

Contact: Jean Friedrich

### **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 in providing equal employment opportunities for administrators, faculty and staff. 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 agenda item.

The tables in Attachment A provide comparison over the past 10 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, 2014, to September 30, 2015, for ISU, UNI, ISD and IBSSS, using federal guidelines prescribed by the Office of Federal Contract Compliance Programs. SUI captured data for the report for the period November 1, 2014, through October 31, 2015.

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 10 years, overall progress in the percentage of females and/or minorities to the total employees in each POA has been shown in the following areas:

Total - Regent Institutions

	2005	2015
Executive/Administrative/Managerial		
Females	34.4%	44.3%
Faculty tenure track		
Females	31.0%	35.4%
Minorities	15.9%	22.0%

	2005	2015
Faculty non-tenure track		
Females	51.0%	53.7%
Minorities	11.8%	18.7%
Professional and Scientific		
Females	63.0%	67.3%
Minorities	8.9%	9.2%
Secretarial/Clerical		
Minorities	3.7%	5.7%
Technical/Paraprofessional		
Females	61.9%	72.9%
Minorities	4.7%	10.5%
Skilled Crafts		
Females	6.6%	8.3%
Minorities	3.7%	3.9%
Service/Maintenance		
Minorities	12.2%	18.7%

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.

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 2014; whereas, the data provided in Attachment A reflects faculty with 50% and greater appointments in Fall 2015. Workforce data as portrayed in Attachment A is not available for peer institutions.

**Full-Time Tenured and Tenure Track  
Fall 2014**

	<b>PERCENT FEMALE</b>	<b>PERCENT MINORITY</b>
<b>University of Iowa</b>	32.2	18.5
Peer Group Average	33.4	21.5
<b>Iowa State University</b>	30.9	22.9
Peer Group Average	32.0	23.2
<b>University of Northern Iowa</b>	45.1	15.5
Peer Group Average	40.4	25.3

Highlights from the reports submitted by the universities are included below:

**University of Iowa**

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 chief diversity officer and associate vice president (CDO), a position named in 2010, leads and coordinates the university's efforts to recruit and retain a diverse and inclusive academic community of faculty, staff and students by initiating and implementing policies, initiatives, and programs in the areas of institutional diversity, equal opportunity, affirmative action and human and civil rights.

The Office of Equal Opportunity and Diversity (EOD) reports to the chief diversity officer and associate vice president and is charged with the day-to-day implementation of affirmative action policies. The office supports the university by providing all members of the community with 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.

During Fiscal Year 2015, a total of 9,136 individuals completed one of the approved sexual harassment prevention courses; of these, 78 percent completed an online training and 22 percent attended in-person training. As of June 30, 2015, 99.6 percent of current covered employees were compliant with the mandate for periodic training on sexual harassment prevention. The chart below shows completion rates by employee category.

- From November 1, 2014 to November 1, 2015, the University of Iowa workforce increased by 557 individuals (3.4%), from 16,424 in 2014 to 16,981 in 2015.
  - The faculty and staff increased by 426 women (4.0%).
  - Racial/ethnic minority representation increased by 154 individuals (8.4%).
  - There was a decrease of 21 tenured/tenure track faculty (1.4%).
  - The number of female faculty members on the tenure track decreased by 7 (1.5%), maintaining representation at 32.8%.
  - The number of minority faculty members on the tenure track decreased by 2 (0.7%); as this is smaller than the overall decrease, minority representation increased slightly to 20.9%.
  - Female representation among executive, administrative and managerial staff increased by 4 (2.6%), from 40.9% in 2014 to 43.7% in 2015.
  - The number of racial/ethnic minorities among executive, administrative and managerial staff decreased by 3 (14.3%), decreasing representation from 5.7% to 5.1%.
  - Minority representation among professional and scientific staff increased by 84 individuals (11.5%), increasing representation from 8.2% to 8.6%.
  - During the 2014-15 data year, the university hired or promoted 2,074 women and 440 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 342 women (2.0%) and by 299 minorities (1.8%).<sup>i</sup>

- There was a net decrease of 8 individuals (9.9%) who self-reported having disabilities.
- There were increases in the numbers of disabled veterans (3 individuals or 10.0%) and Armed Forces Service Medal veterans (8 individuals or 11.6%), while the numbers decreased of Active Duty Wartime or Campaign Badge veterans (19 individuals or 4.0%) and recently separated veterans (6 individuals or 75.0%).

### **Iowa State University**

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

Iowa State University continues to hold sessions for faculty, staff and graduate students regarding the Discrimination and Harassment policy and procedures. The participants learn what constitutes as discrimination and harassment, how to identify prohibited conduct, how to prevent and how to report potential violations of University policy. Participants learn where to find Iowa State University policies and the appropriate university contacts. Training and education is an excellent way of supporting a working and learning environment that is welcoming, inclusive and free from discrimination and harassment. Having a solid policy and educating people on that policy encourages a working and learning environment where all people can succeed and thrive.

The Office of the Senior Vice President and Provost (SVPP) is guided by the current University strategic plan that posits diversity as central to the university's mission. The SVPP plays an integral role in developing and supporting diversity initiatives throughout the Academic Division. The Academic Division plays a key role in diversity efforts at the institution especially with regard to the recruiting, supporting, and advancing of a diverse body of faculty. The Provost sets expectations and assesses annually the progress made by each dean and each college towards their diversity goals.

The Division of Student Affairs continues its effective recruitment and retention strategies. In Fall 2015, Iowa State University once again enrolled its most diverse student body ever. A record number of international students (4,041) are now enrolled, an increase of 13 students from last fall's record of 4,028. U.S. multicultural enrollment is 4,325 (12 percent of total enrollment), a new record and an increase over last fall's 4,065 students. Total U.S. multicultural and international enrollment is 8,366, or 23.24 percent of the student body. (The previous record set in Fall 2014 was 8,093, or 23.3 percent of the student body.)

The Senior Vice President for Business and Finance's diversity initiatives relate to Iowa State University's strategic plan priorities as well as various goals within the strategic plan for business and finance. For business and finance, one of the goals is to promote an environment and provide services that enhance and diversify the university's human resources.

The Office of Equal Opportunity, Dean of Students Office and Iowa State University Police Department continue to conduct a number of outreach sessions to discuss the sexual misconduct, gender based violence and student rights and responsibilities in regard to university policy. These presentations include information about university policy and resources for students in need of support or assistance. Presentations have been done for a number of academic courses, graduate students, freshman classes, Greek chapter houses, residence life staff, student athletes and other student organizations and leaders.

In addition, representatives of Iowa State University serve on various state, Big 12 and national boards such as the Iowa Network for Women in Higher Education (a part of the national network coordinated by the Inclusive Excellence Group of the American Council on Education), National Association of Diversity Officers in Higher Education, and the Big 12 Chapter of Chief Diversity Officers, which are committed to advancing women and people of color in higher education.

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 <sup>1</sup>
Women	50.2	50.5
Minorities	13.7	12.5

<sup>1</sup> Information provided by the 2013 United States Census Bureau.

Several groups within the total workforce at Iowa State University saw an increase in the number of female employees and an increase as a percentage of total employees in each group from 2014.

Executive/Administrative/Managerial female employees saw an increase of 6 female employees, an increase of 0.3% from 2014. Tenure Track Faculty saw an increase of 19 female employees and an increase of 0.9% from 2014. The Professional and Scientific group saw an increase of 40 female employees and an increase of 0.5% from 2014. The Technical/Paraprofessional group also saw an increase of 18 female employees but a decrease of 11.0% as a percent of total employees from 2014. The number of female employees in the Skilled Crafts group saw an increase of 24 female employees and an increase of 7.1% from 2014.

Several groups within the total workforce at Iowa State University also saw an increase in the number of minority employees and an increase as a percentage of total employees in each group from 2014.

Executive/Administrative/Managerial minority employees saw an increase of 3 employees and an increase of 0.5% from 2014. Tenured/Tenure Track Faculty saw an increase of 23 minority employees and an increase of 1.3% from 2014. There was an increase of 9 minority employee and an increase of 0.1% from 2014 for the Professional and Scientific group. The Secretarial/Clerical group saw an increase of 5 minority employees and an increase of 1.1 percent from 2014. The number of minority employees in the Technical/Paraprofessional group increased by 5 employees and an increase of 0.5% from 2014. The number of minority employees in Skilled Crafts increased by 2 employees and saw a 0.4% increase from 2014.

Iowa State University experienced a net increase of 20 minority employees and a net increase by 0.1% from 2014.

**University of Northern Iowa**

As of October 1, 2015, the UNI workforce totals 1789 non-temporary employees. This includes 991 (55.4%) female employees and 174 (9.7%) minority employees. One year ago, UNI employed 1860 non-temporary employees, including 1042 (56%) female employees and 200 (10.8%) minority employees. Total number of employees decreased by 71 (3.8%) from last year; the number of females decreased by 51 (4.9%); and the number of minorities decreased by 26 (13%).

Five- and 10-year comparisons for the overall workforce show varied progress in female and minority representation. Over the 10-year history, total employment numbers fluctuated but compared to 2005 and 2010, the 2015 progress with female hiring is significant. The total number of non-temporary employees working at UNI is down by 34 (1.9%) compared to ten years ago. The percentage of female employees has made steady gains over the same period. Females were employed at a rate of 53.5% 10 years ago. Females are currently employed at a rate of 55.4% of total employment. The percentage of minority employees has remained relatively constant over the 10-year period, from 9.9% in 2005 to 9.7% in 2015 after making an increase to 10.1% in 2010.

The tenured and tenure track employee group currently employs a total of 503 employees. This represents a decrease of 47 (8.5%) of faculty employees from last year. The five- and 10-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 tenured and tenure track employees has decreased 8% from 547 to 503 over the past 10 years, female representation has increased from 40.6% to 45.1%. Minority representation in the tenured and tenure track employee group rose from 13.3% to 15.5% over the same 10-year period.

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 hiring.

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 innovative in their outreach while adhering to equal opportunity and affirmative action hiring procedures.

**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 may be found on the Board's website as an attachment to this agenda item. Highlights of the reports submitted by the universities are shown below:

**University of Iowa**

The following initiatives reflect the progress of that work during academic year 2014-2015.

**National Coalition Building Institute (NCBI).** The National Coalition Building Institute (NCBI) is a nonprofit leadership training organization based in Washington, D.C. NCBI works through a coalition-building model to provide leadership training for inclusion and equity, with the goal of eliminating all forms of prejudice throughout the world. The University of Iowa has been affiliated with NCBI since 2011, and since that time has reached 1,117 faculty, staff, students and community members through ongoing workshops. Additionally, 88 faculty, staff and students have attended a three-day train-the-trainer workshop, gaining skills for coalition building, prejudice reduction, conflict resolution and educational outreach.

In 2014-15, UI's NCBI affiliate held 13 full-day *Leadership for Equity & Inclusion* workshops and two half-day *Conflict & Controversial Issues* workshops; 265 faculty, staff, students and community members attended these workshops.

**Diversity Opportunity Programs.** In 1999, the Office of the Provost established a program to aid collegiate efforts to recruit and retain faculty from underrepresented communities, with an emphasis on recruiting faculty of color. This program, now called the Faculty Diversity Opportunity Program, has been an important tool for reaching the university's diversity goals and thereby enhancing the excellence of the University of Iowa. The program is administered by the chief diversity officer and associate vice president (CDO), who works with collegiate deans to identify potential faculty hires who would add to the diversity of the UI faculty. Mentoring and retention follow-up plans remain critical components of FDOP funding requests. The CDO, working in close collaboration with the associate provost for faculty, collegiate deans and others, coordinates a central effort to recruit and retain minority faculty.

**Recruitment Ambassadors Program.** The Recruitment Ambassadors Program, jointly sponsored by University 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 by providing first-hand information about the University of Iowa campus and the Iowa City/Coralville community.

**Collegiate Diversity Group.** The executive vice president and provost, through the chief diversity officer and associate vice president, 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. The chairs of the university's Charter Committee on Diversity 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 and Women Faculty Development.** The Office of the Provost, through the associate provost for faculty, sponsors faculty development programs for early career faculty members. These programs include a new faculty orientation and seminars on promotion and tenure. The Office of the Provost sponsors informal events throughout the year to enhance networking among early career faculty members and to introduce them to UI administration, including the President and Provost New Faculty Welcome Reception, New Faculty Breakfast with the Provost, and New Faculty End of Semester Reception. Additionally, the office publishes and widely distributes a comprehensive calendar of faculty development programs offered by numerous offices across campus to provide easy access to the rich and varied programs available on campus to advance faculty excellence.

Colleges develop initiatives for the retention of minority and women faculty members at the collegiate level. Several departments and colleges have begun offering implicit bias trainings to their faculty, with specific focus on decreasing the impact of implicit bias on search and selection processes and on overall climate.

**Diverse Visiting Faculty and Speakers.** The executive vice president and provost, through the chief diversity officer and associate vice president, provides financial support for efforts to bring underrepresented minority persons as visiting faculty and speakers to campus.

**Workshops and Programs on Diversity.** The university, through the chief diversity officer and associate vice president, regularly supports events that enhance dialogue and sensitivity about diversity issues. The Office of Equal Opportunity and Diversity, University Human Resources, the Council on the Status of Women, and the Charter Committee on Diversity 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.

The university hosted the Annual Disability Celebration in October 2014 to raise disability awareness and to celebrate and recognize the efforts of university staff members who enhance opportunities for individuals with disabilities at the University of Iowa; the celebration was attended by members of the university community.

The university partnered with the Iowa Network for Women in Higher Education (WHE) to launch a Women's Leadership Initiative this year to create a community of support and empowerment for women leaders at all levels in higher education. This series, developed by women leaders for women leaders, will continue into future years and includes ongoing dialogue about topics impacting leadership.

**Celebration of Excellence and Achievement Among Women.** The Office of the Provost and the Chief Diversity Office, along with other central administration units, sponsor the Council on the Status of Women's annual tribute to the accomplishments of all women at the University of Iowa. This event began in 1982 when the university community gathered to award the Jane A. Weiss Memorial Dissertation Scholarship. The event has evolved over the years to recognize outstanding scholarship, research, service, leadership and activism among undergraduate and graduate/professional students, staff and faculty women.

**Diversity Catalyst Award and Diversity Catalyst Seed Grant.** The Chief Diversity Office sponsors several reward and recognition programs supporting diversity and inclusion, including the Diversity Catalyst Award and the Diversity Catalyst Seed Grant Program. The Diversity



Catalyst Award annually recognizes faculty, staff, students, student organizations and units for their distinctive and innovative diversity contributions at the university. Award recipients are recognized at a spring reception and receive a cash prize.

**Support for Underrepresented Graduate and Undergraduate Students.** Several University of Iowa programs aim to increase the representation of minorities and women among future faculty through student recruitment and support of students in the academic pipeline to complete their graduate degrees and perhaps enter the professoriate.

Since 1986, the University of Iowa Graduate College has annually held the Summer Research Opportunities Program (SROP) to recruit, support, and assist talented underrepresented undergraduate students interested in pursuing graduate studies and collegiate faculty careers. SROP is an award winning program designed to provide promising underrepresented undergraduate students with in-depth research experiences.

The Graduate College Iowa Recruitment Fellowship program promotes recruitment of outstanding students who are underrepresented in their graduate disciplines (e.g., racial/ethnic, gender, first generation socioeconomically disadvantaged). Applicants must be nominated by their graduate programs. The Graduate College Iowa Recruitment Fellowship Program enhances departmental recruitment packages by offering the University's most accomplished new doctoral students a stipend supplement (\$2,000 per year) for up to five years and fellowship support for up to four summer terms (\$4,000 per summer).

**Salary Equity.** The Office of the Provost conducted a campus-wide study of salary equity between women and men faculty in 2012. Results indicated that there was no systematic difference between the salaries of women and men faculty controlling for other relevant factors across most campus units. However, there were some individual faculty members, both men and women, who did have salary levels significantly lower than expected given other relevant factors. The Office of the Provost worked with the collegiate dean offices to determine whether or not there were satisfactory reasons for these lower than expected salaries.

The Office of Equal Opportunity and Diversity and the Department of Human Resources jointly conduct an annual review of the salaries of non-organized Professional and Scientific (non-organized) staff to ensure that the university's compensation procedures and practices are applied uniformly and consistently to each employee, regardless of sex or racial/ethnic minority status.

**Dual Career Services.** In 1994, the University of Iowa established Dual Career Services (formerly the Dual Career Network), a program designed to assist the accompanying partners of new university faculty or staff members in locating and securing employment. Services include professional job search and career guidance, resume/CV and cover letter writing assistance, interviewing assistance, utilizing social media in the job search, up-to-date information about the local market and demographics, access to job openings with the university and other local employers, and introduction to local groups for networking. Dual Career Services has been successfully involved in helping to recruit and retain diverse faculty hires.

**Women in Science and Engineering (WISE).** The 2014-2015 academic year marked the beginning of the 3<sup>rd</sup> decade of WISE Women at the University of Iowa, the 19th year of both the WISE Peer Mentoring Program (the longest-running peer mentoring program at the University of Iowa), and the Be-WISE Living-Learning Community in Stanley Residence Hall (the oldest academic-based living-learning community at the University of Iowa). The mission of the Women in Science and Engineering Program is to expand and improve educational and professional opportunities for women in all fields of science, technology, engineering and math (STEM) by facilitating individual, institutional and social change. The WISE Program was established in 1994

with support from the offices of the Vice President for Research and the Provost. The WISE Program cooperates with STEM programs at the University of Iowa in pursuing the goals for STEM fields including increasing the retention, participation, professional development and advancement of women students, faculty and professional staff.

**Diversity Focus.** 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. The university continues to collaborate with Diversity Focus, primarily through membership in the Employee Resource Group Consortium, which meets regularly and hosts conferences, training sessions, and social activities intended to support diversity in the corridor.

### **Iowa State University**

Iowa State University strives to support several key programs to cultivate the hiring, retention, mentoring, satisfaction, advancement, promotion and leadership of underrepresented minority and women educators. A summary of the report follows.

**Emerging Leaders Academy.** The Office of the Senior Vice President and Provost (SVPP) continues to support its leadership development program, the Emerging Leaders Academy, in place since January 2009. The program aims to develop depth of leadership skills among faculty and staff, as well as to diversify the potential pool of leadership candidates at ISU. Underrepresented and women faculty and staff are especially encouraged to apply. Presently, over 130 faculty and senior staff have been trained in leadership, teamwork, communication, fiscal responsibility, diversity, management and public accountability.

**ISU ADVANCE.** This is the university's flagship program dealing with faculty equity and diversity issues. ADVANCE has been able to develop initiatives, programming, and materials to address diversity among the faculty ranks in STEM fields at ISU. Since 2011, ADVANCE has broadened its scope beyond STEM to engage all faculty, with particular emphasis on the advancement of women and underrepresented faculty across all colleges. In 2013, the provost charged each academic college with appointing an Equity Advisor to provide training to faculty search committees and to develop programming in support of the needs of faculty in each college. Programming targeted by Equity Advisors centers around improving departmental climate, faculty promotion and retention and work-life balance. ADVANCE is also leading a Departmental Enhancement Program for departments that: 1) are preparing to undergo program review, 2) have just undergone a program review and are working to implement recommendations, or 3) are undergoing a leadership transition. The Departmental Enhancement Program pilot assists department faculty with identifying and addressing barriers to transparency within department culture. The university depends on the quality of the materials and programming that ADVANCE has produced to define diversity conversations among ISU faculty.

**Work/Life Advisory Committee.** Iowa State University continues to support a more flexible work environment for its faculty and staff. A Work/Life website combines existing policies and resources so that information can be accessed more efficiently and utilized more effectively. The Work/Life Advisory Committee is charged with reviewing current university policies, benchmarking best practices, and identifying gaps. Multiple workshops are offered for faculty on "Flexible Faculty Policies," "Stress Management", and "Work-Life Balance" as a result of feedback we received from past participants in the SVPP mentoring program.

**COACHE Survey of Faculty Satisfaction.** The Collaboration on Academic Careers in Higher Education (COACHE) survey was administered during the AY 2013-14. The goal is to survey all full-time faculty – regardless of appointment type or rank – every three to four years. Iowa State has made great progress in clarifying the tenure process, creating policies to support work/life balance, and creating mentoring opportunities for junior faculty, and the most recent administration of the COACHE survey has further enabled us to identify issues on which there are significant differences by gender or minority status that may impact faculty success, and also to identify areas of strength.

**Women's and Diversity Grant Program.** This funding pool of \$50,000 supports initiatives that will enrich the experiences of women faculty, staff and students and people of color at ISU. Proposals are expected to target education, research and outreach in order to positively impact and advance faculty, staff and student women, minorities and under-represented groups at Iowa State University. For FY 2015-16, 12 projects received funding to enhance gender equity and diversity initiatives.

**Diversifying the Faculty.** The Office of the Senior 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 partner support and to support hires that diversify the faculty. The hiring of over 200 faculty couples has been supported through this program in its fifteen-year history. The ADVANCE Equity Advisors, in collaboration with the Office of Equal Opportunity, further contribute to these efforts by providing training on inclusive faculty searches to department and college search committees.

**Mentoring.** The 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. Programming throughout the semester on issues of mentoring, promotion, scholarship and work-life management further builds a sense of community among the first-year cohort.

**University Committee on Diversity.** Since its creation in 2007, the University Committee on Diversity (UCD) has brought together representatives from the major divisions of the university as well as at-large members to share information and identify issues. The committee maintains the university diversity website and assists in coordination of the Women's and Diversity Grant competition sponsored by the Provost's Office that distributes \$50,000 as seed money for a range of diversity initiatives.

**Women's Leadership Consortium (WLC).** WLC continues to bring together leaders of various women's programs on campus, develops strategies for increasing the visibility of issues facing women, and studies the impact of women's initiatives and programs, on campus. Each year, the Women's Leadership Consortium sponsors a Women Impacting ISU Calendar to spotlight women in leadership, who serve as resources within the community.

**Iowa Network for Women in Higher Education (WHE).** The Associate Provost for Faculty works with the Iowa Network to encourage more women to consider leadership in higher education. The primary goal of the Iowa Network (affiliated with the American Council on Education) is to facilitate the development of women leaders in higher education, through conversations, collaborations and mentoring across the state.

**Child Care Resources.** This unit within University Human Resources supports Iowa State University families by linking them with professional programs and services that can help meet

their child care needs. The university childcare consultant is available to assist families in accessing on campus and community-based services. 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.

**Faculty and Staff Affinity Groups.** The SVPP continues to support the development and growth of several faculty and staff affinity groups, specifically the Black Faculty and Staff Association; *Colegas*, the Latino Faculty and Staff Association; the LGBT Faculty and Staff Association; and the Asian American and Pacific Islanders Faculty and Staff Association. Discussion is currently underway to form an American Indian Faculty and Staff Association. These networks are designed to cultivate and connect Iowa State's diverse faculty and staff populations with the greater university community, and to support recruitment and retention by addressing social and professional components essential to an enhanced quality of life for faculty and staff. The faculty and staff affinity networks align with the university's strategic goals by tackling the ongoing effort to create and support a more diverse campus community.

**University Committee on Women (UCW).** The SVPP continues to support the work of the UCW, an active committee made up of faculty, staff, and students across the institution. Through its subcommittees, it has continued to assess the status of women by issuing a reports every two years on the status of female faculty, staff, and students in one of the academic college. The UCW completed a twelve-year year Status of Women Report in 2014 which was used by the President of the University in the decision to create a Vice President for Diversity and Inclusion at Iowa State. The UCW meets once a year with the President to keep them apprised of key issues facing women on campus.

**Strengthening the Professoriate at ISU (SP@ISU).** *Strengthening the Professoriate at ISU* allows ISU to continue efforts to strengthen and diversify faculty and senior scholars by building on good diversity programs around the campus as well as strong policies and central support. The long-term goal is to develop a diverse faculty who integrate their broader impacts efforts with their research enterprise. The program is a collaboration of the SVPP, the Graduate College, and the Vice President for Research. With the conclusion of the five years of NSF grant support in 2015, SP@ISU will be folded into the structure and workings of the Vice President for Research's Grants Hub initiative, thus institutionalizing its role in broadening impacts.

**Martin Luther King, Jr. Awards.** Each year, the SVPP Office organizes the Advancing One Community Award. The award recognizes individuals and groups who have followed the principles of Dr. Martin Luther King, Jr. Each January as part of the MLK Jr. Birthday Convocation, recipients are recognized for their efforts to create an inclusive university community that embraces justice and equity.

**Faculty Administrative Fellowships.** The Faculty Fellows Program provides leadership and project management experience to faculty who are interested in, or aspire to, leadership positions at Iowa State. The Provost's Office recently announced the appointment of Surya Mallapragada as a new faculty fellow for AY 2015-2017. The appointment of Dr. Mallapragada will allow the academic division to devote greater attention to faculty recognition efforts which are an institutional priority. Dr. Gloria Jones-Johnson continues to serve as a faculty fellow to support an Inclusive Culture in the academic departments and colleges, and Dr. Cinzia Cervato continues to serve as a faculty fellow to focus on Early Career Faculty Development in support of mentoring and programming efforts.

**University of Northern Iowa**

This past year, the allocation for the Minority and Women Educators Enhancement Program has been used in the following ways:

- To supplement a minority faculty line in the Department of Political Science. The faculty member teaches two sections of non-western cultures: Africa and an upper level political science class in the area of international relations or comparative politics. In addition, he typically teaches an overload section of the non-western cultures: Africa course, either at UNI-CUE or on-line. His research focuses on the political economy of the African state, and in particular the political economy of military rule in Africa. He served as a senior analyst for six years for the State Department and the Department of Defense's Trans-Saharan Security Symposium. He has also served as a senior consultant to the Independent Electoral Commission of Nigeria and as a digital photographic consultant to the National Emergency Management Agency of Nigeria.
- To provide permanent partial funding for a minority Assistant Professor in the Department of Educational Psychology & Foundations. The Department of Educational Psychology & Foundations had a need for someone to teach Research Methods and Statistics. This new faculty member was a valuable asset to not only the department but the entire university in these specific areas as well as other university projects. Unfortunately, he was recruited away from UNI to become a faculty member at the University of Iowa. During 2015-16, the University will determine how best to use the funds that are now available from this partial funding that was allotted to the Department of Educational Psychology and Foundations.

The University of Northern Iowa continues to encourage search committees to have a diverse pool of applicants and to seriously consider hiring qualified candidates. The Provost's office is providing extra training and support to search committees in order to assist them in recruiting a more diverse pool of applicants.

**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 2014 and FY 2015 are shown below:

	<b>FY 2014</b>	<b>FY 2015</b>
SUI	\$823,320	\$844,389
ISU	\$357,233	\$360,288
UNI	\$353,556	\$357,523

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.

ANNUAL AFFIRMATIVE ACTION REPORT COMPARISONS

UNIVERSITY OF IOWA															
POA GROUP	September 30, 2005					September 30, 2010					September 30, 2015				
	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, and Managerial Staff	340	119	35.00%	22	6.50%	358	129	36.00%	28	7.80%	355	155	43.70%	18	5.10%
Tenured/Tenure Track Faculty	1,520	436	28.70%	225	14.80%	1,455	465	32.00%	271	18.60%	1,432	469	32.80%	299	20.90%
Non-Tenure Track Faculty	565	250	44.20%	76	13.50%	761	372	48.90%	125	16.40%	1,076	544	50.60%	226	21.00%
Professional and Scientific Staff	6,565	4,576	69.70%	426	6.50%	7,587	5,406	71.30%	537	7.10%	9,458	6,802	71.90%	812	8.60%
Secretarial and Clerical Staff	2,651	2,262	85.30%	99	3.70%	2,176	1,852	85.10%	92	4.20%	1,621	1,347	83.10%	96	5.90%
Technical and Paraprofessional Staff	455	287	63.10%	21	4.60%	576	409	71.00%	47	8.20%	720	563	78.20%	83	11.50%
Skilled Crafts Staff	401	36	9.00%	21	5.20%	359	22	6.10%	20	5.60%	349	19	5.40%	16	4.60%
Service and Maintenance Staff	1,777	951	53.50%	241	13.60%	1,780	926	52.00%	271	15.20%	1,970	1,063	54.00%	427	21.70%
Total	14,274	8,917	62.50%	1,131	7.90%	15,052	9,581	63.70%	1,391	9.20%	16,981	10,962	64.60%	1,977	11.60%
IOWA STATE UNIVERSITY															
POA GROUP	September 30, 2005					September 30, 2010					September 30, 2015				
	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	297	100	33.7%	25	8.4%	370	143	38.6%	30	8.1%	430	189	44.0%	37	8.6%
Faculty: Tenure Track	1,243	353	28.4%	233	18.7%	1,200	354	29.5%	250	20.8%	1,285	422	32.8%	341	26.5%
Faculty: Non-Tenure Track	325	180	55.4%	38	11.7%	434	243	56.0%	55	12.7%	584	331	56.7%	95	16.3%
Professional and Scientific	2,166	967	44.6%	358	16.5%	1,921	957	49.8%	242	12.6%	2,308	1,182	51.2%	289	12.5%
Secretarial/Clerical	1,116	1,010	90.5%	35	3.1%	943	855	90.7%	32	3.4%	802	700	87.3%	43	5.4%
Technical/Paraprofessional	150	81	54.0%	5	3.3%	145	89	61.4%	6	4.1%	196	112	57.1%	15	7.7%
Skilled Crafts	287	10	40.0%	4	1.4%	264	12	4.5%	3	1.1%	314	38	12.1%	9	2.9%
Service/Maintenance	571	315	55.2%	40	7.0%	519	257	49.5%	43	8.3%	425	213	50.1%	38	8.9%
TOTALS	6,155	3,016	49.0%	738	12.0%	5,796	2,910	50.2%	661	11.4%	6,344	3,187	50.2%	867	13.7%
UNIVERSITY OF NORTHERN IOWA															
POA GROUP	September 30, 2005					September 30, 2010					September 30, 2015				
	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	96	32	33.3%	6	6.3%	98	40	40.8%	7	7.1%	94	46	48.9%	6	6.4%
Faculty: Tenure Track	547	222	40.6%	73	13.3%	547	232	42.4%	76	13.9%	503	227	45.1%	78	15.5%
Faculty: Non-Tenure Track	49	33	67.3%	2	4.1%	30	19	63.3%	1	3.3%	47	30	63.8%	4	8.5%
Professional and Scientific	517	273	52.8%	43	8.3%	578	328	56.7%	51	8.8%	622	352	56.6%	43	6.9%
Secretarial/Clerical	282	272	96.5%	14	5.0%	255	248	97.3%	14	5.5%	227	221	97.4%	12	5.3%
Technical/Paraprofessional	32	10	31.3%	5	15.6%	23	5	21.7%	4	17.4%	16	4	25.0%	2	12.5%
Skilled Crafts	68	4	5.9%	3	4.4%	56	5	8.9%	3	5.4%	57	3	5.3%	3	5.3%
Service/Maintenance	232	129	55.6%	34	14.7%	240	128	53.3%	28	11.7%	223	108	48.4%	26	11.7%
TOTALS	1,823	975	53.5%	180	9.9%	1,827	1,005	55.0%	184	10.1%	1,789	991	55.4%	174	9.7%

IOWA SCHOOL FOR THE DEAF															
	September 30, 2005					September 30, 2010					September 30, 2015				
POA GROUP	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	1	25.0%			4	1	25.0%			5	1	20.0%		
Faculty: Tenure Track															
Faculty: Non-Tenure Track	44	38	86.4%			38	36	94.7%			34	30	88.2%		
Professional and Scientific	34	27	79.4%	1	2.9%	35	26	74.3%	1		41	29	70.7%	1	2.4%
Secretarial/Clerical	5	5	100.0%	1	20.0%	4	4	100.0%	1	25.0%	3	3	100.0%		
Technical/Paraprofessional	26	22	84.6%	2	7.7%	21	20	95.2%	1	4.8%	25	19	76.0%	1	4.0%
Skilled Crafts	6					6					5		0.0%		
Service/Maintenance	19	8	42.1%	4	21.1%	19	9	47.4%	3	15.8%	14	7	50.0%	2	14.3%
TOTALS	138	101	73.2%	8	5.8%	127	96	75.6%	6	4.7%	127	89	70.1%	4	3.1%
IOWA BRAILLE AND SIGHT SAVING SCHOOL															
	September 30, 2005					September 30, 2010					September 30, 2015				
POA GROUP	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	3	75.0%	-	0.0%	5	3	60.0%	-	0.0%	3	2	66.7%	-	0.0%
Faculty: Tenure Track	37	25	67.6%	-	0.0%	47	38		-	0.0%	48	38	79.2%	1	2.1%
Faculty: Non-Tenure Track	-	-	0.0%	-	0.0%	-	-	0.0%	-	0.0%	0	-	0.0%	-	0.0%
Professional and Scientific	8	6	75.0%	-	0.0%	6	5	83.3%	-	0.0%	3	3	100.0%	-	0.0%
Secretarial/Clerical	7	7	100.0%	-	0.0%	6	6	100.0%	-	0.0%	5	5	100.0%	-	0.0%
Technical/Paraprofessional	33	31	93.9%	-	0.0%	16	14	87.5%	-	0.0%	1	-	0.0%	-	0.0%
Skilled Crafts	-	-	0.0%	-	0.0%	-	-	0.0%	-	0.0%	-	-	0.0%	-	0.0%
Service/Maintenance	19	7	36.8%	-	0.0%	13	7	53.8%	-	0.0%	12	5	41.7%	1	8.3%
TOTALS	108	79	73.1%	-	0.0%	93	73	78.5%	-	0.0%	72	53	73.6%	2	2.8%
TOTAL -- REGENT INSTITUTIONS															
	September 30, 2005					September 30, 2010					September 30, 2015				
POA GROUP	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	741	255	34.4%	53	7.2%	835	316	37.8%	65	7.8%	887	393	44.3%	61	6.9%
Faculty: Tenure Track	3,347	1,036	31.0%	531	15.9%	3,249	1,089	33.5%	597	18.4%	3,268	1,156	35.4%	719	22.0%
Faculty: Non-Tenure Track	983	501	51.0%	116	11.8%	1,263	670	53.0%	181	14.3%	1,741	935	53.7%	325	18.7%
Professional and Scientific	9,290	5,849	63.0%	828	8.9%	10,127	6,722	66.4%	831	8.2%	12,432	8,368	67.3%	1,145	9.2%
Secretarial/Clerical	4,061	3,556	87.6%	149	3.7%	3,384	2,965	87.6%	139	4.1%	2,658	2,276	85.6%	151	5.7%
Technical/Paraprofessional	696	431	61.9%	33	4.7%	781	537	68.8%	58	7.4%	958	698	72.9%	101	10.5%
Skilled Crafts	762	50	6.6%	28	3.7%	685	39	5.7%	26	3.8%	725	60	8.3%	28	3.9%
Service/Maintenance	2,618	1,410	53.9%	319	12.2%	2,571	1,327	51.6%	345	13.4%	2,644	1,396	52.8%	494	18.7%
TOTALS	22,498	13,088	58.2%	2,057	9.1%	22,895	13,665	59.7%	2,242	9.8%	25,313	15,282	60.4%	3,024	11.9%

**AFFIRMATIVE ACTION REVENUES AND EXPENDITURES  
FY 2015**

**Department Name:** Board of Regents  
**Person Completing Report:** Jean Friedrich  
**E-mail Address:** [jfried@iastate.edu](mailto:jfried@iastate.edu)

	SUI Office of Equal Opportunity and Diversity	ISU Office of Equal Opportunity and Diversity	UNI Office of Compliance and Equity Management	Total
<b>REVENUES</b>				
<b>STATE APPROPRIATIONS</b>				
General Fund	\$ 844,389	359,538	\$ 357,523	\$ 1,561,449
Other		750		750
<b>OTHER REVENUES</b>				
Federal Support				
Interest				
Tuition and Fees				
Reimb. Indirect Costs				
Sales and Services				
Other Income				
<b>TOTAL REVENUES</b>	844,389	360,288	357,523	1,562,199
<b>EXPENDITURES</b>				
Fac. & Inst. Off. Salaries	261,497			261,497
Prof. & Sci. Staff Salaries	476,255	289,836	254,210	1,020,301
General Service Staff Salaries	70,004		36,334	106,338
Hourly Wages	5,534	14,919	14,346	34,799
Labor in Transfers				
Vacancy Factor			6,543	6,543
Subtotal - Salaries	813,290	304,755	311,433	1,429,478
Prof. And Scientific Supplies	31,099	55,533	46,090	132,721
Library Acquisitions				
Rentals				
Utilities				
Building Repairs				
Auditor of State Reimb.				
Aid to Individuals				
Subtotal	31,099	55,533	46,090	132,721
<b>TOTAL EXPENDITURES</b>	\$ 844,389	\$ 360,288	\$ 357,523	\$ 1,562,199

UNI's report of Revenues and Expenditures reflects the entire budget of the Office of Compliance and Equity Management in addition to expenses specifically related to affirmative action efforts. This may differ from the formulas used at the other institutions.





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

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### **Annual Equal Employment Opportunity and Affirmative Action Workforce Report November 2015**

Submitted by

Georgina Dodge, PhD  
Chief Diversity Officer and Associate Vice President,  
Title IX Coordinator

Chief Diversity Office  
111 Jessup Hall  
(319) 335-3565

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# **Annual Equal Employment Opportunity and Affirmative Action Workforce Report November 2015**

## **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 2015 *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 the annual snapshot date.<sup>1</sup> 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, research track faculty, women, racial/ethnic minorities, individuals who have disabilities, and veterans.

This report also uses federal guidelines prescribed by the Office of Federal Contract 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) Human Resources Survey and reports produced by other university offices.<sup>2</sup>

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<sup>1</sup> In 2010, the annual snapshot date changed to November 1; in prior years, the snapshot date was October 1.

<sup>2</sup> As an example, this report includes deans, directors and departmental executive officers who hold faculty rank among 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 November 1, 2014 to November 1, 2015, the University of Iowa workforce increased by 557 individuals (3.4%), from 16,424 in 2014 to 16,981 in 2015.
  - The faculty and staff increased by 426 women (4.0%).
  - Racial/ethnic minority representation increased by 154 individuals (8.4%).
  - There was a decrease of 21 tenured/tenure track faculty (1.4%).
  - The number of female faculty members on the tenure track decreased by 7 (1.5%), maintaining representation at 32.8%.
  - The number of minority faculty members on the tenure track decreased by 2 (0.7%); as this is smaller than the overall decrease, minority representation increased slightly to 20.9%.
  - Female representation among executive, administrative, and managerial staff increased by 4 (2.6%), from 40.9% in 2014 to 43.7% in 2015.
  - The number of racial/ethnic minorities among executive, administrative, and managerial staff decreased by 3 (14.3%), decreasing representation from 5.7% to 5.1%.
  - Minority representation among professional and scientific staff increased by 84 individuals (11.5%), increasing representation from 8.2% to 8.6%.
  - During the 2014-15 data year, the university hired or promoted 2,074 women and 440 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 342 women (2.0%) and by 299 minorities (1.8%).<sup>3</sup>
  - There was a net decrease of 8 individuals (9.9%) who self-reported having disabilities.
  - There were increases in the numbers of disabled veterans (3 individuals or 10.0%) and Armed Forces Service Medal veterans (8 individuals or 11.6%), while the numbers decreased of Active Duty Wartime or Campaign Badge veterans (19 individuals or 4.0%), and recently separated veterans (6 individuals or 75.0%).

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<sup>3</sup> 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 V of this report.

- **Five-Year Comparison of Workforce Categories.** From November 1, 2010 to November 1, 2015, the University of Iowa workforce increased by 1,929 individuals (12.8%), from 15,052 in 2010 to 16,981 in 2015.
  - The faculty and staff increased by 1,381 women (14.4%).
  - Racial/ethnic minority representation increased by 586 individuals (42.1%).
  - There was a net decrease of 23 tenured/tenure track faculty (1.6%). The number of female tenure track faculty increased by 4 (0.9%), and the number of minority faculty increased by 28 (10.3%).
  - The number of employees who self-reported having disabilities decreased by 21 (22.3%).
  - There were decreases in the numbers of employees who self-identified as disabled veterans (1 individual or 2.9%), Active Duty Wartime/Campaign Badge veterans (94 individuals or 17.1%), and recently separated veterans (1 individual or 33.3%). The number of employees who self-identified as Armed Forces Service Medal veterans increased (19 individuals or 32.8%).
  
- **Ten-Year Comparison of Workforce Categories.** From October 1, 2005 to November 1, 2015, the University of Iowa workforce increased by 2,707 individuals (19.0%), from 14,274 in 2005 to 16,981 in 2015.
  - The faculty and staff increased by 2,045 women (22.9%).
  - Racial/ethnic minority representation increased by 846 individuals (74.8%).
  - There was a net decrease of 88 tenured/tenure track faculty (5.8%). The number of female tenure track faculty increased by 33 (7.6%), and minority representation increased by 74 (32.9%).
  - There was a decrease of 17 individuals (18.9%) who self-reported having disabilities.
  - The number of self-identified disabled veterans increased by 7 (26.9%).

### **III. EQUAL EMPLOYMENT OPPORTUNITY AND SELECTED DIVERSITY INITIATIVES AT THE UNIVERSITY OF IOWA**

#### **A. The Chief Diversity Office**

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 chief diversity officer and associate vice president (CDO), a position named in 2010, leads and coordinates the university's efforts to recruit and retain a diverse and inclusive academic community of faculty, staff, and students by initiating and implementing policies, initiatives, and programs in the areas of institutional diversity, equal opportunity, affirmative action, and human and civil rights. The CDO provides leadership and administrative oversight to the Office of Equal Opportunity and Diversity and the Center for Diversity and Enrichment. Additional duties include representing the Office of the President on matters related to diversity within the university and the broader Iowa community, providing campus-wide leadership regarding the importance of diversity to the educational mission of a public research university, and advising the executive vice president and provost on academic matters related to issues of diversity.

