

Contact: Rachel Boon

ANNUAL DIVERSITY REPORT

Actions Requested: Ratify the submission of the Affirmative Action and the Regents' Minority and Women Educators Enhancement Program reports in accordance with Iowa Code §19B.5 and §262.93.

Executive Summary: Iowa Code §19B.5 requires the Board of Regents and its institutions to 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 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.

Iowa Code §262.82 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.

Section 1 of this memorandum summarizes activities of the Regent institutions during the past year to provide equal employment opportunities for administrators, faculty and staff. Individual reports provide extensive detail about the types of programming and support available on each campus and the progress made over the past year to enhance diversity. The individual reports on Affirmative Action and the Regents' Minority and Women Educators Enhancement Program for each of the three universities may be found on the Board's website as a link to this agenda item.

Due to the timing of the Board meeting, the reports were submitted to the General Assembly to meet the January 31st statutory deadline.

In addition to the reports required by Iowa Code, Regent institutions have provided information on university-wide capacity and efforts related to faculty, staff and student diversity, equity and inclusion (section 2 of this memorandum).

SECTION 1

Affirmative Action – Primary Occupational Activity Group Comparisons

The tables below provide five- and ten-year comparisons by Primary Occupational Activity (POA) group. The statistics are prepared from workforce data compiled for all regular, full-time and part-time employees working 50% or more 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; this, 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 10 years, overall progress in the percentage of females and/or minorities to total employees in each POA group has been shown in the areas highlighted green in the tables below:

ANNUAL AFFIRMATIVE ACTION REPORT COMPARISONS

UNIVERSITY OF IOWA															
Primary Occupational Activity Group	September 30, 2009*				October 31, 2014					October 31, 2019					
	Total	Female	% of Total	Minority	Total	Female	% of Total	Minority	% of Total	Total	Female	% of Total	Minority	% of Total	
	Workforce				Workforce					Workforce					
Executive / Administrative / Managerial Staff	375	140	37.3%	31	8.3%	369	151	40.9%	21	5.7%	369	178	48.2%	43	11.7%
Tenured and Tenure Track Faculty	1,493	455	30.5%	269	18.0%	1,453	476	32.8%	301	20.7%	1,335	455	34.1%	306	22.9%
Non-Tenure Track Faculty	719	343	47.7%	114	15.9%	967	483	49.9%	191	19.8%	1,458	767	52.6%	346	23.7%
Professional and Scientific Staff	7,610	5,379	70.7%	525	6.9%	8,898	6,363	71.5%	728	8.2%	11,162	8,106	72.6%	1060	9.5%
Secretarial and Clerical Staff	2,402	2,041	85.0%	97	4.0%	1,773	1,488	83.9%	97	5.5%	1,255	999	79.6%	124	9.9%
Technical and Paraprofessional Staff	562	395	70.3%	43	7.7%	685	532	77.7%	78	11.4%	936	740	79.1%	150	16.0%
Skilled Crafts Staff	380	24	6.3%	22	5.8%	354	19	5.4%	17	4.8%	319	18	5.6%	16	5.0%
Service and Maintenance Staff	1,735	908	52.3%	239	13.8%	1,925	1024	53.2%	390	20.3%	2,143	1,222	57.0%	607	28.3%
Total	15,276	9,685	63.4%	1,340	8.8%	16,424	10,536	64.2%	1,823	11.1%	18,977	12,485	65.8%	2,652	14.0%

IOWA STATE UNIVERSITY															
Primary Occupational Activity Group	September 30, 2009*				October 31, 2014					October 31, 2019					
	Total	Female	% of Total	Minority	Total	Female	% of Total	Minority	% of Total	Total	Female	% of Total	Minority	% of Total	
	Workforce				Workforce					Workforce					
Executive / Administrative / Managerial Staff	386	150	38.9%	36	9.3%	419	183	43.7%	34	8.1%	478	229	47.9%	46	9.6%
Tenured and Tenure Track Faculty	1,243	363	29.2%	260	20.9%	1,262	403	31.9%	318	25.2%	1,203	398	33.1%	337	28.0%
Non-Tenure Track Faculty	387	215	55.6%	46	11.9%	681	383	56.2%	104	15.3%	642	359	55.9%	102	15.9%
Professional and Scientific Staff	2,036	1,013	49.8%	232	11.4%	2,254	1,142	50.7%	280	12.4%	2,791	1,469	52.6%	478	17.1%
Secretarial and Clerical Staff	1,043	943	90.4%	37	3.5%	889	786	88.4%	38	4.3%	712	616	86.5%	45	6.3%
Technical and Paraprofessional Staff	157	96	61.1%	5	3.2%	138	94	68.1%	10	7.2%	106	68	64.2%	5	4.7%
Skilled Crafts Staff	274	12	4.4%	4	1.5%	279	14	5.0%	7	2.5%	264	12	4.5%	8	3.0%
Service and Maintenance Staff	555	291	52.4%	44	7.9%	302	299	99.0%	56	18.5%	623	331	53.1%	76	12.2%
Total	6,081	3,083	50.7%	664	10.9%	6,224	3,304	53.1%	847	13.6%	6,819	3,482	51.1%	1,097	16.1%

UNIVERSITY OF NORTHERN IOWA															
Primary Occupational Activity Group	September 30, 2009*				October 31, 2014					October 31, 2019					
	Total	Female	% of Total	Minority	Total	Female	% of Total	Minority	% of Total	Total	Female	% of Total	Minority	% of Total	
	Workforce				Workforce					Workforce					
Executive / Administrative / Managerial Staff	112	47	42.0%	5	4.5%	99	43	43.4%	9	9.1%	101	51	50.5%	11	10.9%
Tenured and Tenure Track Faculty	544	235	43.2%	73	13.4%	550	255	46.4%	86	15.6%	441	203	46.0%	84	19.0%
Non-Tenure Track Faculty	34	21	61.8%	4	11.8%	26	14	53.8%	2	7.7%	58	35	60.3%	5	8.6%
Professional and Scientific Staff	577	316	54.8%	47	8.1%	622	360	57.9%	55	8.8%	632	360	57.0%	77	12.2%
Secretarial and Clerical Staff	269	262	97.4%	12	4.5%	249	243	97.6%	12	4.8%	201	191	95.0%	12	6.0%
Technical and Paraprofessional Staff	27	6	22.2%	4	14.8%	21	5	23.8%	3	14.3%	18	3	16.7%	3	16.7%
Skilled Crafts Staff	61	6	9.8%	2	3.3%	59	3	5.1%	3	5.1%	54	3	5.6%	2	3.7%
Service and Maintenance Staff	246	136	55.3%	33	13.4%	234	119	50.9%	30	12.8%	211	96	45.5%	30	14.2%
Total	1,870	1,029	55.0%	180	9.6%	1,860	1,042	56.0%	200	10.8%	1,716	942	54.9%	224	13.1%

* Note: The annual snapshot date changed from September 30 to October 31 in 2010.

