrate the life and legacy of Dr. King. Musical performances and speakers celebrate the life and legacy of Dr. King. Speakers include Religious Studies Professor Mary Sawyer, Government of the Student Body President Daniel Fischer, African American Studies Program Director Tunde Adeleke, and Black Student Alliance President Courtney Thomas. Provost Elizabeth Hoffman will present the Dr. Martin Luther King, Jr., Advancing One Community Awards.

Celebrate! Carrie Chapman Catt's 150th Birthday Party & Performance

Join the birthday party and enjoy cake, punch, coffee and a performance. Jane Cox, professor and stage director for Iowa State University Theatre, will perform a 30-minute excerpt from her one-woman play highlighting the life of suffrage leader Carrie Chapman Catt. A graduate of Iowa State, Catt is best known for leading the "winning plan" that achieved suffrage for women with the passage of the 19th Amendment to the U.S. Constitution.

Diversity and Democracy in America - Manning Marable

Manning Marable is the author of *Living Black History: How Reimagining the African-American Past Can Remake America's Racial Future*. He is a professor of public affairs, political science,

and history at Columbia University, specializing in African American history. He was the founding director of the Center for Contemporary Black History and the Institute for Research in African-American Studies, which has become one of the nation's most prestigious centers of scholarship on the black American experience. Marable has written or edited two dozen books and scholarly anthologies, including *The New Black Renaissance* and *The Great Wells of Democracy: The Meaning of Race in American Life*. He is currently at work on a comprehensive biography of Malcom X.

A Campus Conversation on Diversity - Panel Discussion

Barbara Woods will moderate a discussion about the experience of diverse students and faculty on campus. She was instrumental in organizing the Community Conversations on Diversity. Participants include Iowa State's assistant director for equal opportunity Francesca Galarraga and diversity, graduate student Ashley Ratute, and undergraduate student Bri McGriff.

A Dream Fulfilled: The Saga of George Washington Carver - AN OPERA

Celebrate the life of the agricultural pioneer and Iowa hero George Washington Carver with this OPERA Iowa performance. Dr. Carver was the first African American student and faculty member at Iowa State University. The opera focuses on the key events that would shape the destiny of this great scientist, educator, and humanitarian. Composed by Iowa's own Dr. Michael Patterson, *A Dream Fulfilled* was commissioned by Des Moines Metro Opera in cooperation with the Iowa State Historical Society.

Responsible Design for Our Global Community - Ricardo Gomes

Ricardo Gomes is an advocate for culturally relevant and socially responsible design. He runs the Design Center for Global Needs, a nonprofit international research and development center that promotes design solutions to such issues as health care, the aging, community development and sustainability. A former Fulbright Scholar in Kenya, his experience has included design for developing countries and sustainable design. Gomes is professor and chair of the Department of Design and Industry at San Francisco State University. He received his MFA in Industrial Design for Low-Income Economies from the University of California, Los Angeles.

Civility on Campus - Kathy Obear

Kathy Obear is the president of Alliance for Change and founding faculty of The Social Justice Training Institute. She worked in residence life at several universities before starting her consulting practice, devoted to organization development, managing diversity, and conflict resolution. Obear's presentation focuses on improving communication skills among students when different viewpoints are presented in the classroom. She works to create inclusive environments that leverage the creativity, diversity, and talent of all students.

Writing across International Boundaries - Jennifer Kwon Dobbs and Heather Derr-Smith

What are the responsibilities of authors who travel internationally and write on global themes? Is it possible for authors to see the world and represent it beyond the limitations of their own cultural blinders? Poets Jennifer Kwon Dobbs and Heather Derr-Smith share their stories and writings about the environmental degradation and political upheaval they've witnessed around the world. Jennifer Kwon Dobbs was born in Won Ju Si, South Korea. Her debut collection, *Paper Pavilion* (2007), received the White Pine Press Poetry Prize. She is an assistant professor

of creative writing at St. Olaf College and lives in Minneapolis. Heather Derr-Smith received her undergraduate degree in art history from the University of Virginia and her M.F.A. in poetry from the Iowa Writers' Workshop. Her first poetry collection, *Each End of the World*, features poems about the Bosnian war in the 1990s.

Darwin and Me: A Panel Discussion

On Charles Darwin's 200th birthday, our panel will discuss how Darwin's work has affected their religious beliefs. Panel members include Iowa State professors and graduate students from both the sciences and humanities and a variety of faiths. We will then invite the audience to join the discussion with the goal of encouraging mutual understanding between scientists and non-scientists and among people of different faiths. We also hope to challenge the idea that evolution contradicts religion. Enjoy free birthday cake and primordial punch.

Darwin Made Me Do It: Secular vs. Religious Ethics - D.J. Grothe

D.J. Grothe is Vice President & Director of Outreach Programs for the Center for Inquiry, a think tank that advances science, reason and secular values in public affairs. He is also associate editor of *Free Inquiry* magazine, and has lectured widely on topics at the intersection of education, secularism and science at universities such as Harvard, Yale, Stanford, UCLA, UC Berkeley, and dozens of others. Questions to be addressed include: Can people be good without being religious? What does Darwin's theory of evolution tell us about morality? Can a secular ethics – based firmly in the sciences – hold the answers to the world's greatest problems?

A Conversation with Francisco Ayala

Francisco J. Ayala, an evolutionary biologist and geneticist at the University of California, Irvine, was president of the American Association for the Advancement of Science and a winner of the National Medal of Science. He is the author or editor of over a dozen books, including, most recently, *Darwin's Gift to Science and Religion* and *Darwin and Intelligent Design*. He was a chief witness in the creationist trials in Arkansas in 1981 that prevented religion from being taught as science in the classroom.

A Day of Remembrance at Iowa State - Grace Amemiya and Phil Tajitsu Nash Remembering the signing of the Executive Order 9066 and the forced incarceration of Japanese Americans during World War II.

Grace Amemiya is an Ames resident who will talk about her personal experiences as a former internee. Phil Nash is a civil rights attorney and Professor of Asian American Studies at the University of Maryland who worked on the reparations movement.

Gender and Race after the 2008 Campaign - Mary Frances Berry

Mary Frances Berry is the Geraldine R. Segal Professor of American Social Thought and Professor of History at the University of Pennsylvania. She is the author of seven books, including *The Pig Farmer's Daughter and Other Tales of American Justice: Episodes of Racism and Sexism in the Courts from 1865 to the Present*; *Black Resistance, White Law: A History of Constitutional Racism in America*; *Why ERA Failed: Politics, Women's Rights, and the Amending Process of the Constitution*; *Long Memory: The Black Experience in America*, with John Blassingame; and *Military Necessity and Civil Rights Policy: Black Citizenship and the Constitution, 1861-1868*. She was previously a member of the U.S. Commission on Civil Rights,

serving as chair from 1993 to 2004. She also served as the Assistant Secretary for Education in the U.S. Department of Health, Education, and Welfare; as provost of the University of Maryland and chancellor of the University of Colorado at Boulder.

Queen Bees, Tall Poppies, and Drama Queens: Avoiding the Pitfalls of Women Mentoring Women: A Workshop - Mary Jo Gonzales

Mary Jo Gonzales is Associate Dean of Students & Director of the Academic Success Center at Iowa State University. As more women move into leadership positions, women's overall health has begun to suffer. Heart disease, stress related physical complications, and the lack of women who mentor women in emotionally healthy ways are challenging us to re-think the mentoring process for the generations of women leaders who will follow. The workshop will discuss both the strategic and tactical aspects of mentoring and require us, as women who mentor women, to reflect on our patterns of behavior, beliefs, and actions which may or may not assist as our mentees develop and grow into the leaders of tomorrow.

Race, Gender and the Future of Leadership in America - Michele Norris

Michele Norris hosts National Public Radio's newsmagazine *All Things Considered*, NPR's longest-running national program. Before coming to NPR, Norris was a correspondent for ABC News. A four-time Pulitzer Prize entrant, she has received numerous awards for her work including both an Emmy Award and Peabody Award for her contribution to ABC News' coverage of 9/11. Norris attended the University of Wisconsin, where she majored in electrical engineering, and graduated from the University of Minnesota in Minneapolis, where she studied journalism.

White Buffalo Woman's Granddaughter: Carrier of Traditional Knowledge - Henrietta Mann

Henrietta Mann, a member of the Cheyenne-Arapaho Tribes of Oklahoma, is a distinguished scholar whose work focuses on themes of education, traditional indigenous knowledge and western perspectives on the environment. Mann has served as the Deputy to the Assistant Secretary of Indian Affairs and as National Coordinator of the American Indian Religious Freedom Coalition. She taught for twenty-eight years at the University of Montana, Missoula, and was the first to hold the Endowed Chair of Native American Studies at Montana State University. Mann was inaugurated this spring as the first president of the newly established Cheyenne and Arapaho Tribal College, located on the campus of the Southwestern Oklahoma State University. She has been a consultant and interviewee for several television and movie productions, including *Last of the Dogmen*, the Discovery Channel's *How the West Was Lost* and PBS's *The West*.

Latinos in Higher Education: ISU Research Perspectives - A Panel Discussion

Laura Rendón, chair of the Department of Educational Leadership and Policy Studies, will moderate a discussion about research at Iowa State on Latinos in Iowa. Panel members include David Ernesto Romero, Student Coordinator of the Science Bound Program, and Philip Vasquez, a graduate student in Educational Leadership and Policy Studies.

Does Darwinian Evolution Challenge Catholic Theology of the Human Person? Anne Clifford

Anne Clifford is the Msgr. James Supple Chair of Catholic Studies in the Philosophy and Religious Studies Department at Iowa State University. She is the author of *Introducing Feminist Theology*, co-editor of *Christology: Memory, Inquiry, Practice* and a contributing editor of the revised *New Catholic Encyclopedia*. She has participated in conferences on theology and science sponsored by the Vatican. Her doctorate in theology is from the Catholic University of America, Washington, D.C.

Controversy has swirled around Darwin's theory of evolution and natural selection since *On the Origin of Species* was first published nearly one hundred and fifty years ago. Does Darwinian evolution put the teaching shared by Jews and Christians that humans were created in the image of God at risk of being a meaningless symbol of a by-gone age?

This lecture will respond to this question with attention to Catholic perspectives on Darwinian evolution and the species known as *homo sapiens sapiens*.

Tolerance: Vice or Virtue? Otto H. Selles

Otto H. Selles will provide an overview of how the concept of tolerance developed in the West, particularly during the Enlightenment, and will examine the place of tolerance in contemporary society, both globally and locally. He is professor of French at Calvin College and has been a member of the Faculty Steering Committee for the Festival of Faith and Writing there. He has also served as chair of the French Department, and directed Calvin College's French study abroad program, based in Grenoble, France. He received his B.A. and M.A. from McMaster University in Hamilton, Ontario, and completed his Ph.D. in 1994 from University of Paris-IV Sorbonne, France. **Part of the Areopagus Lectures Series**

The Impossible Takes A Little Longer: Reflections on Teaching Science as a Liberal Art - Dudley R. Herschbach

Dudley R. Herschbach is the Frank B. Baird, Jr., Professor of Science at Harvard and recipient of the Nobel Prize in chemistry. His research on the crossed molecular beam technique is one of the most important advances within the field of reaction dynamics and has allowed scientists to better understand how chemical reactions take place. Herschbach has authored more than four hundred scientific papers, is a Fellow of the American Academy of Arts and Sciences and the National Academy of Sciences, and has been honored with numerous awards. He received his Ph.D. in chemical physics at Harvard. He is currently engaged in several efforts to improve K-12 science education and the public's understanding of science. The 2009 President's Lecture in Chemistry.

Confronting Global Poverty: A Panel Discussion

Iowa State faculty Mark Bryden, Department of Mechanical Engineering; Ebby Luvaga, Department of Economics; Leah Keino, Department of Apparel, Educational Studies, and Hospitality Management; and Mark Westgate, Director of Center for Sustainable Rural Livelihoods, will discuss how different disciplines work to improve the quality of life throughout the world. The cooperation of different disciplines to help alleviate poverty will also be explored. Part of Poverty Awareness Week.

Secrets of Successful Women: A Workshop - Suzanna de Baca

Suzanna de Baca is Vice President of Affluent and Segment Strategies at Ameriprise Financial in Minneapolis. Participants will examine the paths of several accomplished women - CEOs,

celebrities, entrepreneurs - and determine some of the common characteristics that led to their success. This process will include leadership and entrepreneurship assessment and discussion of strategies that will help participants build on their strengths to achieve success. Suzanna deBaca worked on Wall Street before returning to the midwest. She has an MBA from Harvard and an undergraduate degree from Iowa State. Part of the Women's Leadership Series

Poverty Awareness Week Keynote Speaker - Oladele A. Ogunseitan

Oladele Ogunseitan's research focuses on the connection between environmental quality, human health, and international policy. Besides providing his insights on global health issues, he will also discuss his own experiences growing up in Nigeria. Ogunseitan is a professor and chair of the Department of Population Health & Disease Prevention and professor of Social Ecology at the University of California, Irvine. He is also the Director of the Lead Campus in Green Materials, Toxic Substances Research and Teaching Program. Part of Poverty Awareness Week.

Intimate Beauty - Beej Nierengarten Smith

Beej Nierengarten-Smith is a contemporary printmaker and multimedia artist, specializing in photolithography, Japanese woodcuts, digital images and etching. Her subject matter includes geographic icons, political and social commentary as well as fantasy and humor. Nierengarten-Smith will provide a first-hand account of an artist's journey through the worlds of printmaking, subject matter, and interpretation, and will give her audience a unique look into the life and creative process of an artist.

Zen Buddhism and Creativity - Thomas Kasulis

Thomas P. Kasulis is Professor of Comparative Studies in Humanities; former chair of East Asian Languages and Literatures; former chair of the Division of Comparative Studies; and Founding Director of the Institute for Collaborative Research and Public Humanities at Ohio State University. His books include *Zen Action/Zen Person*; *Intimacy or Integrity: Philosophy and Cultural Difference*; and *Shinto: The Way Home*.

Confessions of the Guerrilla Girls

The Guerrilla Girls are women activists fighting for gender and racial equality within politics, the art world, film and the culture at large. They are a group of anonymous females who take the names of dead women artists as pseudonyms and appear in public wearing gorilla masks. They use humor to convey information, provoke discussion, and show that feminists can be funny and wear gorilla masks to focus on the issues rather than their personalities. Dubbing themselves the conscience of culture, they declare themselves feminist counterparts to the mostly male tradition of anonymous do-gooders like Robin Hood, Batman, and the Lone Ranger.

Voices of the Immigrant Experience – Dennis Chamberlin

Dennis Chamberlin will show and discuss images from Marshalltown, Iowa, that were taken as part of the "Voices of the Immigrant Experience" project, a combination of portraits and audio recordings in which people tell their stories about being immigrants in Iowa. Chamberlin has been on the faculty in the Iowa State Greenlee School of Journalism and Communication since 2005, when he received his MFA in photography from Indiana University. He has been a staff photographer for the Denver Post and done work for such publications as National Geographic, New York Times Magazine, Newsweek, and Time. He received a Pulitzer Prize in 1983 as a

member of the Fort Wayne News-Sentinel editorial staff for the paper's flood coverage. Part of the Latinos in Iowa Series.

Take Back the Night - Rally, March & Open Mic

The annual Take Back the Night rally, march and open mic event is organized with the purpose of unifying women, men, and children in an awareness of violence against women, children and families. The march begins at 7:15 p.m. Taking the Stage to Reflect and Express Open Mic begins at 8:15 p.m. in the Maintenance Shop, with audience members sharing stories, poems, and music. Light snacks and refreshments will be served.

The Girls from Ames - Jeffrey Zaslow

Jeffrey Zaslow, Wall Street Journal columnist and coauthor of *The Last Lecture*, introduces us to *The Girls from Ames* in his new book, the true story of a group of ordinary women who built an extraordinary friendship. Eleven childhood friends, now in their forties, formed a special bond growing up in Ames, Iowa. As young women, they moved to eight different states, yet managed to maintain an enduring friendship that is a testament to the deep bonds women form as they experience life's joys and challenges, triumphing over heartbreak and unexpected tragedy. This book also illustrates how close female relationships can shape every aspect of women's lives – their sense of themselves, their choice of men, their need for validation, their relationships with their mothers, their dreams for their daughters – and reveals how such friendships thrive, rewarding those who have committed to them. Learn more at www.GirlsFromAmes.com.

Women and Power: Glass Half Full - or Half Empty? Barbara Kellerman

Barbara Kellerman is the James MacGregor Burns Lecturer in Public Leadership at Harvard University's John F. Kennedy School of Government. She was the Founding Executive Director of the Kennedy School's Center for Public Leadership from 2000 to 2003, and from 2003 to 2006 she served as the center's research director. Kellerman is author and editor of many books, including *Leadership: Multidisciplinary Perspectives*; *The Political Presidency: Practice of Leadership*; and *Reinventing Leadership: Making the Connection Between Politics and Business*. A reception and book signing will precede the talk at 11:30 am in the Great Hall. Part of the Women's Leadership Series.

The Difficulty of Dating in a Hook-up Culture - Christine Whelan

Christine Whelan is a professor, journalist and author of *Why Smart Men Marry Smart Women* and *Marry Smart: The Intelligent Woman's Guide to True Love*. She also writes a bi-weekly relationship advice column for *BustedHalo*. Whelan is a visiting assistant professor in the Sociology Department at the University of Iowa. She earned a master's and doctorate from the University of Oxford and has held teaching positions at Princeton University in the Sociology and Politics Departments. Whelan will discuss changing dating and marriage patterns in the United States and explore the myth of soul mates and talk about the implications of the hookup culture for young adults. Msgr. James A. Supple Lecture.

The Battle for Whiteclay: A Documentary and Panel Discussion

The State of Nebraska's refusal to halt alcohol sales to the dry Pine Ridge Indian Reservation from its border town of Whiteclay gets an in-depth look in this new documentary. Four off-sale beer stores in this 14-person hamlet sell over 11,000 cans of beer a day to an Indian clientele

with virtually no legal place to drink it. Struggling with crippling poverty and epidemic alcohol abuse that afflicts four out of five families, the Oglala Sioux Tribe has for decades banned the sale and possession of alcohol on their reservation. The Battle for Whiteclay follows Indian activists Frank LaMere, Duane Martin Sr. and Russell Means through the streets of Whiteclay to the halls of Nebraska's State Capitol in their efforts to end alcohol sales in the place many have dubbed "skid row on the prairie." A panel discussion will follow the showing of this documentary with the director-producer Mark Vasina and Frank LaMere, one of the orchestrators of the movement and a member of the Winnebago tribe of Nebraska.