#### **B. The Office of Equal Opportunity and Diversity**

The Office of Equal Opportunity and Diversity (EOD) reports to the chief diversity officer and associate vice president and is charged with the day-to-day implementation of affirmative action policies. The office supports the university by providing all members of the community with 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. In addition, the office provides leadership and resources to support the university in advancing the core values and priorities of inclusion.

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.

### C. Sexual Harassment Prevention Education

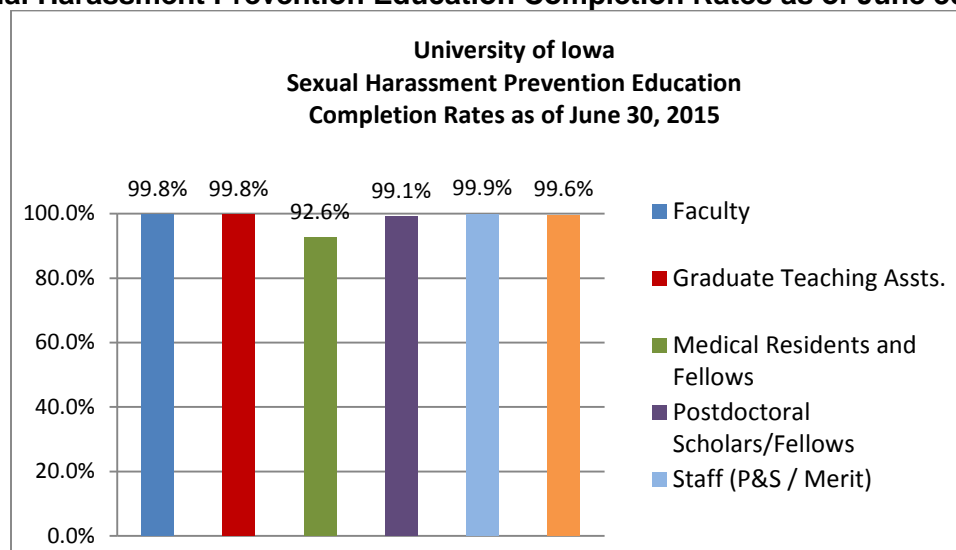
In response to university reports<sup>4</sup> indicating a continuing need to improve the campus climate at the University of Iowa, then President David Skorton mandated in 2006 that all academic and administrative officers and teaching assistants receive education on the Policy on Sexual Harassment, and that all teaching assistants additionally receive education on the Policy on Consensual Relationships Involving Students. In August 2008, President Sally Mason expanded the mandate for sexual harassment prevention education and charged the Office of the Provost with monitoring and oversight of the expectation that the following employees complete sexual harassment prevention education:

- 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

In addition to instructor-led courses, an online anti-harassment course, *Preventing Harassment on Campus* by Navex Global Compliance, is available to faculty and staff from the university's Employee Self Service website. Deans, directors, departmental administrative officers, and human resources representatives across campus are instrumental in ensuring that covered employees complete the mandated sexual harassment prevention education.

During Fiscal Year 2015, a total of 9,136 individuals completed one of the approved sexual harassment prevention courses; of these, 78 percent completed an online training and 22 percent attended in-person training. As of June 30, 2015, 99.6 percent of current covered employees were compliant with the mandate for periodic training on sexual harassment prevention. The chart below shows completion rates by employee category.

**Figure 1**  
**Sexual Harassment Prevention Education Completion Rates as of June 30, 2015**



<sup>4</sup> *Campus Climate Committee Report* (2003) and the *Sexual Harassment and Unwelcome Behavior at The University of Iowa* report (2006).

In January 2011, the university implemented its revised Policy on Sexual Harassment. Detailed training was provided in the fall semester of 2010 to the human resources unit representatives on the substantive changes to the policy. Specialized training on the new response protocol for requests to resolve complaints informally was provided to the senior human resources leadership council representatives and to designated associate deans for faculty in December 2010 and January 2011.

In May 2011, a new *Guide to the Administration of the University's Policy on Sexual Harassment* was prepared and released to campus. Electronic and/or paper copies of the guidance were provided to the human resources unit representatives, senior human resources leadership council representatives, and designated associate deans for faculty. The guidance document is also posted on the EOD departmental website.

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

- Policy on Sexual Harassment
- Policy on Sexual Misconduct, Dating/Domestic Violence, or Stalking Involving Students
- Policy on Human Rights
- Anti-Harassment Policy
- Policy on Consensual Relationships Involving Students
- Policy on Violence
- Anti-Retaliation Policy

These policy notifications are sent via mass email in September of each year.

#### **D. National Coalition Building Institute (NCBI)**

The University of Iowa (UI) is an affiliate of NCBI, an international non-profit leadership development network dedicated to the elimination of racism and other forms of oppression. Rooted in an understanding of individual, community, and systemic change, NCBI works to further cultural competence, collaboration, partnerships, and effective relationships within and across group identities. Through the Chief Diversity Office, 88 faculty, staff, and students have completed a three-day Train-the-Trainer workshop to gain skills for coalition building, prejudice reduction, conflict resolution, and educational outreach. This team offers a one-day workshop, *Leadership for Equity and Inclusion*, which has been attended by over 1,000 faculty, staff, and students, and an ongoing one-hour dialogue and discussion series on topics of prejudice reduction, coalition building, and conflict resolution. The NCBI also offers a half-day workshop, *Conflict and Controversial Issues*, attended so far by over 265 people, which gives participants a chance to practice navigating difficult conversations and coming together across differences. Monthly "Lunch & Learn Dialogues" are offered on topics relevant to diversity, identity, inclusion, equity, power, and privilege. Nearly 600 people on campus receive the NCBI affiliate newsletter each semester.



## E. The Diversity Catalyst Award

The Office of Equal Opportunity and Diversity has recognized distinctive and innovative contributions to diversity within the campus community since 1999. The annual Diversity 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 university.

The sixteenth annual Diversity Catalyst Award reception was held on April 28, 2015. The 2015 Diversity Catalyst Award recipients were:

- Student Award: Tawanda Carson Owens, College of Education
- Faculty/Staff Award: Jennifer Blair, Assistant Director for Global Community Engagement, Tippie College of Business
- Faculty/Staff Award: Robin Clark-Bennett, Labor Educator, Labor Center
- Faculty/Staff Award: Malik S. Henfield, Associate Professor and Program Coordinator, College of Education
- Faculty/Staff Award: Jefri L. Palermo, Constituent Relations Specialist, School of Social Work

Dan Reed, Vice President for Research and Economic Development, delivered the keynote address. The Diversity Catalyst Award Reception was held in conjunction with the Erroll B. Davis, Jr. / Alliant Energy Awards. The event was supported by the Chief Diversity Office, the Office of Equal Opportunity and Diversity, and the University of Iowa Staff Council.

The Diversity Catalyst Seed Grant program was designed to support the Diversity Catalyst Award. Targeted toward creative projects with potential to impact the diversity goals of *Renewing the Iowa Promise*, the program provides seed grants of up 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.

The recipients of the 2015 Diversity Catalyst Award Seed Grants were Exploring Gender, Sexuality, and Identity: Chinese International Students and the LGBTQ Graduate Student Success Initiative. Exploring Gender, Sexuality, and Identity, a focused video campaign, is an expansion of a breakout session of the *100K Strong Foundation Reunion* in Washington, D.C., in November 2014. The LGBTQ Graduate Student Success Initiative provides academic and career-related support, education, and community for LGBTQ-identified graduate students through programs, mentoring, and advocacy opportunities.

## **F. Recruitment Ambassadors Program**

The Recruitment Ambassadors Program, jointly sponsored by University 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.

## **G. Faculty Diversity Opportunity Program (FDOP)**

In 1999, the Office of the Provost established a program to aid collegiate efforts to recruit and retain faculty from underrepresented communities, with an emphasis on recruiting faculty of color. This program, now called the Faculty Diversity Opportunity Program, has been an important tool for reaching the university's diversity goals and thereby enhancing the excellence of the University of Iowa. The program is administered by the chief diversity officer and associate vice president (CDO), who works with collegiate deans to identify potential faculty hires who would add to the diversity of the University of Iowa faculty. Mentoring and retention follow-up plans remain critical components of FDOP funding requests. The CDO, working in close collaboration with the associate provost for faculty, collegiate deans, and others, coordinates a central effort to recruit and retain minority faculty.

For fiscal year 2015, the Office of the Provost budgeted FDOP funds totaling \$2,111,478 for partial salaries and other resources supporting 39 faculty members. These positions are in the University Library and the Colleges of Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, and Public Health.

## **H. Staff Diversity Opportunity Program (SDOP)**

Reflecting best practices identified from the Faculty Diversity Opportunity Program, the Staff Diversity Opportunity Program promotes employment of minorities and women in Professional and Scientific (P&S) staff classifications exhibiting underrepresentation. Administered through University Human Resources, 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 skill, knowledge, abilities, and likelihood of a successful candidacy for future P&S vacancies. During FY 2015, the salaries of three P&S staff members were supported by SDOP funding.

#### IV. ONE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2014 - 2015

##### A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/ Ethnicity, 2014 – 2015

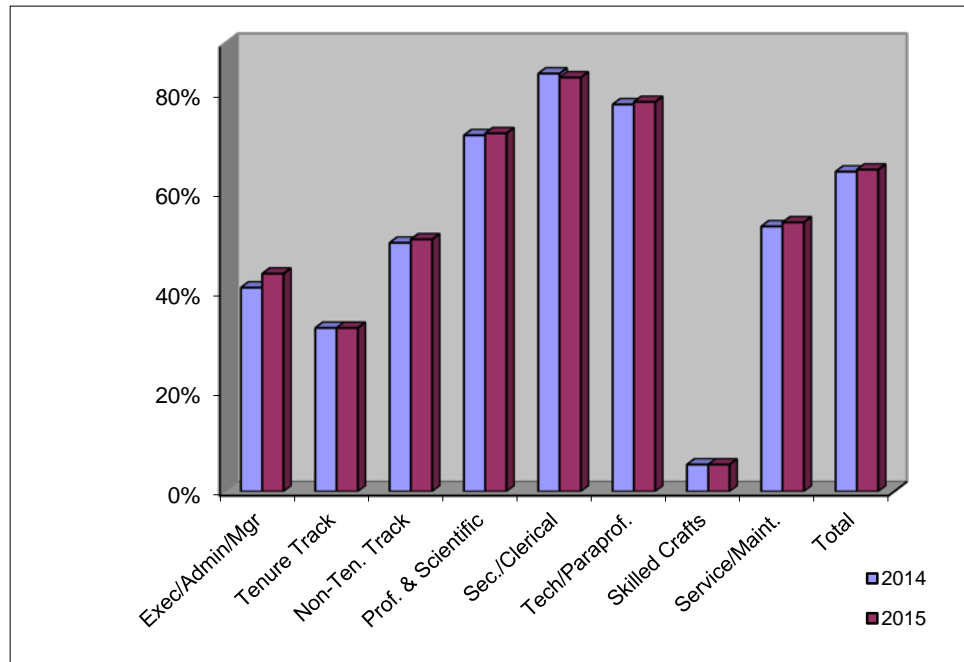
*Overall Changes.* The University of Iowa workforce increased by 557 employees (3.4 percent) during the 2014-15 data year, from 16,424 in 2014 to 16,981 in 2015. For analytical purposes, job titles have been categorized into Primary Occupational Activity (POA) groups based on job content, salary, and opportunities. The POA group with the greatest proportional increase was Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease occurred among Secretarial and Clerical Staff.

*Sex.* The number of women in the workforce increased by 426 (4.0 percent). The largest proportional increase was among Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease occurred among Secretarial and Clerical Staff. The following table and chart compare the composition of the university's workforce on November 1, 2014 to that on November 1, 2015 by Primary Occupational Activity group and sex.

**Table I**  
**Faculty and Staff by Primary Occupational Activity Group and Sex**  
**November 1, 2014 – November 1, 2015**

Primary Occupational Activity Group	2014		2015		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	369	151 40.9 %	355	155 43.7 %	- 14 - 3.8 %	+ 4 + 2.6 %
2 Tenured/Tenure Track Faculty	1,453	476 32.8 %	1,432	469 32.8 %	- 21 - 1.4 %	- 7 - 1.5 %
3 Non-Tenure Track Faculty	967	483 49.9 %	1,076	544 50.6 %	+ 109 + 11.3 %	+ 61 + 12.6 %
4 Professional & Scientific Staff	8,898	6,363 71.5 %	9,458	6,802 71.9 %	+ 560 + 6.3 %	+ 439 + 6.9 %
5 Secretarial and Clerical Staff	1,773	1,488 83.9 %	1,621	1,347 83.1 %	- 152 - 8.6 %	- 141 - 9.5 %
6 Technical and Paraprofessional Staff	685	532 77.7 %	720	563 78.2 %	+ 35 + 5.1 %	+ 31 + 5.8 %
7 Skilled Crafts Staff	354	19 5.4 %	349	19 5.4 %	- 5 - 1.4 %	0
8 Service and Maintenance Staff	1,925	1,024 53.2 %	1,970	1,063 54.0 %	+ 45 + 2.3 %	+ 39 + 3.8 %
<b>Total</b>	<b>16,424</b>	<b>10,536 64.2 %</b>	<b>16,981</b>	<b>10,962 64.6 %</b>	<b>+ 557 + 3.4 %</b>	<b>+ 426 + 4.0 %</b>

**Figure 2**  
**Female Faculty and Staff by Primary Occupational Activity Group**  
**November 1, 2014 – November 1, 2015**



*Race/Ethnicity.* Race/ethnicity may be self-reported by employees to the university at the time of application and/or appointment and may be updated and/or corrected by the employee at any time.

The total number of racial/ethnic minorities increased by 154 (8.4 percent) from 2014 to 2015. The largest proportional increase was in Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease was in Executive, Administrative, and Managerial Staff (3 individuals or 14.3 percent). There were increases in the total numbers of Asians/Native Hawaiians or Other Pacific Islanders,<sup>5</sup> Blacks/African Americans, Hispanics/Latinos, and individuals who self-identified as two or more races. The number of American Indians/Alaska Natives decreased by 7 (13.0 percent). Changes in the racial/ethnic composition of the University of Iowa's workforce from November 1, 2014 to November 1, 2015 are detailed in the table and charts on the following pages.

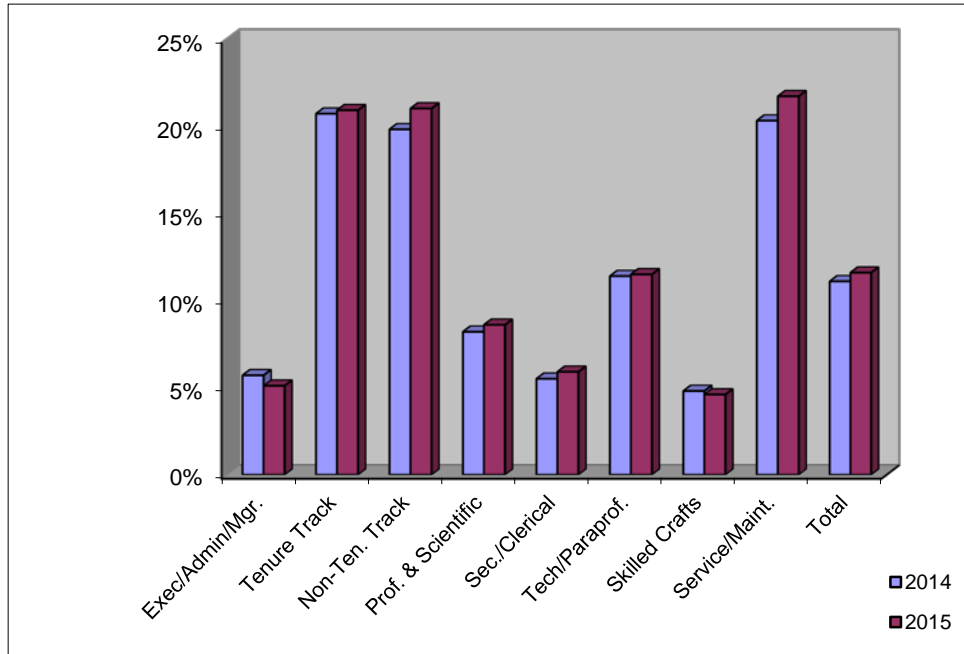
<sup>5</sup> Due to small numbers of employees who self-identified as Native Hawaiian or Other Pacific Islander, this racial/ethnic category is combined with the Asian category in this report.

**Table II**  
**Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity**  
**November 1, 2014 – November 1, 2015**

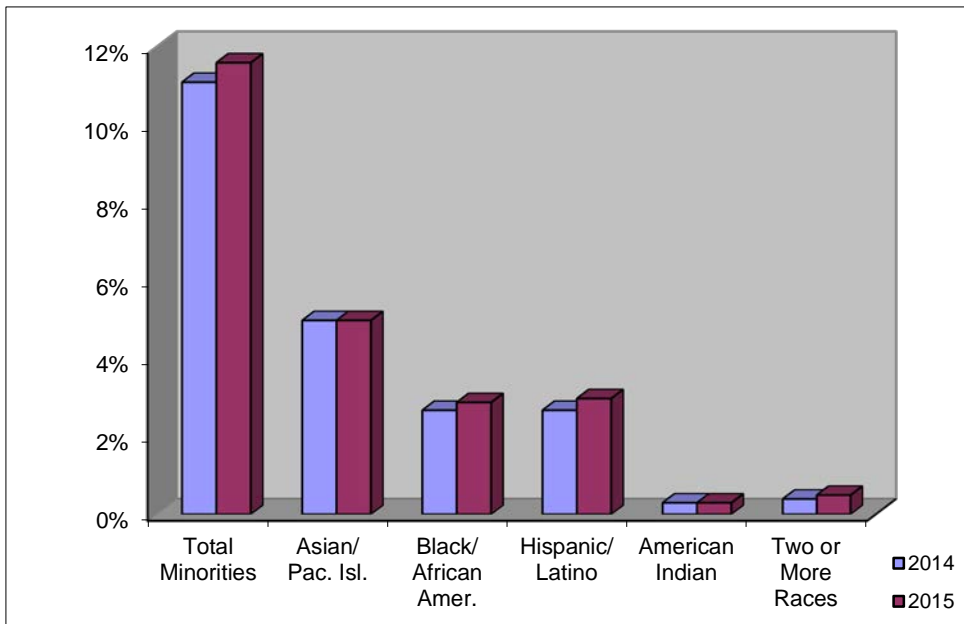
Primary Occupational Activity Group	2014							2015							Net Change						
	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races
1 Executive, Admin., & Managerial Staff	369	21 5.7%	3 0.8%	7 1.9%	7 1.9%	1 0.3%	3 0.8%	355	18 5.1%	1 0.3%	6 1.7%	7 2.0%	1 0.3%	3 0.8%	-14 -3.8%	-3 -14.3%	-2 -66.7%	-1 -14.3%	0	0	0
2 Tenured/ Tenure Track Faculty	1,453	301 20.7%	193 13.3%	35 2.4%	61 4.2%	4 0.3%	8 0.6%	1,432	299 20.9%	193 13.5%	34 2.4%	60 4.2%	4 0.3%	8 0.6%	-21 -1.4%	-2 -0.7%	0	-1 +2.9%	-1 -1.6%	0	0
3 Non-Tenure Track Faculty	967	191 19.8%	125 12.9%	23 2.4%	35 3.6%	4 0.4%	4 0.4%	1,076	226 21.0%	144 13.4%	27 2.5%	47 4.4%	3 0.3%	5 0.5%	+109 +11.3%	+35 +18.3%	+19 +15.2%	+4 +17.4%	+12 +34.3%	-1 -25.0%	+1 +25.0%
4 Professional & Scientific Staff	8,898	728 8.2%	376 4.2%	134 1.5%	170 1.9%	16 0.2%	32 0.4%	9,458	812 8.6%	389 4.1%	155 1.6%	207 2.2%	15 0.2%	46 0.5%	+560 +6.3%	+84 +11.5%	+13 +3.5%	+21 +15.7%	+37 +21.8%	-1 -6.3%	+14 +43.8%
5 Secretarial & Clerical Staff	1,773	97 5.5%	21 1.2%	34 1.9%	33 1.9%	6 0.3%	3 0.2%	1,621	96 5.9%	25 1.5%	30 1.9%	32 2.0%	4 0.2%	5 0.3%	-152 -8.6%	-1 -1.0%	+4 +19.0%	-4 -11.8%	-1 -3.0%	-2 -33.3%	+2 +66.7%
6 Technical & Paraprofessional Staff	685	78 11.4%	23 3.4%	19 2.8%	29 4.2%	4 0.6%	3 0.4%	720	83 11.5%	21 2.9%	22 3.1%	32 4.4%	3 0.4%	5 0.7%	+35 +5.1%	+5 +6.4%	-2 -8.7%	+3 +15.8%	+3 +10.3%	-1 -25.0%	+2 +66.7%
7 Skilled Crafts Staff	354	17 4.8%	1 0.3%	7 2.0%	3 0.8%	6 1.7%	0	349	16 4.6%	1 0.3%	4 1.1%	5 1.4%	6 1.7%	0	-5 -1.4%	-1 -5.9%	0	-3 -42.9%	+2 +66.7%	0	0
8 Service & Maintenance Staff	1,925	390 20.3%	76 3.9%	178 9.2%	109 5.7%	13 0.7%	14 0.7%	1,970	427 21.7%	74 3.8%	209 10.6%	123 6.2%	11 0.6%	10 0.5%	+45 +2.3%	+37 +9.5%	-2 -2.6%	+31 +17.4%	+14 +12.8%	-2 -15.4%	-4 -28.6%
<b>Total</b>	<b>16,424</b>	<b>1,823 11.1%</b>	<b>818 5.0%</b>	<b>437 2.7%</b>	<b>447 2.7%</b>	<b>54 0.3%</b>	<b>67 0.4%</b>	<b>16,981</b>	<b>1,977 11.6%</b>	<b>848 5.0%</b>	<b>487 2.9%</b>	<b>513 3.0%</b>	<b>47 0.3%</b>	<b>82 0.5%</b>	<b>+557 +3.4%</b>	<b>+154 +8.4%</b>	<b>+30 +3.7%</b>	<b>+50 +11.4%</b>	<b>+66 +14.8%</b>	<b>-7 -13.0%</b>	<b>+15 +22.4%</b>

\* In 2015, seven employees self-identified as Native Hawaiian or Other Pacific Islander (two Non-Tenure Track Faculty, three Professional and Scientific Staff, and two Service and Maintenance Staff); due to the small numbers, this racial/ethnic category is combined with the Asian category in this report.

**Figure 3**  
**Minority Faculty and Staff by Primary Occupational Activity Group**  
**November 1, 2014 – November 1, 2015**



**Figure 4**  
**Total Workforce by Race/Ethnicity**  
**November 1, 2014 – November 1, 2015**



*Actual Workforce Gains and Losses.* Each Primary Occupational Activity (POA) group includes several job groups (groupings of similar classifications). The table below shows the totals across job groups within each POA of 1) gains (e.g., hires, promotions, transfers in); 2) losses (e.g., 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.

**Table III**  
**Workforce Gains and Losses by Primary Occupational Activity Group,**  
**Sex, and Minority Status, November 1, 2014 – November 1, 2015**

Primary Occupational Activity Group	Gains			Losses			Net Change		
	Total	Women	Minorities	Total	Women	Minorities	Total	Women	Minorities
1 Executive, Administrative, & Managerial Staff	65	36	3	79	32	6	-14	+4	-3
2 Tenured/Tenure Track Faculty	99	36	23	120	43	25	-21	-7	-2
3 Non-Tenure Track Faculty	216	114	62	107	53	27	+109	+61	+35
4 Professional & Scientific Staff	1,822	1,361	192	1,262	922	108	+560	+439	+84
5 Secretarial and Clerical Staff	186	146	26	338	287	27	-152	-141	-1
6 Technical and Paraprofessional Staff	129	99	18	94	68	13	+35	+31	+5
7 Skilled Crafts Staff	43	1	2	48	1	3	-5	0	-1
8 Service and Maintenance Staff	445	281	114	400	242	77	+45	+39	+37
<b>Total</b>	<b>3,005</b>	<b>2,074</b>	<b>440</b>	<b>2,448</b>	<b>1,648</b>	<b>286</b>	<b>+557</b>	<b>+426</b>	<b>+154</b>

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.

The organizational unit on campus with the largest workforce increase over the past year was UI Health Care (UIHC), with a net increase of 531 employees (5.2 percent). UIHC administration reports an unprecedented year of growth and expansion. The majority of new positions were added in the Department of Nursing, reflective of the need to provide the highest quality and safety in direct patient care. Other areas of growth include e-health, patient scheduling, patient financial services and compliance due to the national implementation of ICD-10 (International Classification of Diseases), the full conversion of UIHC to the Epic Revenue Cycle, and the expansion of pediatric services for the opening of the UI Children's Hospital.

## B. Faculty and Staff by Disability and Veteran Status, 2014 – 2015

Employees may self-report disability and veteran status to the university at the time of appointment, and may update or correct this information at any time.

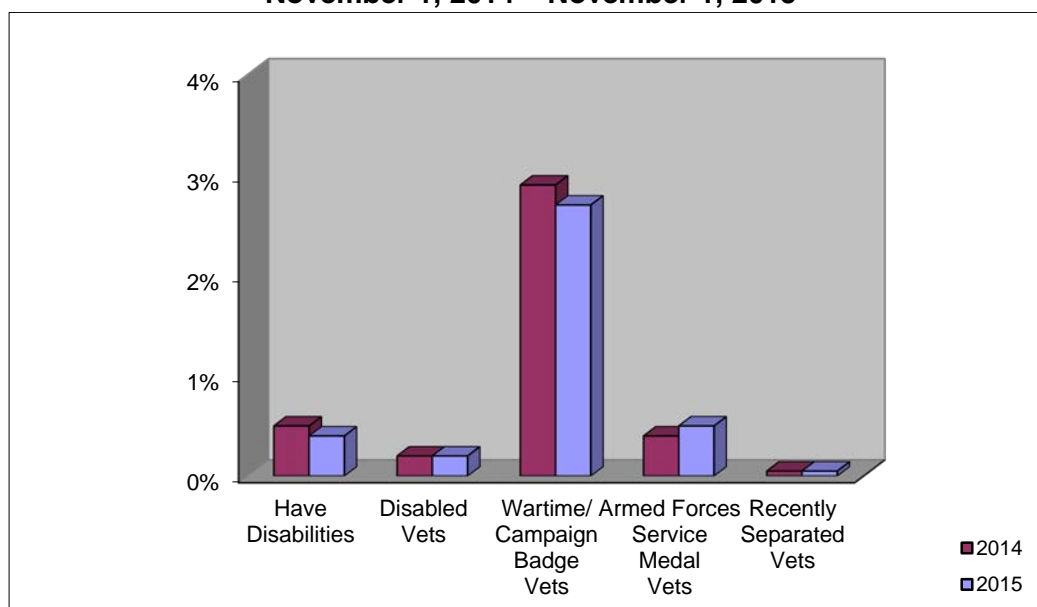
The number of faculty and staff who reported having a disability decreased by 8 individuals (9.9 percent) over the past year. The number of faculty and staff who self-identified as disabled veterans increased by 3 (10.0 percent), Active Duty Wartime/Campaign Badge veterans decreased by 19 (4.0 percent), and Armed Forces Service Medal veterans increased by 8 (11.6 percent). There was a decrease of 6 (75.0 percent) in the number of veterans whose discharge date from military service was within the three years prior to the data snapshot date.

The following table and chart indicate the number of faculty and staff who self-reported disability and veteran status in 2014 and 2015.

**Table IV**  
**Faculty and Staff by Disability and Veteran Status**  
**November 1, 2014 – November 1, 2015**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2014	16,424	81 0.5 %	30 0.2 %	475 2.9 %	69 0.4 %	8 < 0.1 %
2015	16,981	73 0.4 %	33 0.2 %	456 2.7 %	77 0.5 %	2 < 0.1 %
Net Change	+ 557 + 3.4 %	- 8 - 9.9 %	+ 3 + 10.0 %	- 19 - 4.0 %	+ 8 + 11.6 %	- 6 - 75.0 %

**Figure 5**  
**Faculty and Staff by Disability and Veteran Status**  
**November 1, 2014 – November 1, 2015**





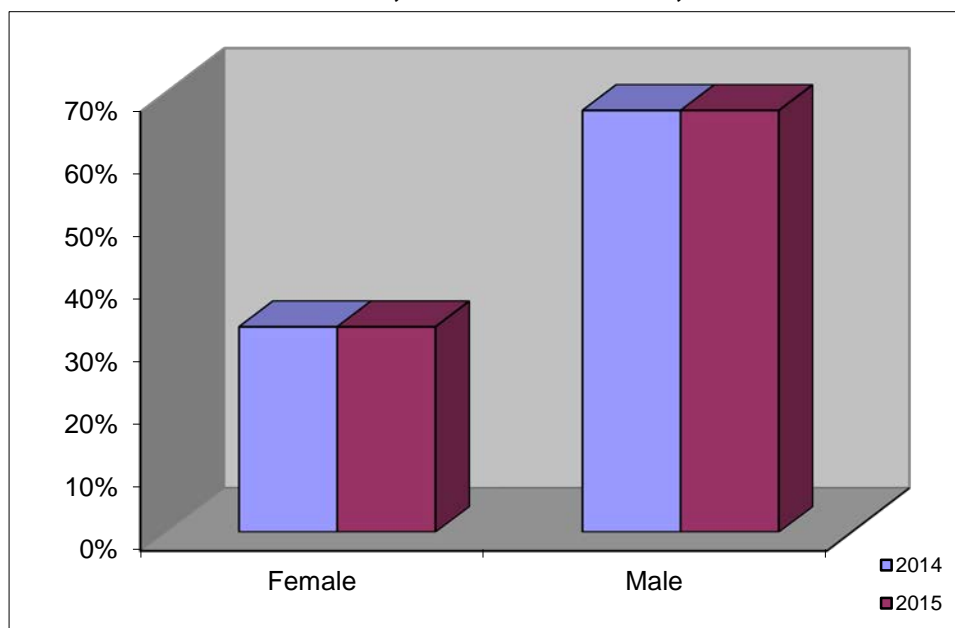
### C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2014 – 2015

The number of tenured/tenure track faculty decreased by 21 (1.4 percent) in the last year. The number of female tenured/tenure track faculty decreased by 7 (1.5 percent), and the total number of minority faculty decreased by 2 (0.7 percent). The following table and charts present the sex and race/ethnicity of tenured/tenure track faculty in 2014 and 2015.

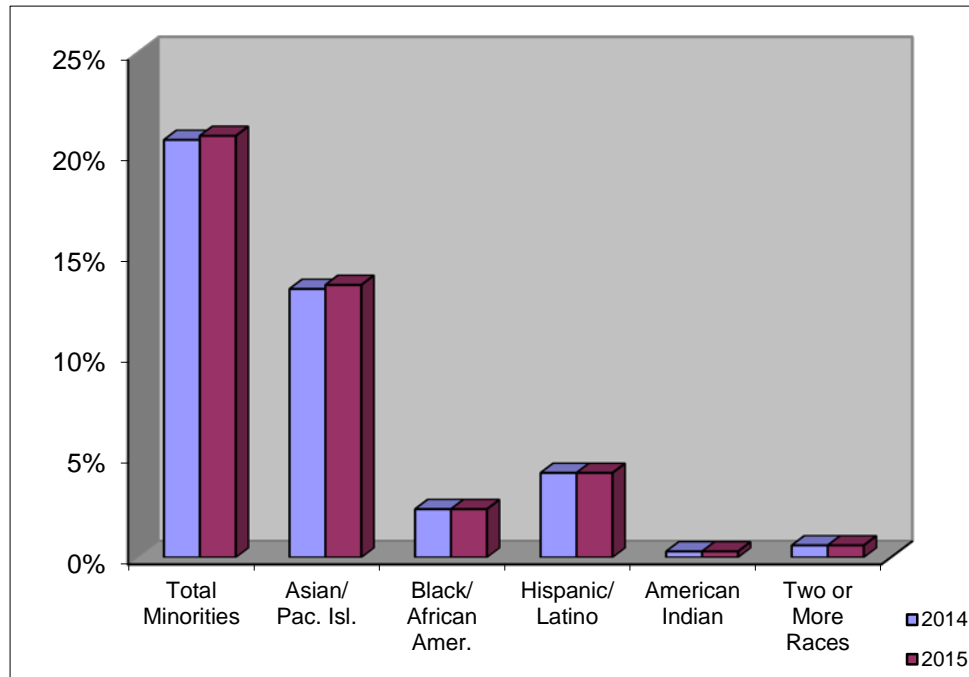
**Table V**  
**Tenured/Tenure Track Faculty by Sex and Race/Ethnicity**  
**November 1, 2014 – November 1, 2015**

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2014	1,453	476 32.8 %	301 20.7 %	193 13.3 %	35 2.4 %	61 4.2 %	4 0.3 %	8 0.6 %
2015	1,432	469 32.8 %	299 20.9 %	193 13.5 %	34 2.4 %	60 4.2 %	4 0.3 %	8 0.6 %
Net Change	- 21 - 1.4 %	- 7 - 1.5 %	- 2 - 0.7 %	0	- 1 - 2.9 %	- 1 - 1.6 %	0	0

**Figure 6**  
**Tenured/Tenure Track Faculty by Sex**  
**November 1, 2014 – November 1, 2015**



**Figure 7**  
**Tenured/Tenure Track Faculty by Race/Ethnicity**  
**November 1, 2014 – November 1, 2015**



#### **D. Tenured/Tenure Track Faculty Promotion and Tenure Rates by Sex and Minority Status, Academic Year 2014 – 15**

A total of 68 tenure track faculty were granted promotions effective Academic Year 2015-16, of whom 23 were women. This rate of promotion (33.8 percent) approximates the percentage of women on the tenure track faculty, now at 32.8 percent. Minorities received 15 of the 68 promotions (22.1 percent); this representation also approximates the representation of minorities on the tenure track faculty (20.9 percent).

Thirty-nine tenure track faculty members were granted tenure effective Academic Year 2015-16, of whom 16 (41.0 percent) were women. As of November 2015, women represented 42.1 percent of the untenured faculty on the tenure track. Among the 39 tenure track faculty members who received tenure, 11 (28.2 percent) were members of minority groups. As of November 2015, minorities represented 30.8 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 Sex and Minority Status**  
**Effective 2015-16 Academic Year**

	Total	Women	Minorities
<b>PROMOTIONS</b>			
Number on Tenure Track	1,432	469	299
Percentage of Total on Tenure Track		32.8%	20.9%
Sought Promotions	71	25	15
Percentage of All Faculty Who Sought Promotions (n = 71)		35.2%	21.1%
Percentage of Subgroup (Total, Women, or Minorities)	5.0%	5.3%	5.0%
Granted Promotions	68	23	15
Percentage of All Faculty Who Were Granted Promotions (n = 68)		33.8%	22.1%
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Promotions	95.8%	92.0%	100.0%
<b>TENURE</b>			
Number of Untenured Faculty on Tenure Track	373	157	115
Percentage of Total Untenured on Tenure Track		42.1%	30.8%
Sought Tenure	40	17	11
Percentage of All Faculty Who Sought Tenure (n = 40)		42.5%	27.5%
Percentage of Subgroup (Total, Women, or Minorities)	10.7%	10.8%	9.6%
Granted Tenure	39	16	11
Percentage of All Faculty Who Were Granted Tenure (n = 39)		41.0%	28.2%
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Tenure	97.5%	94.1%	100.0%

#### **E. Clinical Track Faculty by Sex and Race/Ethnicity, 2014 – 2015**

The university experienced a net increase of 64 clinical track faculty (10.1 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 33 (10.9 percent), and the number of minorities on the clinical track increased by 29 (22.0 percent).

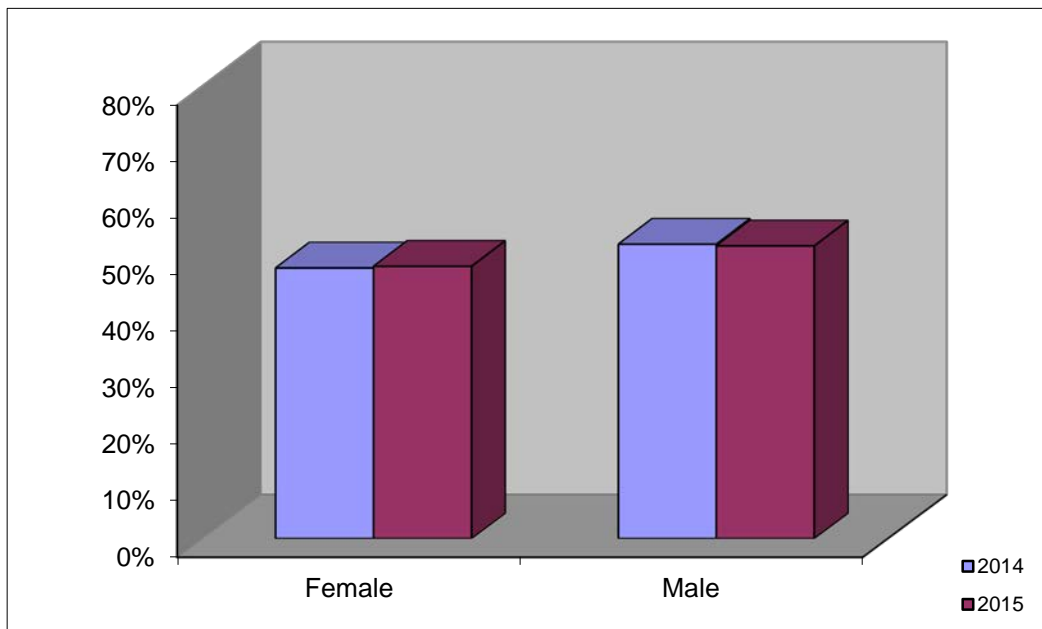
Carver College of Medicine continues to employ the majority of the clinical track faculty (83 percent), followed by the College of Dentistry (5 percent). The remaining clinical track faculty are employed in the colleges of Liberal Arts and Sciences, Pharmacy, Education, Nursing, Public Health, Law, or 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.

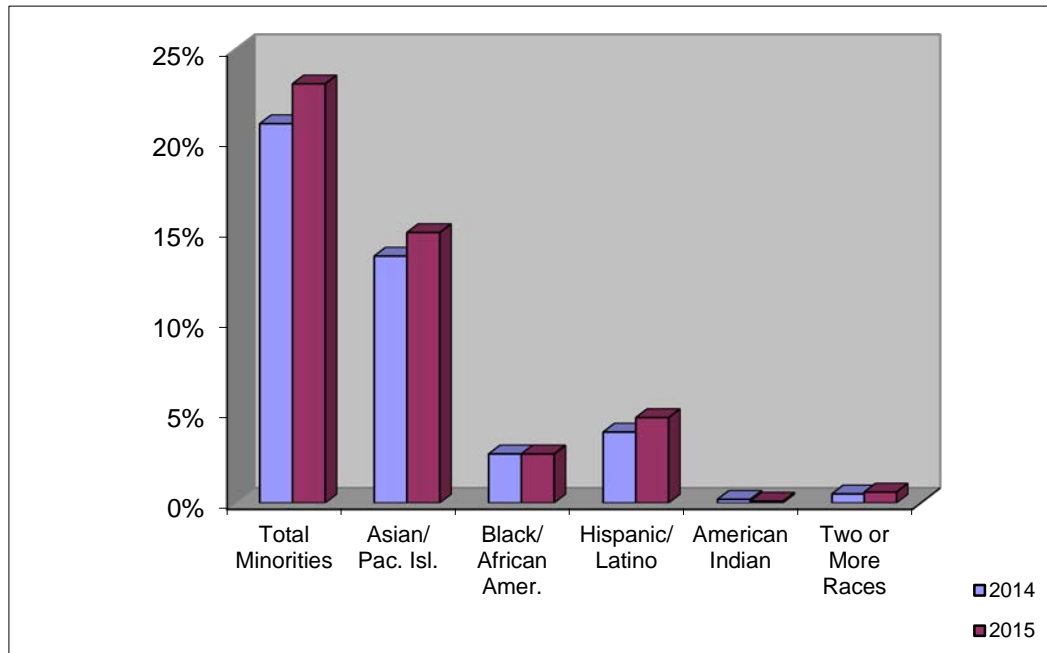
**Table VII**  
**Clinical Track Faculty by Sex and Race/Ethnicity**  
**November 1, 2014 – November 1, 2015**

Year	Clinical Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2014	633	303 47.9 %	132 20.9 %	86 13.6 %	17 2.7 %	25 3.9 %	1 0.2 %	3 0.5 %
2015	697	336 48.2 %	161 23.1 %	104 14.9 %	19 2.7 %	33 4.7 %	1 0.1 %	4 0.6 %
Net Change	+ 64 + 10.1 %	+ 33 + 10.9 %	+ 29 + 22.0 %	+ 18 + 20.9 %	+ 2 + 11.8 %	+ 8 + 32.0 %	0	+ 1 + 33.3 %

**Figure 8**  
**Clinical Track Faculty by Sex**  
**November 1, 2014 – November 1, 2015**



**Figure 9**  
**Clinical Track Faculty by Race/Ethnicity**  
**November 1, 2014 – November 1, 2015**



#### **F. Research Track Faculty by Sex and Race/Ethnicity, 2014 – 2015**

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.

The research track increased by 7 individuals (28.0 percent) in the last year. The number of women on the research track increased by 5 (55.6 percent), and the number of racial/ethnic minorities increased by 1 (12.5 percent).