Continued on the following page.

IOWA SCHOOL FOR THE DEAF															
Primary Occupational Activity Group	September 30, 2009*					October 31, 2014					October 31, 2019				
	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 Staff	4	1	25.0%		0.0%	2		0.0%		0.0%	6	2	33.3%		0.0%
Tenured and Tenure Track Faculty			0.0%		0.0%			0.0%		0.0%			0.0%		0.0%
Non-Tenure Track Faculty	40	37	92.5%		0.0%	34	31	91.2%		0.0%	30	25	83.3%		0.0%
Professional and Scientific Staff	39	30	76.9%	1	2.6%	37	25	67.6%	1	2.7%	38	26	68.4%	1	2.6%
Secretarial and Clerical Staff	4	4	100.0%	1	25.0%	3	3	100.0%		0.0%	4	4	100.0%		0.0%
Technical and Paraprofessional Staff	24	21	87.5%	2	8.3%	24	20	83.3%	1	4.2%	21	17	81.0%	1	4.8%
Skilled Crafts Staff	6		0.0%		0.0%	4		0.0%		0.0%	5		0.0%		0.0%
Service and Maintenance Staff	20	9	45.0%	3	15.0%	15	8	53.3%	2	13.3%	13	7	53.8%	2	15.4%
Total	137	102	74.5%	7	5.1%	119	87	73.1%	4	3.4%	117	81	69.2%	4	3.4%

IOWA BRAILLE AND SIGHT SAVING SCHOOL															
Primary Occupational Activity Group	September 30, 2009*					October 31, 2014					October 31, 2019				
	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 Staff	5	3	60.0%		0.0%	4	2	50.0%		0.0%	2	2	100.0%		0.0%
Tenured and Tenure Track Faculty			0.0%		0.0%			0.0%		0.0%			0.0%		0.0%
Non-Tenure Track Faculty	46	36	78.3%		0.0%	48	40	83.3%		0.0%	54	46	85.2%	1	1.9%
Professional and Scientific Staff	7	6	85.7%		0.0%	3	3	100.0%		0.0%	3	2	66.7%		0.0%
Secretarial and Clerical Staff	4	4	100.0%		0.0%	5	5	100.0%		0.0%	4	4	100.0%		0.0%
Technical and Paraprofessional Staff	19	16	84.2%		0.0%	1		0.0%		0.0%	2	1	50.0%		0.0%
Skilled Crafts Staff			0.0%		0.0%			0.0%		0.0%			0.0%		0.0%
Service and Maintenance Staff	19	17	89.5%	1	5.3%	11	5	45.5%	1	9.1%	8	3	37.5%		0.0%
Total	100	82	82.0%	1	1.0%	72	55	76.4%	1	1.4%	73	58	79.5%	1	1.4%

TOTAL REGENT INSTITUTIONS															
Primary Occupational Activity Group	September 30, 2009*					October 31, 2014					October 31, 2019				
	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 Staff	882	341	38.7%	72	8.2%	893	379	42.4%	64	7.2%	956	462	48.3%	100	10.5%
Tenured and Tenure Track Faculty	3,280	1,053	32.1%	602	18.4%	3,265	1,134	34.7%	705	21.6%	2,979	1,056	35.4%	727	24.4%
Non-Tenure Track Faculty	1,226	652	53.2%	164	13.4%	1,756	951	54.2%	297	16.9%	2,242	1,232	55.0%	454	20.2%
Professional and Scientific Staff	10,269	6,744	65.7%	805	7.8%	11,814	7,893	66.8%	1,064	9.0%	14,626	9,963	68.1%	1,616	11.0%
Secretarial and Clerical Staff	3,722	3,254	87.4%	147	3.9%	2,919	2,525	86.5%	147	5.0%	2,176	1,814	83.4%	181	8.3%
Technical and Paraprofessional Staff	789	534	67.7%	54	6.8%	869	651	74.9%	92	10.6%	1,083	829	76.5%	159	14.7%
Skilled Crafts Staff	721	42	5.8%	28	3.9%	696	36	5.2%	27	3.9%	642	33	5.1%	26	4.0%
Service and Maintenance Staff	2,575	1,361	52.9%	320	12.4%	2,487	1,455	58.5%	479	19.3%	2,998	1,596	53.2%	715	23.8%
Total	23,464	13,981	59.6%	2,192	9.3%	24,699	15,024	60.8%	2,875	11.6%	27,702	16,985	61.3%	3,978	14.4%

* Note: The annual snapshot date changed from September 30 to October 31 in 2010.

Affirmative Action – Peer Group Comparisons

Affirmative action efforts put forth by the 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.

Recruitment for faculty is on a national or even international basis. In the past, the Board has asked how peer group institutions 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 2018; data provided on page 4 reflects faculty with appointments 50% and greater in Fall 2019. Workforce data as portrayed in the tables on page 4 are not available for peer institutions.