Access to Education Denied: Are Iowa Public Universities Excluding Low-Income Students? Thomas Mortenson

Thomas Mortenson is Senior Scholar at the Pell Institute for the Study of Opportunity in Higher Education in Washington DC and an independent higher education policy analyst living in Oskaloosa, Iowa. He is editor and publisher of Postsecondary Education OPPORTUNITY, a monthly research letter devoted to analysis and reporting on the demographics, sociology, history, politics and economics of educational opportunity after high school. He provides consulting services on higher educational opportunity policy to state and national organizations and makes presentations on opportunity throughout the country.

People I Wanted to Be: A Fiction Reading - Gina Ochsner

Gina Ochsner is the author of *People I Wanted to Be* and *The Necessary Grace to Fall*, and her short stories have been featured in *The New Yorker* magazine and *The Best American Nonrequired Reading*. Ochsner graduated with a master's degree in English from Iowa State University and a master in fine arts from the University of Oregon. She has won more than twenty awards for her writing, including the Flannery O'Connor Award, the Oregon Book Award, and the Pacific Northwest Booksellers Association Book Award. Her latest book, *The Russian Dreambook of Color and Flight*, will be published by Houghton Mifflin in 2010. Part of the Eco-Voices Series.

U.S. Leadership in the Global Fight Against Slavery - Luis CdeBaca

Ambassador Luis CdeBaca has worked under three presidential administrations to combat human trafficking and modern-day forms of slavery. He was recently appointed by President Obama to direct the Office to Monitor and Combat Trafficking in Persons at the Department of State, which is dedicated to pressuring foreign governments to free persons forced to work, under threat of violence, for no pay beyond subsistence. He served formerly as Counsel to the House Committee on the Judiciary, where his portfolio included national security, intelligence, immigration, and civil rights. CdeBaca attended Iowa State University and received his law degree from the Michigan Law School. World Affairs Series, Constitution Day Speaker and part of the Latino Heritage Month Celebration.

From Honduras in Crisis: A View from the Rural Poor - John Donaghy

John Donaghy will report on the condition of the Honduran poor during the ongoing political crisis following President Zelaya's forced departure. Efforts continue to set up talks between interim leader Roberto Micheletti and deposed President Manuel Zelaya, who is in the Brazilian embassy. John Donaghy is the former Director of Campus Ministry and Coordinator of Charity, Justice, and Peace Ministry at St. Thomas Aquinas Church and Catholic Student Center at Iowa

State University. In June 2007 he began ministry in southwestern Honduras with the diocese of Santa Rosa de Copán. He is now associate director of the local diocesan social development agency. Part of the World Affairs Series: Can We Save the World?

Workshop - Finding Purpose and Direction in Your Life - Virginia Blackburn

Dr. Virginia Blackburn's research and teaching expertise is in Business Strategy, and she has expanded on these theories to develop a framework for helping people determine their unique Life Strategy. The short session is designed to be very interactive and entertaining. Dr. Blackburn is an associate professor of management who has published widely and won a number of university -wide teaching awards. For more information on Work/Life please visit www.provost.iastate.edu/worklife.

COLLEGES

The College of Agriculture and Life Sciences

I. Diversity Mission/Vision Statement

The College of Agriculture and Life Sciences has three mission areas: teaching/learning, research and extension/outreach. The College's 2005-2010 Strategic Plan articulates the importance of diversity of ideas, peoples and culture as one of our core values. Diversity is a core value, one that we strive to make continual advancements in through leadership, committee activities, and engagement of our students, staff and faculty.

The Diversity goals expressed in the College's 2005-2010 Strategic Plan are:

1. To prepare students for working and living in a diverse, globally interdependent world.
2. To enhance the visibility of outstanding faculty and staff, research accomplishments and graduate and research programs.
3. To expand the diversity of people, ideas and cultures, and nurture an environment in which diversity can thrive.

Vision

The College of Agriculture and Life Sciences (CAL S) will enrich the lives of people in Iowa, the nation and the world through excellence in education, scholarship, service and leadership in food, agricultural, environmental and social sciences. We embrace and strive for a living-learning and work environment that is enriched by diversity of its students, staff and faculty with respect to race, gender, ethnicity and nationality.

This year, as in the past, CAL S has engaged in many diversity activities to:

- enrich the educational experience of all students, staff and faculty,
- prepare students for a diverse work environment and challenges associated with diverse clientele as students seek employment all over the U.S. and abroad,
- provide leadership to the people of Iowa, including minorities and immigrants, the fastest growing segments of the state's population as a part of the land-grant mission,
- strive for student enrollment higher than the current percentage of ethnic and racial minorities in the state of Iowa to more nearly reflect society at the national level, and
- promote opportunities for all students

During the fall semester, 2007, the Dean empowered a diverse, seven-person Ad Hoc Diversity Strategic Planning Committee to address the question *How do we optimize the structure and function of our diversity programs to achieve our strategic goals at the university and college levels?* The Committee conducted an assessment of activities with respect to diversity (undergraduate and graduate students and faculty engagement) and the impact on achieving the three goals related to education, programming and university life, and proposed and evaluated programs and activities that would enhance diversity among the students and faculty/staff and to increase undergraduate recruitment of underrepresented students while ensuring quality achievement of other place-based (on-campus ISU) diversity activities.

The Committee also developed a holistic futuristic proposal to expand the array of activities and resources devoted to diversity so to be transformative. Late in the fall semester the Committee report was submitted to the Dean and a briefing was made on the essence of the plan. Early in January, 2008, the Dean met with the Associate Deans to discuss a possible phased implementation of the plan. Two key aspects of the plan that would be phased in are 1) more scholarships for underrepresented undergraduate and graduates students, and 2) more research opportunities for faculty to be matched with underrepresented undergraduate and graduates students. The plan when fully implemented would be a 240% increase in our investment to diversity.

II. Diversity Efforts

The Diversity Committee of the College conducted a survey of faculty spring of 2008 to determine the level of involvement in diversity activities and to raise awareness of the need to create an encouraging environment to typically underrepresented students. Based on survey results, the committee followed up with a) suggesting departments use their websites to attract and retain students from underrepresented groups, b) encouraging departments to review their governance documents for “inclusive language,” and c) recommending an increase in financial support to two of the successful college programs, the George Washington Carver Internship Program and the Graduate Research Assistantship Match Program.

The Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS) organization provides an opportunity for underrepresented students to increase organizational and leadership skills, prepares individuals for the world of work, promotes academic excellence, and fosters a welcoming and respectful environment among its members and on campus. MANRRS membership is open to students and professionals of all racial and ethnic backgrounds. The ISU chapter, composed of about one-half undergraduate and one-half graduate students, provides a great opportunity for undergraduates to learn about graduate school and other advanced degree programs. The CALS MANRRS chapter was recognized in March 2008 as the Region 5 winner of the Chapter of the Year and then it was selected in a national competition by the National Society as the 2008 National Chapter of the Year. This is the third time out in the last four years that chapter has won the National MANRRS Chapter of the Year honor. CALS is very proud and honored to have such a high achieving student organization focused on diversity, leadership and excellence. The ISU MANRRS Chapter in 2009 concentrated on increasing membership, community service, and career opportunities and readiness.

MANRRS held the first student chapter membership of the African American Historical Museum and Cultural Center of Iowa (Cedar Rapids, IA), visited the George Washington Carver exhibit at the Museum in Cedar Rapids, and conducted oral history interviews regarding African Americans in Iowa.

One of the major focuses of MANRRS is to provide a welcoming environment for all students. Members work together on community service projects such as food collections and clothing drives for the local social services, tutoring grade school and junior high school students, and writing to military service personnel. On campus, MANRRS is a member of the CALS Student

Council, they participate in NAACP, NSCORE, ISCORE, and cultural celebrations such as Martin Luther King Day, Black History Month, Latino Heritage Month, and Native American Appreciation.

MANRRS also emphasizes career development. Members host a breakfast for exhibitors at the college career fair in the fall and refreshments for the spring career fair. Throughout the year, speakers from industry, government agencies, and academia meet with MANRRS discussing employment and educational options for the future. All these activities help with retention of underrepresented students.

With regard to diversity training and awareness, diversity is one of the components of the new faculty orientation workshops conducted by CALS each year during the spring semester. The College Diversity Committee members report regularly at their department meetings and encourage faculty to participate in ISCORE and other university diversity efforts. The Diversity Director reports activities at the college cabinet meetings and receives positive support from department chairs and administration. Diversity Programs works closely with Communication Services in designing marketing and exhibit materials and for media releases.

There are several activities that were undertaken by the College Curriculum Committee, the Student Outcomes Assessment Committee, as well as individuals in the college to develop a curriculum that guides students to think critically about social justice issues and provides faculty with tools to teach inclusively.

- The College voted in December to adopt a new set of student learning outcomes for all of our students. Faculty voted to include learning outcomes related to ethics, diversity, and international perspectives. For the first time, the faculty endorsed the student learning outcomes developed at the university level for diversity and international perspectives.
- Several courses serve as good examples of the incorporation of social justice into our course offerings: World Food Issues, Applied Ethics in Agriculture, Economic Development. These and other similar courses were taught this past year.
- A new major, Global Resource Systems is in the final stages of approval and this major has a very strong social justice component.
- Experiential learning/education: We developed a series of service learning programs in developing countries (Uganda, India, and Peru). Uganda and Peru had been launched in previous years, and the India site was added during the past year. Three new faculty members were introduced to the methodology in the field.
- Co-curricular activities: Student clubs are active in social justice causes such as volunteering at Food at First, CALS learning communities deliver food to shelters in Ames, and our MANRRS have been active in recruiting underprivileged students to CALS from Chicago as well as Hispanic communities in Iowa.
- Non-Credit offerings:
 - 1) The CALS's Center for Sustainable Rural Livelihoods is convening a workshop on African development later in December, involving organizations throughout Iowa that are active in development projects in Africa.
 - 2) Two of our Endowed Chairs sponsored a seminar series entitled "Feeding the World: Are We Making Any Progress?"

The College provides funding for underrepresented graduate students through the Graduate Research Assistantships Match (GRAM) program. In 2007, eleven graduate students received 1/2 of their assistantship stipend through the college/experiment station, matched either by the Graduate Minority Assistantship Program or by funds from departments or individual major professors. Whereas these students conducted research and scholarship specific to their area of study and did not directly focus on social justice or multicultural issues as part of their program of study, this financial assistance assures that students of color help to create an academic environment that is more diverse and appreciates and values cultural differences.

The CALS Graduate Research Assistantship Match (GRAM) Program provides ½ of the graduate assistantship for newly recruited minority students accepted into programs of study in the college. This is a necessary package in order for students to actually enroll at ISU. Average annual support amounts to approximately \$8,500 for each graduate student. The assistantship acts as a retention tool, assuring graduate students making good progress in their program of financial support until they graduate with a MS or PhD degree.

CALS and the Experiment Station also supports diversity students through our research oriented centers and encouragement of individual faculty members to recruit at minority serving institutions. The Center for Integrated Animal Genomics (CIAG), lead by a Distinguished Professor is supported by CALS as special research initiative. CIAG provides partial financial support for faculty who agree to take on a minority intern through the CALS diversity program for summer interns. Also, the Distinguished Professor and a few other CALS faculty send graduate school program information to all 1890 and 1994 schools to recruit African American and Native American students to our life sciences oriented graduate programs.

The George Washington Carver (GWC) Internship Program which completed its 16th year in 2009, is conducted by the Diversity Coordinator and Multicultural Liaison Officer of the College and is one of the successful programs to attract underrepresented high school and college students to ISU. During the last ten years, nearly 20% of the summer research interns have enrolled as undergraduates or graduate students at Iowa State University.

Costs per intern are approximately \$6,500 for undergraduates and \$4,500 for high school participants; while the College supports the majority of the interns, four undergraduates were funded through a NSF grant and one high school student by the McNabb Internship.

Interns are matched with faculty, providing an opportunity for them to mentor traditionally underrepresented students. Mentors and their supporting personnel, including graduate students, lab technicians and other faculty, encourage interns in their education and career choices in addition to benefiting from non-ISU students in advancing their research. The GWC Internship Program also provides program management training and experience for two graduate coordinators and two undergraduate residence advisors, all of whom are students of color.

Diversity Programs website offered on line application for the GWC internship program, which was convenient for both students and mentors. Mentors and their research projects were featured on the website to guide applicants' preferences for research during the summer program.

Diversity Programs strategy to achieve recruitment, retention, and awareness goals is to cultivate and strengthen ties to Minority Serving Institutions. The College supports faculty visits to colleagues at Minority Serving Institutions or to invite colleges to visit ISU. Faculty visits were made to Alabama A & M and North Carolina A & T Universities in 2009. Faculty visits of the past years continue to “yield” results with joint research proposals and intern and graduate student recruitment. For example, six of the GWC interns in 2009 were from Minority Serving Institutions (1890, 1994, and Hispanic Serving Institutions) and two from Puerto Rican high schools. Among the twelve graduate students of color receiving the Experiment Station Graduate Research Assistantships in 2009, four have previous degrees at 1890 institutions.

The new CALS Multi-Cultural Liaison Officer (MLO) was named (after serving as interim director) and has provided outstanding support and advice to undergraduates of color, co-coordinated the Step Forward learning community, co-taught Conversations in Diversity and expanded funding for recruiting and retention through grants.

Dr. Andrew Manu was named The George Washington Carver Endowed Chair in 2009. The endowed chair will bring greater visibility to diversity in and out of the classroom among both students and faculty. The position encourages teaching excellence, enhancement of diversity, and collaboration at the college and university levels.

II. Best Practices/Final Comments

The following best practices summarize the approach and accomplishments by CALS over the past 12 months.

- An active college-wide diversity committee
- A nationally recognized MANRRS student chapter
- Financial investment by CALS in undergraduate GWC internships and graduate GRAM minority assistantships as well as 1.5 diversity staff FTEs and two graduate assists for the GWC intern program
- Assistance and coordination with GMAP and other programs to ensure student support
- Targeted recruitment of minorities, especially at 1890 and 1994 institutions
- Linking undergraduate CALS recruitment with diversity recruitment through the efforts of our director of undergraduate recruiting and the CALS MLO.
- Cultivating strong ties with minority serving institutions to facilitate recruitment of graduate students from historically underrepresented populations
- Linking ISU ADVANCE activities to diversity programs
- Annual CALS honoring of an individual or teams of faculty with a Diversity Recognition Award for their efforts to achieve our diversity goals
- Working with the George Washington Carver Endowed Chair to bring about cultural and social acceptance
- Interacting with Pioneer Hi-Bred International to provide scholarships for minority students through Pioneer’s Latino and Black Networks.

One final comment - the cut/cap in university GMAP funding has created a hardship for departments to piece together a financial stipend package to encourage minority graduate students to come to ISU. Tuition for graduate students is questionable with current budget cuts.

Inasmuch as diversity is central to ISU as articulated in the Campus Climate Implementation Committee's report, it seems counterproductive to restrict funding for graduate minority assistance. CALS encourages the Provost to partner with the colleges to grow (or at the least limit cutbacks) the university and college-level financial resources that are essential to grow enrollments of underrepresented students.

The College of Business

I. Diversity Mission and Vision Statement

The mission of the College of Business (COB), as stated in the college's 2005-2010 strategic plan, is "conduct and share research and educate tomorrow's business leaders so they are prepared to deal with multi-disciplinary, global, technological, ethical, and diversity challenges" (bold added). Further, one of the college's core values and objectives is to "enhance and embrace diversity among our students, staff, and faculty." To accomplish the mission and this objective, one of the key priorities in the 2005-2010 strategic plan is to "support a collaborative culture" with the accompanying goal, "increase the diversity among faculty, staff, and students." This goal echoes one of the University goals under the priority of "university life": "expand the diversity of people, ideas, and cultures, and nurture an environment in which diversity can thrive."

Progress on achieving the goal, "increase the diversity among faculty, staff, and students," is specifically measured and tracked annually by the following three measures:

- Increase scholarships to attract more minority students.
- Increase the number of Carver Scholars, National Achievement Scholars, etc.
- Increase minority and female faculty and staff.

Each year we review progress in accomplishing these goals at the administrative levels within the college and discuss ways in which we can improve, not only with respect to these three measures, but in other areas related to diversity, such as exposure of current students to diversity issues, providing an environment which fosters respect for diversity, and raising awareness of diversity issues among the staff and faculty. The COB Diversity Committee also reviews progress each year and develops programs to address the gaps.

II. Diversity Efforts

The iChoose Diversity competition for students was successfully initiated in Fall 2008, with the winning proposal funded and implemented in Fall 2009. We are discussing how to make this an annual competition.

Beginning in FY10, all incoming students to the College of Business are required to take a sequence of courses as pre-business students that will introduce them to diversity issues in the workplace.

The COB executed work internationally this year. The two spreadsheets below are a summary of international activity. Included on this spreadsheet are well-established programs as well as partnerships that are currently in development.

The international programs and activities that we consider to be the most important to the college at this time include the following:

China Initiatives

Given the economic growth in China and the rapid development of global business, we are very interested in developing partnerships within China for our students and faculty. Dean Hira traveled to China in summer 2007 to meet with several different universities and businesses. This trip resulted in a MOU with Yuan Longping High-Tech Agriculture Co. (Changsha) to provide executive management training. An MOU with Hebei University (Tianjin) was also signed to collaborate on graduate student study tours; COB MBA students traveled to Hebei in April 2008 to study with Hebei MBA students. Another contact with Southwestern University for Finance and Economics (SWUFE) (Chengdu) has led to a proposal from SWUFE for a study abroad program for COB and SWUFE students; SWUFE also has expressed interest in an articulation agreement for their students to study their last two years at ISU.

India Initiatives

Another Asian country in which we are interested in developing partnerships is India. Again, this interest stems from the economic development occurring in India. We are in the initial stages of discussion with Bharathiya School of Management (Coimbatore) to develop an MOU for student/faculty exchanges. We are considering a trip to India to develop additional partnerships.

Study Abroad Opportunities

Certainly, one of the most important activities for the college is to provide a variety of study abroad options for our students. To this end, an MBA study tour course was created four years ago—this optional course occurs in late spring each year and has been an important addition to the MBA curriculum. We also participate in a couple of on-going programs for undergraduate students, including CIMBA in Italy (students can choose between summer, semester, or year-long programs) and a summer program in Valencia, Spain (a partnership with the World Languages and Professions program). COB faculty members teach in both of these programs. We have exchange programs with several universities in Europe, and there are many other study abroad programs in which our students participate.

Faculty Exchanges

Another part of our international program is to develop opportunities for our faculty to develop relationships with colleagues around the world. We have two MOUs for faculty exchanges and are interested in developing more of these opportunities.