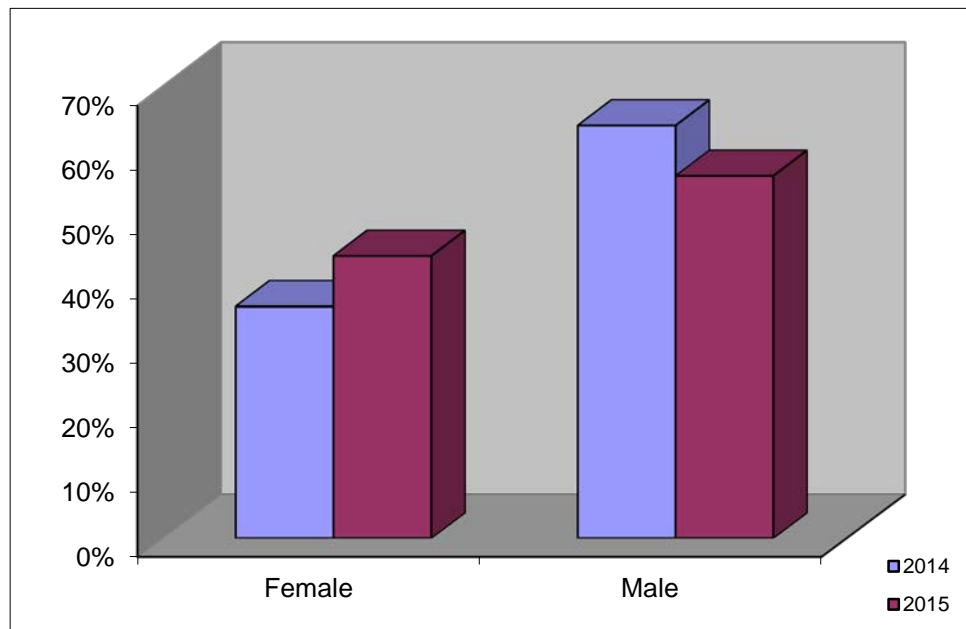
As of November 1, 2015, Carver College of Medicine employs all of the research track faculty.

The following table and charts show the sex and racial/ethnic composition of the research track faculty on November 1, 2014 and November 1, 2015.

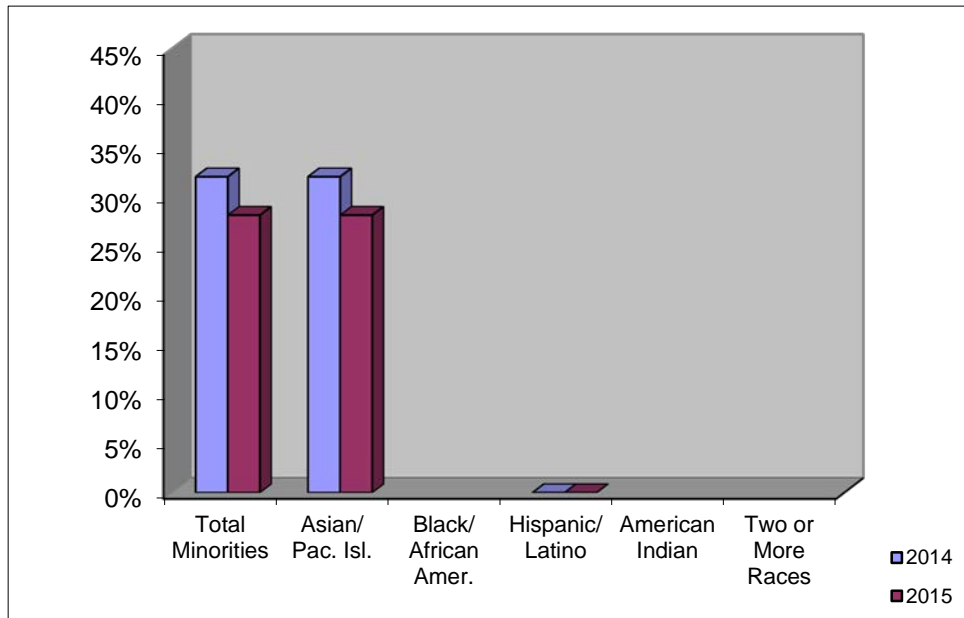
**Table VIII**  
**Research Track Faculty by Sex and Race/Ethnicity**  
**November 1, 2014 – November 1, 2015**

Year	Research Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2014	25	9 36.0 %	8 32.0 %	8 32.0 %	0	0	0	0
2015	32	14 43.8 %	9 28.1 %	9 28.1 %	0	0	0	0
Net Change	+ 7 + 28.0 %	+ 5 + 55.6 %	+ 1 + 12.5 %	+ 1 + 12.5 %	0	0	0	0

**Figure 10**  
**Research Track Faculty by Sex**  
**November 1, 2014 – November 1, 2015**



**Figure 11**  
**Research Track Faculty by Race/Ethnicity**  
**November 1, 2014 – November 1, 2015**



## **V. ANNUAL HIRING GOALS: 2014-15 AND 2015-16**

### **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.<sup>6</sup> 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 expected 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 2014-15 Data Year**

After adjusting to reflect the actual rate of hiring, annual hiring goals for the 2014-15 data year totaled 238 women and 101 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 342 women (2.0%) and by 299 minorities (1.8%) as of November 1, 2015.

The following tables show departments/job groups in which underrepresentation was identified as of November 1, 2014; the hiring goals in those departments/job groups (as adjusted to reflect the actual rate of hiring) for 2014-15; and whether these goals were met.

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<sup>6</sup> 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. For small job groups, an alternate test is used: if incumbency is less than 80% of the estimated availability and the difference is equal to at least one whole person, the job group is determined to be underrepresented.



**Table IX**  
**Progress toward Annual Hiring Goals for Faculty, Data Year 2014-15**

			Women			Minorities		
College	Department	Number of New Hires	Hiring Goal for Women	Total Women Hired	Was Goal Met?	Hiring Goal for Minorities	Total Minorities Hired	Was Goal Met?
POA 2: Tenured/Tenure Track Faculty								
Education	Psychological and Quantitative Foundations	2	1	0	No			
	Rehabilitation & Counselor Education	1	1	1	Yes			
Liberal Arts & Sciences	Psychological & Brain Sciences	1	1	0	No			
Carver College of Medicine	Internal Medicine	6	2	2	Yes			
	Ophthalmology & Visual Sciences	1	0	0	n/a *			
	Pathology	2	1	0	No			
	Pediatrics	4	2	1	Partially			
Pharmacy	Pharmaceutical Sciences & Experimental Therapeutics	2	1	1	Yes			
Public Health	Biostatistics	2	1	0	No			
	Health Management & Policy	1	1	1	Yes			
	Occupational & Environmental Health	0				0	0	n/a *
POA 3: Non-Tenure Track Faculty								
Liberal Arts & Sciences	English as a Second Language	10				2	0	No
Pharmacy	Pharmacy Practice & Science	3				1	0	No
Public Health	Health Management & Policy	1	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.

**Table X**  
**Progress toward Annual Hiring Goals for Staff, Data Year 2014-15**

<b>Job Group</b>	<b>Number of New Hires</b>	<b>Women</b>			<b>Minorities</b>		
		<b>Hiring Goal for Women</b>	<b>Total Women Hired</b>	<b>Was Goal Met?</b>	<b>Hiring Goal for Minorities</b>	<b>Total Minorities Hired</b>	<b>Was Goal Met?</b>
1A	12	6	6	Yes	2	0	No
1B	22	15	16	Yes			
1C	11				3	2	Partially
1D	20				3	1	Partially
3B	77	61	52	Partially			
3G	18				5	2	Partially
3I	55	42	32	Partially			
3J	16				2	0	No
3K	10	6	2	Partially	1	0	No
3L	74				7	4	Partially
3N	11				3	1	Partially
3P	32	10	7	Partially	5	5	Yes
3Q	67				12	7	Partially
3S	38				6	2	Partially
3T	28	17	19	Yes			
4B	21				1	1	Yes
4C	22	19	19	Yes	2	3	Yes
4K	49	18	23	Yes			
5A	6	4	1	Partially	1	1	Yes
5C	1				0	0	n/a *
6C	12	1	0	No			
6D	7	0	0	n/a *	0	0	n/a *
6F	5	1	0	No			
7B	10	5	3	Partially	2	0	no
7D	177				34	31	Partially
7F	5				1	1	Yes
7I	2	0	1	Yes			
7J	8	5	3	Partially	2	1	Partially
7O	25	16	11	Partially			
8D	56				6	5	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 2015–16 Data Year

Anticipated hiring goals for women and minorities for 2015-16, aggregated by Primary Occupational Activity group, are shown in the table below.

**Table XI**  
**Annual Hiring Goals for Data Year 2015-16**

<b>Primary Occupational Activity Group</b>	<b>Women Total Hiring Goals</b>	<b>Minorities Total Hiring Goals</b>
1 Executive, Administrative, and Managerial Staff	14	6
2 Tenured/Tenure Track Faculty	11	1
4 Professional & Scientific Staff	68	48
5 Secretarial and Clerical Staff	41	9
6 Technical and Paraprofessional Staff	22	1
7 Skilled Crafts Staff	3	
8 Service and Maintenance Staff	8	39
<b>Total</b>	<b>167</b>	<b>104</b>

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.

## VI. FIVE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2010 - 2015

### A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity, 2010 – 2015

*Overall Changes.* The University of Iowa workforce increased by 1,929 individuals (12.8 percent) over the last five years, from 15,052 in 2010 to 16,981 in 2015. 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.

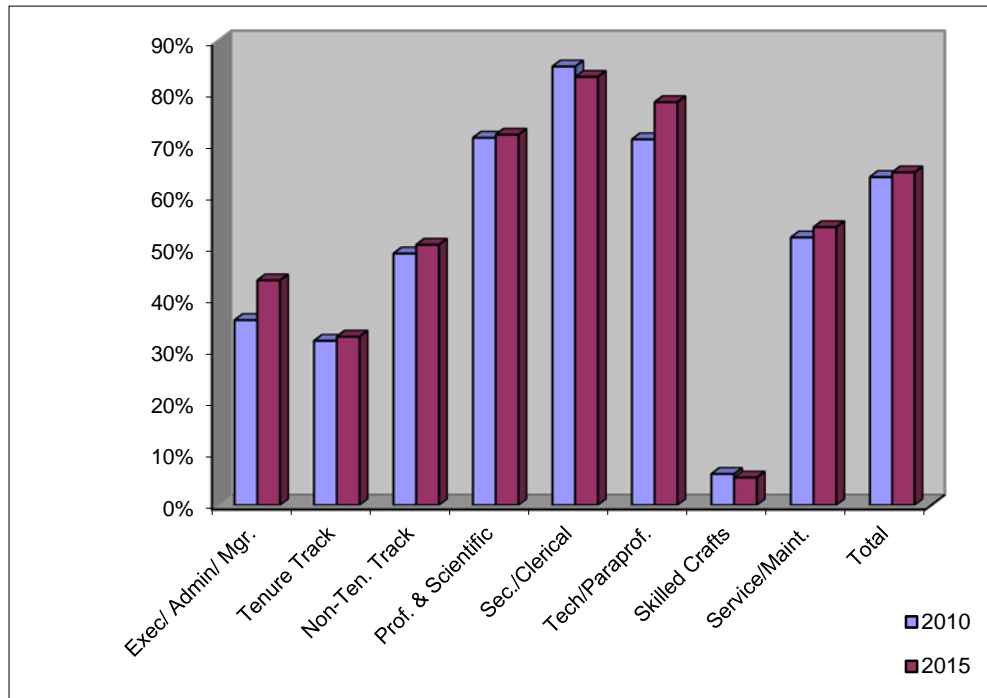
*Sex.* The number of women in the workforce increased by 14.4 percent over the five-year period, with the largest proportional increase in Non-Tenure Track Faculty and the largest net increase in Professional and Scientific Staff. The largest proportional and net decrease was among Secretarial and Clerical Staff.

The following table and chart provide more details of the university's workforce on November 1, 2010 and on November 1, 2015 by POA group and sex.

**Table XII**  
**Faculty and Staff by Primary Occupational Activity Group and Sex**  
**November 1, 2010 – November 1, 2015**

Primary Occupational Activity Group	2010		2015		Net Change	
	Total	Women	Total	Women	Total	Women
Executive, Administrative, & Managerial Staff	358	129 36.0 %	355	155 43.7 %	- 3 - 0.8 %	+ 26 + 20.2 %
2 Tenured/Tenure Track Faculty	1,455	465 32.0 %	1,432	469 32.8 %	- 23 - 1.6 %	+ 4 + 0.9 %
3 Non-Tenure Track Faculty	761	372 48.9 %	1,076	544 50.6 %	+ 315 + 41.4 %	+ 172 + 46.2 %
4 Professional & Scientific Staff	7,587	5,406 71.3 %	9,458	6,802 71.9 %	+ 1,871 + 24.7 %	+ 1,396 + 25.8 %
5 Secretarial and Clerical Staff	2,176	1,852 85.1 %	1,621	1,347 83.1 %	- 555 - 25.5 %	- 505 - 27.3 %
6 Technical and Paraprofessional Staff	576	409 71.0 %	720	563 78.2 %	+ 144 + 25.0 %	+ 154 + 37.7 %
7 Skilled Crafts Staff	359	22 6.1 %	349	19 5.4 %	- 10 - 2.8 %	- 3 - 13.6 %
8 Service and Maintenance Staff	1,780	926 52.0 %	1,970	1,063 54.0 %	+ 190 + 10.7 %	+ 137 + 14.8 %
<b>Total</b>	<b>15,052</b>	<b>9,581 63.7 %</b>	<b>16,981</b>	<b>10,962 64.6 %</b>	<b>+ 1,929 + 12.8 %</b>	<b>+ 1,381 + 14.4 %</b>

**Figure 12**  
**Female Faculty and Staff by Primary Occupational Activity Group**  
**November 1, 2010 – November 1, 2015**



***Race/Ethnicity.*** Race/ethnicity may be self-reported by employees to the university at the time of application and/or appointment and may be updated and/or corrected by the employee at any time.

From November 1, 2010 to November 1, 2015, overall racial/ethnic minority representation increased by 42.1 percent, with notable gains among Non-Tenure Track Faculty, Technical and Paraprofessional Staff, Service and Maintenance Staff, and Professional and Scientific Staff. The number of minorities among Executive, Administrative, and Managerial Staff decreased by 10 (35.7 percent). The total numbers of Asians/Pacific Islanders,<sup>7</sup> Blacks/African Americans, and Hispanic/Latinos increased during this time period, while the number of American Indians/Alaska Natives decreased by 10 (17.5 percent). Changes in the racial/ethnic composition of the workforce from 2010 to 2015 are detailed in the following table and charts.

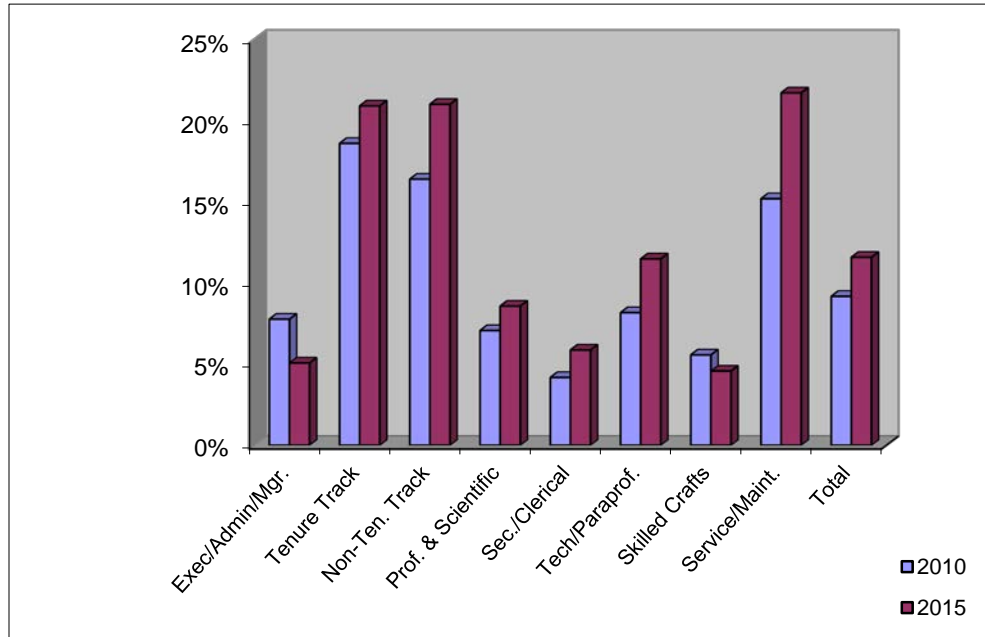
<sup>7</sup> Due to small numbers of employees who self-identified as Native Hawaiian or Other Pacific Islander, this racial/ethnic category is combined with the Asian category in this report.

**Table XIII**  
**Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity**  
**November 1, 2014 – November 1, 2015**

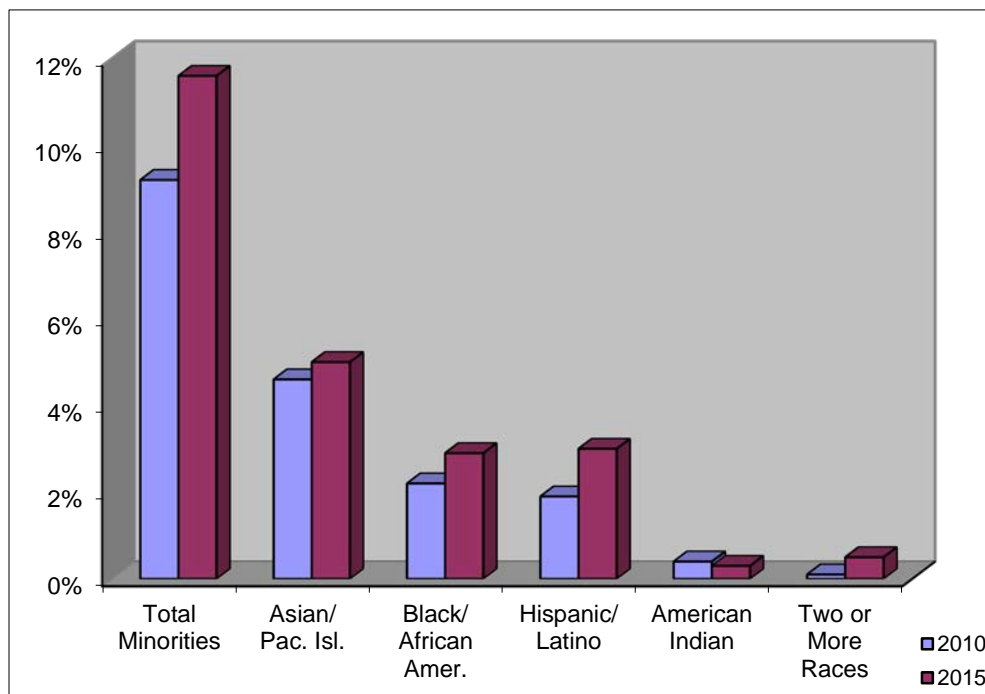
Primary Occupational Activity Group	2010								2015								Net Change							
	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races			
1 Executive, Admin., & Managerial Staff	358	28 7.8%	8 2.2%	12 3.4%	6 1.7%	1 0.3%	1 0.3%	355	18 5.1%	1 0.3%	6 1.7%	7 2.0%	1 0.3%	3 0.8%	-3 -0.8%	-10 -35.7%	-7 -87.5%	-6 -50.0%	+1 +16.7%	0	+2 +200%			
2 Tenured/ Tenure Track Faculty	1,455	271 18.6%	171 11.8%	38 2.6%	49 3.4%	7 0.5%	6 0.4%	1,432	299 20.9%	193 13.5%	34 2.4%	60 4.2%	4 0.3%	8 0.6%	-23 -1.6%	+28 +10.3%	+22 +12.9%	-4 -10.5%	+11 +22.4%	-3 -42.9%	+2 +33.3%			
3 Non-Tenure Track Faculty	761	125 16.4%	83 10.9%	16 2.1%	22 2.9%	2 0.3%	2 0.3%	1,076	226 21.0%	144 13.4%	27 2.5%	47 4.4%	3 0.3%	5 0.5%	+315 +41.4%	+101 +80.8%	+61 +73.5%	+11 +68.8%	+25 +114%	+1 +50.0%	+3 +150%			
4 Professional & Scientific Staff	7,587	537 7.1%	321 4.2%	88 1.2%	108 1.4%	13 0.2%	7 0.1%	9,458	812 8.6%	389 4.1%	155 1.6%	207 2.2%	15 0.2%	46 0.5%	+1,871 +24.7%	+275 +51.2%	+68 +21.2%	+67 +76.1%	+99 +91.7%	+2 +15.4%	+39 +557%			
5 Secretarial & Clerical Staff	2,176	92 4.2%	23 1.1%	34 1.6%	26 1.2%	7 0.3%	2 0.1%	1,621	96 5.9%	25 1.5%	30 1.9%	32 2.0%	4 0.2%	5 0.3%	-555 -25.5%	+4 +4.3%	+2 +8.7%	-4 -11.8%	+6 +23.1%	-3 -42.9%	+3 +150%			
6 Technical & Paraprofes- sional Staff	576	47 8.2%	9 1.6%	17 3.0%	17 3.0%	3 0.5%	1 0.2%	720	83 11.5%	21 2.9%	22 3.1%	32 4.4%	3 0.4%	5 0.7%	+144 +25.0%	+36 +76.6%	+12 +133%	+5 +29.4%	+15 +88.2%	0	+4 +400%			
7 Skilled Crafts Staff	359	20 5.6%	1 0.3%	7 1.9%	6 1.7%	6 1.7%	0	349	16 4.6%	1 0.3%	4 1.1%	5 1.4%	6 1.7%	0	-10 -2.8%	-4 -20.0%	0	-3 -42.9%	-1 -16.7%	0	0			
8 Service & Maintenance Staff	1,780	271 15.2%	70 3.9%	122 6.9%	59 3.3%	18 1.0%	2 0.1%	1,970	427 21.7%	74 3.8%	209 10.6%	123 6.2%	11 0.6%	10 0.5%	+190 +10.7%	+156 +57.6%	+4 +5.7%	+87 +71.3%	+64 +108%	-7 -38.9%	+8 +400%			
Total	15,052	1,391 9.2%	686 4.6%	334 2.2%	293 1.9%	57 0.4%	21 0.1%	16,981	1,977 11.6%	848 5.0%	487 2.9%	513 3.0%	47 0.3%	82 0.5%	+1,929 +12.8%	+586 +42.1%	+162 +23.6%	+153 +45.8%	+220 +75.1%	-10 -17.5%	+61 +290%			

\* In 2015, seven employees self-identified as Native Hawaiian or Other Pacific Islander (two Non-Tenure Track Faculty, three Professional and Scientific Staff, and two Service and Maintenance Staff); due to the small numbers, this racial/ethnic category is combined with the Asian category in this report.

**Figure 13**  
**Minority Faculty and Staff by Primary Occupational Activity Group**  
**November 1, 2010 – November 1, 2015**



**Figure 14**  
**Total Workforce by Race/Ethnicity**  
**November 1, 2010 – November 1, 2015**



## B. Faculty and Staff by Disability and Veteran Status, 2010 – 2015

Employees may 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 employees who reported having disabilities decreased by 22.3 percent.

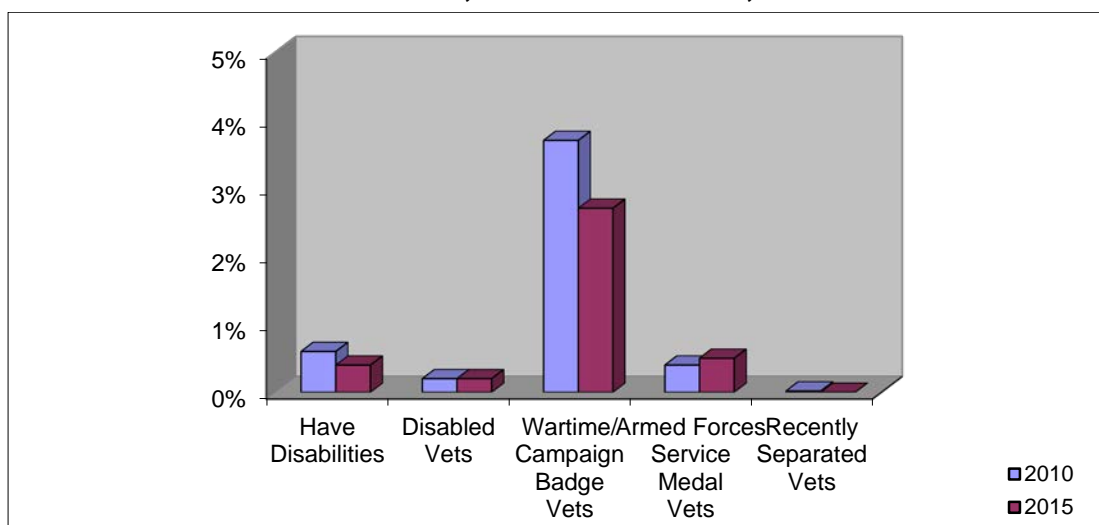
The number of faculty and staff who self-identified as disabled veterans decreased by 1 (2.9 percent). The number of Active Duty Wartime/Campaign Badge veterans decreased by 94 (17.1 percent), and the number of Armed Forces Service Medal veterans increased by 19 (32.8 percent). There was a decrease of 1 (33.3 percent) in the number of veterans whose discharge date from military service was within the three years prior to the data snapshot date.

The following table and chart indicate the number of faculty and staff who self-reported disabilities and veteran status in 2010 and 2015.

**Table XIV**  
**Faculty and Staff by Disability and Veteran Status**  
**November 1, 2010 – November 1, 2015**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2010	15,052	94 0.6 %	34 0.2 %	550 3.7 %	58 0.4 %	3 <0.1 %
2015	16,981	73 0.4 %	33 0.2 %	456 2.7 %	77 0.5 %	2 < 0.1 %
Net Change	+ 1,929 + 12.8 %	- 21 - 22.3 %	- 1 - 2.9 %	- 94 - 17.1 %	+ 19 + 32.8 %	- 1 - 33.3 %

**Figure 15**  
**Faculty and Staff by Disability and Veteran Status**  
**November 1, 2010 – November 1, 2015**





### C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2010 – 2015

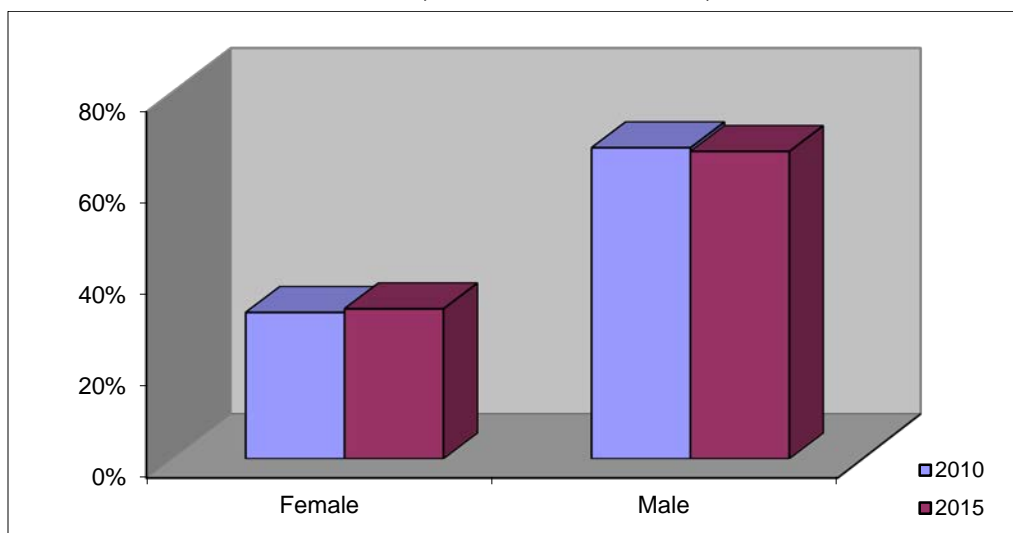
The university has experienced a net decrease of 23 tenured/tenure track faculty (1.6 percent) since November 1, 2010. During this five-year period, the number of female tenured/tenure track faculty increased by 4 (0.9 percent) and the number of minorities increased by 28 (10.3 percent). The largest net gain in the minority tenure track faculty was among Asians/Pacific Islanders (22 faculty or 12.96 percent) and the largest proportional gain was among Hispanics/Latinos (11 faculty or 22.4 percent).

The following table and charts indicate the sex and racial/ethnic representation among the tenured/tenure track faculty in 2010 and 2015.

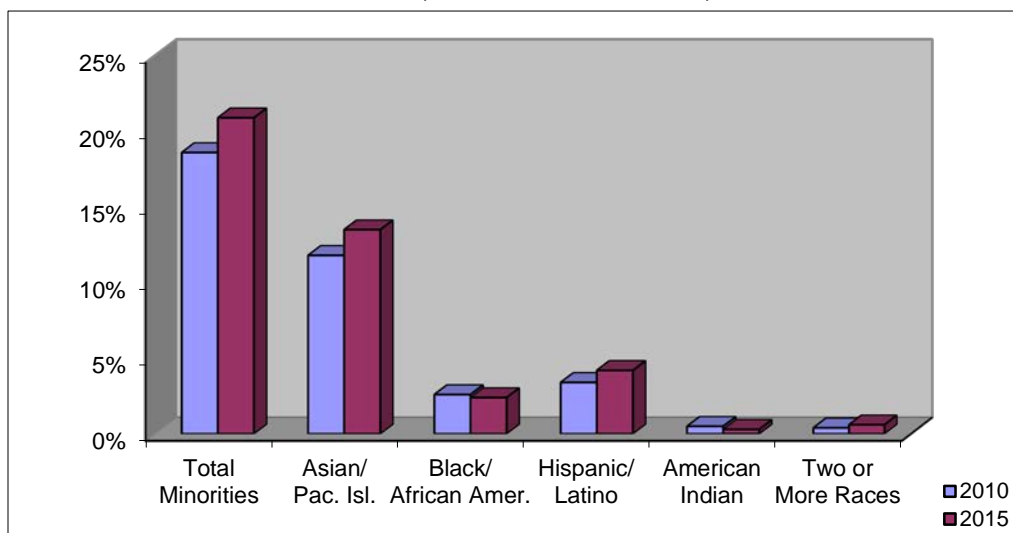
**Table XV**  
**Tenured/Tenure Track Faculty by Sex and Race/Ethnicity**  
**November 1, 2010 – November 1, 2015**

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2010	1,455	465 32.0 %	271 18.6 %	171 11.8 %	38 2.6 %	49 3.4 %	7 0.5 %	6 0.4 %
2015	1,432	469 32.8 %	299 20.9 %	193 13.5 %	34 2.4 %	60 4.2 %	4 0.3 %	8 0.6 %
Net Change	- 23 - 1.6 %	+ 4 + 0.9 %	+ 28 + 10.3 %	+ 22 + 12.9 %	- 4 - 10.5 %	+ 11 + 22.4 %	- 3 - 42.9 %	+ 2 + 33.3 %

**Figure 16**  
**Tenured/Tenure Track Faculty by Sex**  
**November 1, 2010 – November 1, 2015**



**Figure 17**  
**Tenured/Tenure Track Faculty by Race/Ethnicity**  
**November 1, 2010 – November 1, 2015**



#### **D. Clinical Track Faculty by Sex and Race/Ethnicity, 2010 - 2015**

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

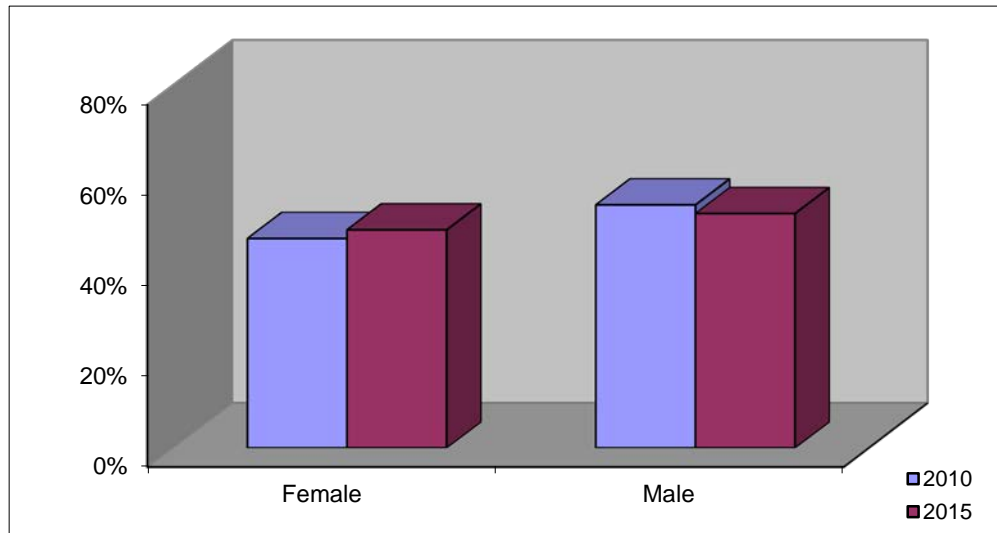
The clinical track faculty increased from 503 in 2010 to 697 in 2015, an increase of 38.6 percent over the five-year period. The number of women on the clinical track increased by 44.2 percent, and the number of minorities increased by 96.3 percent.

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

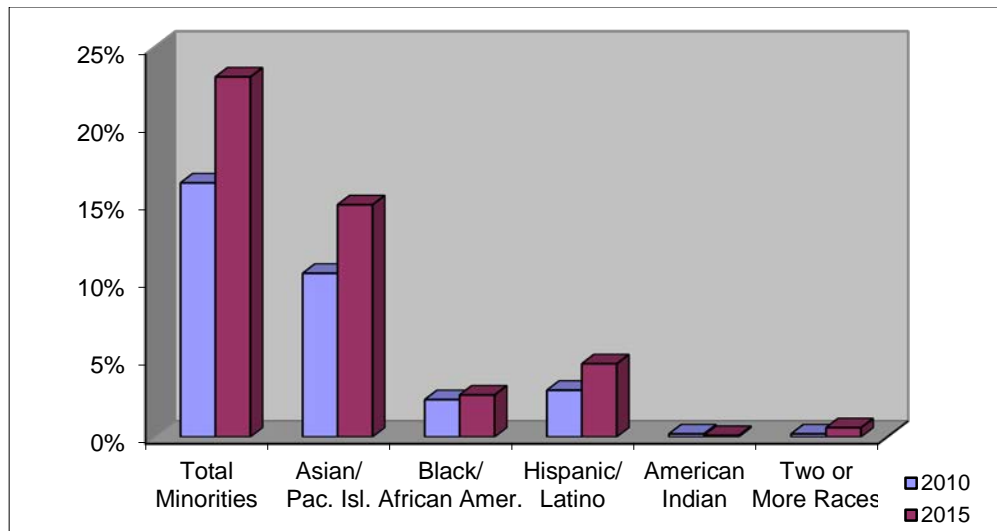
**Table XVI**  
**Clinical Track Faculty by Sex and Race/Ethnicity**  
**November 1, 2010 – November 1, 2015**

Year	Clinical Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African-American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2010	503	233 46.3 %	82 16.3 %	53 10.5 %	12 2.4 %	15 3.0 %	1 0.2 %	1 0.2 %
2015	697	336 48.2 %	161 23.1 %	104 14.9 %	19 2.7 %	33 4.7 %	1 0.1 %	4 0.6 %
Net Change	+ 194 + 38.6 %	+ 103 + 44.2 %	+ 79 + 96.3 %	+ 51 + 96.2 %	+ 7 + 58.3 %	+ 18 + 120.0 %	0	+ 3 +300.0%

**Figure 18**  
**Clinical Track Faculty by Sex**  
**November 1, 2010 – November 1, 2015**



**Figure 19**  
**Clinical Track Faculty by Race/Ethnicity**  
**November 1, 2010 – November 1, 2015**



#### **E. Research Track Faculty by Sex and Race/Ethnicity, 2010 – 2015**

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.

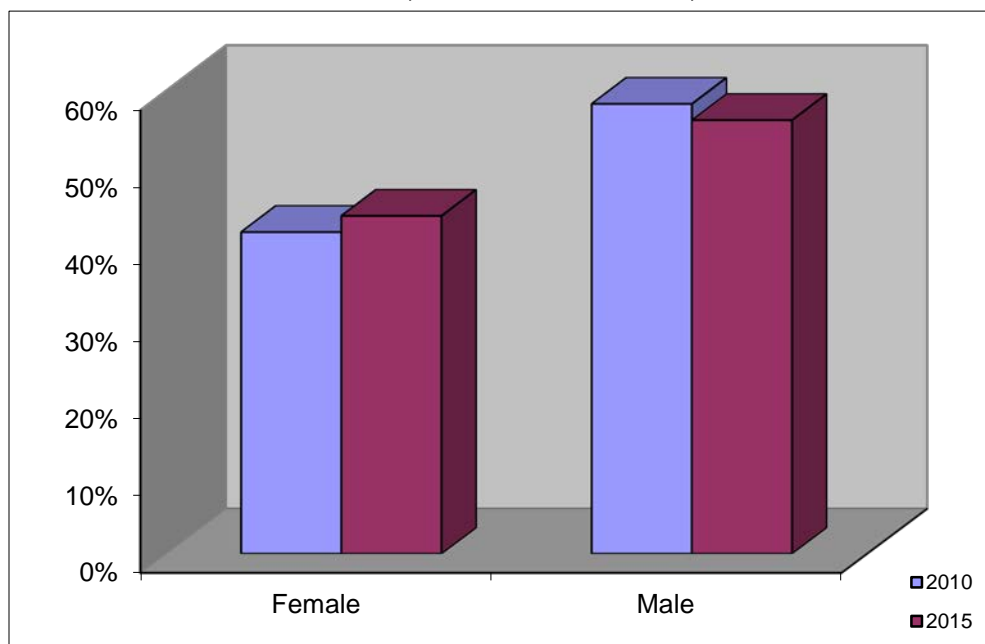
The research track has increased by 8 individuals (33.3 percent) over the past five years. The number of women on the research track increased by 4 (40.0 percent), and the number of racial/ethnic minorities remains the same.

The following table and charts show the sex and racial/ethnic composition of the research track faculty in 2010 and 2015.

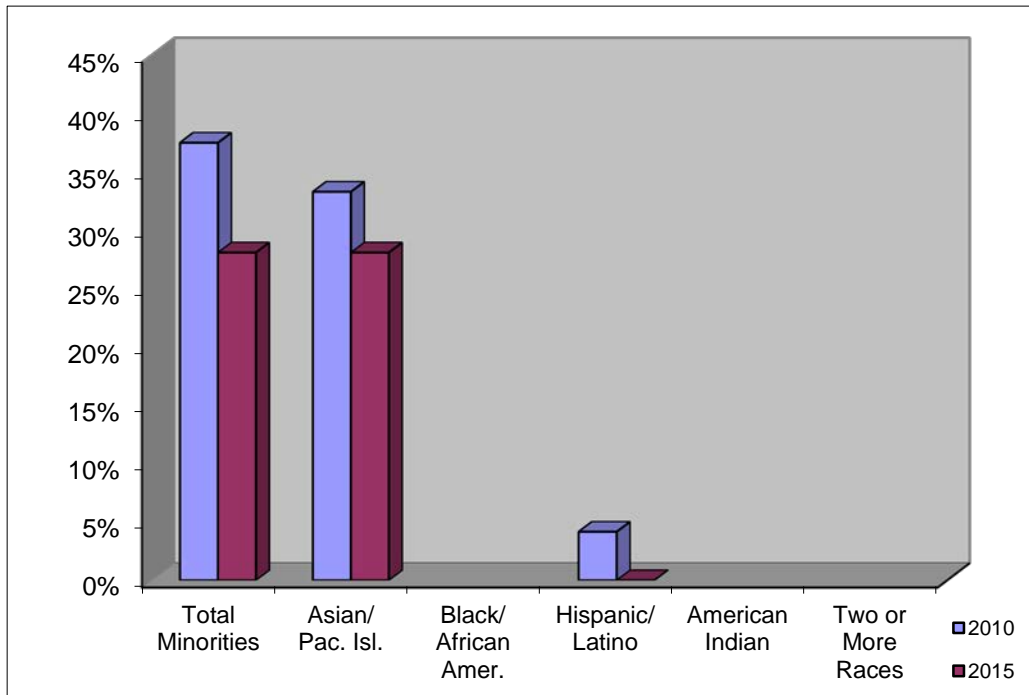
**Table XVII**  
**Research Track Faculty by Sex and Race/Ethnicity**  
**November 1, 2010 – November 1, 2015**

Year	Research Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African-American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2010	24	10 41.7 %	9 37.5 %	8 33.3 %	0	1 4.2 %	0	0
2015	32	14 43.8 %	9 28.1 %	9 28.1 %	0	0	0	0
Net Change	+ 8 + 33.3 %	+ 4 + 40.0 %	0	+ 1 + 12.5 %	0	- 1 - 100.0 %	0	0

**Figure 20**  
**Research Track Faculty by Sex**  
**November 1, 2010 – November 1, 2015**



**Figure 21**  
**Research Track Faculty by Race/Ethnicity**  
**November 1, 2010 – November 1, 2015**



## VII. TEN-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2005 - 2015

### A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity, 2005 - 2015

*Overall Changes.* Over the last ten years, the University of Iowa workforce has increased by 19.0 percent, from 14,274 in 2005 to 16,981 in 2015. 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 and net decrease was in Secretarial and Clerical Staff.