Full-Time Tenured and Tenure Track - Fall 2018		
	Percent Female	Percent Minority
University of Iowa	33.31%	20.93%
Peer Group Average	35.48%	24.30%
Iowa State University	32.00%	25.10%
Peer Group Average	34.40%	24.40%
University of Northern Iowa	45.10%	18.90%
Peer Group Average	43.30%	23.00%

Affirmative Action – Funding Sources and Itemized Costs

AFFIRMATIVE ACTION REVENUES AND EXPENDITURES - FY 2019				
	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	\$471,954	\$481,411	\$38,623	\$991,988
Other				0
State Appropriations - Subtotal	\$471,954	\$481,411	\$38,623	\$991,988
Other Revenues				
Federal Support				0
Interest				0
Tuition and Fees				0
Reimbursed Indirect Costs				0
Sales and Services				0
Other Income				0
Other Revenues - Subtotal	\$0	\$0	\$0	\$0
Total Revenues	\$471,954	\$481,411	\$38,623	\$991,988
EXPENDITURES				
Salaries				
Faculty and Institutional Officers Salaries				\$0
Professional and Scientific Staff Salaries	\$447,026	\$463,911	\$30,170	941,107
General Service Staff Salaries				0
Hourly Wages	\$5,100		\$4,099	9,199
Labor in Transfers				0
Vacancy Factor				0
Salaries - Subtotal	\$452,126	\$463,911	\$34,269	\$950,306
Other				
Professional and Scientific Staff Supplies	\$19,828	\$17,500	\$4,354	\$41,682
Library Acquisitions				0
Rentals				0
Utilities				0
Building Repairs				0
Auditor of State Reimbursement				0
Aid to Individuals				0
Other - Subtotal	\$19,828	\$17,500	\$4,354	\$41,682
Total Expenditures	\$471,954	\$481,411	\$38,623	\$991,988

*ISU's report of revenues and expenditures reflects the salaries/benefits of staff related to affirmative action efforts and the affirmative action plan. It does not reflect the entire budget of the Office of Equal Opportunity.

SECTION 2

National context: A focus on Diversity, Equity and Inclusion (DEI) on college campuses is supported by research that shows diverse organizations and workplaces are more innovative, creative, productive, resilient and effective than homogenous ones. It also allows higher education institutions to make strategic decisions in preparation or response to the shifting demographics of college students.

This focus is also responsive to Iowa's workforce needs. The companies that hire Iowa public university graduates repeatedly indicate that they are looking for employees that possess not only a unique blend of practical and critical thinking skills, but have an understanding of diverse and global cultures, and can thrive in diverse work environments.

While the tipping point for the establishment of centralized diversity offices may have come after highly visible student protests at the University of Missouri, numerous colleges and universities have emphasized DEI in their mission statements and strategic plans over the past two decades.

- Reports: Advancing Diversity and Inclusion in Higher Education: Key Data Highlights Focusing on Race and Ethnicity and Promising Practices

<https://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf>

- Diversity and Inclusion Presidential Perspectives: American Council on Education

<https://www.aceacps.org/diversity-inclusion/>

- An Overview of the Timeline on Campus Racial Protest-

<https://www.theatlantic.com/education/archive/2016/04/campus-protest-roundup/417570/>

- NADOHE Affirms its Support for the Essential Role of Diversity Practitioners in Higher Education

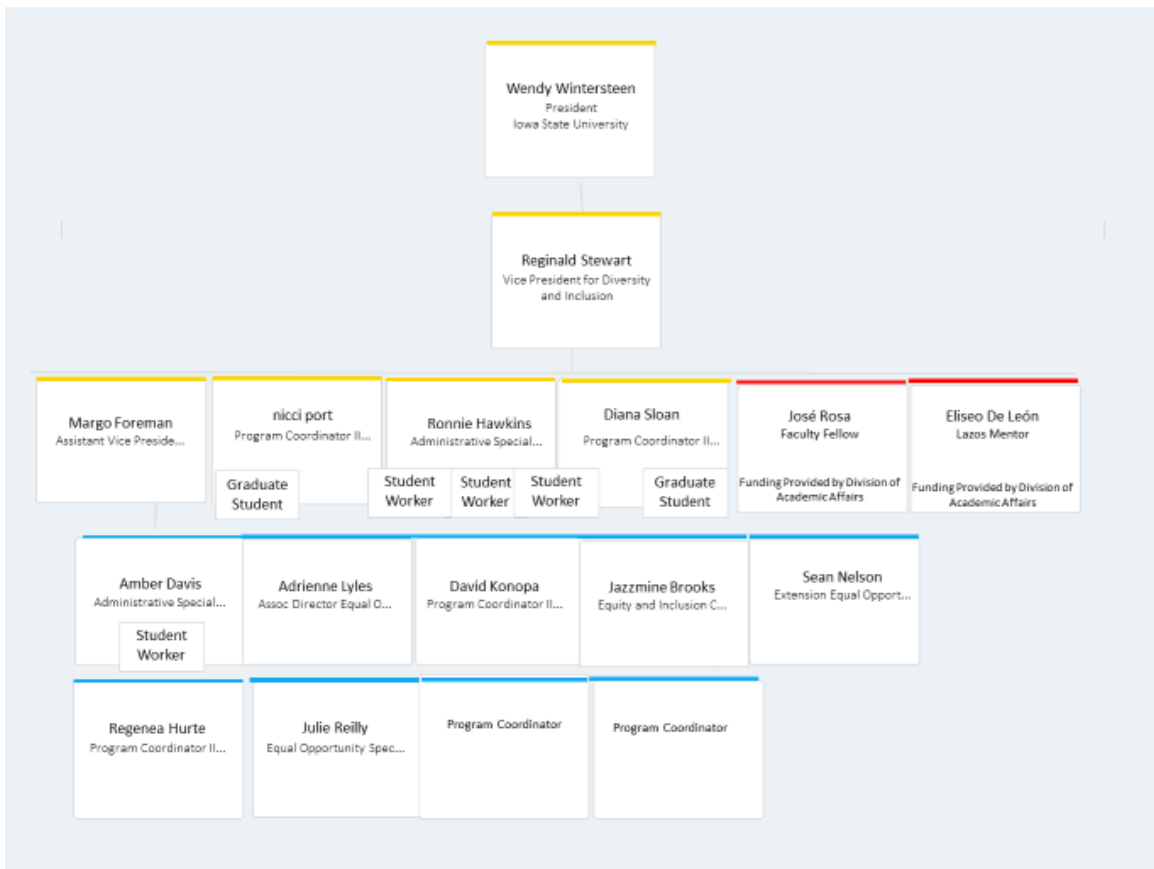
<https://www.nadohe.org/nadohe-affirms-its-support-for-the-essential-role-of-diversity-practitioners-in-higher-education>

University organization and framework: Each university has organized the work of diversity, equity and inclusion in a somewhat different way that reflects the varied structures and strategies in place. Below is a brief description of each, as well as an organizational chart of key staff.