College of Business - Summary of Significant International Activity by Country

Country	Partner Institution	MOA/ MOU	Study Abroad	Research	Faculty Exchange	Future Plans
China	Hebei University	x	x			Joint student study abroad opportunities
China	Southwestern University of Finance and Economics (SWUFE)					Offer study abroad opportunities to SWUFE and ISU students
Germany	University of Kiel	x	x			
Germany	University of Applied Science Wedel	x	x			
Great Britain	Aston Business School	x	x			
India	Bharathiya School of Management					MOA re: student/faculty exchanges
Italy	CIMBA (consortium of US schools, managed by KU in FY08)		x			
Mexico	Tec de Monterrey	x		x	x	
Spain	Valencia (joint program with world languages and engineering)		x			
Spain	Cartagena Technical University				x	MOA in process of being signed for faculty exchanges only

Fiscal Investment of College of Business in International activities for FY 2008

Country	Primary Activity	Partner Institution	Expense categories				Source of Funds	
			Salaries & Benefits	Travel	Scholarships	Total	General Fund	Gifts
China	Program Development	Hebei University		\$2,801		\$2,801	\$2,801	
Italy	Faculty exchange	CIMBA	\$66,281			\$66,281	\$66,281	
Mexico	Faculty Exchange, research	Tec de Monterrey		\$1,452		\$1,452	\$1,452	
Spain	Study Abroad	Valencia Program	\$5,196	\$1,500	\$20,253 ¹	\$26,949	\$26,949	
New Zealand	Study Abroad Opportunities	Massey University, Otago Univ.		\$586		\$586	\$586	
China	MBA Study Abroad		\$14,737	\$6,800	\$2,500	\$24,037	\$22,180	\$1,857
	Study Abroad Scholarships				\$51,500		\$50,000 ²	\$1,500
Totals			\$86,214	\$13,139	\$22,753	\$173,606	\$170,249	\$3,357

¹This scholarship expense occurred in the transition of the 90-10 program to the RMM budget model.

²The College has a study abroad scholarship program for COB students, begun in F04. Students studying abroad in any qualifying program (must be a residential program) and meeting a minimum GPA requirement, are eligible. These monies come from general scholarship funds.

The College of Design

I. Diversity Mission/Vision Statement

The 2005-2010 Strategic Plan for the College of Design identifies and focuses on four significant emerging themes, one of which is "A commitment to diversity as a defining characteristic of the collegiate community." To achieve this objective the college has been operating on multiple fronts, most of which are reported on in the report that follows. Specific tactics with which we are having success include: reinforcing the Rome program while initiating other international study venues; working with programs in major urban areas to connect with minority youth; and improving student recruitment and retention, particularly for under-represented populations. A tactic with which we are not yet satisfied with our progress is the imbedding of diversity issues across the collegiate curriculum.

II. Diversity Efforts

The MLO for Design participated in recruitment activities including the Office of Admissions' Multicultural Student Visit Days and the Office of Multicultural Student Affairs' MVP interviews. Off campus, the MLO participated in a college fair for American Indian students in Boulder, CO as well as the Make Me a World conference in Des Moines, IA. The MLO was able to increase the college's number of minority students through active retention efforts, including the continuation and improvement of the Peer Mentor Program, networking dinners, portfolio workshops, a workshop on study skills, creating a chapter of the National Organization of Minority Architect Students, and one-on-one counseling of minority students.

Diversity-related presentations or events including visiting scholars, lectures, or unique programming:

- Ricardo Gomes spoke about the importance of incorporating diversity in all aspects of design in his lecture, *Responsible Design for our Global Community*.
- Daniel Wildcat, member of the Muscogee nation and professor and *co-director, Haskell Environmental Research Studies Center*, spoke about the use of indigenous knowledge in sustainable design, in his lecture, *Climate Change: Using Traditional Indigenous Knowledge to Save the Planet*.
- Henrietta Mann, President of the Cheyenne-Arapaho Tribal College, spoke about traditional knowledge and indigenous education in her lecture, *White Buffalo Woman's Daughter: Carrier of Traditional Knowledge* for the ISU Lectures series.

New courses or programs covering or discussing any protected class

A professor in the department of Graphic Design conducted a graduate level course that focused on the design of educational experiences for children with developmental disabilities. The course combined students from graphic design and human computer interaction into design teams focused on creating educational game experiences for children with autism, epilepsy, or cerebral palsy. Results were published for the 8th International Conference on Interaction Design and Children, IDC 2009, June 3-5, 2009, Como, Italy.

Initiatives around work/life balance, inclusion and/or multicultural efforts

Modeled after the National Organization for Minority Architects, a group of students along with the MLO and two faculty members created a student organization to assist in the

support and professional development of minority students in the Department of Architecture.

The AIA (American Institute of Architects) Diversity committee is chaired by a faculty member in the department of Architecture and has another faculty member on the committee.

Information on international activities, including partnership with organizations abroad

The College of Design has study abroad opportunities for students in Rome, Italy and with the Beijing University of Technology. The college also has a MOA (Memorandum of Agreement) with Lanzhou Jiatong University in China, the University of Western in Australia, and Yeungnam University in South Korea.

The Associate Dean for Academic Affairs served as the International Uwan of Architects, Education Commission, Co-Vice President for Region III (The Americas)

Research initiated or continued on diversity-related topic

Faculty members across disciplines in the College of Design received an ISU Women's Enrichment Fund grant to conduct a study on how women in design careers balance work and life choices. The goal was to develop and conduct two surveys, one of current design students to identify what they perceive will be the impact of gender and diversity on their careers, and one of design graduates to collect feedback on actual impacts. The survey results will be analyzed to identify specific modifications which could be made to the design curriculum and to guide the organization of roundtable discussions to inform and prepare students for life situations.

Committees, nation-wide organizations or additional memberships of interest

Members of the College of Design faculty and staff community served on the following University-wide committees:

- University Committee on Disabilities
- NCORE/ISCORE Committee
- Multicultural Student Services Coordinating Team (MSSCT)
- George Washington Carver Scholarship Committee
- Advisory Committee for Diversity Program Planning and Coordination

Members of the College of Design faculty and staff community served on the following regional, national, and international committees:

- American Institute of Architects (AIA)-Iowa Diversity Committee

The College of Engineering

I. Diversity Mission/Vision Statement

Increasing the diversity of our students, staff and faculty is a priority objective of the College of Engineering (COE) as directed by the “2005-2010 Strategic Plan” of the university and is an essential element to meeting the *2050 Challenge*, the bedrock of the COE Strategic Plan. Our commitment is entrenched in supporting an intellectually diverse environment to “broadly stimulate excellence and enable all members of our community to pursue their scholarship in the manner that can best serve our mission” as we fulfill our vision of international leadership in “producing innovative graduates and researchers that focus on meeting the present and future needs of society.”

As the management of resources continues to be challenging, it is clear that bold and creative initiatives are necessary to realize our vision. To accelerate our efforts, the COE has committed a significant amount of resources in the recent establishment of the Engineering Diversity Affairs (EDA) Office and the appointment of a Professor in the newly created position of Assistant Dean for Diversity. This office provides college wide assistance in programming, fund raising and networking to significantly impact our success in diversity at all levels. In particular, this office provides oversight of the recruitment and mentoring of multicultural and female undergraduate engineering students, as well as providing critical input and accountability to our success in diversifying our graduate programs and faculty ranks. The final section of this report highlights some of the new programs this office will implement in the near future.

The COE administration has also vigorously supported its Diversity Committee, tasked with developing and implementing best practices for diverse faculty recruiting. The administration has also been a vigorous supporter of the ADVANCE program.

The diversity goals in the COE are driven by the *2050 Challenge* in recognition that “if the field of engineering remains alien for multicultural students and women, the US may not be able to produce enough engineers to technically compete with the rest of the world.” More specifically, our goals include tripling the number of Latino/a (LA) and African Americans (AAm) undergraduate students in the next three to five years and increase retention level of all students in the COE.

II. Diversity Efforts

Undergraduate Recruitment

▪ **Strategic Recruiting Initiative (SRI)**

The goal of the SRI is to double the number of undergraduate women and triple the number of underrepresented students of color from the fall of 2008 to the fall of 2013. For 2009-2010 we have engaged industry partners in our recruiting efforts. To build on the momentum and success of targeted recruiting from 2008/2009, we find success recruiting high school students by visiting classroom settings. With this approach we are able to build relationships with teachers and have face to face contact with the students. We have identified four target areas to expand to for recruiting:

1. Omaha, NE
2. Peoria, IL

3. St. Louis, MO
4. Dallas, TX

Fiscal year 2010 we are taking a strategic approach in our recruiting efforts to increase women and underrepresented students in the College of Engineering. This includes expanding the SRI program to Omaha, NE and Peoria, IL along with continued efforts in Kansas City, MO and in-state areas. Key components of the SRI program include building relationships with industry partners to provide ongoing presence in each targeted area, identifying ‘champions’ at each high school, getting into the classroom, and educating students about engineering and what it means to our nation and world through the 2050 Challenge.

The Engineering Diversity Affairs office has developed a Strategic Recruiting Initiative (SRI) program to help broaden the awareness of engineering fields to high school women and multicultural students. The key element of this program is getting into the classrooms of college preparatory math and science courses to educate students about the importance of engineers role in today’s society and for the future. This is done by relating their current studies to real world situations. We address stereotypes, challenge students thinking, and help more people visualize being successful.

- **Student Engagement and Enrollment through Connections (SEEC) Project**
The goals of the project are to increase the number of engineering graduates at Iowa State University by 122 per year. Within this goal, the project seeks to increase the number of underrepresented graduates by a minimum of 15 and women graduates by a minimum of 42. The SEEC project has several recruiting initiatives underway to help “change the conversation” about engineering. This approach is supported by NSF research that shows it is effective in attracting females and underrepresented minorities to engineering. The ability to finance an engineering education is also crucial to recruiting efforts and steps have been taken to create new financial support. Additionally, the SEEC project continues to collaborate with existing organizations to promote engineering among females and underrepresented minorities.
- **IT-Adventures** – In its third year of operation, IT-Adventures is an innovative program that is dedicated to increasing interest in and awareness of IT among high school students through inquiry-based learning focused on three content areas: cyber defense, game design programming, and robotics.

IT-Adventures utilizes secondary, post-secondary, and industry partnerships in educational programming, competitive events and service learning projects aimed at the high school students, as well as workshops and classes for high school teachers, to accomplish its goal.

By using an inquiry-based approach students can explore IT in a non-threatening, experimental environment. The basis of the program is the formation of IT-Clubs in high schools across Iowa. The IT-Club provides an avenue for students to gain access to

educational materials from Iowa State University (ISU) and to ask questions of IT professionals.

The capstone event for students who participate in IT-Adventures is a two-day competition, named the [IT-Olympics](#), on the ISU campus. It features high school students showcasing the IT knowledge they have gained during the year in competitions and presentations. IT-Olympics are also a celebration of IT, and are open to the public. Family members, high school counselors, teachers, and the general public can watch the students in their quest to be the best, or can explore IT careers and opportunities on their own.

- **Community College Recruiting and Diversity** - The Department of Industrial and Manufacturing Engineering (IMSE) is working to increase the diversity of our undergraduate programs through an effort to expand our recruiting from community colleges in Iowa and from surrounding states. Devna Popejoy-Sheriff has created programs of study with all of the community colleges in Iowa and many in surrounding states that would allow the students to receive and associate degree from the community college, transfer to Iowa State University and, within two years, complete their bachelors degree in industrial engineering. A review of the demographics of many of these community colleges indicates that if we are able to recruit in proportion to their student populations, we can expect to see a significant increase in applications from African-American and Hispanic students. Data from just a couple of Iowa community colleges provide this evidence. Data from the Des Moines Area Community College (DMACC) indicates that about 12.5% of their student body is minority. Data from the Eastern Iowa Community College District (EICCD) (which includes Clinton, Scott and Muscatine Community Colleges) indicates that they are 13.5% minority. Ms. Popejoy-Sheriff has also developed programs for some out of state community colleges. As an example we have Blackhawk College in Moline, Illinois. Data from this school indicates that their student body is composed of 9.7% African American students and 11.7% Hispanic students. The expected outcomes are stronger ties with these community colleges that will lead to a more diverse student body into our department.
- **Female Recruits Explore Engineering (FREE)** – A research and intervention project exploring and documenting how academically-able diverse, high school-age young women come to know engineering and what they come to know about it.
- **Evening with Engineering and Scholar’s Day** - The College of Engineering’s Enrollment Services and Precollegiate Programs office hosts Evening with Engineering and Scholars’ Day each spring semester. The purpose of these programs is to recognize the accomplishments of our prospective student scholars and to ultimately recruit them as future Iowa State engineering students. Prospective students invited to the program are high school seniors who have been offered a scholarship to attend the university in the fall of the following academic year. Scholars’ Day includes hands-on activities and presentations led by college and university faculty and staff. Evening with Engineering is prelude to Scholars’ Day that is specifically tailored to the unique needs of prospective underrepresented minority students. During the three day/two night trip, these prospective

students additionally engage in workshops on how other students of color excel inside and outside the classroom, participate in student panels, learn about available resources and find out about summer research opportunities. Current students are able to get experience in public speaking, event management, as well as training on improving personal communication skills. These programs support the broader impacts plans for NSF proposals by giving faculty members an opportunity to support a program that is designed to increase the enrollment of underrepresented students as well as build relationships with qualified candidates for undergraduate research positions.

Transition

- The Summer Program for Enhancing Engineering Development (SPEED) is an eight-week intensive summer program for engineering incoming first-year students at Iowa State University. This program was established in 2008 as a pilot program to help 10 students become acclimated to life on campus and the rigors of engineering studies during the summer before their freshmen year. While participating in SPEED, students enhance math and physics skills as well as interacting with industry, developing a peer-network, and acclimating to the university environment.

In addition to taking preparation courses, SPEED students are involved in a variety of professional and personal development activities including:

- ✓ Professional development workshops offered by several Fortune 500 corporations
- ✓ Develop social connections and a support structure with peers
- ✓ Meeting and networking with faculty and staff committed to students' transition and adjustment to university life and the Iowa State University campus

Retention

- Continued support from Lockheed Martin allows EDA to continue operations of the *Lockheed Martin Homework Help Center* during AY2008-09. Upper class LEAD students who excelled in entry level calculus, chemistry, and physics courses are paid to give homework help and basic tutoring to underclass students. The Center, staffed 20 hours per week, has increased traffic to the LEAD Study Center by 60% and significantly increased informal peer mentoring.
- Participation in the LEAD Learning Community has increased from 27 to 32 participants through enhanced marketing efforts.
- Funds are continued to be allocated for tutoring female engineering students in collaboration with the Program for Women in Science and Engineering (PWSE).
- Partnership with Multicultural Student Affairs to provide free group tutoring for multicultural students.
- **Skill Development Workshops (SDW)** help students learn the skills needed to problem solve and breakdown engineering problems, mentor peers and ultimately find higher levels of success. The goals of the SDW program are two-fold, both long term and short term. The short term goals include improving understanding of course material and to provide a setting for the students to hone their skills in various engineering core courses. And the long term goals consist of developing long lasting peer networks, acquiring study skills, and gaining the ability to communicate effectively in technical areas. Each

workshop meets two times a week with a structured format and curriculum overseen by Dr. Derrick Rollins. The SDWs are a 1-credit class and require the student to be concurrently enrolled in the course.

- **Encouraging Diversity in the Construction Engineering Undergraduate Population** – As with most engineering majors, female students find themselves to be a minority in the Construction Engineering (ConE) Program at Iowa State University. Because of this factor, the Civil, Construction, and Environmental Engineering Department has established several methods to encourage and support the female students in ConE. These include networking opportunities that allow for peer-to-peer and student-to-industry interactions. Peer-to-peer events include “Girls Night Out” and an end of the semester gathering to recognize graduating seniors. Student-to-industry events include company and job site visits, as well as sponsored membership to the National Association of Women in Construction (NAWIC). Currently, the ConE undergraduate program is made up of approximately 12% women, this is up from approximately 7% in 2006 and approximately 9.7% last fall. While the proceeding efforts cannot be correlated to the increase, there is progress in encouraging diversity among the undergraduate student population in ConE.

Networking

- 2009 Welcome Back Pizza Party - The purpose of this event was to welcome back returning students. The Assistant Dean discussed the COE vision for students of color and innovative ways in which the EDA can help students reach their full potential.
- Brown Bag Lunch with Industrial Representatives in the LEAD External Advisory Board Meeting.
- The Diversity Awards and Networking Banquet showcased students’ academic accomplishments throughout their experience at Iowa State and honored graduating seniors. Not only were students commended on their academic accomplishments but they also networked with peers, faculty and staff, and corporate leaders and recruiters from industry. Parents of graduating seniors and students receiving awards were invited to the event as well. By providing students with the opportunity to attend this event, the college showcased the talents of women and multicultural students and provided industry with the opportunity to interact with students. There were two corporate sponsors and four engineering department sponsors in attendance that contributed over \$4,000 to make this event successful.

Professional development opportunities

- In partnership with industry, the LEAD Learning Community hosted a professional development workshop on *Resume Building* to prepare LEAD LC students for the Career Fair. This session provided students with useful tips on how to prepare their resume and how to prepare for interviews with corporations during the Career Fair.
- Diversity Networking Reception – The purpose of this event was to provide an opportunity for students to interact with recruiters from various companies prior to the Engineering Career Fair. Approximately 85 students attended.
- Provided funding for members of Society of Women Engineers (SWE), National Society of Black Engineers, (NSBE), Society of Hispanic Professional Engineers (SHPE), Society of Mexican American Engineers and Scientists (MAES), and the National

Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE) to attend national meetings.