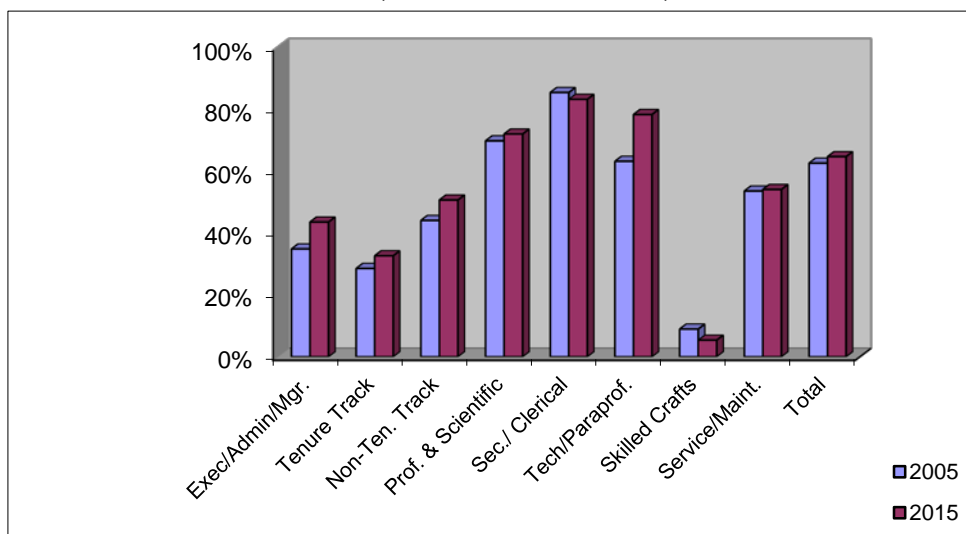
*Sex.* The number of women in the workforce increased by 22.9 percent overall, with the largest proportional increase in Non-Tenure Track Faculty and the largest net increase in Professional and Scientific Staff. The POA group with the largest proportional decrease was Skilled Crafts Staff and the largest net decrease was among Secretarial and Clerical Staff.

The following table and chart compare the university's workforce on October 1, 2005 to that on November 1, 2015 by POA group and sex.

**Table XVIII**  
**Faculty and Staff by Primary Occupational Activity Group and Sex**  
**October 1, 2005 – November 1, 2015**

Primary Occupational Activity Group	2005		2015		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	340	119 35.0%	355	155 43.7 %	+ 15 + 4.4 %	+ 36 + 30.3 %
2 Tenured/Tenure Track Faculty	1,520	436 28.7%	1,432	469 32.8 %	- 88 - 5.8 %	+ 33 + 7.6 %
3 Non-Tenure Track Faculty	565	250 44.2%	1,076	544 50.6 %	+ 511 + 90.4 %	+ 294 + 117.6 %
4 Professional & Scientific Staff	6,565	4,576 69.7%	9,458	6,802 71.9 %	+ 2,893 + 44.1 %	+ 2,226 + 48.6 %
5 Secretarial and Clerical Staff	2,651	2,262 85.3%	1,621	1,347 83.1 %	- 1,030 - 38.9 %	- 915 - 40.5 %
6 Technical and Paraprofessional Staff	455	287 63.1%	720	563 78.2 %	+ 265 + 58.2 %	+ 276 + 96.2 %
7 Skilled Crafts Staff	401	36 9.0%	349	19 5.4 %	- 52 - 13.0 %	- 17 - 47.2 %
8 Service and Maintenance Staff	1,777	951 53.5%	1,970	1,063 54.0 %	+ 193 + 10.9 %	+ 112 + 11.8 %
<b>Total</b>	<b>14,274</b>	<b>8,917 62.5%</b>	<b>16,981</b>	<b>10,962 64.6 %</b>	<b>+ 2,707 + 19.0 %</b>	<b>+ 2,045 + 22.9 %</b>

**Figure 22**  
**Female Faculty and Staff by Primary Occupational Activity Group**  
**October 1, 2005 – November 1, 2015**



*Race/Ethnicity.* Race/ethnicity may be self-reported by employees to the university at the time of application and/or appointment and may be updated and/or corrected by the employee at any time. Due to changes by the federal government in requirements for reporting employees' race and ethnicity, the university requested employees to update their self-reported demographic information in the fall of 2010 using the new federal categories. Key changes include:

- There are now two separate questions regarding race and Hispanic/Latino ethnicity. Employees who indicate that their ethnicity is Hispanic/Latino are reported as Hispanic/Latino, regardless of the race category or categories they indicate, and are included among racial/ethnic minorities for analytical purposes.
- Employees may select one or more of the following race categories: American Indian/Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White. Formerly, Asian/Pacific Islander had been a single category.<sup>8</sup> Employees who select two or more races are included among racial/ethnic minorities for analytical purposes.

Since 2005, racial/ethnic minority representation in the workforce has increased by 74.8 percent overall, with increases in the numbers of Asians/Pacific Islanders, Hispanics/Latinos, and Blacks/African Americans. The number of American Indians decreased by 16 individuals or 25.4 percent. The largest proportional increase was among Technical and Paraprofessional Staff and the largest net increase was in Professional and Scientific Staff. Minority representation decreased among Skilled Crafts Staff by 5 individuals (22.7 percent).

The following table and charts show the racial/ethnic composition of the workforce on October 1, 2005 and November 1, 2015.

<sup>8</sup> Due to small numbers of employees who self-identified as Native Hawaiian or Other Pacific Islander in 2015, this racial/ethnic category is combined with the Asian category in this report.

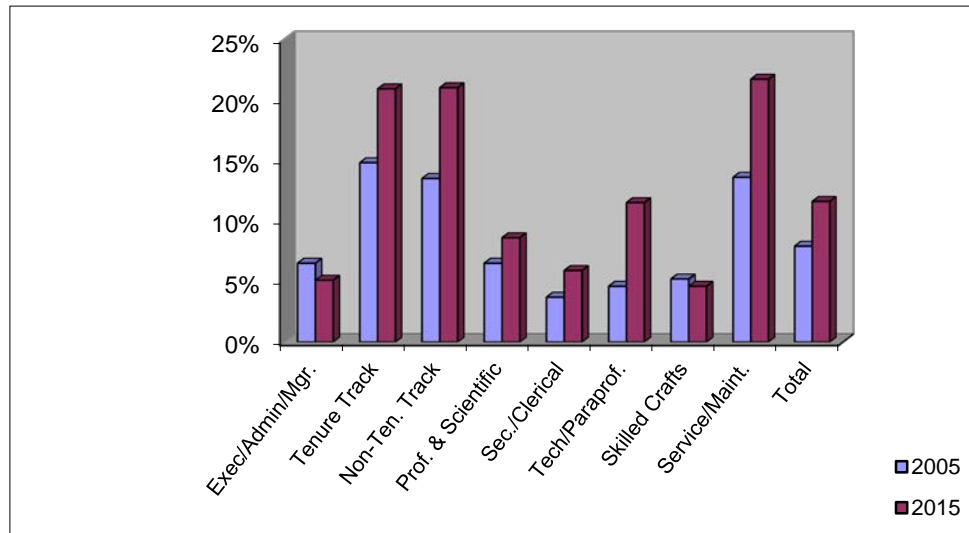
**Table XIX**  
**Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity**  
**October 1, 2005 – November 1, 2015**

Primary Occupational Activity Group	2005							2015							Net Change						
	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native		Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races
1 Executive, Administrative, & Managerial Staff	340	22 6.5%	8 2.4%	9 2.6%	3 0.9%	2 0.6%		355	18 5.1%	1 0.3%	6 1.7%	7 2.0%	1 0.3%	3 0.8%	+15 +4.4%	-4 -18.2%	-7 -87.5%	-3 -33.3%	+4 +133%	-1 -50.0%	+3 n/a
2 Tenured/ Tenure Track Faculty	1,520	225 14.8%	148 9.7%	30 2.0%	42 2.8%	5 0.3%		1,432	299 20.9%	193 13.5%	34 2.4%	60 4.2%	4 0.3%	8 0.6%	-88 -5.8%	+74 +32.9%	+45 +30.4%	+4 +13.3%	+18 +42.9%	-1 -20.0%	+8 n/a
3 Non-Tenure Track Faculty	565	76 13.5%	49 8.7%	14 2.5%	10 1.8%	3 0.5%		1,076	226 21.0%	144 13.4%	27 2.5%	47 4.4%	3 0.3%	5 0.5%	+511 +90.4%	+150 +197%	+93 +190%	+13 +92.9%	+37 +370%	0	+5 n/a
4 Professional & Scientific Staff	6,565	426 6.5%	252 3.8%	83 1.3%	78 1.2%	13 0.2%		9,458	812 8.6%	389 4.1%	155 1.6%	207 2.2%	15 0.2%	46 0.5%	+2,893 +44.1%	+386 +90.6%	+134 +53.2%	+72 +86.7%	+129 +165%	+2 +15.4%	+46 n/a
5 Secretarial & Clerical Staff	2,651	99 3.7%	33 1.2%	34 1.3%	19 0.7%	13 0.5%		1,621	96 5.9%	25 1.5%	30 1.9%	32 2.0%	4 0.2%	5 0.3%	-1,030 -38.9%	-3 -3.0%	-8 -24.2%	-4 -11.8%	+13 +68.4%	-9 -69.2%	+5 n/a
6 Technical & Paraprofessional Staff	455	21 4.6%	9 2.0%	4 0.9%	7 1.5%	1 0.2%		720	83 11.5%	21 2.9%	22 3.1%	32 4.4%	3 0.4%	5 0.7%	+265 +58.2%	+62 +295%	+12 +133%	+18 +450%	+25 +357%	+2 +200%	+5 n/a
7 Skilled Crafts Staff	401	21 5.2%	0	7 1.7%	7 1.7%	7 1.7%		349	16 4.6%	1 0.3%	4 1.1%	5 1.4%	6 1.7%	0	-52 -13.0%	-5 -23.8%	+1 n/a	-3 -42.9%	-2 -28.6%	-1 -14.3%	0 n/a
8 Service & Maintenance Staff	1,777	241 13.6%	66 3.7%	96 5.4%	60 3.4%	19 1.1%		1,970	427 21.7%	74 3.8%	209 10.6%	123 6.2%	11 0.6%	10 0.5%	+193 +10.9%	+186 +77.2%	+6 +9.1%	+113 +118%	+63 +105%	-8 -42.1%	+10 n/a
<b>Total</b>	<b>14,274</b>	<b>1,131 7.9%</b>	<b>565 4.0%</b>	<b>277 1.9%</b>	<b>226 1.6%</b>	<b>63 0.4%</b>		<b>16,981</b>	<b>1,977 11.6%</b>	<b>848 5.0%</b>	<b>487 2.9%</b>	<b>513 3.0%</b>	<b>47 0.3%</b>	<b>82 0.5%</b>	<b>+2,707 +19.0%</b>	<b>+846 +74.8%</b>	<b>+276 +48.8%</b>	<b>+210 +75.8%</b>	<b>+287 +127%</b>	<b>-16 -25.4%</b>	<b>+82 n/a</b>

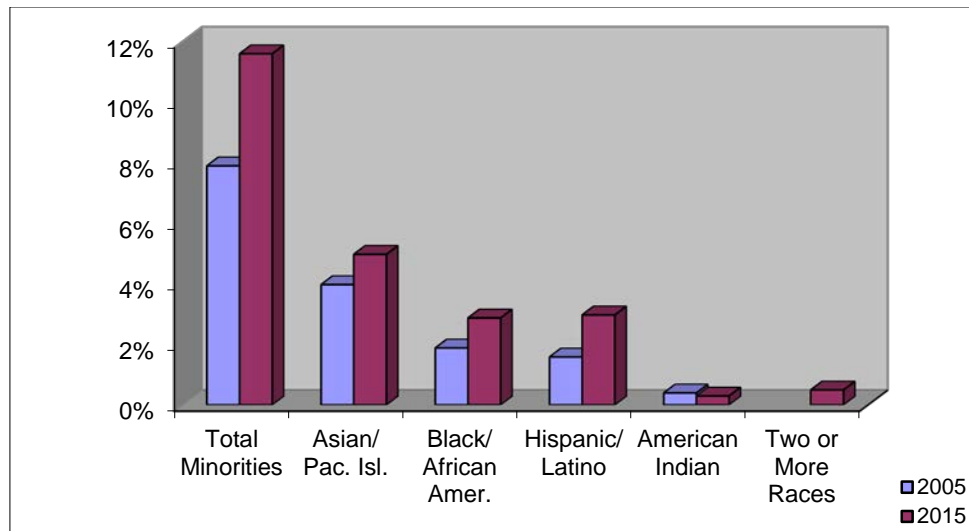
\* In 2015, seven employees self-identified as Native Hawaiian or Other Pacific Islander (two Non-Tenure Track Faculty, three Professional and Scientific Staff, and two Service and Maintenance Staff); due to the small numbers, this racial/ethnic category is combined with the Asian category in this report.



**Figure 23**  
**Minority Faculty and Staff by Primary Occupational Activity Group**  
**October 1, 2005 – November 1, 2015**



**Figure 24**  
**Total Workforce by Race/Ethnicity**  
**October 1, 2005 – November 1, 2015**



## **B. Faculty and Staff by Disability and Veteran Status, 2005 – 2015**

Employees may 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 2005, the number of faculty and staff who reported having a disability has decreased by 17 individuals (18.9 percent).

The number of faculty and staff who self-identified as disabled veterans increased by 7 (26.0 percent) during the ten-year period. In 2009, the university modified the categories of veteran status to comply with changes in reporting requirements to the U.S. Department of Labor. As a result, direct comparisons between 2005 and 2015 data are not possible for several of the veteran categories. The changes are as follows:

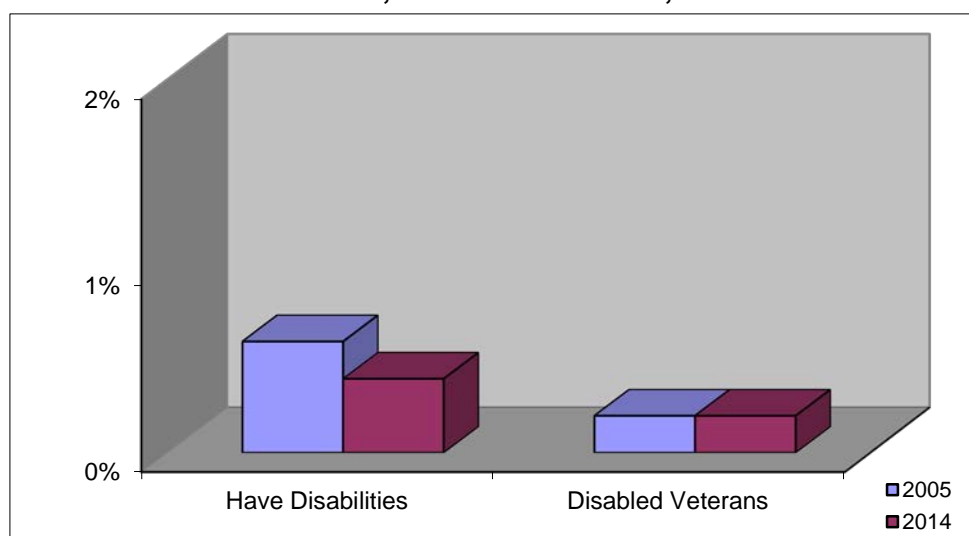
- “Vietnam-Era Veteran” is no longer collected
- “Active Duty Wartime/Campaign Badge Veteran” has been expanded and now includes many veterans previously reported as Vietnam-era veterans
- “Armed Forces Service Medal veterans” has been added
- “Recently Separated Veterans” includes those individuals 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 2005 and 2015.

**Table XX**  
**Faculty and Staff by Disability and Veteran Status**  
**October 1, 2005 – November 1, 2015**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Vietnam-Era Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2005	14,274	90 0.6 %	26 0.2 %	351 2.5 %	311 2.2 %	n/a	n/a
2015	16,981	73 0.4 %	33 0.2 %	n/a	456 2.7 %	77 0.5 %	2 < 0.1 %
Net Change	+ 2,707 + 19.0 %	- 17 - 18.9 %	+ 7 + 26.9 %	n/a	+ 145 + 46.6 %	n/a	n/a

**Figure 25**  
**Faculty and Staff by Disability and Veteran Status**  
**October 1, 2005 – November 1, 2015**



### C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2005 - 2015

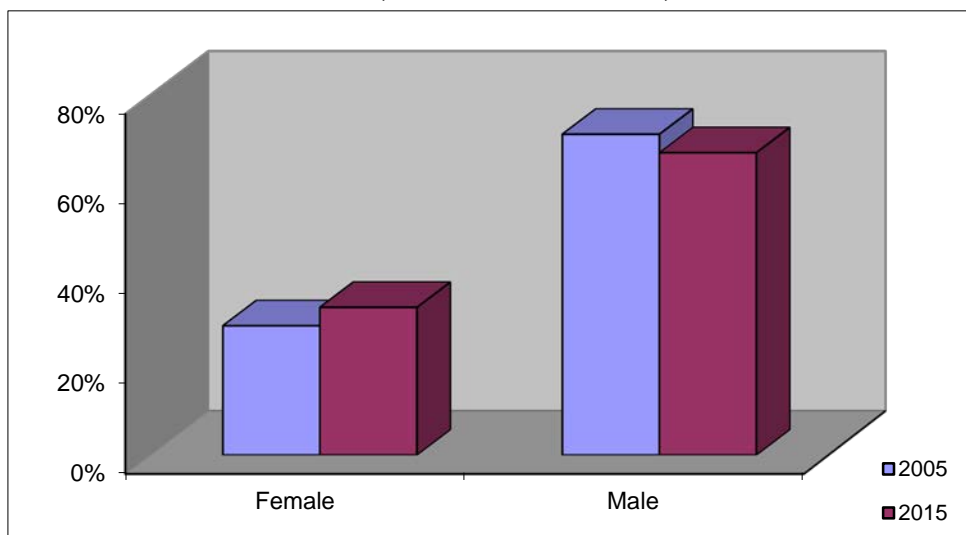
The number of tenured/tenure track faculty decreased by 88 (5.8 percent) over the ten-year period, from 1,520 in 2005 to 1,432 in 2015. However, the numbers of female and racial/ethnic minority tenured/tenure track faculty increased over this time period, women by 7.6 percent and minorities by 32.9 percent.

The following table and charts indicate the sex and racial/ethnic representation among the tenured/tenure track faculty in October 2005 and in November 2015.

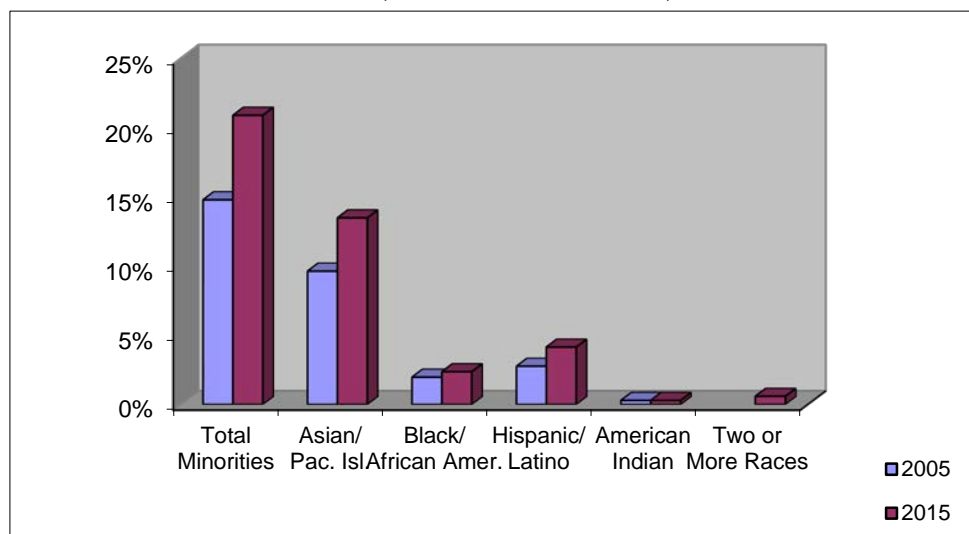
**Table XXI**  
**Tenured/Tenure Track Faculty by Sex and Race/Ethnicity**  
**October 1, 2005 – November 1, 2015**

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2005	1,520	436 28.7 %	225 14.8 %	148 9.7 %	30 2.0 %	42 2.8 %	5 0.3 %	n/a
2015	1,432	469 32.8 %	299 20.9 %	193 13.5 %	34 2.4 %	60 4.2 %	4 0.3 %	8 0.6 %
Net Change	- 88 - 5.8 %	+ 33 + 7.6 %	+ 74 + 32.9 %	+ 45 + 30.4 %	+ 4 + 13.3 %	+ 18 + 42.9 %	- 1 - 20.0 %	+8 n/a

**Figure 26**  
**Tenured/Tenure Track Faculty by Sex**  
**October 1, 2005 – November 1, 2015**



**Figure 27**  
**Tenured/Tenure Track Faculty by Race/Ethnicity**  
**October 1, 2005 – November 1, 2015**



#### **D. Clinical Track Faculty by Sex and Race/Ethnicity, 2005 - 2015**

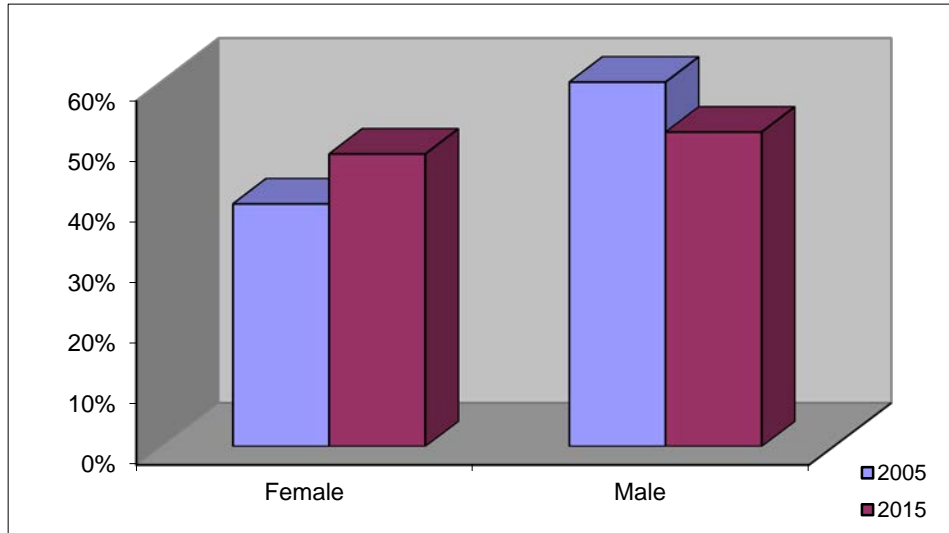
The clinical track faculty has grown by 88.4 percent in the last ten years, from 370 in 2005 to 697 in 2015. Clinical track positions are included in the Non-Tenure Track Faculty POA group. The growth of this POA group is directly related to the increase in clinical track appointments.

The number of women on the clinical track increased from 148 (40.0 percent) in 2005 to 336 (48.2 percent) in 2015. Over the ten-year period, the number of minorities on the clinical track increased from 41 (11.1 percent) to 161 (23.1 percent). The following table and charts illustrate the representation of women and minorities on the clinical track.

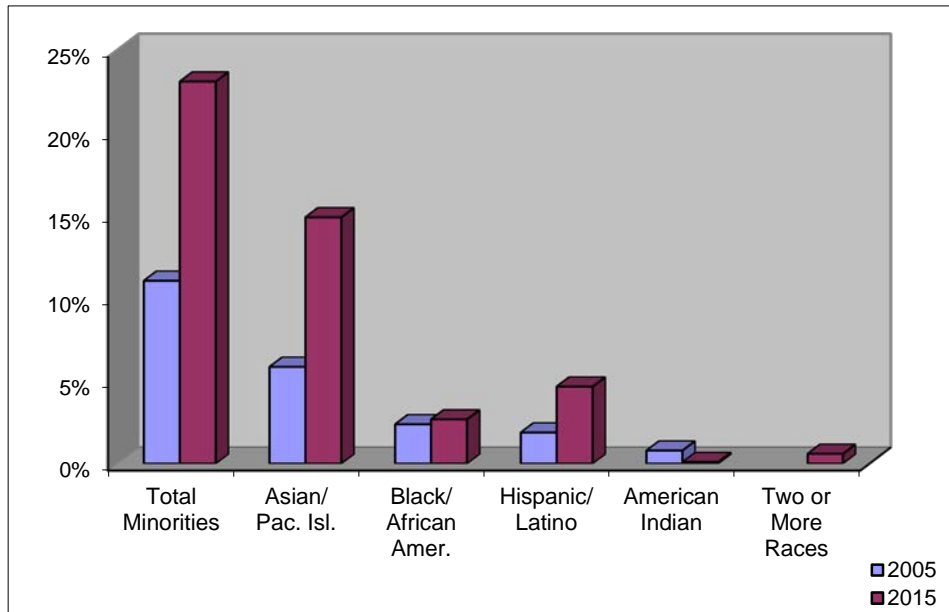
**Table XXII**  
**Clinical Track Faculty by Sex and Race/Ethnicity**  
**October 1, 2005 – November 1, 2015**

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2005	370	148 40.0 %	41 11.1 %	22 5.9 %	9 2.4 %	7 1.9 %	3 0.8 %	n/a
2015	697	336 48.2 %	161 23.1 %	104 14.9 %	19 2.7 %	33 4.7 %	1 0.1 %	4 0.6 %
Net Change	+ 327 + 88.4 %	+ 188 + 127.0 %	+ 120 + 292.7 %	+ 82 + 372.7 %	+ 10 + 111.1 %	+ 26 + 371.4 %	- 2 - 66.7 %	+ 4 n/a

**Figure 28**  
**Clinical Track Faculty by Sex**  
**October 1, 2005 – November 1, 2015**



**Figure 29**  
**Clinical Track Faculty by Race/Ethnicity**  
**October 1, 2005 – November 1, 2015**



## VIII. FIVE-YEAR AND TEN-YEAR COMPARISON SUMMARY

Table XXIII

The University of Iowa Workforce by Primary Occupational Activity Group, Sex, and Minority Status in 2005, 2010, and 2015

Primary Occupational Activity (POA) Group	September 30, 2005					October 31, 2010					October 31, 2015				
	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	340	119	35.0%	22	6.5%	358	129	36.0%	28	7.8%	355	155	43.7%	18	5.1%
Tenured/Tenure Track Faculty	1,520	436	28.7%	225	14.8%	1,455	465	32.0%	271	18.6%	1,432	469	32.8%	299	20.9%
Non-Tenure Track Faculty	565	250	44.2%	76	13.5%	761	372	48.9%	125	16.4%	1,076	544	50.6%	226	21.0%
Professional and Scientific Staff	6,565	4,576	69.7%	426	6.5%	7,587	5,406	71.3%	537	7.1%	9,458	6,802	71.9%	812	8.6%
Secretarial and Clerical Staff	2,651	2,262	85.3%	99	3.7%	2,176	1,852	85.1%	92	4.2%	1,621	1,347	83.1%	96	5.9%
Technical and Paraprofessional Staff	455	287	63.1%	21	4.6%	576	409	71.0%	47	8.2%	720	563	78.2%	83	11.5%
Skilled Crafts Staff	401	36	9.0%	21	5.2%	359	22	6.1%	20	5.6%	349	19	5.4%	16	4.6%
Service and Maintenance Staff	1,777	951	53.5%	241	13.6%	1,780	926	52.0%	271	15.2%	1,970	1,063	54.0%	427	21.7%
<b>Total</b>	<b>14,274</b>	<b>8,917</b>	<b>62.5%</b>	<b>1,131</b>	<b>7.9%</b>	<b>15,052</b>	<b>9,581</b>	<b>63.7%</b>	<b>1,391</b>	<b>9.2%</b>	<b>16,981</b>	<b>10,962</b>	<b>64.6%</b>	<b>1,977</b>	<b>11.6%</b>

**IOWA STATE UNIVERSITY**

OF SCIENCE AND TECHNOLOGY

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

Annual Affirmative Action Progress  
and Diversity Report  
November 2015

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## EXECUTIVE SUMMARY

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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 October 1, 2014 to September 30, 2015.

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

Iowa State University continues to hold sessions for faculty, staff, and graduate students regarding the Discrimination and Harassment policy and procedures. The participants learn what constitutes as discrimination and harassment, how to identify prohibited conduct, how to prevent, and how to report potential violations of University policy. Participants learn where to find Iowa State University policies and the appropriate university contacts. Training and education is an excellent way of supporting a working and learning environment that is welcoming, inclusive and free from discrimination and harassment. Having a solid policy and educating people on that policy encourages a working and learning environment where all people can succeed and thrive.

The Office of the Senior Vice President and Provost (SVPP) is guided by the current University strategic plan that posits diversity as central to the university's mission. The SVPP plays an integral role in developing and supporting diversity initiatives throughout the Academic Division. The Academic Division plays a key role in diversity efforts at the institution especially with regard to the recruiting, supporting, and advancing of a diverse body of faculty. The Provost sets expectations and assesses annually the progress made by each dean and each college towards their diversity goals.

The Division of Student Affairs continues its effective recruitment and retention strategies. In fall 2015, Iowa State University once again enrolled its most diverse student body ever. A record number of international students (4,041) are now enrolled, an increase of 13 students from last fall's record of 4,028. U.S. multicultural enrollment is 4,325 (12 percent of total enrollment), a new record and an increase over last fall's 4,065 students. Total U.S. multicultural and international enrollment is 8,366, or 23.24 percent of the student body. (The previous record set in fall 2014 was 8,093, or 23.3 percent of the student body.)

The Senior Vice President for Business and Finance's diversity initiatives relate to Iowa State University's strategic plan priorities as well as various goals within the strategic plan for business and finance. For business and finance, one of the goals is to promote an environment and provide services that enhance and diversify the university's human resources.

The Office of Equal Opportunity, Dean of Students Office, Iowa State University Police Department continues to conduct a number of outreach sessions to discuss the sexual misconduct, gender based violence, and student rights and responsibilities in regard to university policy. These presentations include information about university policy, and resources for students in need of support or assistance. Presentations have been done for a number of academic courses, graduate students, freshman classes, Greek chapter houses, residence life staff, student athletes, and other student organizations and leaders.

In addition, representatives of Iowa State University serve on various state, Big 12, and national boards such as the Iowa Network for Women in Higher Education (a part of the national network coordinated by the Inclusive Excellence Group of the American Council on Education), National Association of

Diversity Officers in Higher Education, and the Big 12 Chapter of Chief Diversity Officers, which are committed to advancing women and people of color in higher education.

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 <sup>1</sup>
Women	<b>50.2</b>	<b>50.5</b>
Minorities	<b>13.7</b>	<b>12.5</b>

Iowa State University experienced an increase in total workforce from 2014 attributing to the actual number increases in most of the employment groups for female and minority employees.

Several groups within the total workforce at Iowa State University saw an increase in the number of female employees and an increase in percentage from 2014.

Executive/Administrative/Managerial female employees saw an increase of 6 female employees, an increase of .3% from 2014. Tenure Track Faculty saw an increase of 19 female employees and an increase of .9% from 2014. The Professional and Scientific group saw an increase of 40 female employees and an increase of .5% from 2014. The Technical/Paraprofessional group also saw an increase of 18 female employees but a decrease of 11.0% from 2014. The number of female employees in the Skilled Crafts group saw an increase of 24 female employees and an increase of 7.1% from 2014.

Several groups within the total workforce at Iowa State University also saw an increase in the number of minority employees and an increase in percentage from 2014.

Executive/Administrative/Managerial minority employees saw an increase of 3 employees and an increase of .5% from 2014. Tenured/Tenure Track Faculty saw an increase of 23 minority employees and an increase of 1.3% from 2014. There was an increase of 9 minority employee and an increase of .1% from 2014 for the Professional and Scientific group. The Secretarial/Clerical group saw an increase of 5 minority employees and an increase of 1.1 percent from 2014. The number of minority employees in the Technical/Paraprofessional group increased by 5 minority employee and an increase of .5% from 2014. The number of minority employees in Skilled Crafts increase 2 employees and saw a .4% increase from 2014.

Iowa State University experienced a net increase of 20 minority employees and a net increase by .1% from 2014.

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<sup>1</sup> Information provided by the 2013 United States Census Bureau.

## **BUSINESS UNITS**

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### **OFFICE OF THE PRESIDENT**

President Leath initiated a comprehensive university-wide diversity study in March 2013 to help Iowa State better understand its existing diversity assets and more efficiently align those resources so the university can effectively support and promote diversity on campus and throughout the Ames community. Dr. Jerlando Jackson founder of The Jackson Consulting Firm in Madison, Wisconsin and Vilas Distinguished Professor of Higher Education at the University of Wisconsin, Madison, led the inventory and audit. Jackson received a Ph.D. in educational leadership and policy studies from Iowa State (2000), and offered to donate his services.

The study consists of three key components:

- Asset inventory: A comprehensive look at all diversity-related programs, initiatives and resources on campus.
- Audit: In-depth interview with individuals and groups to assess how they perceive the climate for diversity and how it might be improved. Interviewees included individuals and groups, such as students, faculty, administrators, staff, alumni and community representatives. Dr. Jackson spent three days on campus in March, meeting with a variety of individual and groups as part of the auditing process. Following the campus visit, a telephonic automated interview system was implemented to provide an opportunity for those that didn't participate in the on-campus interviews to also have input.
- Final report: The final report was submitted to the Office of the President in spring of 2014 that noted "current practices of excellence" on campus as well as recommendations. President Leath read and considered both the diversity report and a recently released report – the "Status of Women at Iowa State University, 2014." He appointed a working group, with representatives from each division, to study both reports, consider the recommendations and come up with a plan for implementation. One of the recommendations included the creation of a chief diversity officer position.

Based on the results of the study, a search committee was appointed to conduct a national search for a Vice President for Diversity and Inclusion. Campus interviews were held in the fall of 2015 with a hire expected to be made before the end of the calendar year.

Also in fall 2015, President Leath launched the process for developing the university's new Strategic Plan. He charged the steering committee with placing a strong focus on diversity and inclusion in all facets of the new plan. A spot on the steering committee was reserved for the Vice President for Diversity and Inclusion, once that person is hired.

To gain a better understanding of the challenges facing Iowa State's minority students, President Leath, Senior Vice President for Student Affairs Tom Hill, and Dean of Students Pamela Anthony participated in a campus-wide forum in Sept. 2015. The President approved immediate implementation of key suggestions made at the forum, including re-establishing a liaison officer for Multicultural Student Affairs and developing a plan to incorporate more multicultural art on campus.

In addition, the President's Office provides financial support for various diversity-related programs and activities on and off campus, including:

- Funding for Martin Luther King "Advancing One Community" awards

- Table sponsorship for university leaders to attend the NAACP Ames Branch Freedom Fund Banquet
  - President Leath presented the keynote address for the Feb. 2015 banquet focused on Iowa State's efforts to support diversity and inclusion.
- Sponsorship of Big XII Council on Black Student Government
- Sponsorship of Iowa Latino Conference
- Program support for the Science Bound Program, a pre-college program to increase the number of ethnically diverse Iowa students who pursue ASTEM (agricultural, scientific, technical, engineering and mathematics) degrees. The program draws students with potential from middle and high schools in Des Moines, Denison and Marshalltown, Iowa.
- Program support for the Program for Women in Science and Engineering (PWSE) to increase the participation of women in science, technology, engineering and math (STEM) fields.

The President also serves on the Board of Directors of the University Innovation Alliance, a group of 11 public universities aimed at making degrees more attainable for students from all socio-economic backgrounds.

### **Ombuds Office (OO):**

The primary mission of the Ombuds Office is to provide confidential and impartial assistance that enables members of the University community to manage their own conflicts early and informally, without resorting to grievances, appeals or litigation. Although no formal records are kept about individual visitors to the office, the protected class status of all visitors is informally monitored via observation or voluntary self-identification. During FY 2015, women visitors (75.8%) continued to outnumber men visitors (24%), and were overrepresented when compared to their general populations on campus. This year's percentage of women visitors is a substantial increase over the proceeding five-year average of women visitors to the Ombuds Office, which was only 63%. At this point it is difficult to tell whether this increase is going to continue, or is simply an anomaly.

In addition, 17% of all Ombuds Office visitors appeared to be members of a protected class (based on characteristics other than gender), and 20% of all Ombuds Office visitors felt that their conflict included an issue related to diversity. Over the past five years the number of visitors who appeared to be in a protected class has ranged from 17 to 25 percent. There have been no identifiable trends reported or identified regarding diversity-related issues or the protected class status of Ombuds Office visitors.

The Ombuds Officer continues to provide the University community with online resources related to "Diversity and Conflict Management" as part of the online Ombuds Office Resource Guide. During most of her outreach presentations she is able to encourage participants to recognize the role that diversity and culture can play in interpersonal conflict.

### **Office of University Counsel (OUC):**

The OUC is one of the responsible offices assuring compliance with non-discrimination and affirmative action law and policy. OUC staff continue to be involved in efforts to anticipate and resolve issues early and to reduce claims. That effort, in conjunction with the offices of the Dean of Students, Senior Vice President and Provost, Equal Opportunity, and Human Resources, continues to reduce the number of formal and informal complaints on the campus and in the courts. OUC staff have been involved in policy

and procedure changes to improve the campus environment for our diverse population. OUC continues to participate in monitoring and review of sexual misconduct cases to improve responsiveness. OUC continues to support efforts to advance ISU's efforts related to disabled students and employees, especially in the effort to address web accessibility. OUC staff provide technical support for the diversity training effort on an ongoing basis.

#### **Office of University Relations (UR):**

- Maintained the top levels of the Iowa State website, ensuring that those sites met the usual standards for accessibility.
- Participated in the Universal Design Committee, a group dedicated to ensuring accessibility across university websites and other electronic programs and services.
- Published articles and announcements on such things as: the search for a new vice president for diversity and inclusion; mandatory training on sexual assault, discrimination and harassment; women's workshops on leadership and political campaigns; Martin Luther King Day events; an international food fair; student veteran's reception; and a September student-sponsored discussion on racism and diversity.
- Maintained an online calendar of multicultural events.

#### **University Marketing (UM):**

- Reviews all promotional communications created by University Marketing and for its clients to ensure the projects' photos, testimonials, and examples of the university's population are diverse.
- Encourages those responsible for the university diversity web page to promote culturally diverse campus activities, awards, and honors.
- Is responsible for biannual campus photo shoots to be used campus-wide and incorporate diverse populations throughout each shoot.
- Developed and maintains a campus banner program on University Boulevard and Beardshear Hall. The welcome banners on University Boulevard are written in the six most popular languages of our students. Beardshear banners reflect the diversity of our alumni and friends.

#### **University Human Resources (UHR):**

The following report highlights the activities and actions taken by University Human Resources to advance policies, procedures, and practices in the ISU work environment that affirms our commitment to diversity, inclusion, and equity.

##### **University Human Resources**

- UHR developed UHR Vision, Mission and Values statements which affirm our commitment to diversity, inclusion and equity at Iowa State University (attached).
- All staff in University Human Resources completed the online Discrimination and Harassment training program.

##### **Serving our Students**

- Child Care and Family Resources works with students who are parents that have financial need through child care scholarships and supports which help them be successful in completing their education at Iowa State University. Child Care and Family Resources received a 4 year grant

totaling just over \$900,000 from the Department of Education's Child Care Access Means parents in School (CCAMPIS) program.

#### Creating a Welcoming Environment

- Launched in the summer of 2015 the new employee onboarding checklist to accelerate and introduce new hires to the culture, history, and values of Iowa State University.
- Faculty and staff employees are welcomed through the new employee orientation program (day long) which highlights our heritage as a land grant institution where access, affordability and quality are valued. The orientation program also provides employees with an overview of their rights and responsibilities, the university's commitment to diversity and equity, and the culture of excellence, integrity, the free exchange of ideas and collaboration.
- Child Care & Family Resources collaborates with the university community, such as the University Child Care Committee, Work/Life Advisory committee, and Women's Leadership Consortium. The goal of these collaborations is to assess family policies and enhance service delivery and quality to foster an environment that assists university employees and students with integrating their work, school and personal lives.
- University Human Resources' Community Building Group creates monthly team building opportunities that promote social and volunteer opportunities for all UHR staff. The group's work includes opportunities to support area social service agencies that assist those in need in the Story County area.
- UHR serves on the University Universal Design Committee.
- UHR served on the Policy Development Team for the Assistance Animals on Campus Policy and updated our forms and procedures for employees with assistance animals.