Iowa State University

In alignment with the institutional imperative to make Iowa State a national leader in creating a welcoming and inclusive campus environment, the aim is to promote critical thinking; responsible management of people; professional skills development; innovation in research, teaching and learning; and the constructive expression of divergent viewpoints.

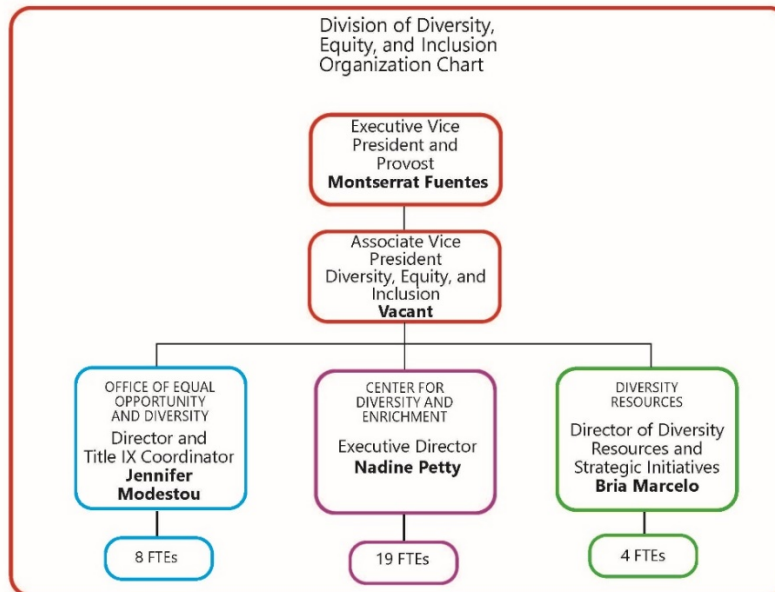
The efforts to establish positive internal and external relationships with individuals, businesses, community based organizations and governmental agencies are in support of the university’s mission. As a land-grant institution, Iowa State wholeheartedly supports the mission of sharing knowledge beyond the campus borders; efforts are aimed at enhancing the living, working and learning experiences from central campus throughout central Iowa and beyond.



University of Iowa

The University of Iowa’s Division of Diversity, Equity and Inclusion (DDEI) provides leadership and resources to support the university’s diversity, equity and inclusion goals, as articulated in its Strategic Plan 2016-2021. The DDEI helps to coordinate the central diversity, equity and inclusion efforts and inform all parts of campus about opportunities happening across campus. The DDEI offices also assist efforts to recruit and retain faculty, staff and students. The offices’ primary goal is to enhance a welcoming, respectful and inclusive campus environment for all.

The DDEI is comprised of three units: Diversity Resources (DR), Equal Opportunity and Diversity (EOD) and the Center for Diversity and Enrichment (CDE), which report directly to the Provost. With the expertise of these units, the DDEI provides skill-building opportunities; maintains compliance with laws, regulations and policies; and supports academic success for college students who are underrepresented minorities; and encourages K-12 students to attend college. These consistent endeavors ensure steady progress.



University of Northern Iowa

The University hired its inaugural Chief Diversity Officer (CDO) in spring 2016. Prior to employing a CDO, the University had a Director for Multicultural Education who oversaw the day-to-day operations and programming of the Center for Multicultural Education. The primary focus for the position and the center was on students. In spring 2017, that position, which had been vacant for at least 18 months, was filled. Soon after, the University hired an Assistant Director of the CME. Within the same division but not directly affiliated with the CME were Student Accessibility Services (SAS), the LGBT* Center, and the Center for Military Veteran Student Services (MVSS). In 2018, the Vice President for Student Affairs brought together the CME, the LGBT* Center (now known as the Center for Gender and Sexuality Services (GSS)), and the Center for MVSS, under the title of Center for Diversity, Inclusion and Social Justice (DIS). The Director for Multicultural Education is now the Director for DIS. The CDO reports to the President, while the centers listed above are housed in the Division of Student Affairs (see organization chart below).

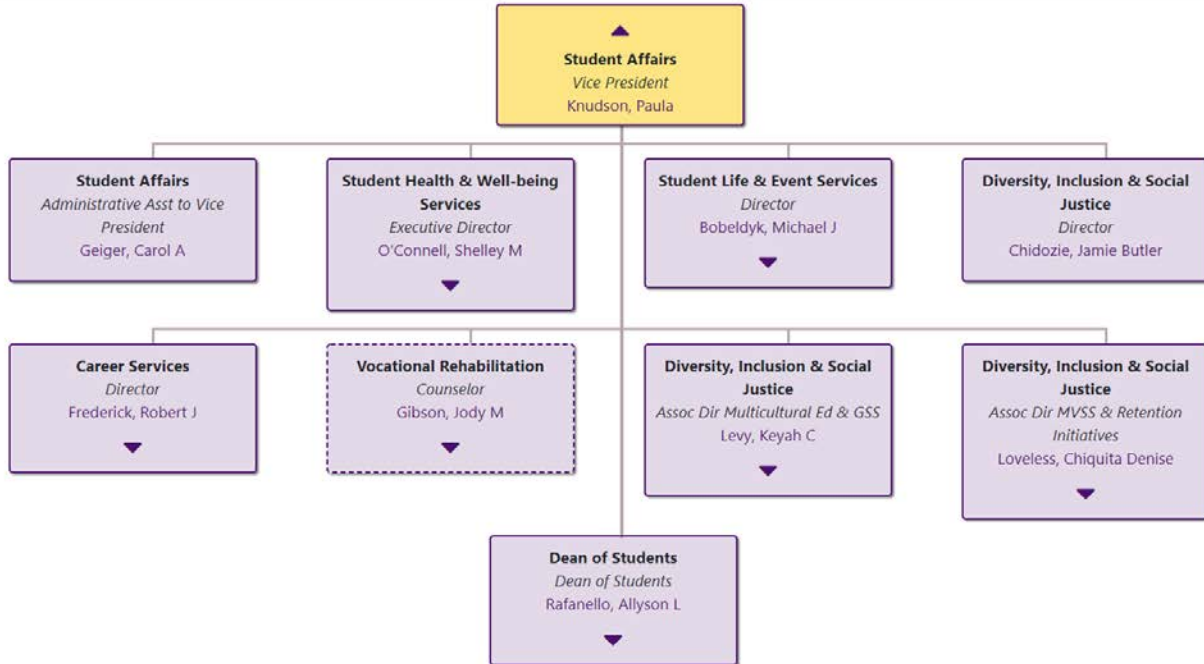
There is no official relationship or reporting structure between the CDO and any of the centers listed in this section. The positions and centers do, however, work together regularly.