- Participate in regional leadership opportunities. These opportunities involved interacting with leaders and recruiters from corporations and graduate schools. By sending students to these meetings, the college showcases the talents of students of color and women, provides students with a means to develop professionally and as leaders while improving the visibility of the COE.
- **NEST: A Nurturing Environment for Women in Science and Technology Research** – The NEST program goals are to recruit and place women undergraduate researchers in mechanical engineering. Develop a community comprised of peers and mentors to support undergraduate researchers, Create seminar programs to develop skills to support success as researchers, and archive and disseminate information about the program and material created in (1) and (3) using the Internet.
- **Mentoring Excellence in ME** - The Mechanical Engineering department is starting a mentoring program for undergraduate students. The overall goal is to improve retention and recruitment of students traditionally underrepresented in the ME department. With the Women in ME program going strong, this mentoring activity will focus on connecting under-represented minorities to ME faculty mentors. The expected outcomes are (1) increased student connection to the department and profession, (2) increased awareness and vision for courses and how they fit into professional goals, (3) personal connection to the department faculty, (4) increased awareness of graduate school and research options, (5) positive role models of the professoriate, and (6) early warnings of academic problems. A faculty mentor will be teamed with the student's academic advisor so that there is a clear distinction between the mentoring of a faculty member and the academic advising from the ME Advising Center. The mentoring program will include mentor training from engineering faculty involved in successful mentoring programs. The program is starting in fall 2009, so no data on the program is available. The ME department is willing to work with other departments who have or want to initiate a similar mentoring program.
- **Engineering Leadership Program** – The Engineering Leadership Program (ELP) is a 4-year co-curricular, program at ISU that creates a values-based learning community of engineering students committed to making a difference in the world. Student leadership in program development and implementation is a key element of the program. The goal of ELP is to create an environment for the leaders of tomorrow to realize their full potential and to recognize their responsibility to make the world a better place.
- **Providing Experiences in Research for Undergraduate Students in Engineering (PERUSE)** – PERUSE was created to facilitate the placement of engineering undergraduate students in on-campus research opportunities and to provide seminars to better prepare students for the undergraduate research experience. During the 2008-2009 academic year there were over 300 student referrals to faculty in the COE.
- **Wireless Cooperative Communications** – Wireless Communications research group in the Electrical and Computer Engineering department is conducting *cooperative communications* research to reduce the energy consumption and increase the coverage of the cell phones via collaborations among cell phones. The basic idea is that each cell phone alone may have limited capability, but *collaboratively* a number of cell phones may achieve a significant performance improvement. The proposed research seeks to (1)

develop fundamentally new cooperative communication architecture that that enables a *decentralized* network operation and *inherent scalability*, robust to transmission errors and malicious attacks; (2) develop analytic methods for quantifying the performance of the proposed cooperative communication architecture in noisy, adversarial environment. Several undergraduate students will be involved in the proposed research activities in the form of carrying out simulation and analytical studies. The project outcomes also will be used in developing a demonstration program on wireless cooperative communication system for local high school students. This will help broaden the participation of minority and women in engineering programs.

- **Center for Industrial Research and Services (CIRAS)** - Affiliated with the Iowa State University Extension and The College of Engineering, CIRAS mission is to improve the quality of life in Iowa by enhancing the performance of Iowa industry. CIRAS creates a valuable learning environment that combines academic and practical professional experiences for its student employees. CIRAS created the CIRAS Civil Rights and Diversity Plan (CCRDP) in order to increase diversity at CIRAS. A principle of this plan is to hire according to university procedures, which stress a commitment to recruit diverse candidates. CIRAS currently employs eight engineering students, four of which are females. CIRAS hires engineering students from many different fields as well as students from other colleges, and have employed international students in the past. CIRAS offers students many opportunities through different programs. CIRAS student employees support industrial manufacturers by modeling specific production processes for product improvement. For the BioPreferred program, student employees assist manufacturers submit biobased product information to the US Department of Agriculture, help manufacturers test products for biobased content, and facilitate analysis of biobased products. This summer CIRAS partnered with the Summer Program for Enhancing Engineering Development (SPEED) to provide a unique research opportunity for an incoming freshman engineering student. This student experienced hands-on learning through research at CIRAS while developing a peer-network and acclimating to the university environment. Engineering students gain valuable experience through each of these programs in part because of their correspondence and collaboration with industry members.
- **NSF-REU Program in Biological Materials and Processes (BioMaP)** – The Department of Chemical and Biological Engineering at Iowa State University hosts a summer research experience for undergraduate (REU) students. The program creates novel research experiences for undergraduate students in the areas of biological materials and processes (BioMaP). The students are active members of interdisciplinary groups and interact with faculty, post-docs, graduate students, and industry. The students participate in cohort experiences such as short courses, joint seminars/meetings, workshops, tours of research facilities, and field trips. A unique component of the program is a partnership with the Department of Chemical Engineering at the *Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)*, Mexico. As part of this international component, some students participate in research projects at ITESM. BioMaP has added a new component that provides summer research experiences for up to five community college students per year, who have completed two years of pre-engineering, biotechnology, or pre-medicine and who have declared to transfer to ISU. The main reasons for this new component are: (i) it provides an opportunity to increase the numbers of underrepresented

minorities in BioMaP; (ii) it will ensure a smoother transition for the community college students to ISU as they interact with other undergraduate students, graduate students, and faculty in a friendly research setting, rather than being suddenly immersed into a classroom setting; and (iii) it will expose students to research who have not had the opportunity. This new component provides valuable new insights into how to effectively transition community college students towards careers in science and engineering.

Additional diversity programming

- Diversity-related presentations or events including visiting scholars, lectures, or unique programming
 - **Engineering Diversity Fair** – Our major program in FY10 was the Diversity Fair, which is the first annual event this fall. To kick off this annual event members from all over the university were invited to keynote address, a poster session, and luncheon. Over 30 posters were presented in a two hour session. The keynote address was given by Freeman Hrabowski, the president at the University of Maryland at Baltimore County and the event was attended by President Geoffroy and Provost Hoffman hosted a discussion session with Dr. Hrabowski and the ISU College deans. The second annual Diversity Fair will be held in collaboration with the Advance Program and will focus on increasing women faculty in engineering.
 - **Center for Biorenewable Chemicals (CBiRC)** – The newly launched NSF Engineering Research Center CBiRC, operates multiple pre-college and university level educational programs which have diversity enhancement as one of their goals. Faculty members at ISU are working with all CBiRC partner institutions to broaden participation of underrepresented students in STEM disciplines. Specific programs include the following: (1) Research Experience for Teachers programs serving teachers in districts with significant underrepresented minority populations, to help swell the pipeline of potential students coming to ISU STEM programs. (2) Collaboration with the College of Engineering SPEED (Summer Program for Enhancing Engineering Development) program to transition incoming underrepresented minority students into life at the university. (3) Research Experience for Undergraduates programs with targeted recruiting at minority serving institutions (e.g., University of Puerto Rico Mayaguez), at minority serving professional events (e.g., National Organization for the Professional Advancement of Black Chemists and Chemical Engineers), and with funding available to bring faculty from minority serving institutions to campus to explore research collaborations with CBiRC.
 - **The Agricultural and Biosystems Engineering (ABE) Department** has seen a steady growth in the number of under-represented ethnic and gender populations among its student, staff, and faculty community. ABE is growing its under-represented population through strategic recruitment and retention programs founded in a departmental culture and its core values, mission, and vision dedicated to increasing and awareness of diversity. Recruitment endeavors include our successful grants record within the USDA's Multicultural Scholars Program, partnerships with summer research programs such as the Program for Women in Science and Engineering, AGEP (Alliance for Graduate Education and the Professoriate) and GWC (George Washington Carver), collaborations with ISU bridge programs for

high school and incoming freshmen students such as Science Bound and SPEED (Summer Program for Enhancing Engineering Development), and the development and launch of a new degree program which is likely to be attractive to under-represented populations. Retention activities include our Women of ABE Annual Dinner, Multicultural Student Meet and Greet: Mardi Gras Mingle, Engineering and Technology Learning Communities collaborative events such as academic success workshops, Faculty/Student Option Luncheons, Annual Learning Community BBQ, and mentoring programs with departmental alumni industry representatives. All of our recruitment and retention programs are geared toward strengthening and building community while fostering academic and professional development among current and prospective students, faculty, and staff. Various events and programs are coordinated, facilitated or supported by all facets of our ABE family; from our award winning student organizations to our nationally known faculty and highly dedicated student/academic affairs staff.

- **The Chemical and Biological Engineering (CBE) Department** coordinates its diversity plan primarily through their Undergraduate Recruiting and Retention Committee. This committee has been in existence for about 10 years. Undergraduate female enrollment in CBE, which hovers around 40%, is higher than the national level in this discipline at about 35%. It is also considerably higher than all engineering nationally which has been just under 20%. Thus, the primary focus in CBE has been to increase its underrepresented students of color (USOC) which are Native Americans (NA), African Americans (AAm), and Latino/a Americans (LA) which has been as high as 8% in recent years but is currently about 5%. This poster describes the activities and programs of this committee to recruit and retain USOC.
- **Women in Mechanical Engineering (WiME)** – The goals of the program are to recruit and retain women in mechanical engineering. The recruitment efforts of the women in mechanical engineering program focus more on providing personal attention to prospective students, providing them with more detailed information and a person that will regularly follow up with any questions or concerns. The mechanical engineering department is also able to provide small scholarships to women who declare mechanical engineering at Iowa State University and continue in the department. The retention efforts of the women in mechanical engineering program consist of supporting students through social and professional development events 3-4 times a semester. Through these events the women will connect to one another, faculty, staff, and industry personnel. Students are also paired with a female mentor working in industry. The mentors and mentees connect once a month to discuss topics ranging from academics, career choices, and balancing a professional and personal life. WiME is dedicated to reaching out to prospective female students, current students and alumnae of Iowa State University and in the Department of Mechanical Engineering for the purpose of support, friendship, encouragement, and outreach.
 - New courses or programs covering or discussing any protected class – No Change
 - Initiatives around work/life balance, inclusion and/or multicultural efforts
 - Several focus groups are being formed in departments with the Advance Program to improve the recruitment and retention of women faculty.
 - Information on international activities, including partnership with organizations abroad
 - **Engineering International Programs Services (EIPS) Mission:**

Prepare students as leaders by offering them increasing opportunities for international learning opportunities. Support students and faculty in building international partnerships and opportunities for scholarship, research and outreach leading to sustainability and improving the quality of life worldwide for 2050 and beyond.

At-a-Glance - CoE international education initiatives and programs:

- Partnerships with over 50 universities and companies around the world
 - o Study abroad on every continent except Antarctica
 - o Work abroad; industry and university labs
 - o Avg. of 180 engineering students abroad each year
- Global education: LCP second major, cross-college shared programs and U of Iowa collaborations
- International service learning: ESW, EWB
- International research collaborations

EIPS Services:

- Serving Students:
 - o One-on-one student program selection advising
 - o Program promotion: Internal and external student recruitment
 - o Orientations: Pre-Departure, Exchange Student Entry
 - o Society of International Engineers (SIE) (Student Organization) -- 900 members
 - o Independent learning abroad – approval processes
 - o Talking About Programs Abroad (TAPA) (Student Speakers Bureau) - (8K reached/year)
 - o Extreme events management
- Serving Departments/Faculty:
 - o International partnership development and maintenance:
 - Approval processes support
 1. CoE “Partnership Approval Process”
 2. Memorandum of Agreements (MOA’s/MOU’s) - writing and approval process (proposals increased 200% 2008)
 - IMPACT Grant Program – faculty site visit funding support
 - o Group program development:
 - Approval processes support
 1. ISU Legal Council
 2. Risk Management
 3. Education Abroad Committee (EAC)
 - Site visits; organization and funding
 - o International service learning programs support – EWB & ESW
 - o Faculty Program Coordinator support
- Serving the College:
 - o College-wide International Fair – “Tour The World” (TTW) (700+ attendees)
 - o International Programs Advisory Council, IPAC – (CoE faculty advisory committee)

- ISUAbroad (data system) implementation and maintenance
- Represent the College on university committees, e.g.:
 - Council for International Programs (CIP)
 - Education Abroad Committee (EAC)
- ISUAbroad Task Force & Development Committees

Research initiated or continued on diversity-related topics

- **TEAM Engineers:** The Engineering Alliance of Mentors (TEAM) is a community of students and faculty who succeed through a mentoring network, access to seed funding, and opportunities to work with eminent scholars. TEAM will be vertically integrated to leverage underrepresented talent into engineering careers, where individual students and faculty are systematically coordinated to receive and provide contemporary mentoring. Individuals will be guided to career trajectories on a case-by-case basis. TEAM will be built by faculty who, as entrepreneurs, leverage the existing infrastructure of graduate enhancement programs, summer REU programs, professional societies, and research funding to broaden participation. TEAM will give evaluation feedback to undergraduate institutions about their preparation of students for graduate school; research institutions on their development of students at all degree levels (associates, bachelors, masters, and doctorate) and post-doctoral scholars; and all institutions involved about faculty development. The Center for the Advancement of Scholarship on Engineering Education (CASEE) of the National Academy of Engineering (NAE) will serve as secretariat for TEAM. Currently, over 40 universities and colleges have faculty, departments, and engineering colleges who have agreed to be part of TEAM.
- **Project Lead the Way: A Research Evaluation Project in Iowa** - The State of Iowa has implemented Project Lead the Way (PLTW), which offers a sequence of pre-engineering courses for students in middle schools, high schools, and community colleges. Despite the popularity and fast growth of PLTW program in Iowa, little is known about its efficacy due to lacking comprehensive K-16 data or control on pre-existing differences in student characteristics and backgrounds. This study proposes a statewide, longitudinal evaluation, using secondary and postsecondary data maintained by the State of Iowa and the National Student Clearinghouse, to evaluate and measure students' course taking patterns, academic achievement, and progress from high school to postsecondary education. The researchers drew upon evaluation capacity-building models (Preskill, 2004) to set the stage for this research, as well as the work of Cook and Campbell (1979) and others on establishing causality and treats to validity in causal studies.
- **Pathway to a STEM Baccalaureate Degree: Research Trends, Exemplary Practices, and Successful Strategies** – Pathway to a STEM Baccalaureate Degree aims to develop a set of products to encourage the transfer of female and minority students in community colleges to STEM baccalaureate study. An educational video will present issues and research about the transition from two-year colleges. A Transfer Student Guide will combine research, recommendations, and reflection of students, timeline, and a transfer checklist. Finally, a web site will disseminate these two products and other educational resources to educators (two- and four-year institutions), academic counselors/advisors, Transfer Center coordinators, students in two-year colleges, business and industry, researchers, policymakers, and the public. The significance of this work comes in the

understanding that community colleges enroll a significant number of women and ethnic minorities in American higher education. The transfer function in community colleges provides the vehicle to prepare pre STEM (Science, Technology, Engineering, and Mathematics) majors in providing the first two-years of a general education prior to transferring to a four-year college or university. This project will impact a diverse audience including community college administrators, faculty, academic counseling, retention coordinators, other college personnel, and students in educating them about the role and function of community colleges in serving as a viable pathway to a STEM bachelor's degree for students. The dissemination project will provide valuable resources for a diverse audience and will increase understanding of women and minorities in community colleges and the factors that influence or impede students' self-concept, educational aspirations, and academic preparation to pursue a pre-STEM emphasis in the community college and to be "transfer ready" to pursue a STEM bachelor's degree.

Committees, nation-wide organizations or additional memberships of interest

The Program Coordinator of the Diversity Programs in the College of Engineering currently serves as a member of the Vice-President of Student Affairs Advisory Board and the Board of Directors of the Ames-ISU YWCA.

The College of Human Sciences

I. Diversity Mission and Vision Statement

As the College of Human Sciences (CHS) strives to expand human potential and improve the lives of others, we develop our individual capabilities to accept, grow, and project new ideas that will help create a better society for all. Diversity is at the core of what we do in the College of Human Sciences and we work to create a stimulating, holistic, nourishing environment for students, alumni, faculty, and staff of all backgrounds. We examine ways in which both intentional and unintentional assumptions about diversity influence issues of equity.

The 2005-2010 Strategic Plan for the (CHS) centers on four strategic goals, each of which supports diversity, broadly defined. These are:

- **Academic Excellence.** Enhance the quality and prestige of our faculty, academic programs, research and scholarship, and teaching excellence in our cross-cutting themes; develop interdisciplinary research initiatives, support and sustain current programs of excellence, promote inter- and intra-college collaboration, and add key new faculty lines to lift the college to national and international prominence. NOTE: This strategic goal embodies a commitment to intellectual diversity.
- **Student Enrollment and Retention.** Develop new initiatives to attract, recruit, admit and retain high quality and diverse undergraduate and graduate students.
- **Outreach and Engagement.** Strengthen engagement state-wide, nationally and abroad with external audiences in communities, educational institutions, professional organizations, public policy think tanks and other groups through collaborative partnerships; build and support a strong alumni base; and promote opportunities for dialogue and exchanges that enhance learning, research, and quality of life. NOTE: This strategic goal demonstrates a fundamental desire to serve a diverse public.
- **Build CHS Community Internally.** Increase collegiality and collaboration through enhanced communication and engagement among all college stakeholders with programs that cut across disciplinary lines, strengthen infrastructure, decrease bureaucracy, and enhance outreach to other units/organizations across the university. NOTE: This strategic goal includes supporting communication and community-building among diverse college constituents.

A College Strategic Planning Committee is currently developing a new 2010-2015 Strategic Plan and the CHS Fall Faculty Convocation focused on gaining input for the new Strategic Plan. The new plan will be finalized and presented to the Dean in summer 2010.

Diversity and social justice has recently been identified as **one of five CHS key initiatives** for CHS and therefore diversity will be an integral part of the new CHS strategic plan.

Departments and other college units must identify staff/faculty applicant pools that are as diverse as possible when hiring. For faculty hires, a diverse set of candidates should be identified and the method by which this is done is reported to the dean for final approval. Chairs must report annually their efforts to recruit and retain diverse faculty and staff. Likewise, chairs are responsible for increasing the diversity of students enrolled in their departments. Strategies to address shortcomings in these efforts are devised conjointly by chairs, deans, faculty, and key

staff members such as our multicultural liaison officer, recruitment officer, and advisors. Finally, in their annual evaluations, administrators are accountable for their efforts to support and enhance diversity.

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II. Diversity Efforts

- The 2008-2009 Helen LeBaron Hilton Endowed Chair for CHS was held by Dr. Gloria Ladson-Billings, a nationally distinguished scholar who has written extensively about educating teachers/faculty to engage sensitively and supportively with multicultural students. During her campus visits she spoke with students across the Iowa State and CHS spectrum of undergraduate to graduate students. Dr. Ladson-Billings met with ISU and CHS administrators and faculty, Ames School District personnel, and CHS advisors. She led a diversity forum for CHS that focused on critical race theory and pedagogies. The entire college engaged in a book discussion led by Dean Pam White on Dr. Ladson-Billings' 2001 book, *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms*. Dr. Ladson-Billings also spoke to several CHS classes during the year and met with the ISU Division of Student Affairs. In addition, she gave a public lecture, "The World is Neither Flat Nor Round: The Power of Research Paradigms".
- Nancy Evans, a professor of higher education in Educational Leadership and Policy Studies (ELPS), delivered the keynote address at the "Digging Deeper" conference for college and university professionals, on Jan. 6, 2009 in Lincoln, Nebraska. In addition to the opening address, *Riding the Moving Train: A Social Justice Journey*. Dr. Evans led three workshops: "An Introduction to *Privilege, Oppression, and Social Justice in Residence Life*; *Creating Supportive Residence Hall Environments for LGB Students*; and *Principles of Universal Design in Residence Life*."
- Carlos E. Cortés, an expert on social change, diversity, and the popular media, presented a university lecture about ways the popular media are influencing people's view on diversity, Monday. Students enrolled in Iowa State's social justice concentration in the CHS department of Educational Leadership and Policy Studies selected Cortés to speak as part of a lecture series on equity and economic justice and higher education.
- Vivyan Adair, associate professor of women's studies at Hamilton College in Clinton, NY. director of the Access project, a scholar and advocate for improving lives through higher education spoke about poverty and the promise of higher education. The talk was part of the kick-off of the social justice concentration offered to graduate students

by the Department of Educational Leadership and Policy Studies at Iowa State University.