#### Building Attraction and Retention

- UHR provides funding for the Professional & Scientific Professional Development conference held in the spring each year. The annual conference showcases training and development opportunities for a broad range of topics applicable to early career, mid-career and late career staff. The conference attracts over 380 participants each year.
- UHR provides 2 leadership development programs (12+ Leadership and Leadership at any Level) that are founded on an inclusive perspective to empower individuals at all levels of the organization. UHR held cohort programs for the Library and for the Information Technology Services teams.
- UHR Employee and Labor Relations ensures that policies and procedures are applied fairly and equitably across the workplace by consulting and counseling managers and employees on: performance management, leave management, worker's compensation, the grievance process, risk management, and workplace accommodation processes.
- UHR's PeopleAdmin implementation ensures best practice processes and system infrastructure for application tracking and disposition of candidates. UHR ensured managers and administrators working in the PeopleAdmin system were trained on how to use the system.
- UHR Talent Acquisition ensures affirmative practices are in place and consistently applied including:
  - all job applicants have access to the jobs portal,
  - all jobs are posted except for those granted the Open Search Waiver administered by the EO Office,
  - the application process is clearly communicated and applicants have access to a frequently asked questions (FAQ) on the job portal,
  - applicants who need assistance (accommodation) in the application or interview process are supported appropriately,

- applicants from various advertising sources can self-identify the source to inform effectiveness of general and targeted sourcing strategies,
  - ensuring that appropriate disposition codes are applied to our applicant pool, and
  - job postings accurately reflect the job duties and qualifications.
- UHR Talent Acquisition ensures that the job portal, includes the communication of ISU's Affirmative Action and Equal Opportunity statement as well as the link to the Non-Discrimination & Affirmative Action Statement.
- UHR Benefits provides for access to health benefits that is inclusive of domestic partners.
- UHR Benefits administers the Student and Scholar Health Insurance Program ensuring that their access to medical and dental insurance is effectively managed.
- UHR Classification and Compensation provides guidance on pay decisions across performance, retention, market, and internal equity perspectives.
- UHR Talent Acquisition and Records Management provides reporting for the Iowa Business Council and the Home Base Iowa initiative for Veterans to show our quarterly progress in hiring veterans
  - Recruited at IowaWORKS Career and Resource Expo sponsored by Workforce Development (4/9/15)
  - Recruited at Iowa Career Expo 1/15/15
  - UHR Talent Acquisition ensures that the veterans preference as required by Iowa Code Chapter 35C is implemented consistently.
  - Homebase Iowa Logo added to applicant portal
- UHR Talent Acquisition attended the 6<sup>th</sup> Annual Statewide Veterans' Conference held at ISU (Chris Rourick)
- UHR Talent Acquisition and Employee and Labor Relations staff attended the Regent's Disability Awareness Summit (Pretzer, Kulish 10/7/15)
- UHR Records Management evaluated the updating of voluntary self-identification form to include race/ethnicity, sex, and veteran status. The form will be implemented online in February 2015.
- UHR Records Management supports the data reporting for the compilation of the affirmative action report conducted by the EO Office.
- Child Care & Family Resources provides pro-active advising and consultation to students, faculty and staff parents for child care services and additional campus and community resources.
- Child Care & Family Resources coordinates networking opportunities among student parents by establishing a support group called ISU PASS (Parents As Students Support) Group where students can build social connections and have access to parent education.

## **University Human Resources**

### **Vision, Mission and Values adopted June 2015**

#### **UHR Vision**

*University Human Resources leads as a strategic partner and trusted resource in advancing Iowa State University as a world class institution.*

#### **UHR Mission**

*UHR is committed to advancing Iowa State University as a premier place to work and learn.*

- *We attract outstanding faculty and staff.*
- *We provide exemplary service and support by delivering high quality information, training, and resources.*
- *We deliver best practices, innovative solutions, and continuous improvement to engage, develop and retain a diverse workforce.*

- *We cultivate an inclusive culture where faculty, staff, and students feel valued, respected, and empowered.*

#### **The values that guide us**

##### **Deliver exemplary service**

*UHR has knowledgeable and collaborative staff who partner with our clients to provide responsive, value-added solutions.*

##### **Value our people**

*UHR advances an inclusive culture that promotes a safe, supportive and welcoming environment for all. We empower each other and we are one ISU team.*

##### **Engage with integrity**

*UHR builds a community of trust by engaging every person with respect, compassion, and integrity; and we act with courage and competence in holding each other accountable.*

##### **Advocate for fairness and equity**

*UHR conducts business in a manner that promotes fairness and equity in our HR policies, practices and procedures. We apply federal, state and university standards consistently and with sensitivity to the diversity of our clients and environment.*

##### **Steward our resources**

*UHR takes responsibility for the university resources entrusted to our care including talent, programs, finances, information, environment and reputation.*

##### **Ready for the future**

*UHR ensures that our business practices are relevant today and ready for the future. We are resourceful, creative and forward thinking.*

#### **Department of Athletics (DA):**

- Certified by the NCAA since 2011 following an extensive evaluation and detailed written report in which a large emphasis was placed on gender and diversity initiatives for student-athletes and staff.
- The department's mission statement has included a statement on diversity since 2010.
- Continue to evaluate head coaches on their efforts to promote diversity among student-athletes and staff.
- Continue to provide paid memberships to NACWAA (National Association of Collegiate Women Athletics Administrators) for many of our female staff, coaches, and designated administrators.
- A staff member serves on the ISU Sexual Misconduct Planning and Programming Subcommittee, which focuses on sexual misconduct prevention.
- A staff member is designated to oversee the diversity and inclusion efforts for student-athletes, which is part of Student-Athlete Affairs.
- A member of the department's senior staff teaches a gender issues in sport class.
- A member of the department's senior staff has served on the University Committee on Diversity since 2012.
- A member of the department's senior staff serves as Deputy Title IX Coordinator on campus.
- Two members of the department's senior staff served on the search committee for the newly formed Vice President for Diversity and Inclusion position.
- The revised Athletics Council Committee structure incorporates new elements of the NCAA Institutional Performance Program involving student-athlete well-being and inclusion.
- Minority members continue to serve on the Athletics Council Committee.



- In 2015 all Athletics department staff were mandated to complete the updated on-line Unlawful Harassment Prevention training and Title IX, Violence Prevention and Campus Save Act training provided by OEO.
- During new employee orientation the expectation is communicated that all new hires must complete the on-line Unlawful Harassment Prevention training and Title IX, Violence Prevention and Campus Save Act training within 60 days of receiving the training links from OEO.
- Job vacancies are routinely posted on national recruitment websites to attract a more diverse applicant pools.
- In the fall 2015, hiring managers and potential search committee members were provided a link to the Lawful Hiring course through OEO and encouraged to go through the training in order to help improve quality, fairness, and diversity of committees and applicant pools.
- The Student-Athlete Advisory Committee (SAAC) participates annually in ISU's Martin Luther King Day observance, since at least 2008.
- SAAC has a committee that works to address and communicate any student-athlete well-being issues, which would include any diversity and inclusion concerns.
- Student-athletes participate in ISCORE (Iowa State Conference on Race and Ethnicity) annually since at least 2006.
- Annually hold a Student-Athletes of Color Recognition Banquet each fall since 2009. Staff from ISU's Office of Multicultural Affairs typically attend this event.
- Sponsor a social outing for Student-Athletes of Color each summer since July 2011.
- Sponsor an orientation/social with the International Students and Scholars Office for all international students each fall since 2011.
- All freshman student-athletes participate in a sexual assault prevention course (MVP).
- All freshman student-athletes are required to take the University Studies Course that includes speakers from the LGBTQ Student Services Office, Multi-Cultural Student Affairs, The Women's Center, Judicial Affairs, etc.
- All student teams have the opportunity to request personal development activities based on the teams' needs and options could include topics surrounding diversity issues.
- A faculty mentoring program is available for multi-cultural and international student-athletes. The program matches a student-athlete with a mentor when the student, coach, or academic staff assess a need.
- As part of the After ISU career programming, a Women's Empowerment Symposium has been held since fall 2013 which allows female student-athletes to make connections with women in the ISU/Ames communities.
- Several staff members and student-athletes attended the conference on the black student-athlete held in Austin, Texas (winter 2015).

#### **ISU Alumni Association (ISUAA):**

- Participated in the following Graduation receptions: International, Minority, Latino, and Lavender.
- Ethnic diversity represented in individuals chosen for VISIONS magazine, ISU News Flash, Merchandise catalogue, and on our website.
- Of the 28 employees of the ISUAA, 82% are women, 3.6% are minority.
- ISUAA Board consists of 41% female and 10% minorities.
- Awards presented to 41 people; 19 females, two multicultural, and one African American.
- Of the known ISU alumni minorities, 7.8% are members of the ISU Alumni Association (1,294 individuals).

- 44.6% of ISUAA members are women (23,517 individuals).
- 2.5% of individuals listed on the Wall of Alumni and Friends are minorities (121 individuals).
- 42.3% of individuals listed on the Wall of Alumni and Friends are women (1,999 individuals).
- 1.6% of SAA members are minorities (85).
- 45.3% of SAA members are women (2,394).
- 57% of SALC are women with one being listed as minority.
- Of the 58,337 ISU young alumni, 9.6% are listed as minorities (5,593).
- Of the total 2015 ISU Alumni Directories sold (to living alumni), 4.7% (174) were to minorities and 31.2% (1,159) were to women
- Of the 7,079 alumni/friends engaged through all activities and events tracked in the ISUAA FY15 Engagement Metrics, 4% (282) were minorities and 33.6% (2,832) were women

## **Office of Equal Opportunity (OEO):**

*The Office of Equal Opportunity addresses fair and equal treatment of current and potential students, faculty and staff by monitoring compliance with federal, state, and University guidelines. The office accomplishes this by:*

- *Overseeing and administering the Discrimination and Harassment policy to address actions, limit allegations, educate students, faculty, and staff on preventative measures, and raise awareness of potential acts.*
- *Promoting Iowa State as an employer and university of choice by encouraging innovative recruiting methods and integrating into our local and global communities.*
- *Gathering and interpreting data to facilitate understanding of our Affirmative Action responsibilities in accordance with Federal government and University policies.*

## ***Affirmative Action and Equal Opportunity Compliance:***

The Office of Equal Opportunity is the Office of Record for the Office of Contract Compliance Program and the Office responsible for overseeing compliance with Affirmative Action and equal opportunity, non-discrimination laws, executive orders, regulations and university policies. The Office of Equal Opportunity assures this by ensuring that all departments understand the importance of Affirmative Action searches and equal opportunity through training and education, by sharing with departments and units the university's Affirmative Action Plan. The OEO additionally regularly educates the campus on search waiver process and how this process can support and promote retention of minorities, women, disabled, and protected veterans. Recently the Office of Equal Opportunity in compliance with the OFCCP regulations reformatted the self-identification forms for minorities, women, disabled and protected veterans pre hire and post hire. The forms we then uploaded in the job database per request and into the university's onboarding system. Self-identification forms are mandated for compliance but assist the university in its underutilization target areas and meeting its Affirmative Action goals per the University Affirmative Action Plan.

*EEO Tagline:* The OEO through a campus wide advisories and meetings with various departments ensures that the revised EEO Tagline for position vacancies is listed on the university website, print advertisement, and the university applicant system in compliance with federal regulations.

*Iowa State University Affirmative Action and Equal Opportunity statement:* The Office of Equal Opportunity ensures that the Affirmative Action and Equal Opportunity statement and the University's Non-Discrimination & Affirmative Action Statement are updated annually and included on all university websites and publications, and applicant websites, recruitment print advertisements, and the university applicant system.

*Data Collection:* The Office of Equal Opportunity collects data annually on recruitment programs and initiatives directed towards minorities, women, disabled, and protected veteran for the University's Affirmative Action Plan.

*Federal Contract Compliance Programs (OFCCP):* OEO is the office of record for the Office of Federal Contract Compliance Programs (OFCCP). The office responsible for overseeing compliance with equal opportunity, civil rights and non-discrimination laws, Affirmative Action, equal opportunity, executive orders, regulations and university affirmative and equal opportunity policies.

*Affirmative Action under-utilization goals:* OEO is responsible for disseminating the Affirmative Action Plan under-utilization goal information to colleges and business units. The efforts made to increase diversity at ISU 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 Office of Equal Opportunity has provided training and education across campus on such topics as Affirmative Action, Equal Employment Opportunity (EEO), diversity and inclusion, and recruiting excellent and diverse faculty.

The Office of Equal Opportunity is the office responsible for compliance with Affirmative Action and Equal Opportunity and routinely ensures compliance by:

- Making sure that Affirmative action policies and procedures will continue to be developed to ensure an efficient yet positive interaction between the Affirmative Action Officer and the managers charged with employment responsibility.
- Assisting in the identification of problem areas, and developing strategies to eliminate any problems identified.
- Assisting administration, management and supervisors in devising solutions to equal employment problems, including counseling and training, to ensure full understanding of affirmative action and EEO policies and procedures.
- Designing and implementing monitoring and reporting methods that will: Measure the effectiveness of the university's equal employment and AAP, indicate any need for remedial action.
- Determining the degree to which the university's placement goals and objectives are being attained.
- Providing management and the university with a working understanding of the University's AAP placement goals and objectives.
- Meeting with university administrators, managers, supervisors, and employees to assure that EEO policies are being followed.
- Ensuring that supervisors understand it is their responsibility to prevent all types of unlawful workplace harassment.
- Serving as a liaison between the University and enforcement agencies.
- Keeping the campus community and administration informed of developments in the equal employment opportunity and affirmative action area.

### ***Discrimination and Harassment***

*Discrimination and Harassment Complaints:* The Office of Equal Opportunity is responsible for investigating complaints of discrimination and harassment, including sexual harassment and issues that fall under Title IX of the Education Amendments made by employees and students. The Office of Equal Opportunity provides training and education on the topic of discrimination and harassment prevention at the University Employee Orientation Program, incoming graduate and teaching assistants, freshman and transfer student athletes, and to multiple campus departments and units. The Office of Equal Opportunity provides discrimination and harassment and Diversity in the Workplace training sessions for the 12 + Leadership program housed in the University Human Resources Department.

The Office of Equal Opportunity has partnerships with Office of the Senior Vice President and Provost, Iowa State Police Department, University Counsel, and the Dean of Students Office. The Office of Equal Opportunity has developed a team approach and comprehensive response and process to handle claims of sexual discrimination including sexual misconduct, sexual harassment, and sexual assault involving students and employees. The Office is responsible for ensuring a campus culture and climate free from all forms of discrimination and harassment including sexual harassment.

*Office of Equal Opportunity Advisors Program:* The Office of Equal Opportunity established a program which would help the office ensure a campus free from discrimination and harassment. The

program entitled the Office of Equal Opportunity Advisors includes members of the university community who have received extensive discrimination and harassment training, conducted by the Director of the Office of Equal Opportunity (OEO) or designee, to act as information advisors on topics pertaining to discrimination and harassment and have general knowledge about applicable laws, university policies and procedures. Members of the information advisors group were appointed by university administrators last spring to represent Iowa State's colleges and other departments across campus.

Office of Equal Opportunity website: The Office of Equal Opportunity website is maintained to include information on equity, affirmative action, diversity, and inclusion as well as to inform the campus about OEO training opportunities, resources, and applicable compliance policies and procedures.

### ***Training, Development and Education***

A critical role which the Office of Equal Opportunity serves at the university is developing and implementing training, education, and resource materials to promote understanding of equity, equal employment opportunity, Affirmative Action, Title IX and sexual misconduct, sexual harassment, diversity, inclusion, best practices in affirmative action searches and diversity recruitment, and discrimination and harassment prevention.

The Office of Equal Opportunity implemented an online training program designed to strengthen Iowa State University's ongoing efforts to ensure everyone understands and follows the university's non-discrimination policies and procedures. The training program was implemented to the entire campus community including faculty, staff, and students. The training program includes two courses: Unlawful Harassment Prevention, and Title IX, Violence Prevention and Campus Safe Act for faculty, staff, and students. The courses are customized specifically for Iowa State University. Each course is approximately 45 minutes in duration. Supervisors received a supplemental supervisory course which is approximately 15 minutes in duration. The courses are interactive and include examples of many challenging and interesting real-life workplace, classroom and higher education situations.

The Office of Equal routinely conducts in person facilitated training sessions on discrimination and harassment prevention, Title IX and sexual misconduct, sexual harassment, Affirmative Action and equal opportunity, diversity and inclusion, and best practices in diversity recruitment of faculty and staff.

#### *The Office of Equal Opportunity Participation on University Committees:*

- Student Experience Enhancement Council
- Director of OEO Co-Chairs the University Committee on Diversity
- Director of OEO Chairs the University Committee on Disability
- Women's Leadership Consortium
- Work Life Committee
- Faculty and Staff Affinity Council
- University Committee on Women
- Black Faculty and Staff Association
- Sexual Misconduct Leadership Committee
- Director of OEO Chairs the Sexual Misconduct Leadership Prevention and Training Committee

*Iowa Regents Institutions Disability Awareness Summit:* The Office of Equal Opportunity and Student Disability Resources participated in the 2015 Iowa Regents Institutions Disability Awareness Summit at

the University of Iowa. The summit is part of an annual event that rotates between Iowa's three public universities and brings together a statewide group of professionals who work with disability at the post-secondary education level. Individuals at all public, private, and community colleges in Iowa are invited to attend. At the event there are educational sessions focusing on emerging trends in the disability world and attendees also spend time in affinity groups discussing and sharing ideas about best practices.

## **OFFICE OF THE VICE PRESIDENT FOR EXTENSION AND OUTREACH**

### **Administration**

All ISUEO employees have completed the Discrimination and Harassment and Title IX training required by the office of Equal Opportunity.

Extension and Outreach Human Resources included the ISUEO Diversity Office, Ross Wilburn, in the new staff orientation to discuss inclusivity and respect in the workplace.

Extension and Outreach Vice President Kress is chairing the national 4-H Strategic Planning Committee which has set a high priority on broadening 4-H membership to include underrepresented groups.

The Civil Rights Task Forces for employment and programming continue to meet to discuss ways to comply with and to exceed the recommendations received through the Civil Rights Review in 2014, conducted by USDA National Institute of Food and Agriculture.

Iowa State University Extension and Outreach Human Resources completed guidelines and process/procedure documents for the establishment and operation of search committees, based upon Iowa State University Provost's Office guidelines for same. These documents include clearly-articulated processes for diversifying search committees, as well as for interviewing and hiring candidates from diverse backgrounds. The creation of these documents and broad sharing of the information contained within will ensure that candidates are not exposed to differential treatment during the review, selection, or hiring process.

All position announcements are posted on the Association of Public Land Grant Universities website, which includes membership by 1890 and 1994 institutions.

All candidates are reviewed by Extension and Outreach Human Resources and University Resources to be sure that all applications are reviewed consistently. University Human Resources assists Extension and Outreach in the event there is an opportunity to consider diverse candidates.

Extension and Outreach Vice President Kress presented on the Changing Demographics of Rural America for both a national agriculture summit and a regional extension professional meeting. She has also facilitated training for new 1890's extension administrators.

### **Agriculture and Natural Resources**

Agriculture and Natural Resources hired two female field agronomists in 2015 and now have three of the ten positions held by women. One Field Agronomist is leading a cohort of women in a session titled, "Agronomy in the Field." The goal of this cohort is to increase knowledge of basic agronomic skills that can lead to better decision-making on the farm. This group meets every other week at the Northern Iowa Research and Demonstration Farm at Kanawha. The group meets for one hour starting at 5:45 p.m. to facilitate time for women who work during the day. There are 29 women in this cohort; and, on average, 8 women attend the field sessions. Attendees come from various backgrounds of being actively engaged in the farming operation to non-operator landowners to seed dealers to local science teachers. Several county extension outreach coordinators also attend from time to time. There have been 9 sessions to date. After each session, a recap of practices, techniques and resources shared is sent via email to all cohort

members. Although attendance is low, the women who can't attend comment on how much they appreciate the recap and the valuable information they receive through the email. The cohort agreed to take a break from meeting during harvest season and will start up again at the end of October. While the original goal was to spend each session in the field, winter months will be spent in a classroom covering the following topics: 1) soil fertility basics, 2) pH and lime, and 3) herbicide resistance management. Agriculture and Natural Resources host female speakers at all of our major programming events, such as ICM Conference and Crop Advantage Series.

Most of the local research farm associations have women on their boards of directors and one association has a woman as president.

The Northeast Iowa Field Agronomist gets around 8 to 12 one-on-one women landlord/women farmer lengthy phone calls (at least 30 min.) and field visits (1-2 hr.) per year that he didn't get before. It's likely an outcome from Annie's Project.

#### Water Quality and Soil Conservation:

Women landowners are meeting in Black Hawk County. The sessions are soil health and water quality focused; 10 women attended.

Conservation Partners training for working with women landowners on source water protection issues was held in Oakland; 10 women attended.

A female landowners meeting in Oakland was held. The content was source water protection focused; 8 female landowners attended.

One webinar with eXtension's Women in Ag program on Midwest water quality issues was conducted in September.

Three of the 10 team coaches for the 2015 Crop Scouting competition were women, and 6 of the 44 students participating in the event were girls.

The IPM group hired a female plant pathologist diagnostician in 2015.

Two female ANR Communications Specialists were hired in 2015.

#### Women in Ag

In FY2014, there were 321 women who participated in 20 farm management multi-session courses, each with 9 to 18 hours of instruction. In FY2015 to date (as of October 20, 2015), there were 208 women who participated in 20 courses. Nine of the courses in 2014 and ten in 2015 were Annie's Project courses, focusing broadly on agricultural risk management including financial, human resource, legal, marketing and production topics. The other courses focused more narrowly on specific topics including:

- Heartbeat of the Farm: Human Resource Management (new pilot 2015)
- Managing for Today and Tomorrow: Farm Transition Planning
- Women Marketing Grain
- Women Managing Cattle
- Women Managing Dairy Cattle
- Moving Beyond the Basics: Financial Management (new pilot 2014)

#### Annie's Project: Business Planning and Value-Added Agriculture

13 women attended a four-part Value-Added Agriculture/Business Planning course in conjunction with WFAN. Ten women completed a draft business plan using the AgPlan template.

2015 Returning to the Farm Seminar- 38 attendees 10 female (26.3%)

BFC presented at numerous Ag trade shows-850 attendees 323 females (38%)

ICGA Ag Outlook Conferences- 230 attendees 46 female (20%)

ISU Beginning Farmer Network Student Club monthly meeting 38 attendees average 8 females (21%)

35 family consultations 105 attendees 20 females (19%)

Entrepreneurship and FFA contests judging 23 contestants 14 females (60%)

Presentations to the Denison school district: of 150<sup>th</sup> graders attending, 75 to 80% were Latino, Of 17 employees in the grain lab (including 3 grad students), 12 are women, and 4 are minority women.

Offered three courses for FDA inspectors (150 total attendees), in feed mill operations. Roughly 40% of the attendees were women and minorities.

Farm Bill Meetings: Approximately 20-33 percent of registrations were women.

Conducted 10 Farmland Leasing meetings with approximately 35% of the audience being women.

Conducted Farm Income Tax Webinar with approximately 25% of the audience being women.

In July and August, Farmland Leasing meetings across the state were attended by 1,711 participants. Of these, approximately 26% were women. Two of the leasing meetings were held for a female-only audience as part of the county Women, Land, and Legacy program.

The Master Hoof Care for Beef Cattle program had 4 females in attendance out of the 14 total attendees.

The Grassroots Grazing Program targeted young and beginning producers. Seven sites offered the three-part program with 26 females of the 122 total participants.

An Advanced Grazing program featuring Laura Paine from Wisconsin combined grazing management with holistic farm planning and management was held in three sites. 105 producers attended, and 15 of them were women.

The annual Veterinarian Update program at the McNay research farm was attended by 45 veterinarians, of which 8 were women.

Iowa Beef Center contracted to provide basic grazing management training for all Iowa NRCS staff. 14 sites with 310 participants and half were women.

The Beginning & Young Livestock Producer Network is a collection of local peer groups facilitated by ANR beef specialists. Northwest Iowa hosted two Beginning Farmer meetings in February and March of 2015 that provided young farmers with information about beginning financial programs, ag market outlook for crops and livestock, and a tour of a dry milling ethanol plant. Four other sessions were held across Iowa. In total for 2014-15, 26 participants were female and 55 were male.

#### Market Ready /Local foods

99 downloads of Pm-29098(S), Spanish version of Iowa High Tunnel Fruit and Vegetable Production Manual (High Tunnel Manual para la produccion de frutas y verduras en tuneles altos en Iowa) from the ISUEO Online Store.

Program specialists in Value Added Agriculture and Food Science offered three Market Ready training in 2014 with 56 participants. Half of the attendees were women.

Iowa SARE sponsored the 2014 Women, Food and Agriculture Network Conference with 200 participants.

Presented at the Controlled Environment Agriculture School in Dyersville where half of the 40 participants were women.

#### Small Farms/Acreage

Program staff participated in a Women, Food and Ag Network beginning farmer networking meeting in June 2015.

Spoke at four Master Gardener programs on backyard poultry. Eighty percent of attendees at all four events were females.

Answered 20 emails/calls during the summer of 2015 from growers, all classed themselves as beginning farmers and the majority were female.

#### Veterans

Providing assistance to Young G's Barbeque Sauce, LLC, owned by Gerald and Stephanie Young from West Des Moines. This is a minority-owned business, where Gerald is a disabled combat veteran.



Assisting him to get his product into Iowa Welcome Centers and into a family of national “big-box chain and C-stores. (Military veteran, woman co-owner, African-Americans, persons with disabilities) Veterans in Agriculture Focus Groups. The Director of ISU Veterans Center and ANR ran an evening of focus groups for campus and state veterans and spouses that were either students in agriculture at ISU or involved in conventional or value-added agriculture in Iowa. Issues included constraints to entering agriculture, access to capital, lender issues, beginning farmer-rancher mentorship, and Reservist/Guard call-to-duty family-support issues. (Military veterans, woman co-owners, families (youth), beginning farmer-rancher, niche agriculture, persons with disabilities) As part of a national program to maintain market access, meetings across the state of Iowa were held for producer to participate in developing management and production practices for the national swine program, the Common Swine Industry Audit launched in January 2015. Participants included producers, packer representatives, veterinarians, allied industry personnel at 8 meetings included: 51 men and 10 women.

IPIC female staff member coordinates logistics for two national distance education programs, PorkBridge and SowBridge, with assistance from two University of Minnesota staff (one male, one female.) Of 38 PorkBridge hosts, presenters and paid subscribers, there are 11 females. For SowBridge, 25% (16) of the 64 total subscribers, hosts and presenters are female.

A Spanish PQAPlus session for Hispanic employees was conducted in Lyon County. A Hispanic speaker was invited and participated to reproduction meetings hosted in Le Mars and Waverly. Following a ventilation workshop held in Washington County a request was made to translate slides and presentations into Spanish. This request is being pursued via a partnership with private industry.

## **Community and Economic Development**

### **Outreach to underserved populations**

CED specialists trained 189 business leaders and entrepreneurs, 108 community leaders, and 456 citizens who are members of underserved populations.

ISU Extension CED specialists facilitated three JUNTOS session in Ottumwa. JUNTOS is an activity-based program in which Latino youth and their parents learn strategies for succeeding in school and for setting goals following high school. Ninety-six Latinos (parents and youth) attended these sessions. CED specialist Glennda Bivens is working to expand the reach of Juntos (discussed above) to African-American families in the Des Moines area.

During the past year, CED specialists assisted with starting or improving 57 minority businesses and with creating 81 jobs and retaining 248 jobs for minority employees.

A position was created and filled August 2014 to build relationships with minority populations in the urban areas in Iowa broadly, and Des Moines and Cedar Rapids specifically. In Des Moines and Cedar Rapids specifically, this position has been working closely with the Black Business Coalition, Black Business Consortium, NAACP, OpportUNITY and others.

ISU Extension CED specialist began working with Oakridge Neighborhood and other Des Moines partners to create a Refugee Community Coordinator (RCC) position. The RCC will create a comprehensive and inclusive network of support services for Central Iowa’s refugee community through public education, advocacy and coordination of services.

OpportUNITY is a citywide initiative led by the United Way, focusing on specific poverty-related needs. Extension CED, in collaboration with ISU 4U Promise Community Partners – Children and Family Urban Movement and Creative Visions, the College of Design, and the Community and Regional Planning Department, is hosting a CommUNITY Dinner on October 24 as part of the “Inner Circle: Promise, CommUNITY Dinner, Dialogue, and Symposium” initiative. The goal of Inner Circle is to develop a relationship across the university community and the River Bend and King Irving neighborhoods in Des Moines. This grassroots approach will facilitate the educational and economic development project of the

ISU 4U Promise initiative.

### **Latino Energy-efficiency Outreach Program**

In an effort to understand how much Iowa Latinos know about its services and resources, Alliant Energy sponsored a pilot project by ISU Extension CED titled “Energy Efficiency Research and Programming for Latinos.” CED specialists Scott Timm and Jon Wolseth conducted a pilot project in Storm Lake in 2015 to provide education and outreach on energy-efficiency programs to Latino residents. The project team conducted five workshops attended by 57 participants. The workshops resulted in 25 energy audits. Workshop participants applied for a total of 18 rebates and Latino customers received a total of \$16,236.60 in financial incentives.

### **Healthy Corner Store Initiative**

Extension CED partnered with Dallas County Public Health (DCPH) and the Iowa Department of Public Health (IDPH) to both increase access to healthy foods and to educate Latino residents on preparing healthy meals. Three Latino-owned businesses in Perry are participating in the project—El Rey Meat Market, Oasis Grocery Store, and Panaderia Mexico (bakery).

Barbara Baquero, assistant of community and behavioral health in the University of Iowa’s College of Public Health, is conducting a similar project in Muscatine County. The ISU and U of I teams collaborated on developing signage and toolkit materials for use in other Latino communities in Iowa. Depending on their goals, store owners receive assistance with optimizing store layout, overcoming distribution challenges, and becoming certified to accept SNAP and WIC benefits. Managers also receive training and education on business management, energy efficiency, produce storage, and marketing. The three participating stores featured in-store nutrition education in Spanish, as well as free samples of healthy dishes, all made from ingredients that can be purchased in the store.

### **Storm Lake Outreach for Interior Design Studio**

In partnership with Lisa Bates and her interior design students in the College of Design, CED specialist Jon Wolseth recruited 30 Latino and Anglo business entrepreneurs in Storm Lake and other locations to develop design solutions for their businesses, including organizing and promoting merchandise and creating a favorable interior and exterior store image. The students and business owners collaborated to create branding that portrays their services and appeals to their intended clientele. The studio is part of the Iowa Retail Initiative. Wolseth and Bates have initiated a similar project in Marshalltown working with minority business owners.

### **VPEO Latino Initiative: Integrated Latino Youth, Family, Community and Business Development**

This project integrates Community and Economic Development and Human Sciences Extension and Outreach programming on Latino populations in Sioux City, Perry, and West Liberty across two colleges, nonprofit partners, and county extension districts with significant Latino populations. The goal of the project is to expand ISU Extension and Outreach’s Latino-focused programming in a place-based fashion and identify, further develop, coordinate, implement and evaluate ISUEO programs that effectively promote Latino youth, families, community, and business development.

Three specialists with expertise in Latino community and economic development have been hired/assigned to work on this initiative: Rosa Gonzalez in Perry, Victor Oyervides in West Liberty, and Jill Sokness in Sioux City.

As part of the VPEO Latino initiative, a joint position was hired with the University of Nebraska and is based in Sioux City.

### **County Services**

#### **Training for Extension Council Members**

The Civil Rights and Diversity Training unit, designed to teach and educate Extension Council members, was updated in 2015. Emphasis in 2015 was on open position announcements and increasing diversity in the applications received. To increase learning and retention, active participation by the learner was encouraged by utilizing clickers.

The county employment application for Iowa State University Extension and Outreach was updated and modified to identify languages read or written by candidates. As the demographics change in Iowa, the skill set of county ISUEO county employees is changing.

County Extension Councils were asked to review and modify, as needed, the position announcement plan utilized by the Extension District. Councils were asked to identify and expand on methods used to make job announcements. Utilizing social media was one key method identified as a new method. These same measures have been taken to encourage members of underrepresented groups to serve as council members, advisory committee members and volunteers.

Each year County Extension Districts are selected to complete an internal civil rights compliance report. This year all counties selected, completed, and filed the report with ISUEO Human Resources.

The County Employee Performance Appraisal instrument used by councils and staff members to complete the annual performance review was modified. In 2015, all county staff members were asked to identify one civil rights goal. In 2016 staff members will report to personnel committees the outcomes of their efforts.

Personnel Committee members working cooperatively with staff members identified one civil rights training opportunity. This was added to the professional development plan for each county staff member. The fiscal policy of County Services was updated significantly in 2015. One addition to the fiscal policy includes the bidding process as outlined in the code of Iowa for city and county government. The fiscal policy encourages councils to recruit and consider contractors who are minorities. The law firm of Whitfield and Eddie has been asked to write guidelines which would include steps to solicit participation by minority's owners of companies to participate in the bidding process.

The County Personnel Handbook was updated in 2015 and by 2016 all Extension Districts will adopt the handbook. With the assistance of ISUEO HR, ISU Legal and the Law Firm of Whitfield and Eddie, the personnel handbook has been updated to include the Family Medical Leave Act.

#### Programs County Services provided leadership

County Services promoted a new class offered by Iowa State University, "Teaching and Learning Iowa History: Iowans and The Civil Rights Movement" to Iowa Teachers.

County Services partners with the Colleges of Iowa State University through internship programs.

Students from underrepresented audiences are actively recruited to carry out programs in the counties.

County Services, working with the Iowa Department of Agriculture and Land Stewardship and the Area Agency on Aging and local Iowa Farmers Market Managers, has expanded the program to nearly every county in Iowa. This is a program which provides certificates to WIC families and seniors who meet income guidelines. Eligible participants receive certificates which are redeemable at certified farmers' markets for fresh fruits and vegetables.

#### County Services

The Iowa Employment Conference was held on April 22, 2015 in Altoona, Iowa and attended by six Regional Directors. Many of the topics offered by the conference addressed affirmative action and diversity training.

Regional Directors provided training on diversity and Iowa's changing demographics to the 450 county ISUEO employees in 2015. This is accomplished through county office conferences and regional workshops sponsored by County Services. This training addresses locating resources and references on state and federal acts, laws, titles and guidelines, completion of civil rights audits and providing education and services to diverse audiences.

The strategic plan for County Services was completed in 2015. The strategic plan establishes a committee which works specifically on diversity and the changing demographics of Iowa. The strategic plan outlines steps which will be taken for inclusion over the next three years.

County Services, collaborating with ISUEO Diversity Officer, and the legal department of ISUEO, prepared for the first time guidelines and procedures for citizens requesting special accommodations. This included funding and technical resources to provide special services on the county, regional and state level.

Regional Directors have been selected to serve on the committee responsible for writing the ISUEO Strategic Plan for Diversity.

County Extension Policies Section 7.A Civil Rights and Accessibility Policies is reviewed annually and updated as the State and Federal Guidelines change or additional information is made available.

Key speakers have been invited and have presented at Regional Director Re-treats. This has included ISUEO Human Resources Specialist, ISUEO Diversity Officer, representatives from the Law Firm of Whitfield and Eddy and, County Services insurance provider. The purpose of the presentations has been to provide updates and training for Regional Directors which relate to diversity, underserved audiences and the impact on personnel, volunteers, and program delivery.

County Services has been working with ISU IT on the completion of a data base for personnel who serve in the field. The changes implemented will allow Regional Directors and ISUEO Administration to manage resources and staffing decisions in the field. The data base will allow for real-time reporting of who is working in the field and the, subject matter area, position title, responsibilities as well as who leaving employment with counties. This will allow administration to implement pilot projects and evaluate recruiting efforts. With Iowa's changing demographics, we will be able to monitor employment and whether staffing reflects these changes.

### **Human Sciences**

HSEO has representation on the College of Human Sciences diversity committee.

HSEO has a diversity committee that includes campus and field representatives.

Human Sciences Extension and Outreach provides the *Buy Eat Live Healthy Program* for families experiencing poverty. This program is funded by two federal grants, the Expanded Food and Nutrition Education Program (EFNEP) and the Supplemental Nutrition Assistance Program Education funds (SNAP-Ed). The program aims to increase nutrition knowledge and build skills related to cooking, food budget management and food safety. In 2014, 90% of participants in these programs had incomes at or below 185% of the federal poverty level.

HSEO provided a professional development opportunity entitled *We're all in This Together: Accepting, Valuing, Respecting Diversity*. The objectives of this in-service were: 1) become inspired to cultivate habits of implementing inclusive practices and use of person-first language within your personal and professional lives; 2) understand the importance of person-first language; practice the use of person-first language; apply the use of person-first language in professional situations; and 3) understand the importance of Civil Rights legislation and inclusionary practices for HSEO programming; practice how to use Civil Rights legislation and inclusionary practices in professional situations; apply the use of Civil Rights legislation and inclusionary practices in professional situations.

As a follow up to the "key actions" developed by the HSEO community during this in-service, the following plan was implemented to help achieve the goal of developing a welcoming and inclusive environment: 1) make a personal commitment to progress; 2) provide authority to community members; 3) assign team responsibility; and 4) advocate for system procedures and policies.

HSEO provides professional development webinars on the first Thursday of every month. Many focus on issues related to diversity and inclusion. Examples include:

Jathan A. Chicoine, Iowa State University Veterans Services Coordinator, and Dr. David Brown, Human Sciences Specialist, Family Life, spoke about how HSEO can better serve veterans and their families.

Dr. Jennifer Margrett, Associate Professor in Human Development and Family Studies, and Donna Donald, HSEO Field Operations Specialist, shared opportunities to interact with faculty, students and research interns related to aging in place and caregiving, programming relevance in Iowa communities, and preparing an educated workforce related to adult development and aging.

Ross Wilburn, ISUEO Diversity Officer, outlined civil rights and responsibilities, as well as the importance of cultural and diversity issues both personally and professionally.

Dr. Kim Greder, State Extension and Outreach Specialist, Family Life, and colleagues presented updates to specific efforts aimed at engaging Latino audiences across program areas.

Human Sciences Specialist in Nutrition and Wellness, received an Individual Staff Development Grant to enroll in an Elementary Spanish I Class for the spring 2016 term. She serves counties in Regions 6 and 12. Of counties served, Buena Vista County (25%) and Crawford County (27%) have the highest percentage of Latinos.

Human Sciences Specialist in Nutrition and Wellness, used professional development dollars to enroll in a Spanish language class for beginners and advanced beginners. She intends to communicate with program participants who have Spanish as their first language.

EFNEP and FNP in-service training in April of 2015 included in-person and virtual sessions on Latino cultural traditions around food and family. The goal was to increase staff's ability to deliver meaningful and culturally appropriate programming to Latino families.

Loving Your Family providers participated in training related to cultural food practices via a webinar.

Two HSEO Nutrition and Wellness Specialists, in collaboration with ISU's Conference & Planning Management, have designed a new online registration process for ServSafe™ certification classes. Information is included on reasonable accommodations; book availability in English, Spanish, Chinese, or Korean; and bilingual exam availability in English, Chinese, French Canadian, Japanese, Korean, Spanish, or large print. The online registration process will be piloted by the two specialists in January 2016.

HSEO specialists in Regions 6 and 12 updated a planning form to include diversity issues from marketing to meeting room selection.

A Sioux County Latino programming team was established to create programming for Latinos and other culturally diverse populations.

Powerful Tools for Caregivers program promotional materials were updated and given a new look. Photos representing a diversity of race as well as gender and age were included.

Human Sciences Specialist in Family Life, worked with three Spanish speaking facilitators to craft cultural adaptations to the Together We Can program for implementation with Latino families.

During the avian flu crisis, materials related to family life, family finance, and nutrition and wellness were translated into Spanish to broaden the reach to those affected in certain parts of the state. Audio files of some of the materials in Spanish were also created and posted on the website.

**Health focused workshops were developed with and for Latina immigrant mothers.**

A culturally appropriate diabetes prevention and health promotion curriculum is being offered through the Latinos Living Well programs across Iowa.

The Latino Living Well program enlists Latino community members to help with promotion, handle registrations and include a paid person to do the interpreting. These key community individuals are also providing valuable input on the structure and content of the program as we work with them to offer the program.

All client materials for EFNEP and FNP as well as the Healthy and Homemade calendar and cookbook are available in both Spanish and English.

A new partnership with the Storm Lake English as a Second Language program (ESL) has resulted in a pilot of **“Your Money, Your Future.”** The program consists of six, one hour sessions covering basic financial management, credit, banking, and a review of consumer resources.

Dr. Cynthia Fletcher, State Extension and Outreach Specialist, Family Finance, presented findings at the 2015 Cambio de Colores Conference, hosted by the University of Missouri and attended by more than 165 practitioners, researchers, Extension educators and community leaders. The presentation focused on community change between 1997 and 2012, and participants reported knowledge gain and that the session helped a “great deal” in presenting an issue relevant to the changing communities in the Midwest.

State Extension and Outreach Specialist in Nutrition and Wellness, developed a Spanish language, Latino cultural version of "Dining with Diabetes," a popular research-based curriculum.

The search process for Human Sciences Specialists was updated to include a focus on veterans and people with disabilities. Advertising in sites relevant to these communities are included in the recruitment package. A few examples include the Iowa State University Veterans Center, Hero to Hire, Iowa Employer's Disability Resource Network, and Recruit Disability.

An associate professor and state extension and outreach specialist was hired in the School of Education with an emphasis in Multicultural Education.

An assistant professor and state extension and outreach specialist was hired in Food Safety with an emphasis with underrepresented and underserved populations.

The EFNEP and FNP programs hired paraprofessional educators with direct experience with living in poverty. Positions were advertised in locations and among groups to yield a diverse applicant pool that mirrors the priority participant population. Thirty-six percent of EFNEP and FNP educators are bilingual. Twenty-seven percent are racial or ethnic minorities.

Two Human Sciences Specialist in Family Finance created and staffed a booth at an open house event sponsored by the Financial Literacy Committee of the Meskwaki Settlement in Tama.

Volunteers provided VITA tax preparation assistance in Hamilton and Wright Counties to 24 households who speak a language other than English at home, and for 37 households including an individual with a disability.

A Human Sciences Specialist in Family Finance visited the Mexican Consulate in Omaha as part of Financial Capability Month and Money Smart Week. With the help of an interpreter she presented personal finance topics. She spent some time in the children's corner and with families individually.

A Human Sciences Specialist in Family Finance provided free tax preparation and money management information to 5 clients using sign language.

A Human Sciences Specialist in Family Finance works with the Family Alliance for Veterans of America (FAVA). FAVA covers 43 north central Iowa counties.