Several offices at UNI have employees who are charged with diversity efforts. In the Office of Admissions there is an Assistant Director for Diversity Recruitment who supervises a single Admissions Counselor. In the Office of Financial Aid, there is a Financial Aid Counselor for Diversity and Retention. Both of these offices are housed in the Division of Academic Affairs and work with the CDO but have no official relationship to the position. In DIS there is a recently established Retention and Mentoring Coordinator.

In the Donald O. Rod Library, a Library Assistant spends 30 percent of their time on diversity-related efforts and programming for the Library. This individual reports to the Dean of the Library. There is no official relationship between the CDO and this position.

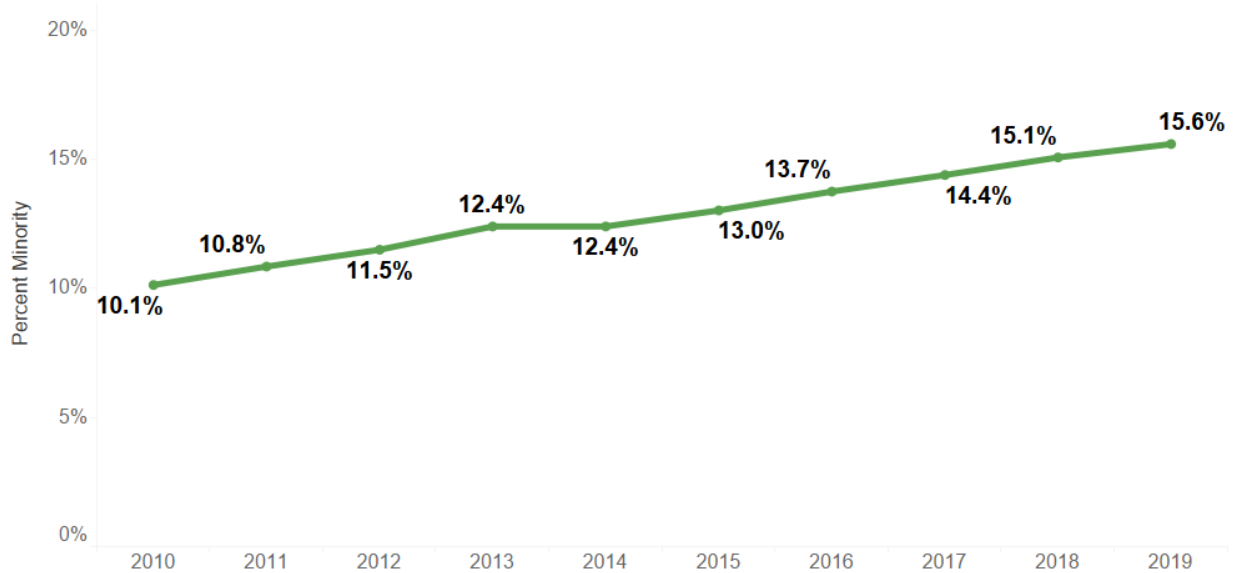
Significant work around diversity is completed by staff in the UNI Center for Urban Education (UNICUE), situated in nearby Waterloo, the Iowa city with the highest percentage of residents of color. UNICUE houses most of UNI's TRiO programs.

The Center for Violence Prevention conducts diversity work focused on preventing violence against women. It is housed in the Division of Academic Affairs, and led by a Director who supervises a graduate assistant and an undergraduate.



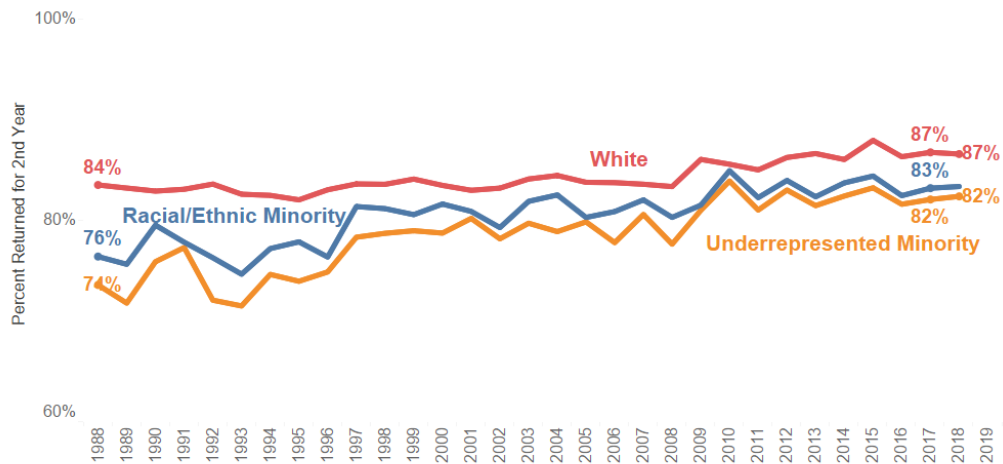
Student data: In the fall of 2019 the Regent universities saw the 6th highest total enrollment in the history of the Regent universities. During this time, the Regents have shown steady increases in the percent of the students who identify as a racial or ethnic minority.