- A team of CHS Extension staff in Story County provided leadership/coordination for a series of Community Conversations on Diversity (8 hours of conversation, 100 participants) in Fall 2008. This resulted in creation of six action teams and partnership with the City of Ames to hire AmeriCorps Vista Volunteers to continue the work. As part of this effort, Everyday Democracy (formerly Study Circles Resource Center) provided facilitator training for community volunteers in Ames; Study Circles Discussion Guide created by Ames is now being used as model guide by Everyday Democracy; the process and resources used in Ames were shared with Families Extension field staff in one other rural community confronted with similar issues about diversity.
- CHS Families Extension offered the evidenced-based Strengthening Families Program for Parents and Youth 10-14 (series of seven 2-hr workshops that is proven effective to reduce substance abuse) in two at-risk communities; clientele include Latinos and African American families.
- The August 2009 Diversity Forums CHS Diversity committee hosted three well-attended for the college. Recommendations were made of how to enhance the college climate for acceptance of diversity. The current CHS Diversity committee is working to implement the recommendations. CHS students, faculty, and staff centered conversations around the idea of providing diversity workshops and classes for all faculty and staff. It was also suggested that interested faculty members could mentor second-year multicultural students in order to foster strong relationships and provide students with academic and career guidance, similar to first-year learning community experiences.
- Instituted in the Fall 08, the social justice concentration in the Department of Educational Leadership and Policy Studies at Iowa State is designed to provide students with the opportunity to engage in rigorous study of higher education in connection with social justice. Students study the dynamics of privilege and oppression at the individual, group and systemic levels. Students also learn skills for helping to change policies and practices that effect social and economic justice.
- The CHS Curriculum Committee defined five new undergraduate core learning outcomes that include social justice/responsibility among its areas of focus. The CHS faculty voted to accept the new core outcomes in Spring 09. The CHS Outcomes Assessment committee is currently working to implement and assess the core outcomes at the introductory, intermediate and advanced levels in the curriculum of each of the college majors.
- The college continues to provide leadership and instruction for Dialogues on Diversity, a class supported by the Provost's Office that serves the university community. Typically, 120 students enroll in this course each semester, which seeks to develop deeper student 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.

- Nineteen courses across the CHS departments are identified as meeting the U.S. Diversity undergraduate requirement for ISU students. These include such courses as Ethnicity and Learning, Human Sexuality, Aging and the Family, Housing and Services for Families with Special Needs. Fourteen CHS courses are identified as meeting the International Perspective requirement for ISU undergraduates.
- CHS is currently participating in a Provost office initiative called Difficult Dialogues. A CHS faculty member and a CHS student joined a team from ISU that attended a 2009 summer institute on difficult Dialogues at the University of Missouri. CHS was chosen as a pilot college to implement Difficult Dialogues. The CHS Diversity committee is working with the university steering committee to implement the program. The book, How to Talk about Hot Topics on Campus: from Polarization to Moral Conversation, is being read and discussed.
- The CHS office of Student Services hosted visits and programming for the Meskwaki high school (Native American) and the Delta Academy (African American girls in the Ames community). A welcome Parrillada-BBQ was held in conjunction with the College of Agriculture and Life Sciences and welcome bags were distributed to new multicultural students in CHS Fall 09. The CHS Minority Liaison Officer participated in the summer APEX program, the Carver Academy and ISCORE.
- Professor of Human Development and Family Studies, Dr. Mary Jane Brotherson received the 2009 CHS Diversity Enhancement Award, newly established to recognize outstanding performance in enhancing diversity in departmental, college, or university programs at Iowa State University.
- Faculty in the Department of Apparel, Educational Studies & Hospitality Management in CHS developed a display, Ethnic Textile Traditions of Iowa Immigrant & Native Populations, in the Mary Alice Gallery, Morrill Hall, Iowa State University, September-November 2009.
- The CHS Learning Community programs continue to grow. Eight learning communities serve 375 CHS students. A central CHS Learning Community Coordinator was assigned this year. Multicultural students are enrolled in all learning communities. The ANTS learning community in particular is unique in the university in that it serves adult nontraditional students.
- International student teaching partnerships are established with England, Italy, Mexico, New Zealand, Norway and Puerto Rico. Field study opportunities are established with England, France, Italy and Mexico. A new service learning program is developing in Rwanda. Peru, India and Thailand have strong academic programs operating in conjunction with CHS. A new director of International Studies was recently hired with the intent of increasing international activities within the college.
- Scholars throughout CHS conduct research on issues connected with social justice/multicultural issues. Their efforts are too numerous and varied to list in entirety, but clearly, faculty engage in this work in every department. Clusters of researchers

focus on issues such as persons living in poverty, the elderly, disabled individuals, persons who speak languages other than English, persons with diverse sexual and/or gender identities, persons who suffer from food insecurity, multicultural aspects of food, textiles and clothing as cultural expression, religious diversity, and the education of diverse persons of all ages around the world. In short, diversity is central to much of the scholarship (and service) of the college.

- To highlight a few examples:
 - Patricia Leigh, associate professor in Curriculum and Instruction, was presented with the 2009 Dean's Research Recognition Award for a research paper titled *Historical Perspective on Analog and Digital Equity: A Critical Race Theory Approach*. Dr. Leigh delivered a private lecture and received recognition for research relating to the technological inequities facing African-Americans.
 - ELPS professor and department chair, Laura Rendón delivered the keynote address at the Strengthening and Valuing Latino/a Communities: An Iowa Conference, held at Grand View College, Des Moines, October 2009. Dr. Rendón, who is nationally recognized for research on first-generation college students and Latino college students, challenges conventional university teaching in her recent book: Sentipensante (Sensing/thinking) Pedagogy: Educating for Wholeness, Social Justice, and Liberation.
 - As part of her ELPS doctoral capstone project, Jessica Ranero used her first-hand knowledge of the Iowa Latino community to better understand issues related to college access and help those in an underrepresented population make higher education a reality.
 - Susan Maude, an associate professor of Human Development and Family Studies and specialist in early childhood education (ECE), received support to incorporate the Crosswalks program into the university's ECE program. Crosswalks is designed after a U.S. Department of Education model and aims to infuse cultural, linguistic, and ability diversity (CLAD) into ECE teaching strategies, curriculum, and program practices.
 - As part of her ELPS dissertation research, Penny Rice, Director of the ISU Women's Center, interviewed young men from the ISU campus about their perceptions and experiences as a social justice ally.
 - Kim Greder, Associate Professor of Human Development and Family Studies and Families Extension has been involved with Rural Iowa Latino Families Project – a research partnership that examines the well-being of rural Iowa Latino immigrants.

Information Technology Services

I. Diversity Mission/Vision Statement

Information Technology (IT) Services is fully committed to supporting the diversity goals of Iowa State University. A diverse and supportive workplace not only fosters good employee relationships, it also promotes individual growth and understanding that is vital to creating both a dynamic workforce and an institution that is able to respond to the challenges of a changing educational environment.

As a service organization, we have daily interactions with a wide variety of faculty, staff, and students and we strive to treat them all equally and provide quality service that meets their needs. We understand that as a public institution, Iowa State University has both a legal and an ethical requirement to serve the public in a non-discriminatory manner that exemplifies our commitment to promoting a just environment.

We support the educational goals of the university by providing teaching and learning accommodations to faculty, staff, and students while promoting awareness of disability issues to IT Services staff and the wider university community.

Even as a relatively new department, IT Services has already made important strides in the area of diversity. For example, all IT Services employees have completed the Discrimination and Harassment Training course facilitated by Iowa State University's Human Resource Services Office. In addition, we have established a permanent IT Services Diversity Committee, whose job it will be to monitor and report on departmental diversity activities and provide suggestions for efforts that will promote, increase, and improve our performance in this area.

The diversity efforts of IT Services fall into two primary areas: recruiting a well-qualified workforce that represents a broad cross-section of candidates, and making sure that the department fully supports faculty, staff, and students by providing services to meet their needs. This includes not only respecting and supporting different racial and ethnic views, but also assisting in providing accommodations for students and staff with special needs.

II. Diversity Efforts

Recruiting Efforts

During the past year, we have continued to recruit new employees at a variety of local and regional job fairs:

- ISU Business/LAS Career Fair
- Regents Career Fair with ISU Human Resource Services
- IT Career Fair in Howe Hall
- Dice's Des Moines IT Career Fair
- IT Services own student job fair held in February and August
- Online job boards such as desmoineshelpwanted.com, dice.com, careerbuilder.com, and smartcareermoves.com
- IT Services participates with other HR liaisons working with ISU Marketing to enhance ISU employment efforts

In addition to these outreach activities, extensive efforts are made to advertise leadership and senior level positions in venues that might attract a diverse pool of candidates. Further, efforts are made to ensure that student employees are also representative of racially and ethnically diverse groups.

Accessibility Efforts

Because we are a service department, we have daily interactions with a wide variety of people from all parts of the Iowa State University community, some of whom have special technology needs for learning and teaching and IT Services provides significant support in meeting those needs. Below are a few highlights of our efforts in this area.

- Websites are developed and maintained by IT Services in a manner consistent with Section 508 of the Americans with Disabilities Act
- Several areas within IT Services maintain a close working relationship with the Student Disability Resources Office (SDR)
- Short-term checkout of laptop computers containing assistive technology software, as well as training and troubleshooting, on request from SDR
- Fifteen closed-caption decoding units available for temporary installation in campus classrooms
- Closed captioning transmitters and decoders are installed in all new and remodeled classrooms and large facilities
- Providing demonstrations of assistive technology as part of National Disability Employment Awareness Month, as well as at other times of the year
- Provide assistive technology in computer labs across campus. This includes not only IT Services labs, but also the Parks Library and the Athletic Success Center

Other Diversity Efforts

IT Services also supports activities that, while they may be less immediately quantifiable, do contribute to the overall positive diversity environment.

Departmental communications are one example. Visual communication materials produced by the department feature faculty, staff, and students of various races and ethnicities and articles in our weekly departmental electronic newsletter highlight activities and opportunities for staff involvement. The United Way, National Special Olympics, and other service groups have benefited from the involvement of IT Services employees.

IT Services also maintains a set of fifty “lender” cellular telephones that are used by many groups, including international students and scholars.

A recent episode of our “Talk About IT” video series, which is posted on our website, deals with issues of web accessibility and why it is important.

Several IT Services staff members are active participants in online discussion groups dealing with assistive technology, not only sharing their knowledge, but also learning from the experiences of others.

III. Best Practices/Final comments

IT Services is continuing to lay the groundwork for departmental initiatives that will further our efforts and continue our support of the diversity goals of Iowa State University.

Our support of assistive technology for teaching and learning has been of particular importance and our work with the Disability Student Resource Office has directly benefited many students who might have otherwise been handicapped in their educational pursuits.

Our staff and clients alike have benefited from increased awareness of diversity issues and we will continue to communicate opportunities for employees to become involved in activities that promote greater cross-cultural understanding.

During the past year we have not only met our goal of having one-hundred percent of IT Services employees receive discrimination and harassment training, but we have also established a permanent diversity committee whose job it will be to both monitor and document departmental activities and make recommendations about future endeavors in this area.

College of Liberal Arts and Sciences

I. Diversity Mission/Vision Statement

Statement from the Dean of the LAS College

The College of Liberal Arts & Sciences (LAS) administration is in the process of establishing a permanent Diversity Committee 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 students with the necessary knowledge and skills to function as global citizens. The College LAS Diversity Committee will also be asked to coordinate with its university counterpart and to advise the Dean regarding recommendations from the university committee.

As a college committed to learning and discovery, we engage the entire campus community on issues that help shape the thinking of this nation and the world. We teach those courses whose curricular content naturally address issues of diversity and underrepresented groups. We lead the discussion on topics that celebrate, explain, and respect human differences and similarities.

As the largest college on this campus, the LAS has a special obligation and a moral imperative to be the institution's leader in engaging students, faculty and staff, and the community on the importance of diversity in all respects. This college accepts the challenge and responsibility to promote diversity at every level.

LAS College's Definition of Diversity

"Diversity" means more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that involve:

- Understanding and appreciating interdependence of humanity, cultures, and the natural environment.
- Practicing mutual respect for qualities and experiences that are different from our own.
- Understanding that diversity includes not only ways of being but also ways of knowing.
- Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others;
- Building alliances across differences so that we can work together to eradicate all forms of discrimination.

Diversity includes knowing how to relate to those qualities and conditions that are different from our own and outside the groups to which we belong, yet are present in other individuals and groups. These include but are not limited to age, ethnicity, class, gender, physical abilities/qualities, race, sexual orientation, as well as religious status, gender expression, educational background, geographical location, income, marital status, parental status, and work experiences. Finally, we acknowledge that categories of difference are not always fixed but also can be fluid, we respect individual rights to self-identification, and we recognize that no one culture is intrinsically superior to another.

Ways that faculty and staff will be held accountable for progress on diversity plans:

- An annual report on the unit administrators, faculty and staff will account for the numbers of members from underrepresented groups.
- An annual report on student enrollments according to gender and ethnicity will account for the numbers of students from underrepresented groups.
- Search committees will be required to undergo diversity training and keep in mind the principles of fair and unbiased search processes.
- Continuing efforts to mainstream ethnic studies courses and other offerings that fulfill the University's U.S. Diversity Requirement will be pursued. The increase of ethnic studies faculty and ethnic studies courses is seen as one means of addressing this need on campus.
- Displays, exhibits and presentations representing the LAS College's commitment to building a diverse and excellent faculty, student body, curriculum and campus climate will continue to be supported.
- The Dean will continue to seek ways in which members of underrepresented gender and ethnic groups can be equitably represented in the LAS College's academic units.

II. Diversity Efforts

African American Studies

African and African American Studies is an interdisciplinary approach to the study and understanding of the African Diaspora - the history and experiences of African Americans, Africans and other peoples of African descent, as active and complex historical agents, in a global and dynamic context of cross-cultural interactions and exchanges.

Two study groups have been formed to have student support systems in place: A-Society, Band of Brothers (men) and Circle of trust (women)

American Indian Studies

The American Indian Studies Program (AISP), [the oldest ethnic studies program at Iowa State University], offers students opportunities to learn more about the rich cultural heritage of American Indians, their historical relationship and their role and influence in contemporary American society.

Asian American Studies Program

The Asian American Studies Program seeks to develop curriculum and research that give an account of the cultures and collective experiences of Americans who trace their ancestry to Asian countries.

Catt Center for Women and Politics

The Carrie Chapman Catt Center for Women and Politics provides leadership development and educational opportunities for women and men interested in politics and public service through programs blending the resources and scholarship of the academic environment with the actual experiences of individuals in the public and private sectors.

The Carrie Chapman Catt Center for Women and Politics creates a Voices Newsletter and organizes the *Women Impacting ISU* calendar

Intercultural Studies

The world is a small place and getting smaller every day. The International studies major at Iowa State University will provide you opportunities to develop skills in and an understanding of global events and issues of relevance to all people.

- U.S. Latino/a Studies is devoted to the study of Mexican Americans, Puerto Ricans, Cuban Americans and other groups of people living in the United States who trace their ancestry to the Spanish-speaking countries of Latin America.
- African and African American Studies students explore the history and experiences of blacks in America, Africans and people of African descent throughout the world.
- American Indian Studies emphasizes interdisciplinary investigations of intellectual practices, lived history, values, political status, rights and responsibilities of tribal nations.

LAS Clubs

LAS has a series of clubs, including Women's Studies, Spanish, Russian, Eurasian and East European, French

Multicultural Student Services

Academic recognition events celebrate the students' accomplishments, to connect them with faculty and staff who can further guide their academic development, and to encourage them to continue their achievements. The events focus on a group of related majors within the college.

Religious Studies

Religious studies majors investigate and reflect on the world's religions in an objective, critical and appreciative manner. Though there is an emphasis placed on religious studies on the wide variety of religious phenomena, students develop their own integrated understanding of the nature of religion and its role in individual and social life.

U.S. Latino/a Studies Program

The program provides students with useful information on Latino/as, the largest group of culturally and linguistically diverse people in the United States. Students can benefit greatly by becoming more aware of the socio-economic, political, cultural, and other contributions Latino/as have made and continue to make to United States society. Students can also make themselves more competitive in today's job market by acquiring knowledge about US Latino/as.

Women's Studies

Women's Studies may be defined as the critical and scholarly pursuit of knowledge about women from feminist, interdisciplinary perspectives.

LAS Women's Studies Program is hosted its second annual Wine, Women and Song fundraiser. All of the money raised at the silent auction was used to provide scholarships and other types of support for students in the Women's Studies Program.

Women's Studies Brown Bag Speaker Series included

- *Women Professionals' Gender Strategies for Career Success: Prospects for Overcoming Gendered Organizational Barriers* presented by Sharon Bird and Laura Rhoton (Sociology)

- *Women as Benefactors in the Ancient World* presented by Rachel Meyers (Classical Studies)
- *Fat and Cancer: Feminism, 'Lifestyle' Research, and the Advice Book* presented by Diane Price-Herndl (English)

Committees, nation-wide organizations or additional memberships of interest

- Eugenio Matibag, chair (Center for American Intercultural Studies / World Languages & Cultures)
- Lisa Larson (Psychology / ISU ADVANCE Program)
- Teresa Downing-Matibag (Sociology)
- Tunde Adeleke (African American Studies / History)
- Luiza Dreasher (Multicultural Student Services)
- Kristen Summerfelt (Student)

The College of Veterinary Medicine

The College of Veterinary Medicine is firmly committed to fulfilling the University's goals of increasing its diversity and that of the college. As a four-year professional program, efforts to increase diversity numbers are somewhat tempered, compared to undergraduate programs, by highly competitive enrollment requirements (900+ applications for 120 openings), tightly regimented four-year professional curriculum, and the number of diversity candidates available for faculty and administrative positions.

We are continuing our efforts to further develop an environment that encourages diversity, and are making progress in increasing diversity numbers in faculty, staff and students.

I. Diversity Mission/Vision Statement

The first goal under the College of Veterinary Medicine Strategic Plan - *Professional Students and Related Services* section is "Ensure the quality and diversity of our student population." Goal VII.3 is "The College will maintain a welcoming, collegial and non-threatening work environment" with the following Objectives/Action Plans/Benchmarks:

1. All faculty, staff and students will be made aware of, and expected to comply with the University and College policies regarding work place conduct.
2. An action plan will be developed to improve diversity in student, staff, and faculty recruitment and retention; for rewards and accountability; for alignment with the University Strategic Plan; and to foster work/life balance.