In cooperation with Retired and Senior Volunteer Program (RSVP) of Wapello, Jefferson, and Monroe counties, two individuals have been trained to provide one-to-one financial work sessions. Marketing and outreach targets underserved populations in those counties.

HSEO is expanding our presence on campus with underrepresented and underserved audiences through the efforts of our College Projects Specialist. He has attended, and presented at numerous on-campus functions. A few examples include the Veterans Resource Fair, 6<sup>th</sup> Annual Iowa Statewide Veterans Conference, ISU Student Veterans Meet and Greet Event, and the International Spouses Welcoming Event.

A Human Sciences Specialist in Family Life taught an initial session of an all-Spanish Family Child Care Environment Rating Scale series. She had 19 providers and an interpreter.

*ISU 4U Promise* is a partnership to provide underrepresented and underserved youth with access to college. As part of the partnership, HSEO and Polk County Extension and Outreach are involved the development and delivery of educational programs for youth and their families to build and enhance skills that can influence the youth's readiness to actively pursue higher education. Also as part of the Promise, Polk County Extension and Outreach, HSEO, and community organizations have come together to form a Community Alliance. The Community Alliance is meant to support underrepresented and underserved youth and families in the King and Moulton school neighborhoods to fully utilize ISU 4U Promise as an avenue to attend college.

Currently, HSEO has two funded *Children, Youth, and Families at Risk (CYFAR)* projects. One project focuses on children, youth and families at-risk with two underserved groups, African Americans and Latinos. This community based work and local school engagement is located in Des Moines and Muscatine. The goal is to help the youth build skills and enhance their families' support for attaining high school graduation and entrance into college. A research-based curriculum (Juntos) and wrap-around components are being implemented in the communities.

The second project is led in Iowa by ISUEI Associate Dean and Director, and implements the PROSPER Model in two West Virginia and two new Iowa communities. This community engagement system uses evidence-based programs with middle school aged youth (ages 11-13) and their families to build problem-solving and decision-making skills, workforce readiness, and positive parent-adolescent relationships and reduce problem behaviors (e.g., alcohol and drug use and delinquent activity).

Working with local school districts and community organizations, HSEO has brought together 49 community volunteers and 152 Latino youth and their families to assist youth in graduating from high school, and pursuing higher education through the educational program, *Juntos Para Una Mejor Educación (Together for a Better Education)*. *Juntos* helps parents learn how they can help their children

be successful in school, as well as helps parents and youth realize the long-term benefits of graduating from high school and participating in higher education.

Funds were secured to support a Spanish Family Child Care Environment Rating Scale (FCCERS) training series in Region 13.

A Human Sciences Specialist in Family Life partners with Iowa Department of Human Services with Race Power of Illusion as a strategy for reducing racially disparate outcomes in child welfare.

A Human Sciences Specialist in Family Life, worked with Emmet County partners and Latinos to establish a coalition to address the needs of the Latino community in the county.

A Human Sciences Specialist in Nutrition and Wellness participates in a multicultural health initiative to increase awareness about health issues in the African American community.

*Buy Eat Live Healthy* staff continually reach out to new groups to make connections and provide services. Recently this has largely been service to Burmese families and immigrants from East African countries such as Sudan and Somalia. In order to serve these families well, an interpreter is often needed. The program has partnerships with community partners who often assist with interpretation and translation services.

In 2015 *Buy Eat Live Healthy* is being taught for the first time with the help of an American Sign Language interpreter. In 2016 program leadership will develop a series of entirely pictorial recipes to benefit participants with cognitive disabilities or limited English language proficiency.

Within the EFNEP program in Black Hawk County, an interpreter was utilized to translate EFNEP classes for families from Burma. The Interpreter assisted with recruitment for the class and also translated at each of the classes. A second interpreter has been identified that speaks another Burmese language.

Thirty percent of youth EFNEP participants were racial or ethnic minorities.

A Human Sciences Specialist in Nutrition and Wellness, is a bi-lingual ServSafe® instructor and has been working teaching ServSafe® in Spanish as well as working with mentees to eventually be able to teach. A ServSafe® class was taught in Spanish in Iowa City. Participants gathered at the Johnson County Extension office to learn about the importance of safe food handling. The course included eight hours of instruction followed by the two hour certification exam. This program was made possible through an Excellence in Extension grant, organized by Barbara Anderson, retired Human Sciences Specialist, Nutrition and Wellness.

A State specialist updated the script for the Guide to Food Safety video to reflect new Food Code content. It was then translated into Spanish. She developed nine visual-based, limited text posters about leafy green handling in English, Spanish, and Chinese to reach diverse workforces in retail foodservices.

#### **4-H Youth Development**

Over the last year, Iowa 4-H has had increased recognition as a state, regional and national leader in the area of inclusion as related to youth. This effort contributed to a 5% grow in 4-H youth enrollment statewide This includes focus on Iowa's Academic Opportunity/Achievement Gaps (Race/Ethnicity, Low Income, Language and Disability) and aligning to the Iowa Core. Below are some examples of these efforts. Please be aware that the list is only a portion of the work that is happening across the system.

- Iowa State 4-H Leader was selected by his peers to lead "inclusion" efforts at the national level. To that effect, Iowa State 4-H leaders is leading the following efforts:



- In October 2015 Iowa State 4-H Leaders will host a National gathering of 4-H Leaders in Portland, OR. This meeting is designed as first step in implementing ECOPS new vision for 4-H: *“4-H Grows: A Promise to America’s Kids -- With the new vision of: In ten years, 4-H will reflect the population demographics, diverse needs and social conditions of the country. This vision has the elements of inclusion, caring adults, involve at least 1 in 5 youth, and the volunteers and staff reflect the population”*
- Iowa 4-H Will hosted the Northcentral “First Generation” team in Des Moines, IA. First Generation is the programmatic name of the Land Grant University, 4-H Northcentral Region’s inclusion efforts. This meeting will be done in partnership with the Science Center of Iowa Race exhibit. The second team meeting will be held in Des Moines, IA in December 2015.
- The Iowa State 4-H Leader traveled to Minnesota to provide system wide training on inclusion to the Minnesota 4-H Program. Due to the success of the training the Iowa State Leader will be traveling back to Minnesota in 2016 to do a follow-up training with that system.
- Iowa State 4-H Program has been asked to led training on inclusion for state agencies (e.g. Department of Human Services, Department of Education, Iowa College Student Aid Commission, Iowa Department of Human Rights, etc.), and the County level (e.g.: DECAT programs) and the local level.
- In 2015 Iowa 4-H began to address this issue directly by convening its first Culturally-based Youth Leadership Accelerator (CYLA), Maize. Accelerators are not within themselves a program but launching pad for underrepresented and underserved into the 4-H programs. They are designed to use cultural strengths and culturally-based narratives to introduce and maintain 4-H programs to youth. The first Maize Retreat brought nearly 100 Latino and Native American Youth from across the state to the Iowa State University campus and 4-H Center. In 2016, thanks to the Walmart and UnitedHealth Care Foundations the CYLAs will be expanded to include an additional 120 African American and African immigrant/refugee youth (total of 240 youth). CYLA Youth will spend a full day on the ISU Campus working with departments in all six colleges. They will then spend two days at a retreat near Boone, IA.
- 4-H has initiated a two-year training cycle focusing on inclusion. Since Aug 2014, 4-H State Staff have been trained in the Neuroscience of Bias (implicit bias), Structural Racism and Racial Disproportionality, Civil Rights and Employment, and Cultural Competence. Rather than a one-time in-out, the cycle will be now repeated for State and County staff.
- In the Fall of 2015, Iowa State 4-H will partner with 4-H National to launch the 4-H Grows campaign, targeted at recruiting “First Generation” 4-H Youth. <http://www.4-h.org/grows/>
- 4-H has partnered with College of Agriculture and Life Sciences to develop a two way pipeline between selected colleges and 4-H. A liaison was hired that will: a) help recruit 4-H youth into ISU academic programs; b) recruit students, staff and faculty to support and volunteer with 4-H programs; c) recruit students to do internships, assistantships and practicums with 4-H.
- A full review of all state positions within 4-H is being completed in order to incorporate “inclusion” and “cultural competence” as core skills in Position Descriptions and to eliminate language that may have unintended by disparate effects.
- A diversity advisory council was created to work with and learn from the 4-H State Youth Council. These diverse youth are selected by their home counties to help bring in the voice of underrepresented youth (e.g.: race/ethnicity, LGBT, Gender, etc.) into 4-H programs and events.
- A partnership was established with U.S. Cellular and NASCAR in 2015. “First Generation” 4-H’s are being provided with high value STEM experiences (e.g. Behind the scenes tours of NASCAR events) and local funding to support local STEM projects.
- 4-H is beginning the process of partnering with the Science Center in order to feature their new Race exhibit and to promote conversation regarding racial disproportionality affecting youth

(e.g.: Academic Opportunity/Achievement Gap, Disproportionate Minority Confinement, Housing Policy, etc.)

Our AmeriCorps and FoodCorps members worked hard to increase a 4-H presence in under-served neighborhoods. We are still developing relations with the youth, parents and staff at Unity Square housing complex. Extension hosts a monthly radio program on KBBG, Iowa's only African American-owned/operated station in the state. Each month, 4-H programs and activities are highlighted. Our Extension council now includes 4 females, including 3 African Americans, a first in recent history. Boone County 4-H has two members with selective mutism that are active 4-H members in multiple clubs and leadership opportunities and are thriving. 14% of 4-H Club members received financial assistance for the 4-H program development fee. We have several youth with ADHD. Boone County 4-H has one youth that is wheel-chair bound with limited use of her hands. She has to count on others to get her around. Her 4-H Club members have welcomed her and 4-H has given her opportunities that she hasn't had before. Her grandmother who cares for her and homeschools her appreciates what 4-H has to offer and 4-H has helped her have more independence. She is currently a freshman in High School and this is her first year in 4-H.

Traditional Club supported a non-traditional non-English speaking group as a part of their club meeting. The group is being led by a Spanish speaking employee funded by Extension Council it represents 2 youth and 1 family, all representing an unreached audience.

Partnering with La Luz Hispana has gained Extension a broader reach with Hispanic youth. There were 8 Creative Clovers and 22 Creative Clover Kids participating in visual art experiences after school or in a summer ½ day program. La Luz assists in the translating of promotional materials for families.

Received a special saddle to provide opportunities for special needs youth to participate in the Horse Project Area.

Scale up grants to increase STEM programming for low-income families and youth of color have been secured.

### **OFFICE OF THE SENIOR VICE PRESIDENT AND PROVOST**

The Office of the Senior Vice President and Provost (SVPP) is guided by the current University strategic plan that posits diversity as central to the university's mission. The SVPP plays an integral role in developing and supporting diversity initiatives throughout the Academic Division. The Academic Division plays a key role in diversity efforts at the institution especially with regard to the recruiting, supporting, and advancing of a diverse body of faculty. The Provost sets expectations and assesses annually the progress made by each dean and each college towards their diversity goals. Furthermore, the SVPP leads several diversity committees and initiatives for the university, with details of our recent progress outlined below.

We summarize recent highlights in these areas below:

Professional development:

#### *Faculty and Staff Affinity Groups*

The SVPP has supported the development and growth of several faculty and staff affinity (FSA) groups, specifically the Black Faculty and Staff Association, the Colegas (Latino/Hispanic) Faculty and Staff Association, the LGBT Faculty and Staff Association, and the Asian American and Pacific Islanders Faculty and Staff Association. An American Indian Faculty Staff Association has been proposed and is in the process of being formalized. These faculty and staff associations have the common mission to promote a greater sense of community and mutual support for diverse faculty and staff at Iowa State University through mentoring, networking and professional development. These

groups serve as an organized support network to help employees navigate the university system while providing a platform to vocalize their thoughts, concerns, needs, and ideas to enhance the overall mission of the institution. Furthermore, these groups support the continued progression of diversity awareness within the university community where issues can be effectively identified, directly challenged, and thoughtfully discussed. The FSAs further support the recruitment of underrepresented faculty and staff by offering to meet with interested candidates during the on-campus interviews.

#### *Emerging Leaders Academy*

Since January 2009, the Office of the SVPP has coordinated the Emerging Leaders Academy, designed to develop a diverse and informed set of new leaders for Iowa State University. Presently, over 110 faculty and senior staff have been trained in leadership, teamwork, communication, fiscal responsibility, diversity, management and public accountability.

#### *Dual career and diversity hiring initiatives*

The Office of the SVPP continues to invest in programs that support dual career couples and faculty diversity hires, facilitating college requests for funding. With currently over \$10.5 million invested in such efforts, we recognize the need to send a strong message about diversity and life choices for the newest generation of faculty.

#### *Department Chair Curriculum*

The SVPP has a component of inclusion in the department chair workshops and seminars. Workshops and seminars are coordinated by a SVPP Faculty Fellow who has a special charge to educate department chairs about how to incorporate inclusion into the department culture. Iowa State University participates in the Collaborative on Academic Careers in Higher Education (COACHE) survey. Results from the survey, including an inclusion theme, are shared with Deans and Department Chairs. The information is also used when developing leadership and culture creation seminars.

#### *Iowa Network for Women in Higher Education*

The primary goal of the Iowa Network (affiliated with the American Council on Education) is to facilitate the development of women leaders in higher education, through conversations, collaborations, and mentoring across the state. IOWAWHE is committed to fostering diversity in higher education leadership with regard to race, gender, ethnicity, sexual orientation, and physical ability. ISU continues to play an important role in the leadership of the Iowa Network and has hosted the annual IOWAWHE women's leadership conference in 2012 and 2016.

#### *Way Up Conference*

The Way Up Conference is sponsored by Regent universities and the Iowa Board of Regents and seeks to serve the needs of women seeking leadership opportunities in higher education. The Office of the SVPP provides funding as a conference sponsor. We promote the program widely and provide funding for ISU staff/student/faculty to attend the Way Up Conference, each year. ISU faculty and staff regularly share their expertise at the conference as presenters and facilitators.

Coordination of university committee efforts:

#### *University Committee on Women (UCW)*

The SVPP continues to support the work of the UCW, an active committee made up of faculty, staff, and students across the institution. Through its subcommittees, it has continued to assess the status of women by issuing a report every two years on the status of female faculty, staff, and students in one

of the academic colleges. The UCW finalized work on a twelve-year Status of Women report. The report was presented to the President and aided him in his decision to appoint a Vice President for Diversity and Inclusion for Iowa State University. The report continues to be accessible on the President's website. The UCW meets annually with the Provost and President to keep them apprised of key issues facing women on campus.

#### *Women's Leadership Consortium (WLC)*

The WLC is made up of those persons leading offices with missions including women's work and role at ISU. Besides serving as a key coordinating body, it sponsors the annual women's leadership speaker series and co-coordinates the Women's and Diversity Grants competition which awards \$50,000 to enhance the experience of women and underrepresented individuals on campus.

Two National Science Foundation-funded initiatives:

#### *ISU ADVANCE.*

This is the university's flagship program dealing with faculty equity and diversity issues. ADVANCE has been able to develop initiatives, programming, and materials to address diversity among the faculty ranks in STEM fields at ISU. Since 2011, ADVANCE has broadened its scope beyond STEM to engage all faculty, with particular emphasis on the advancement of women and underrepresented faculty across all colleges. Each academic college has an Equity Advisor who is appointed by the dean to provide training to faculty search committees and to develop programming in support of the needs of faculty in each college. ADVANCE developed the "Department Enhancement Program" for departments preparing to undergo program review. The program assists department faculty with identifying and addressing barriers to transparency within department culture. During 2014–2015, ADVANCE conducted assessments on four departments. The university depends on the quality of the materials and programming that ADVANCE has produced to define diversity conversations among ISU faculty.

#### *Strengthening the Professoriate at ISU (SP@ISU)*

"Strengthening the Professoriate at ISU" allows ISU to continue efforts to strengthen and diversify faculty and senior scholars, by building on good diversity programs around the campus as well as strong policies and central support. The long-term goal is to develop a faculty who integrate their broader impacts efforts with their research enterprise. The program is a collaboration of the SVPP, the Graduate College, and the Vice President for Research. NSF funding concludes in spring 2016 at which time the program will transition to the VPR Office where it will become institutionalized as part of the new Grants Hub.

Units that report to the Provost:

#### *Lectures Program*

The Lectures program continues to contribute to diversity efforts by identifying and funding speakers who bring their perspectives on a large range of issues. During 2014-2015, there were 21 speakers, events, and performances with people of diverse cultures or those speaking to issues of diversity, and an additional six speakers as part of the Women in STEM Series. The Office of the SVPP contributes funding for many of these.

#### *The Center for Excellence in Learning and Teaching (CELT)*

The mission of CELT is to support, promote, and enhance teaching effectiveness and student learning. To accomplish this mission the Center provides consultation, resources, and programs to facilitate the professional and intellectual development of faculty, staff, and graduate students as

educators; helps instructors and academic units develop, implement, and assess instructional approaches and methods; and promotes student learning as central to accomplishing the teaching/learning mission of the university. CELT continues to offer face-to-face and online programs that focus on diversity and inclusion in the classroom and learning environment. Additionally, video resources relating to diversity at ISU have been developed and posted to CELT's YouTube channel for 24/7 availability.

#### *Carver Academy*

In partnership with the Dean of Students, the Office of the SVPP supports the Carver Academy, a prestigious academic program for high ability students of color. Students must rank in the upper 25% of their class or have a 3.5 G.P.A. in order to be admitted into the Carver Academy. The Carver Academy is structured to enhance, encourage, and support under represented minorities' academic, social, and cultural activities throughout their college experience. Only through mutual collaboration of faculty and student affairs professionals, has this program succeeded in retaining its targeted population of undergraduate minority students. In addition to academic coursework, the program offers students opportunities for multiple extracurricular enhancements including an annual trip to Diamond, Missouri, home of George Washington Carver.

#### *Graduate College*

The Office of the SVPP partners with the Graduate College on a new mentoring program for first-year graduate students of color. We actively promote the mentoring program for underrepresented students and help pair faculty members with mentees. We also help program coordinators identify peer mentors for the first-year PhD students of color. The goal is increased retention and success of graduate students of color at ISU.

#### *Program for Women in Science and Engineering (WiSE).*

The Program for Women in Science and Engineering (WiSE) focuses on increasing the enrollment and success of undergraduate women in science, technology, engineering, and mathematics (STEM) degree programs. From a diversity perspective, women continue to be underrepresented in many of the STEM disciplines. Therefore WiSE's mission is in direct alignment with increasing diversity on the ISU campus. To achieve its mission, WiSE provides both outreach programs to K-12 students and programs for undergraduate women majoring in STEM fields at Iowa State. Key outreach programs are the Taking the Road Less Traveled Career Conferences (hosted on six dates each year on the ISU campus and that reaches 2,500 6-12th grade girls each year) and the WiSE Student Role Model Program (where undergraduate students visit classrooms across the state facilitating hands-on STEM for 10,000 students each year). Both of the outreach programs have been in existence for over twenty years and demand and program evaluations by participants and teachers remains strong. Our WiSE Learning Communities, a living-learning program for undergraduate women in STEM majors, supports over 450 women each year and focuses on academic success, social integration and leadership development. Finally, a new study abroad program offers an international experience for undergraduate students in to explore the global nature of STEM. Over the past five years, these programs have impacted students in all 99 of Iowa's counties.

#### *Recognition:*

##### *Martin Luther King, Jr. Advancing One Community Awards*

Each year, the SVPP Office coordinates nomination review and selection of the Advancing One Community Award. The award recognizes individuals and groups who have followed the principles of Dr. Martin Luther King, Jr. Recipients are recognized for their efforts to create an inclusive university community that embraces justice and equity.

## **INFORMATION TECHNOLOGY SERVICES**

Information Technology Services (ITS) is a strong supporter of diversity efforts at Iowa State University. We fully believe that a diverse and supportive work environment is advantageous and necessary for us to meet our departmental objectives and serve our customers. As such, we have adopted a comprehensive and inclusive official statement of our beliefs in this area.

Our diversity statement, as posted on our website (<http://www.it.iastate.edu/policies/diversity/>), reads as follows:

*Information Technology 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 a 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 believe that as a public institution, Iowa State University has a responsibility to serve the public in a non-discriminatory manner that reflects 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. Further, we support the diversity goals of the university through the understanding and application of federal, state, and local laws and the policies of Iowa State University.*

In order to ensure that this statement accurately reflects both the goals of the department and the University, it was vetted not only by senior ITS leadership but also by the Office of Equal Opportunity and was presented to the University Committee on Diversity for review and comment.

This statement was developed by the ITS Diversity Committee, created by the Department to address diversity concerns. This committee meets periodically to review and discuss diversity issues and shares information about events, opportunities, and concerns.

As a service organization, ITS must provide fair and effective support to all our clients. We work on a daily basis with faculty, staff, and students with a wide range of cultures, backgrounds, and, in some cases, physical abilities. We strive to treat them all equally and provide services that meet their needs with respect and professionalism.

This is not a new role for ITS. Our efforts in this area go back to the very beginning of the department. We have long understood the need to engage both employees and students in ways that are inclusive and supportive.

One example of this is the policy that all ITS employees must complete the Discrimination and Harassment Training course offered by University Human Resources. This fosters better understanding and underscores the importance that the department attaches to this area.

Other appropriate functions that we perform include:

- A major part of the diversity efforts that ITS engages in involves assisting faculty, staff, and students who have special technology needs for learning and teaching;
- Websites are developed and maintained by ITS in a manner consistent with Section 508 of the Americans with Disabilities Act (ADA);
- Several areas within ITS 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 are available for temporary installation in campus classrooms;
- Closed captioning transmitters and decoders are installed in all new and remodeled large classroom facilities;
- Provide assistive technology in computer labs across campus. This includes not only ITS labs, but also the Parks Library and the Athletic Success Center;
- We also loan laptop computers and media equipment to all students for up to five days at no charge. During the last fiscal year, there were 16,287 loans made, including 3,216 instance of borrowing laptops;
- Investigation of new technologies that might be adopted for university-wide use includes examination for accessibility ease and legal compliance.

Presently, ITS staff members serve on the Universal Design Committee. This task force was created to address the issues regarding website accessibility for students, employees, ISU visitors, parents, and other visitors to ISU's web based infrastructure. An employee of the ITS Solutions Center has been chairperson of this committee throughout 2015.

During Disability Awareness Week in 2015, an ITS staff member and the chairperson of the Universal Design Committee was asked to present on the topic of web accessibility.

ITS has taken an active role in providing information about IT accessibility to the campus as a whole. ITS worked closely with University Counsel to draft a position description for a new position titled, Website Accessibility Coordinator. This position will be housed in ITS and will work closely with IT web designers and developers, campus partners, the Center for Excellence in Learning and Teaching, faculty, and vendors to ensure campus wide web accessibility concerns and issues are addressed.

This year, ITS staff members wrote and submitted a grant to request funds to promote women and diversity. The grant was awarded to ITS by the Provost. ITS, along with campus partners in the College of Engineering, Women in Science and Engineering, and Computer Science submitted the grant to help promote and attract women into traditionally male dominated careers.

### **Ames Laboratory**

Please find below a list of actions/activities in which the Ames Laboratory is participating/has participated which impact affirmative action, diversity and inclusion.

- Ames Laboratory has instituted a process where a member of the Ames Laboratory Human Resources Office serves on screening/selection committees, and participates in the interview process for all Professional and Scientific positions. This ensures that diversity considerations are made during the recruitment and selection of candidates for open position. This process was initiated in 2013-2014, and has expanded to all P&S and merit positions.

- Ames Laboratory has a formal mentoring program which partners employees with more experienced professionals. All Ames Laboratory employees are eligible to participate in the mentoring program. One measure of success of the program is the evaluation of mentees that the program provides a sounding board for career development, ideas, and concerns. Although this is not a new program, participation in the program continues to grow, and all new employees are offered participation. We believe this program has a positive impact on employee retention.
- Ames Laboratory Human Resources has developed a mechanism for collecting and evaluating applications for posted Postdoctoral Research Associate positions. An e-mail box is established for receipt of applications for advertised Postdoc positions. Ames Laboratory Human Resources and the corresponding Principal Investigator have access to this e-mail box. Human Resources works with the Principal Investigator to “matrix” the applications prior to extending an offer. This ensures that candidates are considered for these positions based on the required and preferred qualifications of the particular position.
- Lynnette Witt, Assistant Manager, Human Resources, applied for and was awarded a Diversity Grant through the Provost Office for FY 2016. Dollars received from this grant will be applied toward management training in the area of open recruitment, with additional focus on implicit bias awareness. A date has not yet been set for training, but it will occur prior to June 30, 2016.
- Educational Programs
  - Ames Laboratory sponsored both High School and Middle School Science Bowl programs in 2015. Forty (40) teams (200 students) plus coaches made up the High School Science Bowl competition and 24 teams (120 students) participated in the Middle School Science Bowl. Our Middle School Science Bowl has been expanded to include eight more teams of students to further reach out to students of diverse backgrounds across the state of Iowa. We bring together 150+ volunteers to support our yearly Science Bowl competitions. Volunteers include Ames Laboratory scientists, staff and students as well as ISU staff, students and student groups. Our interaction with the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCCChE) continued this year with a number of student volunteers working at Science Bowl from this organization. Other volunteers have included the following ISU groups: Iota Sigma Pi, National Honor Society for Women in Chemistry; American Institute of Chemical Engineers; WiSE, Women in Science and Engineering; American Society of Agricultural and Biological Engineers; Materials Research Society; the Material Advantage Club; ISU Emerging Leaders in Engineering; the ISU chapter of the American Meteorology Society; and National Society of Black Engineers. High School and Middle School Science Bowl students were provided opportunities to experience Ames Laboratory and Iowa State University through visits to college and department displays that were staffed by ISU personnel during the Science Bowl competitions. Display providers in 2015 included the Iowa State University College of Engineering, Student Services and the College of Liberal Arts and Sciences.



- In 2015, Ames Laboratory personnel participated in the DOE National High School and Middle School Science Bowl competition held in Washington, D.C. An Ames Laboratory staff member served on the Logistics team, helping with pre-event preparation.
- Information regarding our Community College Internship Program (CCI), our Student Undergraduate Leadership Program (SULI), and our Visiting Faculty Program (VFP) is distributed by our contractor, Iowa State University, when the Graduate College attends conferences, schools, and organization meetings. Events attended during the 2014-2015 year included: 2014 AGMUS Research Symposium (Ana G. Mendez University System) in San Juan, Puerto Rico; Peach State LSAMP – Annual Fall Symposium and Research Conference at Georgia Tech in Atlanta, GA; National Society of Hispanic MBAs (NSHMBA) Annual Conference in Philadelphia, PA; Luther College in Decorah, IA; Northern Illinois University in DeKalb, IL; Agricultural Career Expo (ACE) at Texas A & M University in College Station, TX; UW System Grad School Virtual Fair; Chicago Graduate and Professional School Fair in Chicago, IL; Tuskegee University in Tuskegee, AL; SACNAS in Los Angeles, CA; I-74 Graduate & Professional School Fair at Augustana College in Rock Island, IL, Knox College in Galesburg, IL, Millikin University in Decatur, IL, Bradley University in Peoria, IL, and Monmouth College in Monmouth, IL; Society of Women Engineers in Los Angeles, CA; Society of Hispanic Professional Engineers in Detroit, MI; and Ph.D. Project in Chicago, IL. In addition, the Ames Laboratory Education Programs director participated in LSAMP Fair at the Des Moines Area Community College in 2014, where students/staff discussed internship opportunities at the Ames Laboratory. This provides a broad base from which to obtain applicants for our programs described below.
- Ames Laboratory sponsored the 2015 Community College Internship (CCI) program in 2015. Two students participated in the 10-week summer CCI internship at the Lab. Students work with scientist mentors in a 10-week internship in this program. Our summer 2015 program included one female and one male.
- Ames Laboratory sponsors three separate sections of the Student Undergraduate Leadership Program (SULI) program. Twenty-five students worked with scientists/mentors in 10-week internships in the summer 2015 SULI program. One female student participated in the Sprint 2015 SULI program, and four are currently participating in the Fall 2015 SULI program. The 2015 Spring SULI program included one female student. The 2015 summer program included 11 females and 14 males. The program includes Hispanic and Asian students.
- Ames Laboratory sponsored the Visiting Faculty Program in 2015. The VFP program consists of a 10-week internship at the Lab in summer 2015. Two teams of students/faculty participated in this summer internship. Student/faculty representation is from Historically Black Colleges and Universities from around the country. Members of the VFP teams included a faculty member and one student from the University of Texas-Pan American in Edinburg, Texas; and a faculty member from LeTourneau University in Longview, Texas. This program includes one Asian male.
- Ames Laboratory provides educational opportunities through community outreach programs. Ames Laboratory opens its doors to student groups for tours and talks. One example of this type of activity would be a tour and presentation to a group of AP chemistry students from Mason City High School.

- Adam Schwartz, Ames Laboratory Director; Lynnette Witt, Assistant Manager of Ames Laboratory Human Resources; and Igor Slowing, Ames Laboratory Associate Scientist attended the Department of Energy National Laboratory Diversity and Leadership Workshop held in Livermore, California on September 1-2, 2015. Ames Laboratory served as one of the host Laboratories for the planning of this workshop which included individuals from all the national laboratories. Participants included Laboratory Directors, Laboratory Division Directors, Human Resources Directors, Diversity & Inclusion Managers, Education and Training Managers, and Scientists. This workshop was an opportunity to bring the Working Group together to share best practices and challenges, network with peers, and create a plan of action to which the National Laboratory Directors can commit. The National Laboratory Directors will be holding a follow-up meeting in December, 2015.
- Ames Laboratory hosted COAch, a grass-roots organization working to increase the number and success of scientists and engineers, on September 10<sup>th</sup> and 11<sup>th</sup>. Workshops were presented by COAch facilitators on the topics of Leadership Skills for Women, The Art of Strategic Persuasion, Successful Communication in Meetings, and Negotiations and Strategies for Leading Change. More than 100 attendees from all across the campus participated in the workshops gaining valuable skills that are not traditionally taught in STEM education.

#### **OFFICE OF THE SENIOR VICE PRESIDENT FOR STUDENT AFFAIRS**

The Division of Student Affairs' commitment to diversity underlies several goals within its strategic plan:

- Develop and implement programs that enhance students' understanding of global, cultural, and diversity issues.
- Collaborate with academic affairs to help students develop competencies that prepare them to work and live in a dynamic global society.
- Provide space, venues, forums, and staff support for diverse social, cultural, entertainment and educational programs.
- Facilitate connections that celebrate the multiple identities of students and the intersection of those identities within the campus culture.
- Recruit and retain a diverse workforce within the division, including peer leaders and student employees.
- Assess quality of students' co-curricular experiences and utilize data results to improve current programs.
- Recruit, retain and graduate a diverse student body.

The Division of Student Affairs continues its effective recruitment and retention strategies. In fall 2015, Iowa State University once again enrolled its most diverse student body ever. A record number of international students (4,041) are now enrolled. Total U.S. multicultural and international enrollment is 8,366, or 23.24 percent of the student body. (The previous record set in fall 2014 was 8,093, or 23.3 percent of the student body.) U.S. multicultural enrollment is 4,325 (12 percent of total enrollment), a new record and an increase over last fall's 4,065 students. Record U.S. multicultural enrollment among new freshmen: 888 students, up from last year's record of 802. Multicultural students represent 14.3 percent of new freshmen at Iowa State.

The Division of Student Affairs continues to hire and retain a diverse staff, with racial diversity being most prominent in our Professional and Scientific (P&S) staff. We actively recruit a diverse staff in our hiring practices, through how we advertise and network open positions, and through ongoing compliance with Human Resource Services. We encourage the retention of our diverse workforce through formal and

informal programs within the Division and will continue to strive to include a greater representation of diverse populations on our staff.

The Division's commitment to diversity is infused into the programs and services we offer. Selected programs from 2014-2015 that supported diversity goals include:

## **STUDENTS**

### **Admissions**

- Ethnic diversity in Fall 2015 freshman accepts is up by nearly 15% (109 students) as of August 1.
- The College Bound program serves approximately 30 eighth graders and 25 ninth graders from Ames through the Connect program. Through this partnership with Ames Schools multicultural and first generation students participate in mentoring and visits to Iowa State to explore educational opportunities
- Iowa State hosted the 2014 Central Iowa Latino Expo, coordinated by the Office of Admissions Precollegiate Programs Office.
- Early Outreach Programs served 109 9-12 grade campers from diverse backgrounds in 2015.

### **Multicultural Student Affairs**

The Office of Multicultural Student Affairs (MSA) serves as a primary resource for Iowa State University students who self-identify as **American Indian/Alaskan Native, African American, Asian American, Native Hawaiian/Pacific Islander, Hispanic/Latino American, and/or Multiracial.**

- Programmatic efforts include:
  - Leading campus workshops and cultural programming
  - Facilitating conversations related to diversity and social justice
  - Working with learning communities, scholarship programs and engagement with student clubs and organizations

## **MULTICULTURAL LIAISON OFFICERS**

Within each College there is a Multicultural Liaison Officer (MLO) that:

- Promotes student retention by connecting students with campus and community resources
- Supports recruitment of Multicultural students
- Collaborates with the Multicultural Student Affairs Office on programs for students

## **MSA SIGNATURE PROGRAMS**

- **Academic Program for EXcellence (APEX)**
  - An eight-week academic summer program designed for incoming multicultural freshmen.

- APEX assists in multicultural students' transition to Iowa State University during the summer prior to their first semester
- **George Washington Carver (GWC) Scholarship and Academy**
  - Approximately 100 scholarships are offered each year
  - Students are from anywhere in the U.S.
  - In addition to the tuition dollars, scholars are enrolled in two (2) courses (Fall and Spring) which allows them to engage as a learning community.
  - The learning community also has a peer mentoring component which allows upperclass students to mentor 1<sup>st</sup> year students.
  - The scholarship program supports students financially as well as through the classroom experience.
- **Multicultural Vision Program (MVP) Scholarship**
  - Approximately 100 scholarships are offered each year
  - Students are from Iowa
  - In addition to the tuition dollars, scholars are enrolled in two (2) courses (Fall and Spring) which allows them to engage as a learning community.
  - The learning community also has a peer mentoring component which allows upperclass students to mentor 1<sup>st</sup> year students.
  - The scholarship program supports students financially as well as through the classroom experience.
- **Cultural Heritage Programming**
  - MSA staff works with the various Cultural Heritage Month Planning Committees to support the student planning
- **Graduation and Recognition Ceremonies**
  - Fall and spring events that recognize the achievements of Multicultural Students
  - MSA supports the Latino/a Graduation Ceremony
- **Coffee and Conversation**
  - Coffee and Conversation is a programmatic initiative that allows students to talk about current events issues on campus and in the world community.
- **DiverCYty Network**
  - In collaboration with staff from LGBTSS, the Margaret Sloss Women's Center and Student Assistance, members of the MSA staff coordinate the DiverCYty Network.
  - The Network provides training and support for those offering diversity presentations around campus.

## RECRUITMENT EFFORTS

- **Multicultural Breakfasts/Experience Iowa State (EIS) Open House**
  - Multicultural students and families taking part of EIS have a special opportunity to meet with MSA staff, Multicultural Liaison Officers (MLOs), and other campus partners during a morning breakfast session.
- **Multicultural Transfer Visit Day/Transfer Student Orientation Reception**
  - An opportunity for transfer students to learn about MSA/MLO programs and services.

## **RETENTION EFFORTS**

- **Sense of Belonging Survey**
  - Opportunity for MSA Staff to consider how sense of belonging may play a role in the experiences of students and in what ways MSA staff might discuss or promote belonging.
- **Predicted 2.0 Intervention**
  - Gathered data surrounding multicultural students initially predicted by ISU's predictive model to obtain less than a 2.0 grade point average.
  - Findings indicate that more intentional support and outreach be directed toward sophomore and junior students initially on the predicted 2.0 list.
- **Map Works Meetings**
  - MSA Staff meet with students who have red/double red indicators following their completion of the MAP Works survey.
- **GWC/MVP Early Warning Initiatives**
  - A high impact practice to create an early warning system to capture students who demonstrate academic difficulties.
- **STATUS Program (Summer Trial: Acquiring Tools for Ultimate Success)**
  - A collaborative venture between MSA, the Academic Success Center and the College of Liberal Arts and Sciences to provide academic support to students attending ISU as part of the summer trial program
  - 25% of them identify as students of color.

## **STUDENT PROFESSIONAL DEVELOPMENT FUNDING**

Currently, MSA annually supports up to \$150.00 per student in order to assist students as they pursue professional development opportunities (i.e. conference registration, study abroad, graduate school exams, etc.)

## **TUTORING**

Currently, MSA pays for one tutor per multicultural student every semester to assist them in improving their GPA.

## STUDENT ORGANIZATION ADVISEMENT

- **Alpha Phi Alpha Fraternity, Inc.**
- **Black Student Alliance**
- GWC Advisory Board
- **Lambda Theta Alpha Latin Sorority, Inc.**
- **Lambda Theta Nu Sorority, Inc.**
- **Latino/a Student Initiatives**
- **Men of Color Collective**
- Men of Color Learning Community
- Multicultural Student Leadership Council (MSLC)
- MVP Peer Mentors
- National Conference on Race and Ethnicity (NCORE)/Iowa State Conference on Race and Ethnicity (ISCORE)
- **National Society for Leadership and Success**
- **Sigma Lambda Beta International Fraternity, Inc. (Multicultural Greek, Large Latino/a membership)**
- **Sigma Lambda Gamma National Sorority, Inc. (Multicultural Greek, Large Latino/a membership)**

***\*\*Bold are recognized student organizations***

### International Students and Scholars Office

- ISSO's Retention and Diversity Coordinator just completed his first year overseeing retention and diversity efforts
- The International First Year Experience course (U ST 110X) in collaboration with academic affairs helps students transition to the U.S. and its academic and classroom culture.

### Office of Student Financial Aid

- Provided over \$200K to ISS to support Culture Corps and International Student Scholarships.
- Allocates over \$408K to support the International Student Ambassador Scholarship
- Over \$170K to support the International Merit Scholarship program.
- Allocated over \$2.3 million to support MVP awards and over \$5.3 million to support GWC awards.

### Memorial Union

Develops and implements programs that enhance students' understanding of global, cultural, and diversity issues through the following:

- Alternative Break Trips
- SUB Multicultural Awareness Committee produces several programs and opportunities for students throughout the year.

- The Multicultural Center hosts exhibits and other multicultural programming.

#### Greek Affairs

- Seven chapters participated in SAFE Liaisons, a peer education program to educate others on the importance of inclusive language, particularly for the LGBTQIA population.
- Developed Project Jamaica, a new study abroad program to educate fraternity and sorority members about their responsibility as global citizens. (This is a partnership with the Catt Center for Leadership and the Study Abroad Office.)

#### Margaret Sloss Women's Center

- Continuously provided a welcoming space to diverse organizations.
- Coordinate programs to promote gender equity
- Collaborated with the Writing and Media Center to create the Gender Monologues, an inclusive on-going program addressing gender inequities through personal storytelling.
- Presented workshops about the topic of diversity and gender equity.
- Worked collaboratively with the Society for the Advancement of Gender Equity (SAGE) and other student activist groups to continue dialogues about issues of gender inequity and social justice.
- Provided consultation to ACCESS in the development of the Men Engagement Discussion Group. The group focuses on men and masculinity in relation to feminism and violence.

#### Recreation Services

- Fitness and Wellness developed a collaborative relationship with the Hindu YUVA student organization to offer educational and experiential sessions for yoga class participants and instructors.
- Fitness and Wellness provided a Zumba class for a Womyn of Colour fundraiser.
- Outdoor Recreation Program provided custom outdoor trips for diverse student groups including GWC, Society of Women Engineers, International Students and Scholars, and OPPTAG.
- Provided facility space for 22 diverse student organizations including Chinese Student Association, Black Student Alliance, Puerto Rican Student Association, African Student Association, Bhangra Dance Group, and Nepal Student Association.
- Intramural Sports conducted an Olympics style event for the Early Outreach Program (EOP).

#### Student Assistance and Outreach

- Added a representative from International Student and Scholars Office (ISSO) to the Student Assistance Follow-Up and Evaluation Team (SAFE-T) to ensure international students have appropriate follow up and to better inform ISSO on university wide student situations.
- Served a higher percentage of students of color compared to the general student body.

#### Student Disability Resources

- Organized and led the Regent Universities Disability Awareness Summit which was attended by more than 115 participants from across the state.

- Led an interactive session at ISCORE entitled “Understanding the Impact of Disability on Students of Color and Other Individuals with Diverse Backgrounds.

#### Academic Success Center

- Supported the APEX summer program through tutoring and specific PSYCH 131 sections.
- Collaborated with MSA and colleges on a pilot program for summer trial students. A series of four workshops (study strategies, campus resources, Writing and Media Center, and exam preparation) were offered and students received free tutoring for one course through ASC funding.

#### Lesbian, Gay, Bisexual & Transgender Student Services

- The Reel Queer Film Series provided students the opportunity to view three films and participate in discussion sessions focusing on sexuality and gender topics including international issues and history.
- Panelists conducted 48 Speakers Bureau panels in academic, residence hall, and student organizations environments enhancing education and competency about LGBTQA issues.
- Presented to Learning Community Peer Mentors with an overview of sexuality and gender and practices to foster inclusive and welcoming environments.
- Sponsorship and coordination assistance provided to student leaders in bringing Alison Bechdel, author and recipient of the MacArthur Fellowship.
- The Department of Residence implemented Community Adviser information sessions in the LGBTSS Center with publicity and outreach support from staff.