Percent of Student Who Identify as a Racial/Ethnic Minority at the Regent Universities



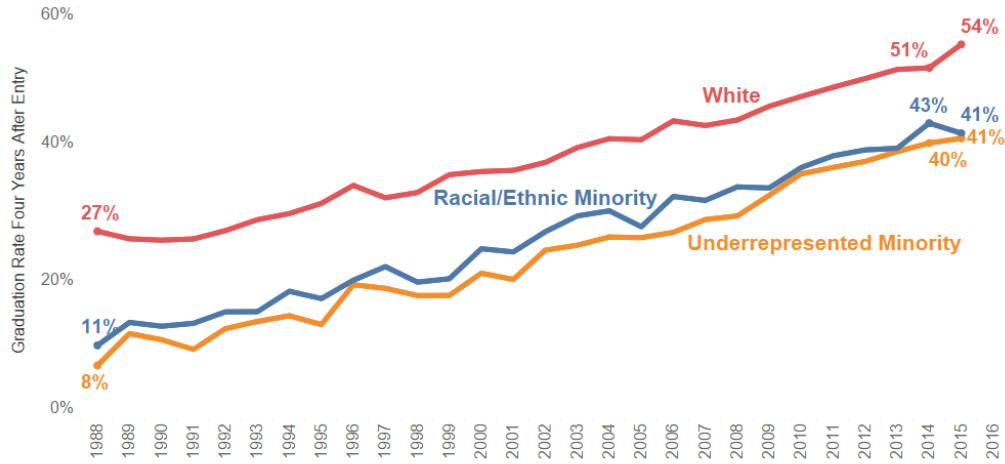
Source: Iowa Board of Regents. Percentages are of all enrolled undergraduate, graduate, and professional students. Racial/Ethnic minority includes students who identify as Asian, but excludes international students.

Percent of Undergraduates Who Return for a Second Year by Race/Ethnicity



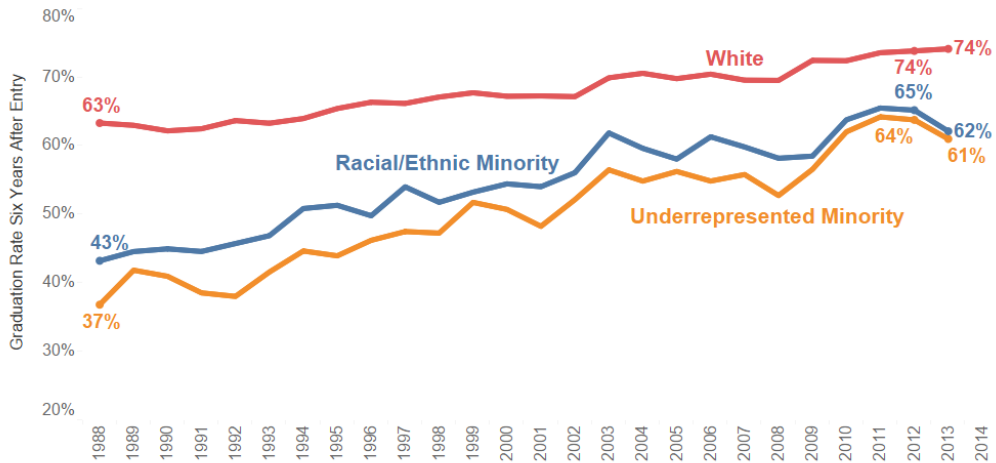
Source: Iowa Board of Regents. Racial/Ethnic Minority includes Asian American students while Underrepresented Minority does not. International students are not included in reports by race/ethnicity.

**Four-Year Undergraduate Graduation Rate
by Race/Ethnicity**

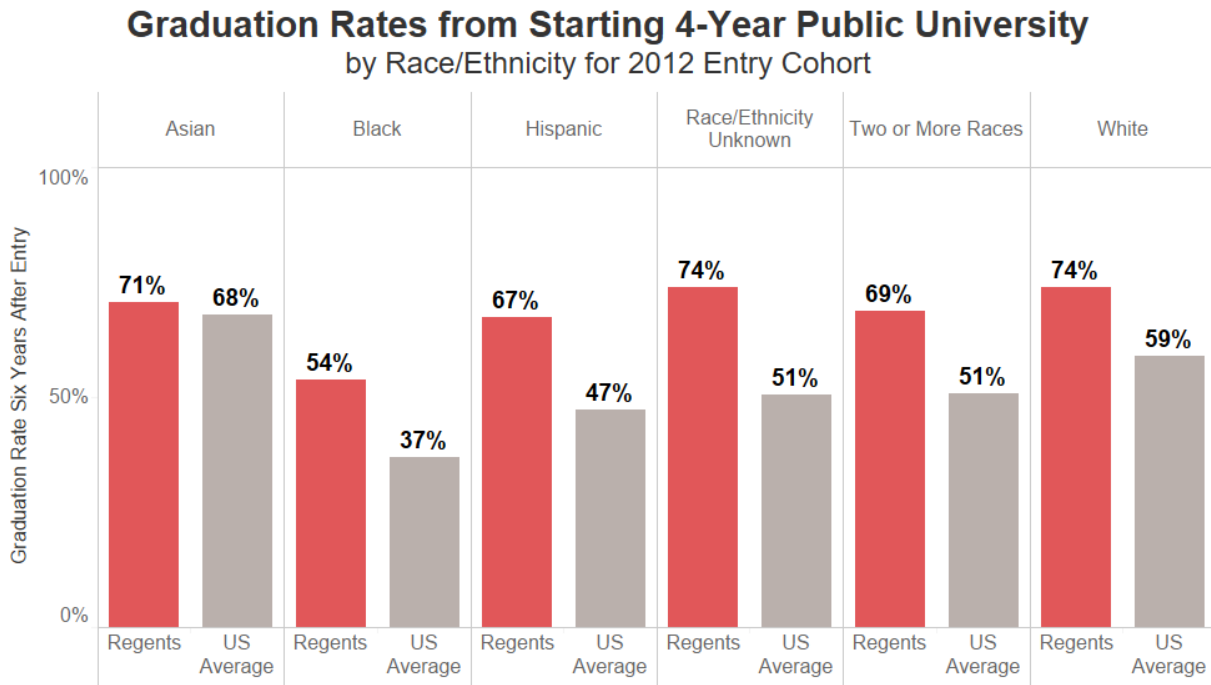


Source: Iowa Board of Regents. Racial/Ethnic Minority includes Asian American students while Underrepresented Minority does not. International students are not included in reports by race/ethnicity.