These statements are inclusive and intended to ensure the diversity of the college and all who teach, learn, do research and provide support services here.

The College Mission and Vision Statements and our Core Values speak to our commitment to support these efforts.

The College Mission Statement: The College of Veterinary Medicine at Iowa State University is dedicated to enhancing the health and well-being of animals and humans through excellence in education, research, professional practice, and committed service to the State of Iowa, the nation, and the world.

The College Vision Statement: The Iowa State University College of Veterinary Medicine aspires to be a pre-eminent institution recognized for excellent and leadership in professional and graduate education, for the discovery and application of knowledge to promote animal and human health, and for exerting significant influence on the quality, safety and security of society's food supply, while providing a caring and supportive work environment.

College Core Values include: We conduct our affairs with the utmost integrity knowing that our interactions with one another and the public demand our best moral, ethical, and professional behavior. We insist on providing a safe and non-threatening work environment for faculty, staff and students.

II. Diversity Efforts

Institutional Commitment: As stated in the college strategic plan and mission, vision and core values statements, the College of Veterinary Medicine places a high priority on creating and sustaining a welcoming and nurturing environment that allows all employees and students to reach their full potential. This is an ongoing point of emphasis as the college strives to meet its goals, those of the University, and those of the profession of veterinary medicine.

Curriculum and Pedagogy: The professional veterinary medical curriculum has minimal flexibility in the DVM program.

Research and Scholarship in the college are aligned with the requirements and expertise of the professional program. Specific research opportunities in the area of diversity and ethnicity are limited. Coursework in the role of the veterinarian in society attempts to instill awareness of multicultural issues.

Underrepresented Populations

The college is striving to increase the representation of historically underrepresented populations among faculty, staff and students, while maintaining the highest standards in academic and professional excellence.

Faculty Recruitment and Retention

Central administration and departments continue to focus on recruiting outstanding faculty to the college with special attention being directed to recruiting diversity candidates. A number of activities and successes are worth noting.

Biomedical Sciences, BMS

Three of the five postdoctoral fellows in the Department of Biomedical Sciences (BMS) are women. Five new female graduate students are being mentored by BMS faculty. This significantly impacts the ratio of female trainees in the department. Of the 16 staff positions in the department, 10 are female.

The department chair has participated in almost all of the ISU ADVANCE programs on campus in an effort to acquire insights into the ways in which diversity and positive attitudes regarding this important issue can be enhanced. The chair has made special efforts to provide help and guidance to three tenure track women. One female faculty received promotion to Associate Professor with tenure this year.

Members of departmental search committees are urged to work through the diversity website for search committee members. All search committees are charged with the responsibility of conducting searches with a focus on the importance of diversity. As a consequence of the search process, one new female was hired as a tenure track assistant professor. The department also hired a new female non-tenure track lecturer after a full search. In addition, the department chair successfully participated in the recruitment of a female tenure track assistant professor in the VMPM Department.

Veterinary Clinical Sciences, VCS

The Veterinary Clinical Sciences department (VCS) is maintaining its goal of balanced faculty hiring based on unit need and individual qualifications. Currently, the department has a faculty ratio M/F of 20/22. The VCS hired a new chair in Spring of 2009. The department follows university policies with regard to equal opportunity and diversity recruitment. As the demographics of veterinary students continue to remain significantly shifted toward women entering the profession at a higher rate compared to men, it will important to embrace the opportunity for an increasing number of women faculty and administrators to serve as role models and mentors. This is seen in the gender ratios of more senior faculty (professors) which are shifted toward males, wherein more junior faculty are more equally distributed or in fact, shifted toward female. The more recent faculty hires are seemingly, and potentially naturally, following the trends in gender shifts in the profession at large.

In addition, there is a fair amount of diversity associated with the activities in the wildlife care clinic. The clinic has many undergraduate students from multiple majors, ethnic groups, and both genders. There are a vast number of volunteers of both genders who also provide a wide spectrum of interests, ages, and ethnic backgrounds. The clinic also provides a range of curricular content during outreach activities with respect to the value of a diverse ecosystem and how this impacts humans.

Veterinary Pathology, VPATH

The department had the promotion of a woman to full professor which increases the number at ISU, and currently the next candidates for promotion and tenure will be women. A woman DVM, PhD, Diplomate ACVP associate professor was hired in the VPTH department via the ISU Dual Career Hire Program, and also a woman DVM, PhD, was hired as a resident/lecturer from Serbia. The department runs counter to the national trend that women and men do not have children during the tenure probation period, our faculty do; which seems to provide evidence of a family and work success culture in the CVM and associated departments and enhances recruitment and retention. Women in the department are keenly interested in leadership for the profession, college, and ISU, and actively attend ADVANCE seminars. The VPTH department chair has participated in almost all and assisted in planning of some of the ADVANCE programs at ISU. The chair was invited to speak on an ISU panel regarding creating a welcoming environment for new faculty sponsored by the ADVANCE program. The chair is currently faculty mentor to a new woman faculty member in VCS, in addition to mentoring the faculty and graduate students in the VPATH department. We currently have highly sought after women in our STEM-related field for faculty positions upon the completion of their graduate programs. The department chair is the peer mentoring coordinator for the CVM and has provided information to assist new faculty. The faculty are very active in mentoring veterinary students, over 85% women, in a STEM related field. Most faculty are engaged in the summer research scholar program as well. International diversity includes post-docs and graduate students from Argentina, China, Senegal, Kenya, Serbia, and the Netherlands.

Veterinary Microbiology and Preventive Medicine

During the past year, VMPPM interviewed and hired a faculty member in the area of infectious disease and vaccine development. This individual is a female of Hispanic descent.

Cultural and ethnic diversity were enhanced within VMPPM by the presence of international visiting scholars within the department. During the past year, individuals from Portugal, Thailand, China, Nigeria, and Pakistan have worked in VMPPM labs.

One female was hired as a new P&S staff, Research Associate II.

The bulk of the department's cultural diversity is generated by the array of international graduate students, post docs and research associates working in VMPPM laboratories. These individuals have come from India, Mexico, Puerto Rico, China, Thailand, Japan, Korea, and Australia.

Faculty in VMPPM coordinated international experiences for veterinary students to South Africa and Jordan.

The Institute for International Collaboration in Animal Biologics (IICAB) provides summer training sessions that attract participants from throughout the world, bringing exposure to diverse ethnic and geographic backgrounds to the college.

Veterinary Diagnostics and Production Animal Medicine, VDPAM

VDPAM filled 13 faculty positions since January of 2008. Five of the new hires are young clinicians with great potential. Three of those five clinicians are women. VDPAM is also working closely with the Provost office through a process to convert clinician appointments to tenure track appointments when appropriate. Three of the new hires are assistant professors, and two of the assistant professors are from underrepresented groups (Hispanic, Chinese). Three of the new hires are associate professors, and one is a woman who is internationally renowned specialist in animal welfare. Two of the new faculty are full professors who are internationally renowned leaders in dairy production medicine and diagnostic pathology. With these additions, VDPAM has substantially enhanced the diversity of faculty in the department. Employees from Russia, the Philippines, Mexico, Sri Lanka, and Asia have increased appreciation for international cultures in the Veterinary Diagnostic Lab (VDL).

Inter-group and Intra-group relations

College faculty and researchers are continually engaged in activities that recognize and celebrate cultural differences. As a professional program, Veterinary Medicine provides a unique opportunity for students to experience their four year education as a cohort and relationships developed through this four-year learning community type environment are based on experiencing ethnic, gender and geographic diversity.

III. Best Practices and Final Comments

Building awareness of diversity issues and the college objectives in this area continues to produce results. Utilizing Human Resources workplace environment and harassment training continues to aid in creating a more welcoming and inviting environment within the college.

Discrimination and Harassment training was incorporated into orientation training for new residents and interns who started in June and July 2009. Information about signing up for Discrimination and Harassment Training was presented at new college faculty and staff orientation sessions.

Additionally, we plan to revitalize a college diversity committee to become more active in its efforts to develop and direct college activities that will support its diversity efforts.

Recruiting efforts aimed at reaching more diverse populations are building momentum. While numbers may be small compared to undergraduate programs with considerably larger student, staff and faculty populations, we are making progress and intend to continue to do so by continually evaluating our efforts.

PERSPECTIVE: TEN YEARS OF AFFIRMATIVE ACTION: 1999-2009

The total workforce decreased by 108 employees, from 1999 to 2009. Even with the decrease in overall employees, Iowa State University has continued to work hard to increase the number of minority and female employees in its workforce.

The female workforce has experienced growth in five of the POA groups from 1999 to 2009. The largest increase in workforce for females from 1999 to 2009 was in the POA groups Executive/Administrative/Managerial, and the Professional & Scientific. The number of females in the workforce had an overall increase of 57 employees in this ten-year period. Females in 2009 are 50.7% of the total workforce compared to 48.9% in 1999.

The minority workforce has experienced growth in five of the POA groups during this time period. The largest increase in workforce for minorities was in the POA groups Executive/Administrative/Managerial and Faculty: Tenure Track. The minority workforce had an overall increase of 94 employees, in this ten-year period. In 1999, minority employees were 9.2% of the total workforce. In 2009, minority employees are 10.9% of the total workforce.



University of Northern Iowa
Office of Compliance and Equity Management

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

October 2009

Submitted by Leah Gutknecht
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**Annual Report on Affirmative Action
To the Board of Regents, State of Iowa
University of Northern Iowa (UNI)
October 2009**

I. INTRODUCTION.

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

This report presents recent employment activities at UNI. The data in this report are compiled according to Board of Regents, State of Iowa guidelines, and include all non-temporary, full-time, and part-time employees working 50 percent time or more as of October 1, 2009. The categories used for the job groupings are determined by federal guidelines. It is important to note that other reports generated for other University purposes will use different data sources, definitions, and groupings of employees. Care should be taken in attempts to compare data from this report with other UNI workforce reports.

II. OVERVIEW.

As of October 1, 2009, the UNI workforce totals 1870 employees. This includes 1029 (55%) female employees and 180 (9.6%) minority employees. This represents a slight gain in the employment of both female and minority persons from 2008. One year ago, UNI employed 1018 (54.1%) female employees and 176 (9.4%) minority employees.

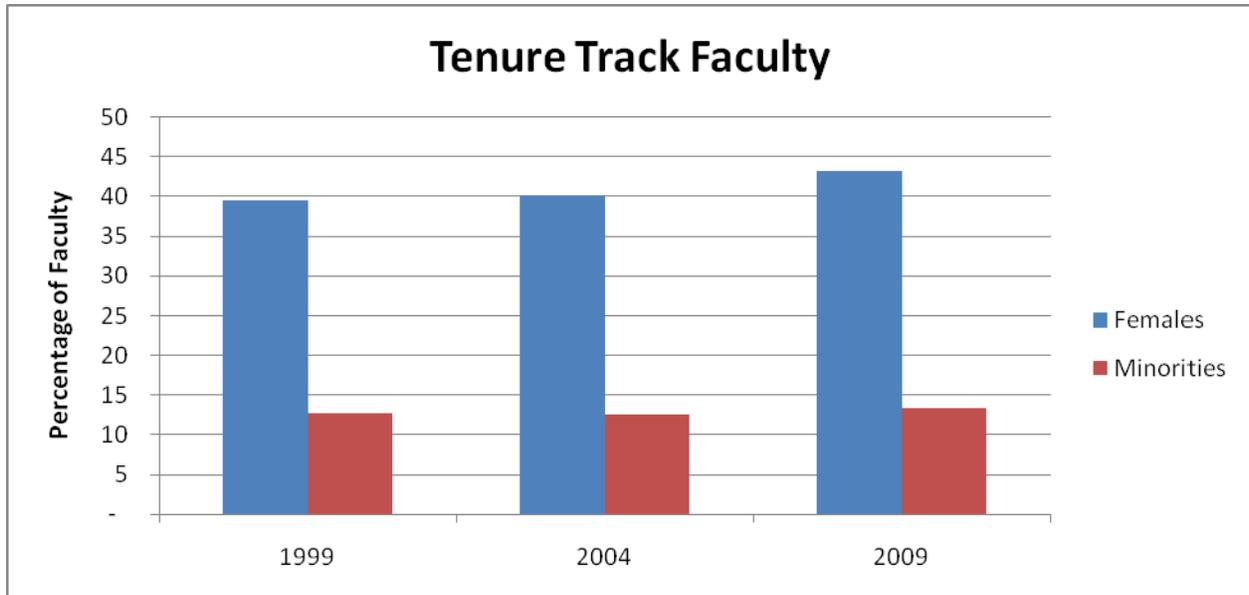
Five- and ten-year comparisons for the overall workforce show progress in female representation, but a slight decline in minority representation despite the most recent gain noted above. Over the ten-year history, total employment numbers varied dramatically in response to budget fluctuations. The overall effect is a gain of 37 female employees at a rate of 3.7% overall growth over ten years. However, substantial ground was lost in minority employment with a total loss of 15 employees, moving from 10.3% of total employment in 1999 down to 9.6% in 2009. A review of the more recent history, however, does show gains over each of the last two years.

The tenured and tenure track employee group employs a total of 544 employees. This represents a net decrease of one employee from one year ago. However, this group saw a gain of six (6) minority employees*. This employment group now has 235 (43.2%) female employees and 73 (13.4%) minority employees compared to 235 (43.1%) female faculty and 67 (12.3%) minority faculty in 2008.

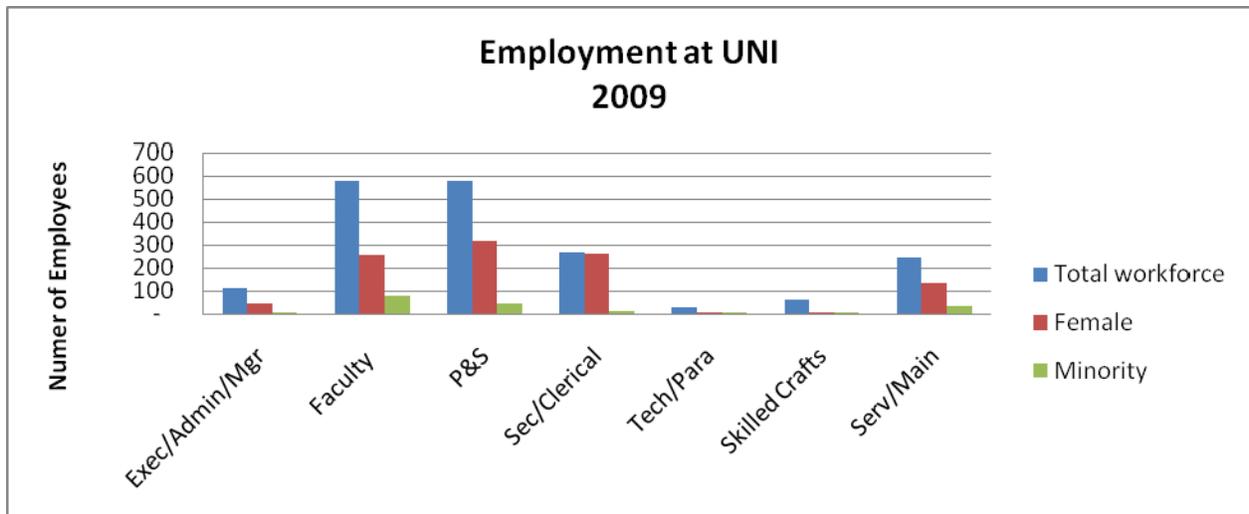
*It should be noted that race and ethnicity reporting categories were changed during this reporting period in order to comply with new IPEDS regulations. This resulted in a larger number of UNI employees self-reporting as minority as defined by the revised IPEDS race and ethnicity categories.

The five- and ten-year comparisons reflect overall gains in the proportion of both females and minorities in the tenured and tenure track faculty group. While the overall number of employees in that job group has actually decreased by 13 employees (2.3%) over the past ten years, female representation has increased by an overall 3.7% and minority representation has improved by 0.7%.

The following chart compares ten-, five-, and current-year percentages of female and minority tenure track faculty at UNI.



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



III. 2008-09 HIRING ACTIVITY.

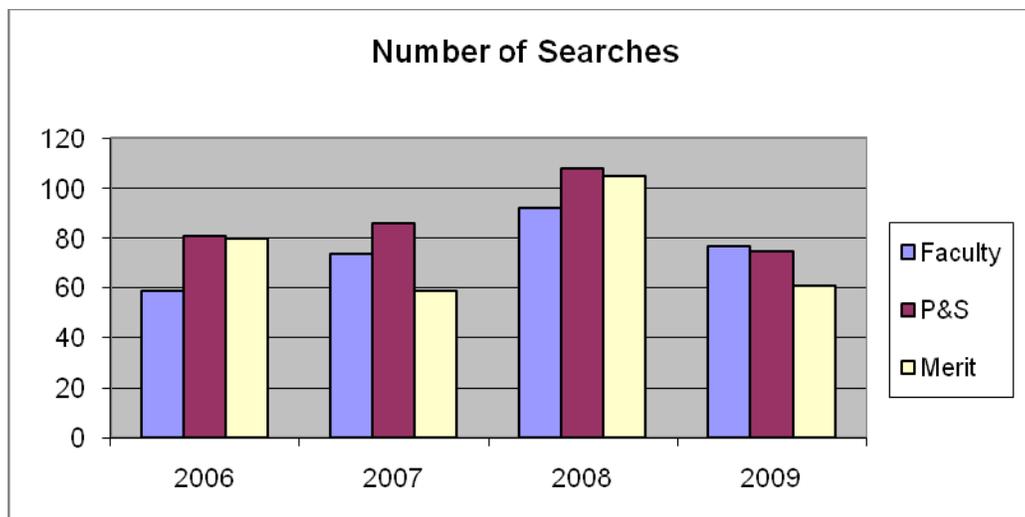
University-wide, 213 searches were initiated in the 2008-09 reporting period. This represents a 30% decrease in the total number of searches in comparison to the 2007-08 reporting period. The faculty and Professional and Scientific (P&S) groups had the largest amount of hiring activity in 2008-09.

Down 42% from last year's 105 Merit searches, a total of 61 Merit searches were conducted. The overall composition for the four employment groups encompassed in the Merit System currently stands at 68% female representation and 8.5% minority representation out of 603 total Merit employees. This group has seen an overall 10.1% decrease in total numbers over the last ten years, with a resultant loss of 1.8% in the overall minority representation, going from 10.3% in 1999 to 8.5% in 2009.