### **STAFF**

#### Memorial Union

- Building Manager Program – 11 student managers representing diverse backgrounds

#### SVPSA Diversity Committee

The SVPSA Diversity committee focuses on:

- 1) Multicultural Competencies and
- 2) Recruitment and Retention of Diverse Staff.

#### Department of Residence

- 7 staff in 2014 and 11 staff in 2015 participated in NCORE as part of the ISU Faculty/Staff Professional Development cohort. This core group meets to discuss and implement ways our Department can live as a more culturally competent organization.
- Maura Cullen, Diversity Consultant met in Spring 2015 with our residence life staff and will meet in October 2015 with our Facilities staff. She helps explore identity, how privilege works, micro-aggressions and the impacts. Does a beautiful job helping staff new to these concepts think and begin behaving differently.
- Increased diversity 25% in our residence life staff. This is benchmarked against self-identifying white, heterosexual men.



### ISCORE/NCORE

- Students Affairs employees attended the 2014 National Conference on Race and Ethnicity (NCORE)
- Worked with Academic Affairs to develop a newly enhanced faculty NCORE group.
- The Department of Residence, Student Financial Aid, Dean of Student staff and Student Counseling Services also sent professionals to attend the NCORE conference.
- Several Student Affairs employees attended Iowa State Conference on Race and Ethnicity (ISCORE) — Iowa State University's own conference focused on promoting diversity education and celebrating diversity in the university community.
- The Director of Hixson/NSE served on ISCORE Planning Committee and the Director of Recreation Services, Interim Director of the Margaret Sloss Women's Center, Assistant Dean/Director of MSA, and Hixson/NSE Assistant Director served as team leaders for the NCORE/ISCORE project.
- This year, for the first time, the Iowa State Conference on Race and Ethnicity (ISCORE) offered a professional development opportunity for all faculty, professional, and merit staff. These sessions provided a structured environment to enhance employees' understanding and sensitivity to cultural differences. Many of the sessions focused on providing tools to improve employee interactions and create inclusive workspaces.
- Academic Affairs hired a faculty fellow to help coordinate faculty involvement in ISCORE/NCORE.

### OFFICE OF THE SENIOR VICE PRESIDENT FOR BUSINESS AND FINANCE

The Senior Vice President for Business and Finance's diversity initiatives relate to Iowa State University's strategic plan priorities as well as various goals within the strategic plan for business and finance. For business and finance, one of the goals is to promote an environment and provide services that enhance and diversify the university's human resources. With many of our programs and initiatives that are outlined below it is clear we strive to be a part of the many opportunities and concepts that fosters diversity at Iowa State University. The vision for business and finance is:

*"Business and Finance is an agile, forward thinking, effective partner in advancing the university's mission".*

We value:

- Aesthetics, inclusion, integrity, innovation, excellence and stewardship.

Staff is held accountable through a qualitative and quantitative annual review process. Progress is assessed at the departmental level and reflected in this report. Our plan is to continue to increase awareness of diversity and cultural differences, foster inclusion of ideas, viewpoints, unique gifts and talents, and ensure there is a mechanism in place to capture recruitment, selection, and retention data, create strategies to increase diversity of the applicant pools, and evaluate progress.

Some of the business and finance initiatives and strategies updates for the period November 2014 to the present are noted below:

**1. A description of changes or modifications to vision or mission statements by your college or department, if any**

- a. *No changes to vision or mission statements were made, however Business Services units have included diversity in their vision or mission statements as follows:*
  - *The vision statement of the University Book Store's strategic plan states: We value: our customers; diversity and inclusion; creativity; integrity; communication; and stewardship.*
  - *Central Stores has included the following diversity components in its mission statement: Central Stores employees realize the importance of respecting others. Staff members interact daily with people from diverse backgrounds and strive to be open minded.*
  - *The mission statement of Printing and Copy Services includes the following declaration: We support the University's commitment to nondiscrimination and affirmative action and strive to be mindful and respectful of gender differences, age and social groups, race, sexual orientation, ethnicity and other cultures to foster cooperation, teamwork, and collaboration in everyday operations.*
  - *The Purchasing Department mission statement includes the following goals related to diversity: Encourage utilization and development of businesses owned by women and socially disadvantaged ethnic groups; and be sensitive to gender differences, diverse age groups, socio-economic levels, racial ancestries, ethnic heritages, and international cultures in the performance of daily activities.*
- b. *No changes were made to vision or mission statement for the Controller's Department; however this unit interacts with large numbers of faculty, staff and students. All internal and external customers are treated with respect and staff is held accountable for their interpersonal relations. Departmental goals include providing all staff with an opportunity to serve on cross functional teams including those dedicated to making the department a better place to work.*

**2. A brief summary of changes or modifications to your recruitment and retention strategies for faculty, staff and students, if any**

- a. *The Department of Public Safety continues to develop recruitment objectives and actively participates in career fairs and initiatives to increase the pool of women and minority candidates. Their recruitment literature depicts women and minorities in key roles.*
- b. *No changes to the Facilities and Planning Management strategies other than following the new ISU Recruitment and Retention Policy. This would include the addition of staff involved in hiring viewing the on-line Lawful Hiring Program.*
- c. *EH&S has a mix of ethnically diverse groups represented in the department.*
- d. *No changes to recruitment and retention strategies have occurred, however strategies previously in place to assist with student retention are as follows:*
  - *The cost of attending ISU is a significant factor in student retention. At the University Book Store (UBS), students do not pay sales tax on their textbook purchases, which saves them 7% on their course materials. For students opting to rent textbooks, UBS provides 60% of its titles for rent, which reduces overall textbook costs to students by nearly 35%.*
  - *Supporting the activities of student organizations also contributes to student retention. Transportation Services supports student organizations by providing 15-passenger van training to enable student organization participants to use these vehicles to travel to various conferences and events.*

- e. *To assist with faculty retention, the Purchasing Department's research liaison continues to work with new faculty members to assist them with lab start-up and their acclimation to the university's business culture environment.*
  - f. *No changes to recruitment and retention strategies have occurred at Reiman Gardens but it continues to hire the most qualified candidates under University guidelines and with an open acceptance of diversity. In 2015, the three full-time new hires (in a P&S staff of 18) included two females to management positions and a member of LGBT community to a management position; in addition to a student from Brazil who was hired as an intern and another student from Brazil as an hourly student employee.*
- 3. A brief summary of your diversity programming for faculty, staff and students, which may include**
- a. Diversity-related presentations or events including visiting scholars, lectures, or unique programming**
    - i. *EH&S employs, interacts with and learns from staff and students of the following diverse backgrounds: African-American, Latino, Asian and Caucasian*
    - ii. *Members of the Treasurer's Office and Accounts Receivable participate in the International Student Orientation providing them with information in regards to payment processes.*
    - iii. *Employees at UBS are trained and encouraged to embrace the rich differences and characteristics of age, cultural, ethnicity and gender differences. The UBS new employee orientation includes the required viewing of customer service videos which model and promote diversity in a variety of customer service situations.*
    - iv. *The Purchasing Department implemented the "Procurement Process Certification" learning initiative in 2008, which continues to be offered to all ISU staff with delegated procurement authority. One learning session is devoted to explaining the Vendor Diversity Initiative and other social responsibility initiatives.*
    - v. *FP&M staff are able to attend multiple diversity related presentations or events throughout the year including:*
      - *ISU Wellness Lunch and Learn*
      - *Office Fitness Lunch and Learn*
      - *Dealing with a Traumatic Event Lunch and Learn*
      - *Updated Ethics On-Line Training*
    - vi. *Iowa State Center hosts two international orchestras at Stephens Auditorium and welcomes the international and music campus communities to these events with an Overture dinner, pre-show speaker and meet the artist reception. Currently, ISC is the only venue in Iowa hosting international orchestras. This past year, Iowa State Singers had the opportunity to perform with the Chamber Orchestra Kremlin.*
  - b. New courses or programs covering or discussing any protected class**

- i. *All sworn personnel in the Department of Public Safety attended two diversity related in-service training sessions during the past year. Advocacy training involved both presenters from Assault Care Center Extending Shelter and Support (ACCESS) and Monsoon United Asian Women of Iowa (Monsoon). ACCESS provided training on understanding victim behavior, the dynamics of domestic abuse, and how trauma affects an individual's brain. There was also discussion on how, by altering an officer's interview style, more information may be obtained from a victim. The Monsoon training provided not only cultural sensitivity training regarding Asian victims, but also insight into how the Asian population views law enforcement. Monsoon addressed stereotypes, answered officers' questions and provided insight and response strategies. Given that the Asian population is the largest international population on Iowa State University's campus, this training was highly relevant.*
- ii. *EH&S provides alternative, healthy training refreshments for diabetics and vegetarians.*
- iii. *EH&S Diversity Committee plans activities to promote diversity and maintains a diversity web page to post activities and information.*
- iv. *EH&S management actively discusses and encourages staff to participate in diversity programs on campus.*
- v. *University Museums presents 6-8 cultural diverse exhibitions a year targeted to students, faculty, staff and visitors.*

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

- i. *The Department of Public Safety has actively promoted an environment supportive of the LGBT community. They have designated an officer who has been acting as a liaison to the LGBT student services office on Iowa State University's campus. This officer is in frequent contact with Brad Freihoefer, the director of LGBT student services. The LGBT office conducted a department-wide training in the Fall of 2013. This training was mandatory for all sworn personnel. ISU PD officers again participated in the LGBT back to school ice cream social. ISU PD officers attended this social in uniform, mingled with students and answered questions. Their presence at such functions encourages this population to trust and reach out to police more readily*
- ii. *EH&S has helped improve the work-life balance of its staff members by allowing flex time to attend graduate school, to deal with family hardships and life changes, and to deal with medical needs.*
- iii. *FP&M is supportive of staff participating in campus events which enrich their personal and professional lives, for example, FP&M veterans attending the annual Veterans Conference.*
- iv. *The Treasurer's Office continues to partner with the MSA Office to assist in their retention efforts of minority students.*
- v. *Business Services units offer employees the opportunity to work flexible schedules to support work/life balance.*

- vi. *Students of all backgrounds are encouraged to apply for student positions in Business Services units.*
- vii. *Central Stores staff continues to work in concert with the Space Management unit of Facilities Planning and Management to move wheelchair accessible student work stations quickly upon request. Central Stores staff also assists other departments with ADA issues. All of the Central Stores facilities are accessible to persons with physical disabilities and are designated as safe zones.*
- viii. *At the start of the semester, extra staffing is provided in the English aisle of the UBS textbook department to assist international students. Many of these students are new to campus and enrolled in the English 10 course, which is the intensive English program for speakers of other languages. By making this effort, UBS helps ensure students have the correct materials needed for their coursework.*
- ix. *UBS and representatives from Information Technology Services, Student Disability Resources, Purchasing, Business Services, and University Counsel continue to meet and work to develop digital platforms through publishing companies. This group helps ensure that all students will be treated equally and alternative formats will be made available to students with disabilities or those who cannot learn in an online environment.*
- x. *The Purchasing Department works with researchers to identify and purchase from minority-owned and women-owned businesses to comply with federal requirements.*
- xi. *To support students, faculty and staff, visitors to campus, and diversity related events, Transportation Services offers a van accessible to people with disabilities for all departments and student organizations to rent. In addition, the van is available to Public Safety for use in the Help Van program.*

**d. Information on international activities, including partnership with organization abroad**

- i. *Campus Organizations Accounting advises many diverse student groups. They continue to work very closely with the International Student Council on budgetary issues concerning international student groups who request funds from the Government of the Student Body and provided one-on-one assistance to students groups as requested.*
- ii. *Payroll assists international students with completion of paperwork necessary to claim tax treaty benefits. Special signage exists in the building in order to direct these students to the right place.*
- iii. *The Office of Risk Management (ORM) continued contract/services administration and coordination of ISU's international health insurance and emergency medical and evacuation services plan through Cultural Insurance Services International. ORM collaborated with University Counsel and Radius Worldwide regarding ISU international programs and travel.*
- iv. *The Purchasing Department supports study abroad activities and other international projects.*

**4. A brief summary of research initiated or continued on diversity-related topics**

- i. *The Department of Public Safety has encouraged an environment supportive of the international student population. Officers received culture-specific training through Monsoon. In addition to discussing techniques to better serve victims,*

*bystander intervention and perpetrator mentalities were discussed. It is hoped that within the next year, DPS's domestic violence grant can be used to help provide training and resources to international populations on campus.*

- ii. Staff members in the Treasurer's Office participate in ISCORE.*
- iii. Controller's Department staff attended the Iowa State Conference on Race and Ethnicity (ISCORE)*
- iv. Individual staff activities in EH&S include:*
  - 1. Participation in ISCORE*
  - 2. Member of the Ames International Partner City Association*
  - 3. Membership and leadership in local civic organizations*
  - 4. Membership and leadership roles in the NAACP*

**5. A summary of committees, nation-wide organizations or additional memberships of interest that faculty, staff or students may have been elected or appointed to serve as leaders in the organization, such University-wide advisory committees or appointments to national boards, etc.**

- i. Kris Pruismann and Kerry Dixon with FP&M are committee members on the University Diversity Committee. FP&M has cross-functional participation from many employees on several departmental teams; such as, Internal Advisory, Communications, and Safety.*
- ii. Staff within the Department of Public Safety currently serve on the University Committee on Women and the Women's Leadership Consortium.*
- iii. The manager of Campus Organizations Accounting serves on the Multicultural Student Program Advisory Council to provide financial grants to student organizations that plan events with a multicultural component to their programming.*
- iv. Member of Treasurer's Office is an active member of the Military Student Task Force.*
- v. The Transportation Services manager is the vice-chair for the Iowa/Nebraska Midwest Chapter of the National Association of Fleet Administrators, an organization that encourages women to make a difference in a traditionally male-dominated occupation.*
- vi. Representatives from the Purchasing Department and ORM served on the Education Abroad Committee regarding study abroad programs.*
- vii. Several Printing and Copy Services staff members were involved in the Iowa Special Olympics as committee members and volunteers.*

**6. Miscellaneous**

- i. Room scheduling continues to work closely with the Disability Resources Office in the scheduling of courses to accommodate the needs of the students requesting services. Also, a staff member attending the Disability Awareness Conference for the past several years.*
- ii. FP&M funded minor accessibility improvements on campus and major contributor to Farm House Lane project creating an accessible path of travel from the ISU Parking Deck to Gerdin and Curtiss Halls.*

## **OFFICE OF THE VICE PRESIDENT FOR RESEARCH**

The Office of the Vice President for Research (OVPR) serves the research community at Iowa State University by providing essential services such as faculty development, training and mentorship, grant proposal and award support, and research compliance support.

A number of support units report to the OVPR: Laboratory Animal Resources, Office of Sponsored Programs Administration, Office for Responsible Research, Office of Research Integrity, Attending Veterinarian, and the Office of Biotechnology. Several interdisciplinary research centers and institutes also report to the OVPR.

The OVPR supports an inclusive work environment that respects and promotes all aspects of diversity. While the OVPR does not directly hire faculty, the office plays a strong supportive role in assisting colleges in their efforts to hire, retain, and support a diverse faculty body through faculty start-up resources, assistance with spousal accommodations when required, mentoring programs for junior faculty, and professional development programs aimed at building faculty research capabilities.

Researchers in departments and colleges across the university often investigate topics that include questions of diversity and fairness in workplace settings and other environments. For example, ISU's News Service r posted a story featuring Zlatan Krizan's, an associate professor of psychology, research on gender stereotypes and how they influence beliefs and create impressions regarding the magnitude of the differences between genders (see the story at <http://www.news.iastate.edu/news/2015/01/29/genderdifferences>).

The OVPR has developed a strategic plan with a defined emphasis on not only increasing funding but also increasing scholarly recognition; particularly in the areas of the arts and humanities and social and educational sciences. Additionally, the strategic plan places an emphasis on engaging international partners to advance the research enterprise at ISU.

An OVPR staff member has attended training which included many topics related to diversity including: Engaged Scholarship, Career-Life Balance, and Self-Determination Theory. The staff member will work with OVPR and its units to incorporate relevant practices into our operations.

Described below are the equal opportunity and diversity-related efforts for the OVPR and the units that report to this office for the period November 2014 to October 2015.

### **Research Support Units**

#### **Office for Responsible Research (ORR)**

ORR provides administrative support and leadership for Iowa State University's research compliance program in the areas of human subjects, vertebrate animals and biohazards. The department works closely with all faculty, staff, and students from varying ethnicities, races, and genders to help them achieve their research goals. Particularly in the domain of human subjects research, the Institutional Research Board (IRB) is dedicated to the principles of beneficence and justice for research participants. ORR is committed to creating an inclusive environment by ensuring that staff members are trained in diversity issues and that their interactions with others are supportive and respectful. ORR compliance committees include men and women, as well as members of various ethnic/cultural backgrounds. Each

compliance committee includes members from our local community to balance the discussion and decisions. Work/life balance is highly valued and actively supported by ORR leadership and staff.

### **Office of Research Integrity (ORI)**

ORI provides administrative services and leadership for Iowa State University's research integrity programs, including conflict of interest and commitment, research integrity, and export control programs. The ORI assists the VPR in providing a research environment that fosters a culture of ethical research practice. By ensuring compliance with university, local, state, federal, and funding agency regulations for research, ORI partners with the ISU research community in effective and innovative ways to minimize and manage research risk.

ORI works closely with faculty, staff, and students from varying ethnicities, races, creeds, and genders to help them achieve their research goals. ORI embraces diversity through being open to different ways to achieve a goal, and adapting to the varying needs of its stakeholders.

### **Office of Sponsored Programs Administration (OSPA)**

OSPA is the University's authorized representative for grants, contracts, and other agreements from external sponsors. OSPA administratively supports research and other sponsored program activities, including the negotiation of agreements with international sponsors and sub recipients. OSPA is dedicated to providing a just environment on campus where everyone feels welcomed, respected, and safe.

### **Laboratory Animal Resources (LAR)**

LAR provides animal care and veterinary services for Iowa State University faculty, staff, and affiliated organizations that use animals in research, teaching and testing. LAR is committed to delivering these services in a manner consistent with the university program of nondiscrimination and affirmative action, and promoting the concept of developing a safe and supportive climate for all members of the ISU community. LAR works closely with clientele from varying ethnicities, races, creeds, and genders to help them achieve their research goals. LAR is committed to creating an inclusive environment by ensuring that all staff members are trained in diversity issues and that their interactions with others are supportive and respectful. The Attending Veterinarian partners with LAR in these endeavors.

### **Grants Hub**

The Grants Hub is a newly launched unit within the VPR office providing a broad range of services to help researchers obtain and manage external funding, working closely with researchers, departments, centers and colleges in the process. The Grants Hub is especially focused on helping faculty as they pursue the next level of sponsored funding by competing for more complex and challenging opportunities. The Grants Hub clientele and stakeholders represent diverse ethnic, cultural and gender. The Grants Hub team is committed to providing an inclusive and welcoming atmosphere and environment to all clients and stakeholders.

### **Office of Biotechnology**

The Office of Biotechnology provides molecular biology research, education, and outreach services to diverse populations on a regular basis. Research instrumentation facilities administered by the Office are open to faculty, staff, students, and industry scientists and personnel. The Biotechnology Council is made up of campus researchers with gender, racial, and ethnic diversity.



The Office of Biotechnology each year offers several sections of a course in molecular biology techniques to the campus population, representing diverse cultural, ethnic, and gender backgrounds. The Biotechnology Outreach Education Center (BOEC) associated with the Office of Biotechnology participates in outreach to diverse educator and student populations.

### **National Science Foundation Funded Projects Managed by the OVPR**

#### **NSF EPSCoR and SP@ISU Programs**

The OVPR helps to administer the NSF EPSCoR (Experimental Program to Stimulate Competitive Research) project, including the project's broader impact activities, as well as the Strengthening the Professoriate at ISU (SP@ISU) program, which serves as ISU's broader impacts resource center. A key part of the SP@ISU mission is "increased participation of those traditionally underrepresented in STEM."

One of the priorities within the broader impacts platform of Iowa NSF EPSCoR is to focus on diversity and inclusion. The diversity taskforce coordinates with other broader impacts efforts including workforce development, strengthening the STEM education pipeline and supporting faculty development. Current efforts include helping search committees develop inclusive recruitment plans, training leaders in equity and inclusion through the National Coalition Building Institute, and scholarly mentoring of faculty through the National Center for Faculty Development and Diversity.

## **COLLEGES**

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### **THE COLLEGE OF AGRICULTURE AND LIFE SCIENCES**

**Overview:** The College of Agriculture and Life Sciences' Mission is to educate future leaders, conduct mission-oriented basic and applied research and share new knowledge for the betterment of Iowa and the world.

We embrace our critical role in addressing challenges in food security, food safety, climate change, environmental stewardship, renewable energy and human health. We must produce civic-minded, globally oriented graduates who are well-prepared to address society's challenges as leaders in agriculture and life sciences. We must enhance relationships that result in scholarships, internships and successful careers. We will enable students to explore diverse career paths available through agriculture and life sciences. *We will help broaden students' perspectives through exposure to diverse people, ideas and cultures.* We must ensure students understand both the fundamentals of their chosen discipline and the importance of interdisciplinary work. We will ensure students are engaged with global issues through study-abroad and other programs. We will find new ways to partner with K-12 and community colleges to produce successful college graduates.

#### **1. A description of changes or modifications to vision or mission statements by your college or department, if any.**

- There have been no changes or modifications to the CALS overall vision or mission statements.
- The department of Genetics, Development, and Cell Biology has amended their departmental governance document Diversity statement to read;

*Encouraging and respecting diversity is a key component of the departmental mission. The Diversity Committee works to increase, maintain, and promote diversity and its awareness among faculty, staff, and students. It serves as a resource for faculty, staff, and departmental committees with regard to University policies and best practices that promote diversity. The Diversity Committee consists of three faculty members and one staff member. The committee members serve as liaisons to college- and university-level diversity committees.*

**2. A brief summary of changes or modification to your recruitment and retention strategies for faculty, staff and students.**

**New Undergraduate Recruitment:** Elizabeth Martinez- Poldolsky was hired to serve as the Multicultural Liaison Officer (MLO) and Undergraduate Retention Specialist. In Ms. Martinez-Poldolsky's positions she works at creating new spaces and maintaining established ones. Spaces can include but are not limited to: workshops, programs, student organizations, office space, studying space, conference opportunities, and collaboration with other MLOs and in coordination with the office of Multicultural Student Affairs. The CALS Student Services offices has;

**Recruitment**

- Developed a multicultural student-specific mailing and email stream within the prospective student recruitment process.
- Included multicultural student services in a new prospective student recruitment brochure
- Provided college representation at events in strategic multicultural recruitment markets i.e Chicago, Texas
- Began development of English and Spanish versions of a multicultural programs brochure
- Campus visits hosting pre-college students

**Retention/Professional Development**

- Offering conference incentives (travel scholarships, connection to conference scholarships) to support underrepresented students in the CALS fields.
- Connecting with students online via email to provide information on resources, study abroad opportunities, Culturally-specific professional conferences, on-campus programming, etc.
- Meeting with students individually to provide support and resources to better help them academically, professionally, and personally succeed
- Meeting with students individually to provide support and resources to better help them academically, professionally, and personally succeed

**Programming**

- APEX efforts: Multicultural Liaison works with faculty and staff to provide programming for CALS APEX participants over the summer
- Multicultural Lunches provide an opportunity for multicultural students to meet one another and with their Multicultural Liaison Officer
- Cross-campus collaborations with other MLO's and the Multicultural Student Affairs Office in providing student support programmatically
- MLO being invited to present about Multiculturalism in primarily first-year student classes

**Ongoing recruitment and retention strategies for faculty, staff and students:**

The College of Agriculture and Life Sciences (CALs) participates in a number of career fairs focusing on underrepresented students, such as at the Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) annual conference, the American Indian Higher Education Consortia (AIHEC) annual conference, Society for the Advancement of Chicanos, Latinos and Native Americans in Science (SACNAS), the Alliance for Graduate Education in the Professorate (AGEP), and the Chicago High School for Agricultural Sciences.

We support and collaborate with the Graduate College's effort related to graduate student recruitment of underrepresented students. Our diversity-related recruitment efforts are primarily centered on students at historically black colleges and universities (HBCUs) and Hispanic-serving institutions (HSIs). The CALs efforts dovetail diversity initiatives at Iowa State. Information from these events is forwarded to the appropriate departments and to the graduate college.

**By Department:**

- **Biochemistry, Biophysics, and Molecular Biology (BBMB)**
  - In the recruitment of new faculty we have ensured that our job postings are visible to a diverse pool of candidates. For example, advertisements were placed in two special issues of the "New Scientist" that was distributed at the Society for Advancement of Hispanics/Chicano and Native American Scientists (SACNAS), Out in STEM (oSTEM) fields- a national society dedicated to education and fostering leadership for LGBTQA communities in STEM field, American Indian Science and Engineering Society (AISES) and Annual Biomedical Research Conference for Minority Students (ABRCMS). In order to increase diversity among our graduate students, both in the department and interdepartmental graduate programs, Associate Professors Dr. Gustavo MacIntosh and Dr. Linda Ambrosio have been very active in trying to increase the visibility of the department and Iowa State University at a variety of national events that are specifically geared towards under-represented groups in STEM, to recruit students.
- **Food Science and Human Nutrition**
  - The FSHN department was awarded their second USDA Multicultural Scholars Program (MSP) grant to provide full tuition scholarships for 5 nutritional sciences or dietetics majors. These students started fall 2015. The department already had an MSP for food science students – so we have a total of 10 multicultural scholars on full tuition scholarships

**3. A brief summary of your diversity programming for faculty, staff, and students.**

**(a) Diversity-related presentations or events including visiting scholars, lectures, or unique programming**

CALS supports a CALs-specific Faculty Research Exchange Visit Program for faculty to travel to minority-serving institutions or to host faculty from those institutions. The program has resulted in several graduate enrollments. The College encourages faculty to include a diversity component in grant proposals, particularly to include opportunities for graduate student funding. The College funds selected faculty to attend conferences that promote diversity or that have a diverse population of students participating.

An important component of our CALs diversity effort is CALs ADVANCE, an outgrowth of the

NSF-funded program which focused on recruitment, retention and advancement of faculty women and minorities.

The CALS Equity Advisor (EA), Dr. Sue Lamont, CF Curtiss Distinguished Professor of Animal Science, coordinates the CALS ADVANCE activities, programs, and services across the college. Since the completion of the five-year NSF funding in 2012, the focus of ADVANCE has moved to the institutionalization of the lessons learned, to the benefit of all university units. Through our Equity Advisor's efforts and those of the ISU ADVANCE team, a variety of workshops, training sessions, and resource materials have been developed and occurred, and continue to occur. Specific to CALS, we are expanding the efforts to embed a 360 "cultural assessment" as part of Board of Regents Academic Program reviews.

The CALS Equity Advisor (EA) developed and provided programming to increase diversity and reduce implicit bias, and to support the retention and development of under-represented groups at ISU, including women in STEM fields. Dr. Lamont has provided leadership in the following areas;

- Developed and facilitated six professional development, networking events for CALS women (3 groups: tenured/tenure-eligible faculty; non-tenure eligible faculty; postdoc/grad student).
- Led training sessions for CALS faculty search committees on best practices, including attracting a diverse and excellent pool of applicants, and avoiding unintentional bias.
- Worked with ISU ADVANCE to institutionalize the lessons learned through the Collaborative Transformation process.
- Co-organized, with the CALS Assistant Dean of Diversity, a leadership retreat for professional development of summer interns in the CALS George Washington Carver summer internship program. This event brought five off-campus experts, all professionals from underrepresented groups, to serve as role models, presenters and resource people for the retreat. The event was supported by ISU Women's and Diversity Program grant.
- Developed and delivered training on implicit bias in the classroom, for an NSF-supported summer training program of high school science teachers at ISU.

As the CALS EA, Dr. Lamont, participated in events outside of ISU to extend the message of the successful programs being implemented at ISU, and to build networks to enhance interactions with 1890s institutions. She participated in the Professional Agricultural Workers conference at Tuskegee University, including delivering a presentation on agricultural biotechnology in developing countries. With the CALS Assistant Dean of Diversity, the EA participated in the ISU Day and the Graduate and Professional Fair at North Carolina A&T, giving a guest lecture in the classroom, making class room visits, and meeting with faculty from NC A&T and Bennett College. At the ADVANCE national conference organized by Association of Women in Science, the CALS EA gave a workshop presentation on the college's women's networking and professional development luncheon series. She represented ISU at the annual "Way Up" conference, organized by Iowa Women in Higher Education organization.

#### **By department:**

- **Agricultural and Biosystems Engineering (ABE)** - has an active diversity committee which is committed to increasing the representation of women and other under-represented minorities in ABE's undergraduate and graduate student populations through recruitment and retention efforts. Over the past year the department has hosted a speed networking social for their female undergraduate students and coffee socials with their

female graduate students. The graduate committee presented at a faculty meeting in December 2014 to inform ABE graduate faculty about funding opportunities for URM students and provide suggestions for identifying minority student for research programs. The diversity committee also hosted a monthly webinar series on the topic of *Engineering Inclusive Teaching*. The webinar and discussion was typically attended by 5 – 7 ABE faculty during the spring 2015 semester.

Faculty are engaged in several diversity-related programs which provide opportunities for undergraduate students to conduct research as visiting scholars. Programs ABE faculty participated in this past year include George Washing Carver Internship and LSAMP Inspire Programs. Faculty and staff are actively presenting to diverse groups on campus. For example, Tamara Kerns presented to APEX students in July 2015 since many of these students enter the ITEC program. Aspects of diversity are covered in our courses, for example in TSM 110, a required course for all of our incoming technology students, there is a presentation and follow up assignment related to diversity. The departmental faculty mentor diverse student groups. For example, Dr. Michelle Soupir is a faculty mentor for Society of Women Engineers (SWE), while Dr. Jacek Koziel is the faculty mentor for the ISU Polish Club.

A new initiative was launched this year by Dr. Shweta Chopra, who received funding from the Office of the Senior Vice President and Provost (Women's and diversity grant program at ISU) to conduct seminars and provide plant tours for our ITEC students. The goal of this program is to increase female and minority student engagement by providing industry role models for our students.

Dr. Raj Raman, through his roles in CBiRC and CenUSA (both multi-year federally-funded research projects for which he serves educational leadership roles) has made multiple recruiting trips to regional community colleges to do outreach to diverse students. He has worked to include students from diversity serving institutions such as Tuskegee in the summer REU program which he directs. In his roles as Associate Chair for Teaching in ABE, Raman has spearheaded an effort to develop a multi-pronged strategy to help make ABE more welcoming of diverse students. That approach is currently being reviewed and ratified by the ABE Diversity Committee, and has been shared with the Provost.

- **Economics**

- Dr. Cathy Kling, invited speaker for an ADVANCE seminar and roundtable discussion at Texas A&M. This program was similar to the ADVANCE program funded by NSF at Iowa State.
- Dr. Helen Jensen, Participates in ISU Advance activities in CALS (generally the once in semester lunch/workshop with Georgeanne Artz, mentee).
- Dr. Ebby Luvaga, attended the 16th Annual Iowa State Conference on Race and Ethnicity (ISCORE) and participated in many educational and challenging sessions. Plans to attend NCORE (National Conference on Race and Ethnicity in DC this summer) if time permits and it can fit in my schedule.
- Dr. Alejandro Plastina, reviewed and edited a 12-page Spanish translation of the Nomination Guidelines for the 2014 World Food Prize, to promote the participation of the Latino community. Dr. Plastina also participated in activities organized by ISU Colegas Leadership Group, and exchanged ideas about

extension and outreach projects for the Latino community in Iowa with leaders of the Juntos program.

- Dr. Alejandro Plastina, participated as a Faculty Expert in the 2015 Global Youth Institute (GYI), in Johnston, Iowa. The GYI is hosting a record number of 198 high school student participants from across the U.S. and abroad at the Institute.

- **Horticulture**

- Dr. Ajay Nair, organized a cover crop workshop in Charles City for Amish and Mennonite fruit and vegetable growers on 02-16-2015 (Monday). This was part of my USDA SARE-PDP grant. The workshop was attended by 54 growers. Participants learned about cover crop types, planting, management, benefits, and issues associated with cover cropping in fruit and vegetable cropping systems. Live cover crop samples were also on display. Other speakers who contributed include Patrick O'Malley and Joe Hannan.
- Dr. Ajay Nair, hosted researchers and industry personnel (20 people) from Algeria. Half a day activity at the Horticulture Research Station focusing on sustainable vegetable production.
- Dr. Ajay Nair hosted an educational field tour of the Horticulture Research Station for an international delegation (OXFAM)

- **Food Science and Human Nutrition**

- Graduate learning community leadership hosted Dr. Theresa Cooper, assistant dean for diversity, to discuss diversity issues during 2 of our weekly seminars in the spring 2015.

**(b) New courses or programs covering or discussing any protected class.**

**By department:**

- **Economics:**

- Dr. Amy Brandau, Coordinates International Mentoring Grant program that was given to the Economics Department to create mentoring between undergraduate International Students and domestic students. Supervise peer mentors.
- Dr. Mark Edelman, CVC technical assistance provided to Iowa Community Capital was instrumental in creating capacity to launch Solidarity Microfinance program in October 2014. To date, Solidarity has provided 20 loans of \$500 to \$6,000 to low income women (15 Latina, and 5 African American) in Des Moines. These women are supported by weekly meetings of their peer group and a Solidarity staff member for making loan payments, savings deposits, and opportunity for their peer group to discuss the opportunities and challenges that arise in their individual entrepreneurial income generating activities. CVC continues technical assistance to Iowa MicroLoan which began lending operations in 2009. This effort has resulted in 85 loan approvals for small business entrepreneurs in 29 of Iowa's counties who were originally denied credit from conventional lenders. More than half of the loans closed by Iowa Microloan are to women-owned small business enterprises and are evenly split between rural and metropolitan counties.
- Dr. David Frankel, teaches about segregation in Econ 576, Spatial Economics.

- Dr. Hongli Hennessy, participates in an academic innovation grant that seeks to enhance the college experience of international students.
- Dr. Sonya Huffman, teaches Econ 321, Economics of Discrimination, which fulfills the diversity requirement.
- Dr. Sergio Lence, taught ECON 496 (Economics International Travel Course) to Argentina during Spring Break (March 2015)
- Dr. Sergio Lence, taught GLOBE 495 (Global Resource Systems Study Abroad Course Preparation) on campus in the spring, and GLOBE 497 (Deans Global Ag and Food Leadership Program) in Rome, Italy in the summer.
- Dr. Peter Orazem, teaches Economics 321, Economics of Discrimination

**(c) Initiatives around work/life balance, inclusion and/or multicultural efforts**

Theresa Cooper, assistant dean for diversity, facilitated and/or partnered for the following training sessions;

- “Lunch and Learn” series of discussions to examine the dynamics of race, bias, inclusivity and privilege in higher education through the lens of cultural competency

**By department:**

- **Agricultural and Biosystems Engineering (ABE)** - Efforts related to work/life balance, inclusion and/or multicultural efforts are being conducted at the departmental and individual research group scale. For example Dr. Matt Darr’s research group is actively engaged in professional development through the establishment of a book club with ground rules that promote participation and listening by everyone and an environment that is non-judgmental - everyone's opinion is valued and diversity of opinion and open dialogue is expected. Topics explored and implemented as a result of the book club include teamwork, time management, and work/life balance. From this same group, a team member attended Safe Zone Training and established a Safe Zone at the BioCentury Research Farm. The Safe Zone provides a safe, supportive environment for LGBTIQA students and staff.

**(d) Information on international activities, including partnership with organizations abroad**

**By department:**

- **Agricultural and Biosystems Engineering (ABE)**
  - Dr. Mickelson has been working with Georgian Technical University to set up a new college of agriculture. Last year they started three degree programs: Animal Science, Agronomy, and Land and Water Resources Engineering. Two hundred students were admitted to these programs and another 200 started fall 2015.
  - The department of Agricultural and Biosystems Engineering has formally established partnerships with Federal University of Vicosa, Brazil; Federal University of Campina Grande, Brazil; Wroclaw University of Environmental and Life Sciences, WUELS, Poland; and Dalian Polytechnic University, China.
  - Faculty provided leadership to study abroad programs in Poland (Dr. Koziel), Uganda (Dr. Brumm), and China (Drs. Yu and Xin). In the Study Abroad trip program to Poland in 2015 a record number of students participated (15). ISU students worked with students in Poland and presented projects at Polish-

American Workshops organized at two universities (Wroclaw University of Environmental and Life Sciences and University of Warmia and Mazury in Olsztyn). MOU with both universities are in place and a MOA for student exchanges is being signed by ISU. Further, the ABE department funded six study abroad scholarships to ABE students travelling to: Brazil, China, India, Chile, Costa Rica, Ghana.

Faculty members are also actively collaborating internationally: these collaborations often take the form of hosting visiting scholars, conducting research, and publishing. Some specific examples of ABE faculty international activities are:

- Dr. Koziel and his lab hosted Nassiba Baimatova, Ph.D. candidate in Chemistry, August - November, 2014. Al-Farabi Kazakh National University
- Dr. Koziel published 2 peer reviewed papers with collaborators from Al-Farabi Kazakh National University.
- Dr. Koziel published 1 peer reviewed paper with collaborators from Ne've Yaar, Volcani Center in Israel
- Dr. Koziel received a Fulbright Scholarship to 'Enhance STEM collaborations with Wroclaw University of Environmental and Life Sciences' 2015-2016.
- Dr. Koziel was recognized as a Distinguished Fellow and included in the Collegium of Eminent Scientists of Polish Origin by Kosciuszko Foundation, NY, USA.
- Dr. Howe is collaborating with Petr Baldrian, Institute of Microbiology of the ASCR, Prague, Czech Republic. His graduate student, Tomas Vetrovsky, was a visiting scholar in ABE for 3 weeks in May-June 2015.
- Dr. Howe is collaborating with Joonhoon Park, Yonsei University, Center for Microbial Ecology, Seoul, S. Korea. Minjoo Lee and Hyunji Yoo were two female visiting scholars for three weeks in September in collaboration with the Brain Korea 21 Plus Initiative in South Korea to encourage diversity in research, especially female graduate students.
- Dr. Hongwei Xin hosted and talked to three international delegations and numerous individuals about the unprecedented 2015 avian influenza.
- As a founding member of the Global Avian Influenza Expert Group, Dr. Hongwei Xin attended the inaugural meeting of the expert group in Berlin, Germany; and delivered a technical presentation at the Global Avian Influenza Summit in Berlin.
- The Egg Industry Center, which Dr. Hongwei Xin serves as the director of, formed a partnership with the International Egg Commission headquartered in London, UK, on AI research information exchange.
- Dr. Hongwei Xin served as the Co-chair of 2015 International Symposium on Animal Environment and Welfare to be held Oct 23-26, 2015 in Chongqing, China, which is anticipated to attract about 300 participants worldwide
- Dr. Hongwei Xin has been serving as the Overseas Chair of the Board of Directors for the International Research Center for Animal Environment and Welfare. The board has face-to-face meeting once a year; it fosters multi-national multidisciplinary research endeavors in the subject matter areas.
- Dr. Hongwei Xin has been serving as a member of the USDA Agricultural Air Quality Task Force appointed by the Secretary of Agriculture.
- Dr. Brian Gelder was invited to give a lecture on the Daily Erosion Project to a group of South Korean researchers and governmental policy officials in March 2015. Additionally he will help host one of the policy officials from KEco



(Korean EPA) in mid-November.

- **Animal Science**
  - Dr. Sue Lamont, serves as co-PI on USAID-supported research and development project that partners together with universities in Tanzania and Ghana. Dr. Lamont held multiple training sessions with faculty and students on-site at African universities, and also hosted a research and training visit at ISU for Ghanaian and Tanzanian scientists.
- **Ecology, Evolution, and Organismal Biology**
  - Dr. Tracy Heath, was the co-organizer of a Society of Systematic Biologists (SSB) Symposium at Evolution (in Brazil) titled: "Breaking Barriers: Empirical, Theoretical, and Gender Issues in Phylogenetics". This was intended to highlight the excellent work by women in SSB and included a panel discussion about how to make our society more inclusive.
- **Economics**
  - Dr. Sergio Lence, Performed work in Ghana in May under a public-private partnership involving ISU and Chemonics, sponsored by a USAid Feed the Future grant.
- **Genetics, Development and Cell Biology (GDCB)**
  - Dr. Jeff Essner, faculty member and Director of Graduate Education for the Interdepartmental Genetics and Genomics Graduate Program, traveled to Truman State to meet with students and faculty and to further catalyze interactions between our institutions and programs.
- **Horticulture**
  - Active, ongoing international collaboration with Dr. Anjan Banerjee from IISER, Pune, India in the form of research papers and exchange of research ideas
  - Dr. Ted MacDonald, organized twenty-one international internships in fourteen different countries. This involved not less than twenty separate international organizations along with several domestic agencies.
  - Dr. Ajay Nair, hosted scientists from ISARA-LYON in 2015, who were visiting ISU to explore future collaboration in research and study abroad opportunities. Their recent visit to Iowa State in June 2015 included a visit to vegetable research plots at the Horticulture Research Station. I was invited to present a seminar at ISRA-LYON in October 2015.
- **Ecology, Evolution, and Organismal Biology**
  - Dr. Dean Adams, Taught two international workshops in geometric morphometrics (one in Canada, and one in Portugal). These trained 39 researchers from six different countries.

**(e) A brief summary of new research initiated or continued on diversity-related topics**

**By department:**

- **Agricultural and Biosystems Engineering (ABE)** - Faculty are presenting research on diversity activities; Dr. Shweta Chopra presented on "ways to increase student

engagement through seminar series and plant tours" at the annual Association of technology, management and applied engineering (ATMAE) conference in 2015. Drs. Amy Kaleita and Raj Raman have been involved in efforts to understand retention of engineering students, working with members of the ISU Enrollment Research Team to improve models used in success prediction, and using these results to inform conversations with advisers about how to help retain a broad range of students, including underrepresented minority students.