**Six-Year Undergraduate Graduation Rate
by Race/Ethnicity**



Source: Iowa Board of Regents. Racial/Ethnic Minority includes Asian American students while Underrepresented Minority does not. International students are not included in reports by race/ethnicity.



Source: Iowa Board of Regents, National Student Clearinghouse Signature 16 Report. Six-year graduation rates shown.

* This graph is a comparison of graduate rate by race ethnicity to other 4-year public colleges and universities.

Campus Climate Surveys: Over the past three years, each university has conducted a campus climate survey in order to obtain feedback directly from all stakeholders regarding their experiences and perceptions of the campus climate in regards to diversity, equity and inclusion.

Iowa State University

To better understand its campus climate, Iowa State University commissioned a comprehensive survey in 2017 to evaluate the experiences and perceptions of students, faculty and staff. Members of the university’s Climate Study Work Group (students, faculty, staff, and Vice President for Diversity and Inclusion) collaborated with Rankin & Associates Consulting to develop and prepare to administer the study entitled, “Iowa State University Campus Climate Survey for Learning, Living, and Working.”

During fall 2017, Iowa State University conducted the survey of all students, faculty and staff to develop a better understanding of the learning, living and working environment on campus. More than 7,300 community members completed the survey. Key findings include:

Areas of Strength

- High levels of comfort with the climate at Iowa State
- Faculty respondents – positive attitudes about faculty work
- Staff respondents – positive attitudes about staff work
- Student respondents – positive attitudes about academic experiences

Opportunities for Improvement

- Student-perceived academic success – in relation to their gender identity, racial identity, sexual identity, disability status, and citizenship status

- Experiences of exclusionary, intimidating, offensive and/or hostile conduct – several constituent groups
- Comfort with overall campus climate, workplace climate and classroom climate – several constituent groups
- Reasons for seriously considering leaving Iowa State University – faculty and staff
- Challenges with work-life issues – staff
- Challenges with faculty work – faculty
- A small, but meaningful, percentage of respondents experienced unwanted sexual conduct

In spring 2018, Rankin & Associates presented their findings in campus open forums. The full report, executive summary, and presentation slides were also made available publicly at www.campusclimate.iastate.edu/survey.

Following receipt of the survey results, President Wintersteen charged four implementation teams, led by senior leaders, with moving forward on actionable information from the survey results to address the experiences of:

- Undergraduate students
- Graduate students and postdoctoral scholars
- Faculty
- Merit and professional and scientific employees

Implementation teams began actualizing their plans during fall 2018 based on preliminary work completed in the spring and summer. Also in fall 2018, the Office of Institutional Research prepared survey data for access by ISU program leaders and researchers, prepared reports for campus units, and began taking data requests at www.campusclimate.iastate.edu/survey/data. That work continues today.

Final reports from the four workgroups is available on the Iowa State University website. <https://www.campusclimate.iastate.edu/survey/implementation>.

University of Iowa

The Charter Committee on Diversity, led by Dr. Sarah Bruch, a former assistant professor of sociology and Angie Lamb, assistant director in academic support and retention, collaborated with the Division of Diversity, Equity and Inclusion and the Office of the Provost to conduct a comprehensive data collection process.

The 2018 Diversity, Equity and Inclusion Campus Climate Survey and Listening Sessions Reports include three primary stakeholder groups: (1) faculty and staff, (2) undergraduate students, and (3) graduate students. The faculty and staff report included results from the survey administered January through February 2018 and information collected from strategic listening sessions held in April 2018. The University of Iowa Diversity, Equity and Inclusion Survey for Faculty and Staff had a response rate of 22% with 4,461 respondents: 3,582 staff (21% response rate) and 879 faculty (33% response rate). Eighty faculty and staff members participated in the eight diversity, equity, and inclusion strategic listening sessions.

The undergraduate student report describes selected findings from the Student Experiences of Research Universities (SERU) survey administered during the spring semester in 2013, 2014,

2016 and 2018 (response rate of 19% with 4,131 respondents in 2018). The sample of respondents was broadly representative of the undergraduate population with a few exceptions. Women and white students are over-represented in the survey sample and international students are under-represented. Approximately 250 undergraduate students participated in the 15 strategic listening sessions held with undergraduate students in October-December 2018. The graduate student report describes selected findings from the Graduate Version of the Student Experiences of Research Universities (SERU) survey administered during the spring semester in 2018 (response rate of 35% with 1,457 respondents). The report also summarizes suggestions collected from Strategic Listening Sessions held with graduate students in October-December 2018 (approximately 60 participants). The sample of respondents was broadly representative of the graduate student population in terms of degree program, college and racial/ethnic identity. Women are over-represented in the survey sample.

Each report summarizes the aggregate responses for their respective populations and provides disaggregated responses in order to examine differences in experience by role/job classification, racial/ethnic identity, disability status, citizenship status, gender, sexual orientation, religious affiliation and political ideology.

The findings suggest that University of Iowa faculty, staff and students are generally satisfied with their employment and report both positive experiences and perceptions of campus climate. Yet they also point to several areas where a significant share of respondents report dissatisfaction and negative experiences and perceptions of campus climate. The specific findings and broader patterns described in this report document those several areas where there are significant differences in experiences and perceptions of campus climate. In many cases, these differences in experiences map onto social identities, statuses, and characteristics.

The key findings are organized around four topics:

1. Enhancing the Diversity of the Campus Community;
2. Broadening Diversity, Equity, and Inclusion Awareness and Skills;
3. Strengthening an Inclusive and Equitable Campus Environment; and
4. Increasing Institutional Commitment to Diversity, Equity, and Inclusion.

Each section describes the key findings from both the survey results and the strategic listening sessions and highlights overall patterns and significant differences across groups.