Seventy-five (75) P&S searches were conducted during the 2008-09 year. While the number of searches was down 31% from the previous year, the P&S group once again experienced the largest growth with a current employment level of 577 employees. This represents a 13.4% gain over five years and a 27.9% gain over ten years. The gain in female employees has kept pace with movement from 50.3% ten years ago to a current female P&S population of 54.8%. However, the increase in the number of minority employees does not reflect the overall increase in P&S employment. Even though a net gain of six (6) minority employees was accomplished, the result was an overall loss in representation due to the much larger gain in total employment for the P&S group. The current level of minority representation in the P&S group is at 8.1%, down from 9.1% ten years ago.

Faculty search activity was markedly down this year in comparison to 2007-08. The number of searches was down 16.3%. Of a total 77 faculty searches conducted in 2008-09, 35 of those searches were conducted for tenured and tenure track positions. An additional 35 searches were conducted for term and temporary faculty. The remaining seven searches were for academic administrators.

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



IV. 2008-09 HIRING GOAL ATTAINMENT BY EMPLOYMENT GROUPS.

The following table shows 2008-09 hiring goals for women and minorities by job groups. Actual numbers hired are shown in parentheses. Numbers do not reflect any losses experienced during the same time period, nor do they reflect any changes resulting from the newly re-defined IPEDS reporting categories.

Employment Group	2008-09 Goal		Achieved?	
	Female	Minority	Female	Minority
Executive/Administrative/Managerial	2	2	Yes (3)	No (1)
Faculty (Tenured and Tenure Track)	8	6	Yes (10)	No (1)
Professional/Scientific	3	0	Yes (27)	N/A (8)
Secretarial/Clerical	0	0	N/A (6)	N/A (0)
Technical/Paraprofessional	0	1	N/A (0)	Yes (1)
Skilled Craft	1	0	No (0)	N/A (0)
Service/Maintenance	0	0	N/A (6)	N/A (0)
Total	14	9		

V. PROGRAMS IN PLACE.

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

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

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

diversity-related research and activity of individual faculty and staff, and expanded web access to multiple resources.

In fall 2006, the Diversity Matters web site (www.uni.edu/diversity) was launched as a clearinghouse to promote the many diversity-minded activities, research, and resources available at UNI. In fall 2007, the Diversity Matters icon was placed on the main UNI web page to offer an immediate link to the Diversity Matters resources. The icon and link were also added to all divisional, college, and primary web sites. An employment link was also added to the front page of the UNI site to offer a more welcoming presence to those considering employment at UNI. For administrators and search committees, additional tools and resources were added to the Hiring Toolkit found on the web site for the Office of Compliance and Equity Management (www.uni.edu/equity).

President Allen appointed the first Diversity Council in fall 2008. The Diversity Council provides university-wide leadership and coordination. In addition, a Diversity Advisory Committee was formed to provide input and ideas to the Diversity Council. The first annual diversity town hall meeting was conducted in January 2009 to report activities to and receive feedback from the campus. A climate survey was also conducted with students and employees in January 2009. The student participation rate was 15.3% and the employee participation rate was 51.6%. The Diversity Council utilized data from the climate survey and input from the Diversity Advisory Committee to further define the diversity mission and vision for the UNI campus.

The Office of Compliance and Equity Management partners with diversity offices at Iowa State University, University of Iowa, and other Iowa universities, colleges, and community colleges to collaborate on statewide diversity efforts. Iowa's Impacting Diversity through Educational Alliances (IDEA) is a statewide consortium dedicated to diversity in higher education. An outgrowth of the consortium is an annual summit focused on the recruitment and retention of diverse faculty and staff. UNI planned and hosted the fourth annual event in April 2009. Over 250 people gathered to listen to dozens of speakers present a wide range of topics covering such things as diversity metrics, stereotypes, universal design, climate surveys, and faculty and student panels. President Allen hosted a panel of executives from Deere & Company, Wells Fargo, and the School Administrators of Iowa, who shared details about how they lead diversity efforts within their organizations. The consortium is currently planning the 2010 event to be held at Kirkwood Community College in Cedar Rapids.

Additional recruitment tools and advertising locations continue to be sought and researched. As new ad locations are identified the information is added to the Office of Compliance and Equity Management web site. Members of departments and search committees also participate in year-round recruitment at conferences, meetings, and other professional activities. Staff members from the Office of Compliance and Equity Management meet with search committees and departments to strategize on recruitment efforts in order to maximize the potential applicant pool.

UNI has also been actively enhancing their efforts of addressing the needs for persons with disabilities. The Office of Disability Services is now broken out into two separate offices,

Student Disability Services and Faculty and Staff Disability Services. This separation provides for more specific services to each of the groups and has allowed services in both areas to be expanded. In addition, the Coordinating Committee for Disability Accommodations provides for campus-wide attention to providing accessibility and resources to persons with disabilities.

VI. 2009-10 HIRING GOALS BY EMPLOYMENT GROUP.

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

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

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

In establishing placement goals, the following principles are applied:

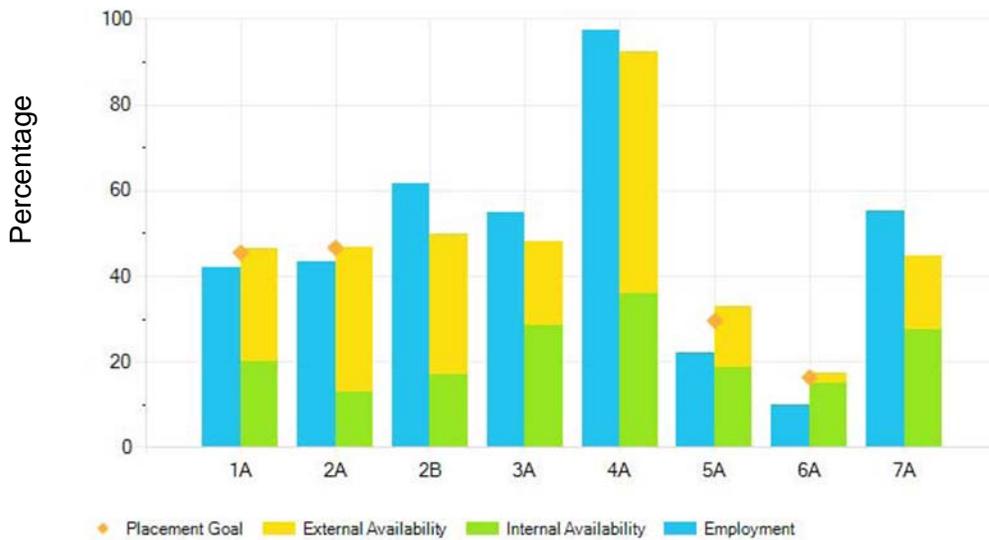
- When the percentage of minorities or women employed in a particular job group is less than would reasonably be expected given their availability percentage in that job group, UNI establishes a placement goal at least equal to the availability figure derived for women or minorities, as appropriate, for that job group.
- Placement goals are not quotas that must be met, nor are they to be considered as either a ceiling or a floor for the employment of particular groups.
- In all employment decisions, UNI makes selections in a nondiscriminatory manner. Placement goals do not provide a justification to extend a preference to any individual, select an individual, or adversely affect an individual's employment status, on the basis of that individual's age, color, creed, disability, gender identity, national origin, race, religion, sex, sexual orientation, or veteran status.
- Placement goals do not create set-asides for specific groups, nor are they intended to achieve proportional representation or equal results.
- Placement goals are not used to supersede merit selection principles, nor do these placement goals require UNI to hire a person who lacks qualifications to perform the job successfully or hire a less-qualified person in preference to a more-qualified one.

The availability analyses by job group, taking into account both external and internal

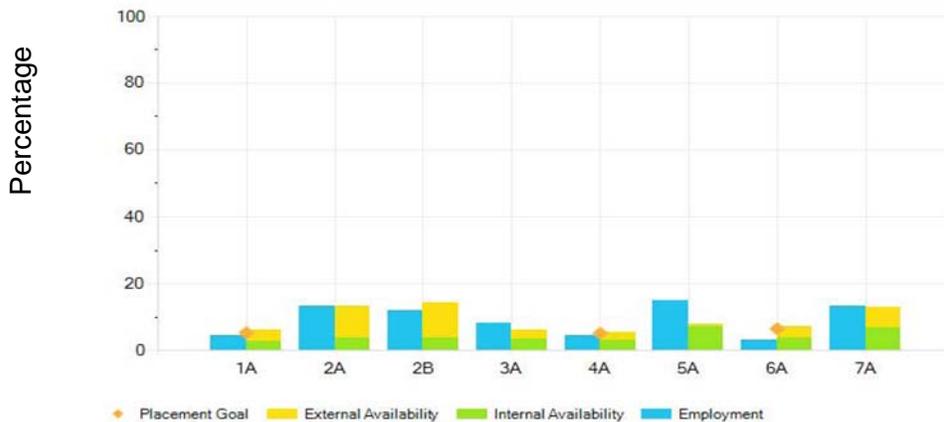
availability, and incumbency compared to estimated availability is reflected in the charts below. The first chart shows female employment, followed by minority employment in the second chart. Codes for employment groups along the bottom axis are as follows:

- 1A: Executive/Administrative/Managerial
- 2A: Faculty (Tenured and Tenure Track)
- 2B: Faculty (Term and Temporary)
- 3A: Professional/Scientific
- 4A: Secretarial/Clerical
- 5A: Technical/Paraprofessional
- 6A: Skilled Craft
- 7A: Service/Maintenance

Female Employment (Incumbency vs. Availability)



Minority Employment (Incumbency vs. Availability)



The factors described previously are reflected in the goals established for the 2009-10 hiring year, as well as five-year goals, as shown in the following table. (NOTE: As of the date of this report, the University is under a hiring freeze for all general fund positions. Any continuation of the freeze and/or reductions in force will likely have a stalling impact on goal attainment.)

Employment Group	2009-10 Goals		Five Year Goals/2013-14	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial	1	1	1	4
Faculty (Tenured and Tenure Track)	-*	4	0	19
Professional/Scientific	-	-	0	0
Secretarial/Clerical	1	-	2	0
Technical/Paraprofessional	-	1	0	2
Skilled Craft	1	1	2	4
Service/Maintenance	-	-	0	0
Total	3	7	5	29

*The fact that a numerical goal is not indicated is not to be interpreted as UNI being relieved of any commitment toward furthering our goal of a diverse workforce.

**Iowa School for the Deaf
Annual Diversity Report
October 1, 2008 – September 30, 2009**

The Iowa School for the Deaf employed 137 full-time and part-time employees on September 30, 2009. There is no change in the total number of employees since September 30, 2008.

The September 30, 2009 breakdown of ISD employees compared to September 30, 2008, is as follows:

CATEGORY	#EMPLOYEES		%OF POPULATION		2009 % CHANGE
	2009	2008	2009	2008	
Male-Majority	30	33	21.9%	24.1%	-2.2%
Female-Majority	100	96	73.0%	70.1%	+2.9%
Male-Minority	5	6	3.6%	4.4%	-0.8%
Female-Minority	2	2	1.5%	1.5%	0%

The following are the goals ISD established for the October 1, 2008, to September 30, 2009 period:

**Iowa School for the Deaf
Affirmative Action Hiring Goals
October 1, 2008 – September 30, 2009**

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 group lost four male majority members due to retirements and RIFs. No new hires were added to the group.

Professional and Scientific:

We had a goal to hire a female minority member in this category. This goal was not met. One male majority employees vacated a P&S position.

Three majority females, one majority male, and one minority male were added to this category.

Secretarial/Clerical:

This group is unchanged from last year.

Technical/Paraprofessional:

This area did decrease by two female majority and one male minority employees. We hired three female majority employees.

Skilled Crafts:

There was no change to this group during the year.

Service Maintenance:

This group lost one male minority member and a male majority member was hired.

Summary:

The Iowa School for the Deaf established one affirmative action goal for the October 1, 2008 – September 30, 2009 time period. One goal was to add a female minority to the Professional and Scientific category. This goal was met, however a male minority was hired to this group.

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. Five of our nine new hires during this year are deaf or hard of hearing. 19.7 percent of our current employees are deaf or hard of hearing. This is the same as the previous year.

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

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

**Iowa School for the Deaf
Affirmative Action Hiring Goals
October 1, 2009 – September 30, 2010**

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				

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 have also done some campus visits to build contacts and relationships with universities which train professionals to work in deaf education. Hosting deaf education student teachers and practicum students assists us in making contacts with recent graduates in the field.

Statewide System for Vision Services / Iowa Braille and Sight Saving School
DIVERSITY ANNUAL REPORT
October 1, 2008 - September 30, 2009

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

The Statewide System for Vision Services / Iowa Braille School provides leadership in the field of vision in the State of Iowa through an inter-governmental agreement between the Board of Regents, State Board of Education, the Iowa Department for the Blind and the Association of Area Education Agencies. Collaborative efforts with these agencies and the local education agencies results in service provision to children in Iowa who are blind, visually impaired, deaf-blind, or multi-handicapped with a visual impairment, from birth through age twenty-one. Most services are provided throughout Iowa in the local school districts using an itinerant teaching model. The school also provides extended school year services, short-term programs on campus, residential, and day school programs on campus. For residential students, classrooms are in the local Vinton/Shellsburg Community schools.

Over the summer of 2009, eleven Teachers of the Visually Impaired (TVIs) transferred their employment to the Statewide System, bringing the number of TVI's and Certified Orientation and Mobility Specialists (COMS) employed by the Statewide System to 41. Five additional faculty members serve as Consultants. As the Statewide System for Vision Service provides leadership in the field of vision, a five year plan for the development and implement of comprehensive professional development is being created that will provide Iowa TVIs and COMS and related service providers with the knowledge and skills needed to contribute effectively to the continuous improvement of services to children who are blind or visually impaired and their families. The professional development program is complemented by the University of Northern Iowa teacher preparation program in the field of vision. Professional staff can receive graduate credit for attendance at professional conference and workshops through UNI. The Statewide System for Vision Services also supports professional development through the tuition reimbursement program. Major trainings during this reporting period included a spring conference focusing on educating parents and families and a three day fall conference was provided for parents and professionals. Annually employees are also required to complete training in Exposure to Bloodborne Pathogens and other Infectious Diseases; review child abuse reporting policy and procedure; and review sexual misconduct policy and procedure. Systems of Intervention training is provided for targeted staff to ensure student and staff safety. Para-educators must bring certification of completion of a 32 semester disabilities program or its equivalent as a minimum entry qualification. Para-educators are encouraged to complete the state certification for paraprofessionals.

As of September 30, 2009, there were 100 permanent employees, up from 88 employees in 2008. Of the 100 permanent employees 99 are Caucasian, 82 are female and one female is Hispanic. We have not asked our staff to disclose any physical disabilities. Four Teachers of the Visually Impaired are themselves blind or visually impaired. Three are female and one is male. One male technical staff member is also visually impaired. Retention of female staff is not a problem for the school.

The growth in number of staff from 2008 to 2009 is largely attributable to the direction provided by the creation of the Statewide System for Vision which has resulted in the transfer of employment of professionals from the Area Education Agencies (AEAs) to the Statewide System. Continued growth in faculty numbers is expected as the remaining AEAs agree to transfer employment of TVIs. AEAs

continue to contract with the Statewide System for Vision Services / Iowa Braille School to provide services to children who are blind or visually impaired.

A goal was set for the 08/09 year of hiring one minority staff. The goal was not met. There were no minorities in the group of Teachers of the Visually Impaired who transferred their employment to the Statewide System. As the model of service provision has moved away from center-based and to an itinerant model, there has not been the need for new employees at the center-based site in Vinton. When we have an open position, we use the resources available to us to recruit minorities. The school's application continues to include an optional information sheet where candidates may choose to self-identify race, sex and/or disability. Many applicants choose not to complete this information.

The school is a strong proponent of diversity and we desire to have a diverse staff. As we have employment opportunities, we will continue to try to create a more diverse workforce. We are particularly hopeful about our recruitment relationship with Kirkwood Community College as a source for finding qualified paraprofessional candidates, both minorities and males as well as female candidates. The teacher preparation program at the University of Northern Iowa has created the opportunity for us to recruit minorities from Iowa to the teacher training program. This may have a long-range impact on the ability to produce and employ Teachers of the Visually Impaired of a diverse background.

As the Statewide System for Vision Services strives to improve efficiency and effectiveness, staff have been redirected in their work assignments and we anticipate continued need for the creation of new roles for faculty and / or professionals. The following chart, notes the Diversity Goals of the Statewide System for Vision Services / Iowa Braille School projected for the period of October 1, 2009 through September 30, 2010.

DIVERSITY ACTION GOALS
October 1, 2009 - September 30, 2010

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

APPENDIX A: Section 504 Compliance

EQUAL EDUCATIONAL OPPORTUNITY FOR STUDENTS
AT THE IOWA BRAILLE SCHOOL

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

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

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

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

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

SECTION 504 NOTICE OF NONDISCRIMINATION

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

Superintendent
Iowa Braille School
Old Main, Room 132
1002 G Avenue
Vinton, IA 52349
319/472-5221, ext. 1132

OR

Director of Human Resources
Iowa Braille School
Old Main, Room 107
1002 G Avenue
Vinton, IA 52349
319/472-5221, ext. 1107

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

GRIEVANCE PROCEDURE

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

(See Attachment A; §3.30 Grievance Procedure Under Affirmative Action: Race, Color, National Origin, Religion, Sex, Sexual Orientation, Gender Identity, Age, Marital Status or Disability, Title IX, Sexual Harassment)

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

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

Date(s) of incident: _____

Person(s) involved:

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

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

Specify the relief being sought:

Signature _____ Today's date _____

Address _____

Phone Number _____

If Student, Name _____ Grade Level _____

GRIEVANCE DOCUMENTATION: FINDINGS AND RECOMMENDATIONS

Name of Individual Alleging Discrimination or Non-Compliance

Name _____

Date formal grievance was filed _____

Attach a copy of the grievance.

Hearing Committee Findings and Recommendations:

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

Signature of Affirmative Action Officer
or of §504 Coordinator

_____ / _____

(date)

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

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

SECTION 504 STUDENT AND PARENTAL RIGHTS

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

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

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

Superintendent
Iowa Braille School
1002 G Avenue
Vinton, IA 52349
319/472-5221,ext. 1132

OR

Director of Human Resources
Iowa Braille School
1002 G Avenue
Vinton, IA 52349
319/472-5221,ext. 1107

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

IMPARTIAL HEARING PROCEDURE

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

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

**MINORITY AND WOMEN EDUCATORS
ENHANCEMENT PROGRAM**

The University of Iowa

**Annual Report
2008-2009**

**BOARD OF REGENTS
STATE of IOWA**

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

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

MINORITY AND WOMEN EDUCATORS ENHANCEMENT PROGRAM

University of Iowa
2008-2009

Introduction

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

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

The Iowa Promise, the strategic plan for 2005-2010, recognizes the link between educational excellence and diversity, and the importance of recruiting to the university faculty, staff and students from underrepresented communities and fostering a climate that enables all to succeed. *The Iowa Promise* set forth goals for faculty diversity, including gender diversity, and established the principle that all parts of the university are to be accountable for achieving those goals. In FY2006 The University of Iowa recruited its largest class of faculty from underrepresented communities, and in one year exceeded its strategic planning benchmark for racial and ethnic diversity of tenured/tenure track faculty, and also made progress on its gender diversity goal. The clear message of the Executive Vice President and Provost has been to continue efforts to further increase faculty diversity, while establishing programs to promote retention. In each year since FY2006, faculty diversity continued to increase, exceeding the minority faculty goals of the *Iowa Promise* and making more limited progress on gender diversity goals.