(2018 Faculty and Staff Diversity, Equity, and Inclusion Campus Climate Survey and Listening Sessions Report, pg. 3)

On April 4, 2019, leadership hosted a press release and the climate reports were shared through the Division of Diversity, Equity, and Inclusion website. Following this release, there were two campus-wide open forums as well as multiple smaller presentations about the campus climate data and actionable steps related to the Excellence through Diversity, Equity and Inclusion Action Plan.

Additionally, profiles were created for all colleges, UI Athletics, Continuing Education, Division of Student Life, Finance and Operations, University Human Resources, Information Technology Services, UI Libraries, Office of the President, Office of the Provost, UI Hospitals, University Hygienic Lab, General Counsel, Medical Affairs, Office for the Vice President of Research, and the Office of Strategic Communications. In conjunction with these reports, more than 40 presentations were given to various stakeholder groups. Presentations were primarily completed by Dr. Sarah Bruch. After her departure, presentation requests were primarily completed by staff

in the Division of Diversity, Equity and Inclusion and the Graduate College. The content of the presentations reviewed unit-specific data with a few group specific requests, including but not limited to shared governance groups, the Campus Inclusion Team, academic advisors, the First-Generation Taskforce, and the Disabilities Ad-Hoc Committee.

Some of the challenges with the climate surveys included low response rate from professional students and challenges with faculty and staff self-reporting job location at the unit level.

Moving forward, the 2020 Campus Climate surveys will continue to connect to SERU and gradSERU wildcard questions related to Diversity, Equity and Inclusion. Additionally, in partnership with University Human Resources, the Office of the Provost, and the College of Public Health Department of Biostatistics, the Faculty and Staff Campus Climate surveys will be confidential but not anonymous by connecting to individual's census data. The survey will be released in fall 2020 with goal of shifting back to spring in 2022 to align with the release of the student surveys. This survey will target faculty, staff, and include post-docs and trainees.

More information on the Diversity Climate Surveys at the University of Iowa can be found at: <https://diversity.uiowa.edu/climate-data>.

University of Northern Iowa

The University of Northern Iowa conducted a Climate Survey between October 30 and November 20, 2019. The instrument was developed by the University's Center for Social and Behavioral Research with some input from the membership of UNI's Climate Response Team. At the time of the survey opening, a group of about 20 students calling themselves the Racial and Ethnic Student Coalition (REC) presented to the student government body a resolution condemning UNI's Senior Leadership Team (the President, all four Vice Presidents, the Director of University Relations, and the Director of Athletics) and the Chief Diversity Officer in regard to what the group saw as inaction regarding ongoing concerns related to race and the institution's ability to live up to its strategic plan goal on diversity and Inclusion. It is unclear how that resolution or the related media coverage affected the survey results. The final results consisted of 1,394 completed questionnaires, 717 of which were students (about a 6-7% response rate of total student body).

Overall, key constituency groups rated the campus as generally friendly; positive for women; and welcoming, respectful and positive for active military/veterans. The majority of participants in each group reported that they *agree or strongly agree* that they are treated with respect at UNI, that their opinions are valued by others at UNI, that they feel valued at UNI, and that UNI is a place where they are able to perform up to their full potential.

The overwhelming majority of participants in each campus group reported that they think campus diversity greatly or somewhat improves experiences and interactions in the classroom (Faculty: 98%, Staff: 99%, Administrators: 100%; Students: 96%). The majority in all respondent groups *disagree or strongly disagree* that there is too much emphasis put on issues of diversity, equity and inclusion at UNI.

A large majority of all respondent groups reported being *somewhat comfortable or very comfortable* interacting with various groups that might be different from themselves. The sole outlier, in this area of reporting, was politics, with more respondents saying they felt a lower level of comfort interacting with those who have different political views.

Large percentages of all constituency groups endorsed positive impacts of being at UNI. Approximately two-thirds or more of each respondent group *agree or strongly agree* that as a result of their experience at UNI they could/have: communicate effectively with people who are

different from themselves; discuss issues related to diversity; critically evaluate their position on diversity issues; develop a greater understanding of the world and the people in it; make an effort to get to know people from diverse backgrounds; felt challenged to think more broadly about diversity issues; and recognize their own biases that affect their individual thinking.

The survey also revealed some challenges faced by the University. A lower proportion of students of color (than white students) reported that they *agree or strongly agree* that they are treated with respect (55% vs 82%), feel their opinions are valued by others (41% vs 63%), feel valued as an individual (42% vs 65%), have found one or more communities or groups where they feel they belong (56% vs 70%), and that UNI is a place where they are able to perform up to their full potential (45% vs 75%). A higher proportion of students of color than white students indicated that they *agree or strongly agree* that they have to work harder than others to be valued equally at UNI (62% vs 21%).

A lower proportion of faculty of color than white faculty reported that they *agree or strongly agree* that they are treated with respect (50% vs 66%), feel their opinions are valued by others (42% vs 58%), feel valued as an individual (48% vs 54%), have found one or more communities or groups where they feel they belong (42% vs 69%), and that UNI is a place where they are able to perform up to their full potential (41% vs 58%). More than twice the percentage of faculty of color *agree or strongly agree* that they have to work harder than others to be valued equally.

Staff voiced similar concerns. A lower proportion of staff of color than white staff *agree or strongly agree* that they are treated with respect (47% vs 72%), feel their opinions are valued by others (25% vs 54%), feel valued as an individual (42% vs 61%), have found one or more communities or groups where they feel they belong (44% vs 58%), and that UNI is a place where they are able to perform up their full potential (30% vs 63%). More staff of color than white staff of color *agree or strongly agree* that they have to work harder than others to be valued equally (61% vs 29%).

These general patterns hold for LGBTQA+ and gender for most items where LGBTQA+, females and transgender/non-binary respondents are less likely than straight or male respondents to agree in regard to those same categories related to respect, value, community and potential.

Finally, substantially lower proportions of people of color than white respondents agreed that UNI has a strong commitment to diversity (Faculty: 33% vs 44%; Staff: 19% vs 61%; Students: 32% vs 57%).