In Fall 2008, the Executive Vice President and Provost initiated a strategic initiative planning process to continue and further focus efforts under *The Iowa Promise*. One of the six task forces includes Internationalization & Diversity, which began its work in Spring 2009, and is to issue its recommendations December 2009. The Internationalization & Diversity Task Force is charged with articulating a strategic vision and priorities for a “University of Iowa without borders” – a campus that’s more international and more diverse in all of its dimensions and developing an implementation plan.

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

At The University of Iowa, the Office of the Provost supports a program to enhance collegiate efforts to recruit and retain minority faculty. This program, called the Faculty Diversity Opportunities Program (FDOP), is administered by the Associate Provost for Diversity, who works with collegiate deans to identify potential faculty hires who would add to the diversity of the UI faculty. FDOP was established in 1999, expanding on

previous similar initiatives. From FY2000 to FY2005, FDOP resources were used to support part of the first several years, typically one to three years, of the newly recruited faculty member's tenure at the University. After this initial period, the college provided all of the resources for the faculty members' development and tenure. Beginning in FY2006, significant changes were made to the program in order to help colleges and departments cover the cost of recruiting faculty in a very competitive market. Pursuant to these changes, new FDOP allocations are typically up to \$40,000, available to support the hiring of a new faculty member who is a target of opportunity and whose addition will improve the diversity of the requesting college. This support will continue as long as the faculty member remains with the University. Mentoring and retention follow-up plans remain critical components of FDOP funding requests. The Associate Provost for Diversity, working in close collaboration with the Associate Provost for Faculty, collegiate deans and others, coordinates a central effort to ensure newly recruited minority faculty feel comfortable in the UI environment.

In *The Iowa Promise*, the UI 2005-2010 strategic plan, the University committed to increasing the budget allocated to the FDOP program to \$1.3M. For the current fiscal year, FY 10, the Office of the Provost is providing FDOP funding totaling **\$1,829,756** for partial salaries and other resources for a total of **57** faculty. These positions are in the University Library, the Graduate College, and the Colleges of Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, and Public Health. Five of these appointments are new, and 52 are continuing. This financial commitment represents a continued increase over the FY 09 commitment of **\$1,813,282**.

Since 1999, FDOP has been used to support 142 diversity hires to the UI campus. When appropriate, FDOP funding has been successfully used to support the research of post-doctoral fellows as a means of increasing the pipeline to the professorate. The Faculty Diversity Opportunities Program has proven to be an important incentive to colleges and departments to identify and recruit faculty from underrepresented communities and has contributed significantly to the increased representation of faculty from underrepresented communities in the twelve-year period ending 2010.

Collegiate Diversity Group (Assessment; Climate; Retention)

The Office of the Provost has organized the colleges, through the deans, to address diversity issues, including recruitment and retention of underrepresented minorities and women faculty. The purpose of the Collegiate Diversity Group is to share information, assess the status of and concerns arising from the colleges' diversity efforts, identify and develop resources for collegiate diversity, and bring to the attention of the deans those issues in need of policy development or resolution across colleges. Meetings of the Collegiate Diversity Group have focused on undergraduate and graduate/professional student outreach and recruitment, admissions, and financial aid issues. Issues of faculty recruitment, mentoring, and retention have been addressed with the participation of the Associate Provost for Faculty. The chairs of the University's Diversity Charter Committee serve as *ex officio* members. Consideration of diversity issues in the collegiate academic environment, curricula, and programming are also important foci of the Associate Deans

for Academic Programs group convened by the Associate Provost for Undergraduate Education.

Minority Faculty Orientation and Mentoring (Climate; Retention)

The Provost, through the Associate Provost for Faculty, is a sponsor of the orientation program for new faculty, which begins the faculty mentoring program. The faculty mentoring program teams new faculty with senior faculty in their departments to assist in the new faculty members' career development in teaching, scholarship and research, and committee service. New minority faculty members are also encouraged to become part of the University community through associations with other faculty across the University, with campus social life, and with student activities and organizations. The Associate Provost for Diversity provides support for several faculty and staff affinity groups, including the African-American Council, the Council on the Status of Latinos, the Council on the Status of Women, the Council on Disability Awareness, the Native American Council and the UI Lesbian, Gay, Bisexual, Transgender Staff and Faculty Association. In order to enhance departmental mentoring for faculty, particularly women and minority faculty, the Associate Provosts for Faculty and Diversity co-sponsored programming with outside speakers who have expertise in mentoring so-called "solo faculty," women and minority faculty who are the only or one of a few in a department.

New Faculty of Color Reception (Retention; Climate)

The Executive Vice President and Provost hosted the annual New Faculty of Color Fall Reception to welcome and help build community for new faculty of color. Deans and mentors were invited to introduce and congratulate these faculty within their department or unit. A spring reception for all Faculty of Color featuring academic presentations, was held in May 2009 to continue to provide opportunities for faculty of color to connect both socially and professionally.

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

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

Workshops/Programs on Diversity (Climate)

The University, through the Special Assistant to the President for Equal Opportunity and Diversity and Associate Provost for Diversity, regularly supports events that enhance dialog and sensitivity about diversity issues. The Office of Equal Opportunity and Diversity, University Human Resources, the Council on the Status of Women, and the UI Diversity Charter Committee partner with other units to conduct university, collegiate and

departmental faculty and staff workshops and other programming designed to enhance the University's recruitment and retention of underrepresented minority and women faculty.

In December 2008, the university hosted a Disability Awareness Summit to discuss issues related to climate and physical and technological access. To further the work started in that session, the university created the Disability Planning and Action Committee, with representation by key University of Iowa leaders and chaired by the Special Assistant to the President for Equal Opportunity and Diversity & Associate Provost for Diversity.

Catalyst Awards (Climate)

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

Supported campus wide, the Catalyst Award Seed Grants are targeted toward creative projects that would have an immediate impact on reaching the diversity goals of the university's strategic plan, The Iowa Promise. Projects that advance cross-cultural understanding, strengthen positive inter-group relations and promote a welcoming learning, living and working environment were given preference by the selection committee. Additional information about Catalyst Award recipients and seed grant winners can be found in the Annual Equal Employment Opportunity and Affirmative Action Workforce Report to the Board of Regents.

Summer Research Opportunity Program (SROP)/Iowa Biosciences Advantage (IBA)/Alliance for Graduate Education and the Professorate (AGEP)(Climate; Pipeline Development)

The University of Iowa Graduate College annually conducts a Committee on Institutional Cooperation Summer Research Opportunities Program to recruit, support and assist minority individuals to pursue graduate studies and collegiate faculty careers, especially in the sciences and engineering fields. More than 50 individuals participate in these programs each year.

Through the College of Liberal Arts and Sciences, the Graduate College, the Office of the Vice President for Research, and Office of the Executive Vice President and Provost, the Iowa Biosciences Advantage program was established for undergraduate students in the biological and medical sciences. This program is aimed especially at minority and other underrepresented undergraduate students and provides them with the support and preparation to enter graduate programs and ultimately to pursue careers as faculty at higher education institutions. AGEP, a program jointly run by the three Regents' universities, continued to support minority graduate students and provide summer research opportunities for undergraduates considering graduate education.

Gender Equity Task Force (Assessment; Climate)

The Provost appointed a Gender Equity Task Force, which had as its charge to "take a broad look at the status of women faculty at The University of Iowa and recommend changes and programs to increase the number of women faculty and improve their quality

of life.” Several recommendations related to faculty gender diversity are in the implementation phase at this time.

In response to the UI Gender Equity Task Force Report, the need to invest more in helping spouses/partners of female faculty find employment was identified as a pressing issue. In response, the Dual Academic Career Initiative, which was created to help fund spouse and partner appointments at the University, will be phased in over three years, starting with an investment of \$100,000 in the first year and building up to \$250,000 in the third year.

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

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

Climate Surveys (Assessment; Climate)

The result of a recent survey of University of Iowa faculty commissioned by the President's Office and conducted by the University of Iowa Office of Equal Opportunity and Diversity concludes that the UI can do more to improve diversity and inclusion at the university, particularly for racial/ethnic minorities, non-U.S.-born, female and older faculty. The survey of 2,259 faculty conducted in Fall 2005 examined three main areas: campus climate, level and quality of inter-group relationships and diversity awareness. A parallel staff survey will be reported on in Spring 2010. Parallel undergraduate and graduate/professional student surveys were previously reported.

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

Several recommendations are in the implementation phase at this time.

Dual Career Network (Recruitment; Retention)

In February of 1994, The University of Iowa established the Dual Career Network, a program designed to assist the spouses or partners of UI faculty recruits or, under certain circumstances, the spouses or partners of current UI faculty in locating employment

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

Women in Science and Engineering (WISE) (Climate; Pipeline Development; Retention)

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

Diversity Focus (Recruitment; Climate; Collaboration)

In 2005, The University of Iowa became a charter member of Diversity Focus, a community and business organization with the mission to increase diversity along the Cedar Rapids-Iowa City corridor by integrating and coordinating existing efforts as well as identifying or creating other activities and programs. Other charter members include the Cedar Rapids Chamber of Commerce, Alliant Energy and Rockwell Collins. Special Assistant to the President for Equal Opportunity & Diversity and Associate Provost for Diversity serves as a member of the Diversity Focus board. Diversity focus plans events, such as conferences, training sessions and social activities intended to support diversity in the Corridor.

Iowa Promise Momentum Plus (Innovation)

The Provost and Vice President for Research partnered in a three-year renewal of the Iowa Promise Momentum Plus initiative to provide funds to add diversity outreach to existing research projects on campus. The Momentum Plus initiative was funded for \$25,000 in FY 09 and a emphasis on disability awareness was the focus for the year's applications. Through the Iowa Promise Momentum Plus initiative, The University of Iowa hopes to become a national leader on inventive ways to incorporate diversity programming into ongoing research endeavors.

* * *

The University of Iowa continues to work towards its primary goals of achieving educational excellence through diversity, promoting a supportive and welcoming environment for all faculty, staff and students, and recruiting and retaining a critical mass of faculty, staff and students from communities underrepresented in higher education.

Annual Report on Regents Minority and Women Educators Enhancement Program

Iowa State University October 2009

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

1. The Office of the Executive Vice President and Provost launched a new leadership development program, the "Emerging Leaders Academy" in January 2009. The first cohort of 20 faculty and professional and scientific employees attended weekly training workshops and lectures in spring 2009 and is working with mentors in fall 2009. Our goal is to develop depth of leadership skills among faculty and staff, as well as to diversify the potential pool of leadership candidates at ISU.
2. ISU is in the fourth year of an "institutional transformation" grant from the National Science Foundation. The \$3.3M, 5-year program has the goal of improving recruitment, retention and leadership of women faculty in the science, technology, engineering and mathematics ("STEM") fields; there are 30 partner faculty, students, administrators, and staff participating in the effort across campus. During academic year 2008-2009, the "collaborative transformation" efforts involved six science and engineering departments assessing their department climate in order to improve the work environment. Faculty and administrators from the departments conducted a workshop on their strategies in January 2009. A workshop for department chairs was held in April 2009 to encourage understanding of how issues of gender play out in the promotion and tenure process. The program also provided a series of programming events, including a lectures series (with experts from around the country); an external mentoring program for female faculty of color in STEM; a set of resources for faculty search committees to enable them to recruit diverse faculty; and resources on work-life integration. In November 2009, the program will roll out a new handbook with strategies for supporting flexibility in faculty careers.
3. Iowa State University continues to make progress in creating a more flexible work environment for its faculty and staff. The Office of the Executive Vice President and Provost sponsors a Work/Life website which combines existing policies

and resources so that the information can be accessed more efficiently and utilized more effectively. A Work/Life Advisory Council was also created and has been meeting for over a year. This council is charged to review current university policies and practices and identify gaps. They have also been exploring programming ideas related to work/life with their first event scheduled for October 2009.

4. In June 2009, six faculty, staff, and students attended the "Difficult Dialogues Institute" at the University of Missouri, Columbia and were trained to bring back to campus ideas for establishing a program at ISU. For one year, the Executive Vice President and Provost is supporting a program assistant to develop a program which will assist faculty in developing skills to deal with difficult issues in the classroom. These include difficult issues of difference—religion, socio-economic background, and race.
5. In January 2008, the Executive Vice President and Provost administered a "faculty satisfaction survey" to all faculty. Analysis of the survey was presented to the university community by the Executive Vice President and Provost and by senior personnel in the ISU ADVANCE Program. This survey will be supplemented by a second administration of the COACHE Survey of tenure-eligible faculty in fall 2009. Both surveys have helped the university identify issues on which there are significant differences by gender or minority status.
6. Women's Enrichment Fund Mini Grants. This fund is designed to support initiatives that will enrich the experiences of women faculty, staff and students at ISU. Since 2004, over 50 projects have been funded through this program. For FY 2010, funding has been allocated for the "Women Impacting ISU Calendar" which has been a powerful and visible reminder of women's leadership roles on campus. Funding was also given for new projects such as women in technology, and women leading in design.
7. Diversity Grants. This program was conceived in FY 2005-06 to support diversity in the mission areas of education, research, and outreach in order to positively impact and advance faculty, staff, and student minorities and under-represented groups at Iowa State University. The overarching goals are to accelerate institutional change and contribute to scholarly activity in education and research related to diversity. For FY 2009 funding of \$25,000 was available. Funding supported collaborations with minority students in central Iowa high schools and with the University of Puerto Rico Rio Piedras.
8. The university-wide diversity committee has been restructured to provide better representation and coordination of efforts

across campus. The *Advisory Committee for Diversity Program Planning and Coordination (ACD)* is responsible for an annual report on diversity (directed both to the university president and to the university community), and for assessing progress on the Implementation Plan for Community, Equity, and Diversity (2006-2011) and recommending changes in its details. A major activity of the committee is to assess the effectiveness of diversity efforts on campus. This is mainly done by reviewing the diversity reports that each college and unit is required to submit each year. The committee worked to streamline this reporting process so that the information could be better utilized to identify gaps in university diversity policies and efforts and to highlight best practices. ACD also meets with the chairs of the college/unit diversity committees in order to facilitate coordination and communication. This year the committee also met with members of the Ames community—a group called “Breaking Down the Barriers.” In addition, a sub-committee has put together a new web page to feature diverse alumni; the group is also providing input for a new university-wide diversity webpage under development.

9. The Office of the Executive Vice President and Provost continues to financially support the recruitment and retention of excellent faculty by specifically funding requests from colleges and departments for dual-career hiring and to diversify the faculty. In FY 2008-09, \$172,900 was allocated for this purpose. (This amount does not include those funds provided for base salary increases for the retention of faculty due to market pressure or competitive job offers.)
10. Mentoring of faculty continues to be an important way for ISU to ensure that a diverse faculty succeeds at ISU. In addition to a one-on-one mentoring program that involves all first year faculty, the Provost supports college-level peer mentoring programs. A peer-mentoring program ensures that each college has appointed a senior faculty member to serve as a peer mentoring coordinator for the first-year faculty in the college. In addition, faculty of color have the option to take part in the ADVANCE mentoring program; by fall 2009, there were seven women faculty of color in STEM disciplines working with eminent scholars from around the country. Beginning in Fall 2009, the ISU ADVANCE Program is sponsoring an administrative fellow to help design a mentoring program for associate professors. National data suggests that women take longer than men to be promoted to full professor.
11. The Women’s Leadership Consortium continues to bring together leaders of various women’s programs on campus and to develop strategies for increasing the visibility and impact of women’s initiatives and programs. This group sponsored the

Women's Leadership speaker, Barbara Kellerman, in April 2009 and is reviewing the proportion of women in leadership roles on campus.

12. The Associate Provost for Faculty Advancement and Diversity serves on the National Board of Directors for the ACE Office of Women in Higher Education. She has also worked with the Iowa Network for Women in Higher Education to encourage more women to consider leadership in higher education.
13. 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, healthy relationship issues, and topics related to the role of women in society support and benefit all. The Center provides support and information through active advocacy, educational outreach, appropriate referral services and a safe space. In addition, the Women's Center coordinates five to eight sections of University Studies 160 (Gender Justice) fall and spring semesters which provides students with the opportunity to learn more about themselves and their interactions with others.
14. Child Care Resources, a unit of Human Resource Services, supports Iowa State University families by linking them with programs and services that can help meet their child care needs. The university childcare consultant is available to assist families in accessing services available both on the campus and in the community. The university supports two child care centers located on campus, University Community Childcare in Pammel Court and the University Child Care Center at Veterinary Medicine. In addition to these full-time programs, the university supports several other childcare initiatives including a resource and referral service, care for mildly ill children, part-time childcare for student families, and a family child care infant network.

September, 2009

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

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

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

**AFFIRMATIVE ACTION REVENUES AND EXPENDITURES
FY 2009**

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

	SUI Office of Equal Opportunity and Diversity	ISU Office of Equal Opportunity and Diversity	UNI Office of Compliance and Equity Management	Total
REVENUES				
STATE APPROPRIATIONS				
General Fund	831,941	366,597	302,324	1,500,862
Other				-
OTHER REVENUES				
Federal Support				-
Interest				-
Tuition and Fees				-
Reimb. Indirect Costs				-
Sales and Services				-
Other Income				-
TOTAL REVENUES	831,941	366,597	302,324	1,500,862
EXPENDITURES				
Fac. & Inst. Off. Salaries	210,764		220,640	431,404
Prof. & Sci. Staff Salaries	496,726	312,157	48,650	857,533
General Service Staff Salaries	39,615		12,248	51,863
Hourly Wages	4,969	16,008		20,977
Labor in Transfers				-
Vacancy Factor				-
Subtotal - Salaries	752,074	328,165	281,538	1,361,777
Prof. And Scientific Supplies	79,867	38,432	20,786	
Library Acquisitions				
Rentals				
Utilities				
Building Repairs				
Auditor of State Reimb.				
Aid to Individuals				
Subtotal	79,867	38,432	20,786	139,085
Total	831,941	366,597	302,324	1,500,862