- **Economics**

- Dr. Bruce Babcock, provided seed grant research support for one female assistant professor out of my EPSCoR funds.
- Dr. Helen Jensen, Co-PI on **“Network on the economics of food choice and health”**. **German Research Foundation (DFG Deutsche Forschungsgemeinschaft) 2010-2015. Carola Grebitus (PI), S.Cash, L.Drescher, E.Goddard, M. Hartmann, H. Jensen, J. Roosen.** [This is the German equivalent of NSF, and funded under a program to foster research collaboration among junior and senior researchers – all but one of the collaborators is female and I can’t remember if the target was also based on gender.]

- **Horticulture**

- Ongoing project supporting a Tuskegee University/ISU collaborative project on a conserved mechanism regulating storage organ formation in plants. Faculty partners are Dr. David Hannapel, ISU and Dr. Marceline Egnin, Tuskegee University, Alabama.

**(f) A summary of committees, nation-wide organizations or additional memberships of interest that faculty, staff or students may have been elected or appointed to serve as leaders in the organization, such University-wide advisory committees or appointments to national boards, etc.**

The College of Agriculture Diversity Committee, consisting of faculty and/or staff from each department, has enhanced awareness and involvement in diversity in teaching, research, and extension. Diversity enhancement is one of many factors considered in faculty and administrators evaluations. Some departments have formed new diversity committees to further address recruitment and retention issues of undergraduates, graduate students and faculty. This year the Diversity Committee plans to begin working with the College’s recruitment committee on issues of minority recruitment.

- **2014-15 CALS Diversity Committee Members:**

- Michelle Soupir, Agricultural and Biosystems Engineering
- Awoke Dollisso, Agricultural Education and Studies
- Andrew Manu, Agronomy
- Joan Cunnick, Animal Science
- Linda Ambrosio, Biochemistry, Biophysics & Molecular Biology
- Brent Danielson, Ecology, Evolution & Organismal Biology
- Terry Alexander, Economics
- Greg Courtney, Entomology

- Diane Birt, Food Science & Human Nutrition
- Clark Coffman, Genetics, Development & Cell Biology
- Dorothy Masinde, Global Resource Systems
- Rajeev Arora, Horticulture
- TBD, Natural Resource Ecology and Management
- Alison Robertson, Plant Pathology
- J. Arbuckle, Sociology
- Heike Hofmann, Statistics
- Theresa Cooper, administration liaison

**By department:**

- **Ecology, Evolution, and Organismal Biology**
  - Dr. Tracy Heath, chaired a professional development session on computational biology research at the SACNAS conference.
  - Casey Judge, Ph.D. candidate, was recently elected as Chair Elect of the Women in Wetlands section of the Society of Wetland Scientists.
- **Economics**
  - Dr. Elizabeth Hoffman, serves as a member of the Board of Trustees at Smith College.
  - Dr. Cathy Kling, mentoring (jointly with Karen Fisher-Vanden at Penn State) a group of assistant professors through the AEA CSWEP mentoring program.
  - Dr. GianCarlo Moschini, Member, mentoring team and performance evaluation for Prof. Luisa Menapace, BayWa Endowed Professorship, Governance in International Agribusiness, Technische Universität München.
  - Dr. Peter Orazem, serve on the Women and Gender Studies Board.
- **Genetics, Development and Cell Biology (GDCB)**
  - Diane Bassham, GDCB Professor, has served on the American Society of Plant Biologists Women in Plant Biology Committee for the past 6 years
- **Horticulture**
  - Numerous students in Global Resource Systems program are involved student organizations which have national or international mission statements or organizational affiliations, such as Hopeful Africa, Global Health and AIDS Coalition, Circle K (international service club), UNICEF, OXFAM, International Agriculture Club, and the Student Network Against Human Trafficking.

## **THE COLLEGE OF BUSINESS**

### **1. A description of changes or modifications to vision or mission statements by your college or department, if any**

The College of Business recently completed its 2016-2020 strategic plan. One of the goals in that plan is to recruit and retain diverse and talented students, faculty, and staff. Thus, we are committed to increase the diversity of our faculty, staff, and students.

### **2. A brief summary of changes or modifications to your recruitment and retention strategies for faculty, staff and students, if any**

The College of Business continues to take initiatives to invest in student recruitment efforts with the intention of increasing diversity amongst the student body. Last year, as part of the college's accreditation renewal, statistics were compiled to determine diversity within the student body for the college, and these statistics have been updated for this report and compared to the statistics from fall 2014. The college continues to strive for a diverse student body, and will constantly be adjusting our recruitment strategies to match the needs of our unit.

As the table below indicates, the College of Business' undergraduate student body has a slightly higher diversity percent than that of the university as a whole. We continue to adjust our recruitment strategies to increase our diversity with our graduate students and female population as a whole (undergraduate and graduate). Some of these strategies include: targeted recruitment efforts, promotional conferences, and encouraging the expansion of diversity related student organizations.

**University and College of Business Diversity Statistics for Fall 2015 and Fall 2014  
(2014 Statistics Shown in Parentheses)**

	American Indian or Alaskan	Asian	Black or African American	Hispanic	International	Multiple	Native Hawaiian or Pacific Islander	White	Male	Female
<b>ISU Undergrad</b>	0.2% (0.2%)	2.9% (2.8%)	2.7% (2.6%)	4.6% (4.5%)	7.1% (7.6%)	2.2% (2.2%)	0.1% (0.1%)	75.2% (75.8%)	56.8% (56.6%)	43.2% (43.4%)
<b>College of Business Undergrad</b>	0.2% (0.3%)	3.6% (3.5%)	2.8% (2.7%)	3.7% (3.1%)	9.0% (11.5%)	1.8% (1.9%)	0.0% (0.0%)	74% (73.1%)	65.5% (63.9%)	34.5% (36.1%)
<b>ISU Graduate</b>	0.3% (0.2%)	2.2% (2.3%)	2.7% (3.1%)	3.0% (2.9%)	37.3% (35.9%)	0.8% (0.9%)	0.1% (0.1%)	48.9% (50.4%)	58.0% (56.6%)	42.0% (43.4%)
<b>College of Business Graduate</b>	0.0% (0.0%)	2.5% (2.4%)	0.9% (0.8%)	1.2% (1.2%)	40.7% (44.7%)	0.0% (0.8%)	0.3% (0.4%)	50.9% (47.6%)	62.3% (67.9%)	37.7% (32.1%)

With such a great amount of effort being put into the recruitment of new faculty, staff, and students the college is also investing in retention strategies. The college continues to update and increase the new-faculty mentoring program during a new faculty members' first years at Iowa State, provides guidance and support while the new faculty members become accustomed to ISU's campus, policies and procedures, etc. The 2015 cohort of new faculty members went through the inaugural college specific, new-hire orientation. The college plans to continue to adapt this orientation session to meet the needs of new faculty members and create a sense of unity, intern increasing retention rates.

### **3. A brief summary of your diversity programming for faculty, staff, and students**

Similar to last year's report, the following diversity programs are still offered on a regular basis to faculty, staff, and students due to large enrollments, and positive feedback from participants:

1. Course related to diversity include: BusAd 203X – Business Careers and Employment Preparation, which contains a component introducing students to cultural differences in the workplace. Diversity content is included in some of the 300 and 400-level business courses. In MGMT 367/567 - International Entrepreneurship, MGMT 414 - International Management, MGMT 472 - Management of Diversity, and MKT 448 – Fundamentals of International Marketing, the majority of the content is related to diversity (multicultural, gender, and international cultural differences).
2. The continuation of the COB's Diversity Committee that addresses diversity issues in the College related to the recruitment and retention of faculty, staff, and students; fosters an environment that welcomes different perspectives, backgrounds, and life experiences; encourages all members of the College community to develop mutual respect and appreciation for multiple viewpoints; and promotes the principle of equal opportunity in both the educational and work environments.

3. The Gerdin Citizenship Program includes a requirement for participants to engage in at least two activities where they will interact with others who are different from them. The purpose is for students to learn to appreciate and respect diversity through experience rather than lecture.
  4. The Multicultural Business Network is a COB student organization with the specific purpose of providing support, networking opportunities, and professional development for multicultural business students. Minority students also receive support with respect to career development and placement services. Each semester, in conjunction with the Business Career Fair, the Multicultural Business Network co-hosts a networking breakfast with the Career Services Office. A resume book for minority students is put together and made available to all recruiters attending this event. Student support for minority students is also specifically provided by the college's multicultural liaison officer (MLO).
  5. Our Young Women in Business Conference (YWIB) continues to be a success with the number of high school girls attending increasing each year.
- In order to meet accreditation requirements and the expectations of the university, the College of Business continues to make progress on enhancing and embracing diversity among our faculty, staff, and students. We will continue to monitor our progress and make necessary changes in the future to continue these efforts.

## **THE COLLEGE OF DESIGN**

### **1. A description of changes or modifications to vision or mission statements by your college or department, if any**

N/A

### **2. A brief summary of changes or modifications to your recruitment and retention strategies for faculty, staff and students, if any**

In September of this year, we hired a new Program Coordinator to focus on undergraduate student recruitment. This individual has been utilizing the past two months to review the current undergraduate recruitment policies and strategy of the college, and will be proposing and implementing new innovative ideas. These new strategies will be geared around the College's strategic plan to support and increase the diversity of backgrounds and perspectives within the college. This will be done primarily by developing and implementing a plan for increasing the diversity of the undergraduate and graduate student body through recruitment and retention efforts with particular emphasis on racial/ethnic groups in Iowa and the nation that are underrepresented in the college.

### **3. A brief summary of your diversity programming for faculty, staff, and students**

The College of Design is dedicated to all forms of diversity and inclusion, and committed to the expanded role of design as an agent of change in society. To promote this goal, the college has taken great strides to increase student and faculty interactions with designers from around the world both on campus and aboard.

In accordance with the College's Strategic Plan, we continue to strive to enhance the opportunities for students to celebrate many people, cultures, and places. The college continues to work towards this goal by developing and implementing a plan that ensures every student has at least one cross-cultural educational experience before graduation through studio courses that address diversity within the United States, global practice experiences, participation in a study-abroad program, participation in National Student Exchange, etc. The college is proud that 56% of the graduating class of 2015 from the College of Design has some sort of study abroad experience. This efforts are in addition to the college's Multicultural Liaison Officer's effort to continue to present on diversity and inclusion within the courses offered within the college. Additional reporting from the Multicultural Liaison Officer could not be

obtained because of a leave of absence, which occurred during this information request period. If requested, additional information could be provided upon the Multicultural Liaison Officers return.

## **THE COLLEGE OF ENGINEERING**

### **Preface: Diversity as a Core Value**

The diversity of our community is critical to the College of Engineering. We know that people who come from varied backgrounds and life experiences offer new ideas and diverse perspectives for meeting the technological needs of our society in the future. To meet global needs of clean water, green energy, sustainable agriculture, and affordable healthcare, among others, the engineering profession needs to draw upon the creativity and ingenuity of people as never before. Doing so will require fully engaging communities that have previously been underrepresented in the engineering workforce.

This is a resonant message. Our students – tomorrow’s practicing engineers – are the ones who will lead us to a cleaner, healthier, safer, and more sustainable world. The next generation of engineers, coming from varied backgrounds and life experiences, will offer new and diverse perspectives for meeting these technological challenges.

However, there are realities that we likewise acknowledge. The engineering profession is challenged because our workforce does not look like America. Only about 18% of doctoral degrees in engineering are awarded to women. The numbers for traditionally underrepresented minority students are even lower. At Iowa State, we lag national averages for the participation of women and multicultural students in engineering. Our own challenges, and our progress, take place against the national backdrop where engineering is not widely seen as an inclusive profession.

From the practical standpoint of workforce development, our country needs to expand its pipeline and production of engineers. We know that an engineering talent shortage looms over the horizon, and that the number of science and engineering retirements among the baby boomers is increasing dramatically. The press on our workforce can be met only by increasing the participation of groups that have historically been underrepresented in engineering—in particular, women and students of color. The College of Engineering administers the country’s largest engineering career fair, and so we are well positioned to meet this demand. Recruiters and key corporate partners have indicated that they look to the college to become more diverse for this very reason.

### **Diversity Mission/Vision Statement**

Our college **Mission Statement:** Diversity is critical to maintaining excellence in all our endeavors. As one of the nation’s premiere research and education engineering institutions, we, the College of Engineering at Iowa State University are dedicated to producing the very best leaders. In thought and action, in policy and practice, and in all aspects of our academic enterprise, we, the College of Engineering strive to recognize the value of individuality and uniqueness. We are committed to diversity, inclusion, access and academic success for all students regardless of race, color, ethnicity, gender identity, socio-economic status, citizenship status, national origin, religion, sexual orientation, and physical or mental ability. We further strive to develop a diverse and highly motivated pool of engineering faculty, staff, students and graduates that will work together to address technological challenges facing humanity.

Our college **Strategy** includes the following paragraph:

#### **Business and social responsibility**

We will embrace the philosophies of shared governance and open communication among faculty, staff, students, and stakeholders. The college will strive to be known for modeling efficiency and collaboration, and for having a public-private partnership approach to its business. Our culture of inclusion and diversity

will promote creative thought and quality decisions that are grounded to the best interests of our customers.

### **Diversity Efforts**

Broadening participation of students requires a holistic approach, including developing the prospective students in the K-12 years and then providing our recruits with appropriate transition support and other student support programs to ensure the success and retention of students as they matriculate towards their goal of graduation. Likewise, broadening the participation of graduate students, post-docs, and staff requires a holistic approach ranging from partnerships with faculty at other institutions and developing the supportive environment within the college and departments. Consequently, the college is working to have the entire organization embracing diversity as a shared responsibility. Effort at different organizational levels is necessary - centrally, at the college level, at department levels, and at the levels of individuals and their decisions. It shouldn't be just one person, or one office, that has the responsibility. Hence, some diversity functions vest at the college, some that we collaborate with others on campus, and some that vest at the departmental level.

In that view, each academic department maintains department-level diversity initiatives, as best suited to the needs of the department. These initiatives are directed at the recruitment, retention, and academic success of women and underrepresented minority students. Department chairs have also identified a faculty member to serve as lead of the departmental program, and these responsibilities are included in the faculty member's Position Responsibility Statement so that the faculty member is duly recognized for advancing the college's diversity mission.

Collaboration among departments and their faculty and staff members to improve the diversity of our student body is encouraged. Each chair has established goals, benchmarked relative to their peer programs, with key performance indicators including enrollment, retention, and success to graduation. As part of the college's overall strategic approach to improvement, the college has developed diversity-focused key performance indicators that are defined at both the college and departmental levels. In addition, a College Diversity Committee appointed by the Dean and comprising of representatives from departments, diversity focused groups and student members, provides another level of support and visibility to diversity focused efforts.

In short, each of the college's departments and research centers, and the energy of our faculty and staff, must be marshaled as resources. Our approach is to build bridges and interdependencies between diversity programs at the department, college, and university levels. We will also engage industrial advisory councils and corporate recruiters. We know that they share our commitment to a diverse workforce, and we ask for their help.

For the purposes of this report, we have described diversity efforts in the College of Engineering as in the areas of faculty recruitment and development, student recruitment, student retention, and department initiatives & successes.

**Faculty Recruitment and Development.** It is well established that a diverse faculty is one of the best predictors of recruitment and success of diverse students. The college is committed to increasing the diversity of its faculty and its leadership. It is notable that 37% of the department chairs in the engineering college are women. Search committees engage the equity adviser during the search process to inform committees of best practices related to broadening the pool and mitigating factors such as unconscious bias, that may adversely impact diversity. The equity adviser continues to attend national conferences on gender diversity (e.g. Women in Engineering Pro-Active Network, ASEE – women in engineering division, NSF ADVANCE annual conference) to keep up with evidence based practices to improve gender diversity in engineering. We have continued our policy of formal training of

departmental search committees with respect to cognitive errors and unintended bias in the faculty search process. The college continues its tradition of a strong emphasis on mentoring. New faculty in the college meet with the peer mentoring coordinator at faculty orientation to discuss the assignment/selection of mentor(s) and the development of Position Responsibility Statements. Mentoring activities continue throughout the year to provide encouragement and support to these new faculty members. The associate dean of the college participates fully in these events to allow for a transparent and easy communication on the important topics of expectations, mentoring, and the promotion and tenure process. We also actively engage in the dual career program available through the Office of the Provost. The College also relays information on work-life balance policies to all faculty candidates visiting campus. This continues to help recruit excellent faculty as well as enhance the diversity of our faculty.

**Student Recruitment.** Efforts are ongoing focusing on recruitment of diverse student populations. The college conducted an “Experience Engineering” event in February that brought prospective minority engineering students on campus. Students visiting campus often have higher yield rates to enrollment, thus affording an opportunity for students to experience the ISU campus, explore opportunities in Engineering, and understand the services and programs available to foster academic success are continued goals of the program. In fall 2015, the college joined, for a second year, the ISU Office of Admissions to conduct high school visits in the Dallas, Texas area. The college’s Society of Hispanic Engineering continues to engage high schools in the Des Moines and Marshalltown communities with SHPE junior chapters, bringing peer mentoring to engineering fields to Sophomores-Seniors in high school in these communities. Our National Society of Black Engineers has implemented a mentorship program for students interested in STEM fields in the Ames Middle School. Finally, the college in partnership with University Extension and Iowa 4-H participated in the first annual bilingual/multi-cultural retreat for youth entering 9<sup>th</sup> through 12<sup>th</sup> grades.

College-level recruiting of a diverse graduate student population is largely accomplished by having engineering staff members attend national and regional professional conferences of underrepresented groups and promoting our programs in a face-to-face environment. During the past year engineering college representatives attended the National GEM Consortium Conference, the Big 10 Expo, the Hispanic Engineer National Achievement Awards Corporation (HENAAC) National Conference, the Mexican American Engineers and Scientists (MAES) National Conference, the Society of Hispanic Professional Engineers (SHPE) National Conference, the Society of Women Engineers (SWE) National Conference, American Indian Science and Engineering Society (AISES) and the National Society of Black Engineers (NSBE) National Conference. In addition, the college co-hosted with the University of Iowa a GEM Grad Lab for under-represented minority students to learn about applying to graduate school in STEM fields.

The college continues collaboration with the Women in Science and Engineering Program (WISE) to conduct an intensive two-day visit opportunity (SWE University) for women interested in STEM fields, with an emphasis on engineering. This includes close partnership with our Society of Women Engineers. The goal of this program is to introduce women to the field of Engineering and educational opportunities in our college. Additionally, the college continues programmatic involvement with the Road Less Traveled and Science Bound programs to encourage exploration of majors in Engineering for women and under-represented student populations.

Finally, the college, in partnership with the Women in Science and Engineering office is sponsoring the National Alliance for Partnerships in Equity Education (NAPE) to provide a 2-day workshop on creating inclusive classrooms on the Iowa State University campus. The following is a description of the available training:



*Micromessaging to Reach and Teach Every Student™—is a research-based, educator professional development program to address gender- and culturally based implicit biases that occur in the classroom and that are manifested through “micromessages.” This unique program provides participants with an awareness of the power of micromessages, which include looks, gestures, tone of voice, or the framing of feedback that subtly yet powerfully shape our culture, our classrooms, and the individuals within them. The workshop will be facilitated by Dr. Meagan Pollock, engineer and equity consultant for NAPE.*

**Student Retention.** Students arriving at ISU find specific retention programs and services available to assist with their academic, professional, and social success. For a third year, the college collaborated with the Dean of Students Office to host the Academic Program for EXcellence for Engineers (APEX<sup>E</sup>), a summer bridge program that provides students the opportunity to experience college life in the summer before their first fall semester. The goal of the transition program is to provide intensive academic and personal support while allowing students to enroll in up to eight ISU credits. Via a set of structured academic and professional activities, students are prepared for the rigors of studying engineering, develop relationships with fellow peers, faculty, staff and industry professionals, develop a greater sense of self-efficacy, and build a familiarity with resources available to assist in their success and retention to graduation. Faculty members from each department participate along with campus-based research centers and industry partners. In 2015, we had 22 incoming first year students participate in the APEX<sup>E</sup> program.

The college continues to offer specific retention programming designed to assist our multicultural and female students transition and academic success to our college. This includes the Leadership through Engineering Academic Diversity (LEAD) program. This program provides ongoing support for underrepresented students throughout their academic career at ISU. Programming includes a first year living and learning community, a Sophomore Success Program and mentoring and academic support through tutoring and study tables. In addition, LEAD provides opportunities for professional and social development through collaborative seminars, workshops, and networking luncheons with campus partners for students, faculty, staff and alumni to foster a greater sense of connection, belonging, and commitment to success. In the recent past we have seen an increased focus on programs for specific subpopulations such as women of color and African American male student success and retention. Leadership development opportunities are available through involvement as a peer mentor for the LEAD program and with many of our student organizations that include the Society of Hispanic Professional Engineers (SHPE), the Society of Mexican America Engineers and Scientists (MAES), the National Society for Black Engineers (NSBE), the Society for Women Engineers (SWE), along with 45 other engineering focused academic clubs and organizations. The college has also increased collaboration with WISE concerning learning community and academic support for women in engineering.

In addition to the LEAD Learning Community, the Program for Women in Science and Engineering (WiSE) provides the WiSE living and learning program for undergraduate women in STEM majors. Currently 80% of all first-year women in engineering majors participate in the WiSE Learning Community. In addition to living together, students participate in activities focused on academic success, social integration and leadership development. The College of Engineering provides our women in engineering students involved in the WISE program, with free tutoring each academic year as an additional academic support feature of the program.

The college has been very active in developing partnerships with organizations abroad to provide diverse cultural opportunities. These experiences have proven to be very valuable to our graduates as they enter the global marketplace. Below is a list of such partnerships.

- University of New South Wales (Australia) – sent/received students
- University of Southern Denmark (Denmark) – sent/received students

- University of Birmingham (U.K.) – sent/received students
- University of Edinburgh (U.K.) – sent/received students
- Hochschule Mannheim (Germany) – sent/received students
- RWTH Aachen University (Germany) – sent/received students
- Technical University of Delft (Netherlands) – sent/received students
- Nanyang Technological University (Singapore) – sent/received students
- National University of Singapore (Singapore) – sent/received students
- Ecole Polytechnique Federale de Lausanne (Switzerland) – sent/received students
- Tatung University (Taiwan) – sent/received students
- Zhejiang University (China) sent students & faculty for summer program
- Brunel University (U.K.) sent students & faculty for summer program/sent student for academic year exchange
- University of Limerick (Ireland) sent students for semester study abroad
- University of Oviedo (Spain) sent students & faculty for summer program
- Bogazici University (Turkey) – sent students and faculty for two different summer programs
- Institut Polytechnique de Grenoble (France) – sent/received students
- Cardiff University (U.K.) – sent students
- Politecnico di Torino (Italy) – sent students & faculty for summer program; sent/received students for semester exchange
- EOS International (Nicaragua) – sent students & faculty for summer program
- Amity University (India) – sent students

### **Departmental Initiatives & Successes.**

All departments continue to provide mentoring programs to faculty at the departmental level. The college also leverages programs offered through the Office of the Provost and equity advisors (e.g. workshops for mid-career faculty). College faculty participate in an NSF–sponsored project on inclusive teaching in engineering – a series of professional development webinars that address diversity in the classroom. Dr. Kristen Constant represent Women in Engineering ProActive Network (WEPAN) on the ABET board.

The Department of Agricultural and Biosystems Engineering (ABE) has an active diversity committee which is committed to increasing the representation of women and other under-represented minorities in ABE’s undergraduate and graduate student populations through recruitment and retention efforts. Over the past year we have hosted a speed networking social for our female undergraduate students and coffee socials with our female graduate students. The graduate committee presented at a faculty meeting in December 2014 to inform ABE graduate faculty about funding opportunities for URM students and provide suggestions for identifying minority student for research programs. The diversity committee also hosted a monthly webinar series on the topic of *Engineering Inclusive Teaching*. Faculty are engaged in several diversity-related programs which provide opportunities for undergraduate students to conduct research as visiting scholars. Programs ABE faculty participated in this past year include George Washington Carver Internship and LSAMP Inspire Programs. A new initiative was launched this year to conduct seminars and provide plant tours for our ITEC students, with a goal of increasing female and minority student engagement by providing industry role models for our students. Faculty visits have been made on multiple recruiting trips to regional community colleges to do outreach to diverse students. We have worked to include students from diversity serving institutions such as Tuskegee in the summer REU program in ABE. Efforts related to work/life balance, inclusion and/or multicultural efforts are being

conducted at the departmental and individual research group scale including examples of Safe Zone Training and we established a Safe Zone for LGBTIQ students at the BioCentury Research Farm. We have also been working with Georgian Technical University to set up a new college of agriculture and have formally established partnerships with Federal University of Vicosa, Brazil; Federal University of Campina Grande, Brazil; Wroclaw University of Environmental and Life Sciences, WUELS, Poland; and Dalian Polytechnic University, China. Finally, faculty are presenting research on diversity activities; such as "Ways to increase student engagement through seminar series and plant tours" at the annual Association of technology, management and applied engineering (ATMAE) conference in 2015.

The Department of Aerospace Engineering continues its efforts to improve diversity. We now have both women and minorities in tenure-track faculty positions. A major effort across all our courses has made them more accessible to students from all backgrounds. We are now engaging students and faculty in the NSF LSAMP INSPIRE program and beyond to provide research experience to minority undergraduates. Finally, we have been engaging with the local Native American community and the American Indian Science and Engineering Society to help recruit more Native American students to Iowa State. These efforts are bearing fruit: According to Fall 2015 registrar data, 15% of engineering students who identify as Black are affiliated with Aerospace Engineering, compared to overall Aerospace Engineering affiliation of 10%. Hispanic and Latino Aerospace Engineering students are particularly active, representing a full 22% of all SHPE/MAES members at ISU.

The Department of Mechanical Engineering continues to develop the Women in Mechanical Engineering (WiME) program that provides a welcoming and encouraging environment that fosters academic, professional, and social opportunities for women in mechanical engineering. Our Engineering in Nicaragua program is now in its second year. The participants in this program have been approximately 50% women, each year. The department hosts an NSF-REU site ([www.mosaic.iastate.edu](http://www.mosaic.iastate.edu)) in Microscale Sensing, Imaging and Actuation (MoSAIC) that has built connections with Savannah State University in Georgia, an HBCU, and University of Puerto Rico, Mayaguez as well as recruiting community college students from Iowa. One of the stated goals of the REU program is to promote our research programs to increase recruitment of underrepresented minority and female students and over the last two years, we have hosted 22 underrepresented minority and female students. Three students from Iowa community colleges (2 women) who participated in the program have transferred to ISU mechanical engineering program. We have effective "recruiting pipeline" strategies in place that have increased the diversity of our graduate program over 5 years. Our **graduate enrollment** is currently **19% female**, and **9% URM** (AY 2016). The 5 year trend is a substantial increase in both areas; 5 years ago (2011) we had 11% female and 5% URM enrollment. A graduate student learning community also is in place to provide peer mentoring of incoming students to enhance student success and the notion of community. In addition the department has added one Hispanic and one woman faculty member to our faculty ranks through our 2014-15 search process. While the department continues to actively participate in partner accommodation efforts, a lack of partner accommodation resulted in one of our recruited faculty for an Associate Professor rank declining our offer.

The Department of Civil, Construction and Environmental Engineering hired four new faculty members this past year, 2 of whom represent minority groups and three of whom are female. Women currently account for 26% of the department's faculty members and 18% of the undergraduate student population. In the construction engineering group, women make up over 40% of the faculty. The department's underrepresented minority student population remains stable at approximately 8%. In addition, international students comprise over 21% of all students. The department actively fosters international student exchanges with universities in China, Turkey, Scotland, and India with over 100 of such students currently studying in Ames. Additionally, the department sponsored summer study abroad programs in

Turkey last year and will travel to Italy this coming summer. Both the construction and civil engineering programs have active student professional organizations for women that support opportunities for career development. The department is now searching for an additional faculty member for this coming academic year and is specifically targeting underrepresented minorities in its recruitment activities to further enhance diversity in the department.

The Department of Industrial and Manufacturing Systems Engineering has been actively focusing on diversity at both the undergraduate and graduate level. IMSE hosted APEX students this past summer, giving them the opportunity to see faculty research labs and experience the Industrial Engineering program during summer 2015. During the fall semester we have hosted two sessions of “Taking the Road Less Traveled” sponsored by The Program for Women in Science & Engineering, and we plan to offer one more session. This program hosts girls in grades 6-12 career exploration conferences and we approximately host 130 students that attend our sessions a year. We also explored the use of learning communities for at risk underrepresented minority students at transfer and/or reinstatement. We have restructured these nights to provide assistance to students Monday-Thursday evenings to promote student academic success. The Graduate Program is developing long-term relationships with selected HISs and HBCUs, receiving the internal RECRUIT grant to travel to the Grove School of Engineering at CUNY City College of New York (CCNY), which is one of approximately 260 Hispanic Serving Institutions (HSI). We began similar recruitment efforts in Puerto Rico, at the University of Puerto Rico-Mayaguez and the Polytechnic University. Lastly, IMSE is involved in the fall 2015 Graduate and Professional Career Fair at North Carolina A&T, and to visit Bennett College to begin conversations on a pilot 4+1 program.

The Department of Materials Science and Engineering faculty and students are active in promoting the department and STEM fields in general. Some of these activities target women and underrepresented minorities. Specifically; faculty are involved in seeking funding, through the NSF-AGEP program to recruit underrepresented groups and minorities, collaboration with the ISU Science Bound program which is largely made up of Black and Hispanic school-age children, and participation in the annual Lego League which involves the development of STEM related ideas and projects with middle school and high school age children, a portion of whom are girls and underrepresented minorities, one faculty (Prof. Bratlie) is serving as faculty mentor for Society of Women Engineers (SWE). Prof. Martin Thuo was invited to and attended the 2015 NSF-minority faculty development workshop Professor Larry Genalo continued to teach ‘Toying with Technology’, a program that teaches pre-service elementary school teachers to bring engineering and technology into their classrooms. These students are predominantly women who go on to serve as positive role models for students’ interested science, technology and engineering. Internationally, MSE faculty are involved in supporting the CoE collaboration with Kenyatta University in Nairobi, Kenya. Besides Kenya, faculty are also involved in recruitment efforts in Africa through the Africa Materials Research Society (A-MRS). Additionally, the MSE department Chair, Kristen Constant, serves in the ABET Board of Directors where she represent WEPAN (Women in Engineering ProActive Network)). This is a new position in which she is expected to explore the addition of inclusion and diversity into accreditation criteria. Kristen Constant has also provided departmental support for the graduate SWE program, participated in workshops, and ,served on panels in that program. She also provides space (in Gilman) for the undergraduate SWE program office during the renovation of Marston. She also participates in SWE University – a program that exposes high school girls to engineering.

The Department of Chemical and Biological Engineering is actively involved in numerous efforts across the department. One point of pride from CBE is an impressive 49.5% female population at undergraduate graduation in May 2015. Faculty mentoring is very active, for example, four African American (AAM) students from the new New IISPIRE LSAMP program called, “Research Innovation Summer Enrichment

– University Program or RISE<sup>UP</sup>. These students are STEM majors from DMACC that were involved in a 9 week research program this past summer. Two of the students presented their research at The Louis-Stokes Midwest Center of Excellence Annual Conference called, “ACCELERATING DIVERSE TALENT ALONG THE STEM PIPELINE” in Indianapolis, Indiana this Fall. We have also mentored an AAM male student in summer research as part of the IISPIRE LSAMP program, and the mentoring of McNair Students in undergraduate research. Faculty serve on the Carver Academy Faculty Advisory Board, as ISU Director for the IISPIRE LSAMP program and in the judging for the 2015 Emerging Researchers National (ERN) Conference in Science, Technology, Engineering and Mathematics (STEM). The CBE department was also actively involved in the “ilooklikeanengineer” twitter campaign. Lastly, we are reaching out into the profession and community, with a faculty member serving as an inaugural member of the diversity committee for the Society for Industrial Microbiology and Biotechnology.

The Department of Electrical and Computer Engineering, in concert with the Information Assurance Center, participates in the National Center for Women & IT (NCWIT) Aspirations in Computing program. Aspirations in Computing is a talent-development pipeline designed to increase women’s meaningful participation in computing careers by providing encouragement, visibility, community, leadership opportunities, scholarships, and internships to high potential technically inclined young women. It is the only national level talent development program for young women in computing and information technology. A significant effort is placed on the recruitment and development of both undergraduate and graduate female students. The department supports participation for undergraduate students to attend and participate in the Grace Hopper Conference (GHC) in Minneapolis. In addition, female faculty attend and together, these faculty and students staff a recruitment booth during the conference. GHC is designed to bring the research and career interests of women in computing to the forefront. It is the largest technical conference for women in computing and results in collaborative proposals, networking and mentoring for junior women and increased visibility for the contributions of women in computing.

## **THE COLLEGE OF HUMAN SCIENCES**

Although diversity has always been important to our college, this year we have elevated the importance even more. Social Justice is one of our college’s key initiatives. All education undergraduates take the course CI 406, Introduction to Multicultural Foundations of School and Society. We offer a graduate certificate in Social Justice that covers grades P-20.

We provide information about our efforts as follows:

### **1. Modification to Mission Statement**

- The College has updated the student services’ mission in fall 2015 and have included diversity.

College of Human Sciences Student Services Mission

The Student Services Office in the College of Human Sciences partners with staff, faculty, and our greater community to educate and support our current and prospective students. We accomplish this by providing academic services and programming in the areas of career development, diversity, social responsibility, and globalization. Our goal is to contribute to the personal growth, career success, and meaningful lives of our students.

### **2. Recruitment and Retention**

- We partner with Dream to Teach, a Des Moines Schools initiative to encourage more students of color to pursue teaching. A group of future teachers is scheduled to visit campus on March 31, 2016.
- We host orientation lunches for Multicultural students and their parents.
- Partnering with Dr. J. Eliseo De León, in Food Science, we have created Spanish language videos for prospective parents and students.
- We have updated our recruitment brochure with pictures of diverse students and language specific to diversity.
- Continuing our Connect Four program for first-year multicultural students to encourage success.
- We created (4) -\$250 Field Studies Scholarships to support Multicultural Students studying Apparel Merchandising and Design.

### **3. A summary of diversity programming for students. Beginning November 2014 and continuing September 2015.**

Hospitality Management Program and the National Society for Minorities in Hospitality (NSMH) engages regularly in activities with other NSMH clubs. NSMH focuses on the understanding of diversity in the field of hospitality.

The AMD Multicultural Organization is the only student group within the apparel field devoted to discussions of diversity within the field. The club is very active and hosts a number of meetings and activities.

#### **Fall 2014**

- ISU Leaders in Education and Diversity(or ILEAD), a student organization in the College of Human Sciences that focuses on professional development and opportunities for future teachers, had substantial career building experiences during the Fall 2014 semester: 1) dinner and networking with Ames Community Schools Administrators, 2) Resume critique/ Mock interview with Des Moines Lincoln High School Administrators, and 3) Guest Speakers: Dr. Amber Boyd (Des Moines Schools) on Graduate school and not burning out; Sipele Quesada (Ames Community Schools) on homelessness in schools.
- We conducted 172 individual student meetings with Multicultural Programs staff
- We conduct bi weekly Connect Four student meetings. Topics included: Transitioning to College academics, Balancing it All: Maintaining a Healthy Body and Mind, Faculty Meet and Greet, Student Leadership Opportunities, Study Abroad.
- International CHS Study Abroad opportunities available to students.

#### **Spring 2015**

- We proposed a new Learning Community for continuing multicultural students.
- We hold bi weekly Connect Four student meetings. Topics include: Scholarship Essay Writing and Prep, Resume Writing Part I, Social Identities, Resume Building II, Building your Professional Network, Taboo Topics and Poster Session.
- ISU Leaders in Education and Diversity hosted Resume critique/ Mock interview with Des Moines Lincoln High School Administrators, and Guest Speakers: Dr. Amber Boyd (Des Moines Schools) on Graduate school and not burning out; Sipele Quesada (Ames Community Schools) on homelessness in schools.
- College of Human Sciences sponsored a table of 10 for the Ames NAACP Banquet

- Multicultural Programs Hosted Connect Four Poster Session (approx. 50 CHS and University Faculty, staff and students attended)
- College sponsored Asian American and Pacific Islander Awareness Week activities
- College sponsored Latino/a Graduation Ceremony
- College sponsored the Big XII Conference on Black Student Government and funded registration for 3 students
- 47 Individual student meetings with Multicultural Programs staff (Graduate Assistant was only staff in spring)
- A search was conducted for a new Multicultural Liaison Officer (MLO) once Denise Williams vacated the position to become the Assistant Director of Multicultural Student Affairs; Carmen Flagge was hired in May.
- International CHS Study Abroad opportunities available to students
- FSHN learning community leadership hosted Dr. Theresa Cooper from CALS to discuss diversity issues during 2 of the weekly seminars in the spring.

### **Summer 2015**

- Director of CHS Student Services met weekly with 5 CHS students participating in the Academic Program for Excellence (APEX). Sessions included goal setting, career planning and resources, international opportunities, technology tips, faculty/staff mixer and a trip to the Des Moines Art Festival.
- Hosted Orientation lunches for Multicultural students and parents in partnership with MSA and student leaders for Connect Four recruitment.
- International CHS Study Abroad opportunities available to students

### **Fall 2015**

- The FSHN department was awarded their second USDA Multicultural Scholars grant to provide full tuition scholarships for 5 nutritional sciences or dietetics majors. These students started Fall 2015. These students are in addition to the 5 food science students that were a part of the last award making a total of 10 multicultural scholars on full tuition scholarships.
- MLO is presenting sessions on diversity, bias and multicultural competence to CHS orientation courses, as requested
- Sponsored Latino Leadership Retreat
- Sponsored Womyn of Colour Retreat
- Connect Four Kick-Off for students and mentors (30 students participated)
- Bi-weekly Connect Four student meetings. Topics include: career fair prep, midterms what to expect, recent graduate panel, faculty mixer, study abroad, how to manage stress.
- 4<sup>th</sup> Annual CHS Multicultural Mentor Leadership Retreat (30 students participated)
- Monthly Leadership Series for Peer Mentors (31 upper-class multicultural peer mentors)
- 5 advisors from CHS have been invited to join the Department of Residence Diversity Training with Dr. Maura Cullen.
- Diversity conversation with CHS students in response to CyHawk incident.
- Continuing partnership with Dream to Teach, a Des Moines Schools initiative to encourage more students of color to pursue teaching. Group is scheduled for a visit to campus March 31, 2016.
- MLO and Graduate Assistant attended a (2) two day Diversity Training Workshop as members of the DiverCYty Network—a group of staff and graduate students who conduct diversity related workshops across campus.
- Group dialogue, 1:1 and follow-up meeting with student leaders on CYHawk incident.

- Meetings with students 1:1 as needed.
- The School of Education is planning the annual Iowa Latina/o Education Initiative Conference to be held October 20, 2015.
- Students in the AESHM 379 course have had several guest speakers who focus on respect for cultural diversity in classrooms and community
- Students in EVENT 271 were a part of the Engaging the Inner Circle: Promise CommUNITY Dinner, dialogue and symposium. 50 ISU students planned and put on a dinner for residents in the River Bend and King Irving neighborhoods on October 24, 2015.
- International CHS Study Abroad opportunities available to students
- **General International Activities:**
  - Conducted the second Bald Eagle and Panda Conference – Virtual conference with Chinese and American students
  - Partnership with the American Cultural Center at Henan Normal University in Xinxiang China
  - FSHN offers international programs in India, Peru, Thailand, China, France and Italy (new).
  - A May 2015 Study Abroad Trip to South Africa engaged students with the local population and provided instruction and assistance for apparel-based cottage industries. The mOA completed for student exchange with Fu-Jen Catholic University in New Taipei City, Taiwan is in progress.
  - We are developing new programs to South Africa and Chile.
  - Each year we send 1 to 2 students to participate in the Soonchunyang University Exchange in Korea.
  - Each semester (fall and spring), we sponsor international student teaching. We average about 6 students per semester. We offer opportunities in Germany, Norway, Taiwan, and Poland.
  - We consistently sponsor international scholars. Recently we have sponsored scholars from China, Ghana, and the United Kingdom.
  - We provide funds to all CHS study abroad students to cover the cost of passports.
  - We offer scholarships for study abroad.
  - We have created a new program called Global Citizens to introduce interested domestic and international students.
  - We are starting a new CHS club – International travel
  - Each semester (fall and spring) we put on an international fair for all students to display our CHS study abroad opportunities.

#### 4. Research

- During Spring 2015 the Multicultural Program Graduate student assessed the mentoring component of Connect Four (via focus groups)
- Proposing a Teaching as Research (TAR) Project to start a White student group to discuss diversity through the lens of whiteness.
- Many of our faculty are performing research in the areas of diversity in schools, colleges, and other venues.
- The Journal of Critical Thought and Praxis, a peer reviewed open access journal is housed in the school of Education has an equity focus.



- Drs. Connie Hargrave and Patricia Leigh study digital equity.
- Drs. Katherine Richardson Bruna, Christa Jackson, Rosemary Perez, Gale Seiler, Manali Sheth, and Katy Swalwell study multicultural education.
- Drs. Katherine Richardson Bruna, Brian Burt, Natasha Croom, Connie Hargrave, Christa Jackson, Isaac Gottesman, Gale Seiler, Manali Sheth, Daniel Spikes study race and ethnicity and its role in education.
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- AESHM faculty Dr. Eric Olson is continuing his work on a funded project from the Ames Convention & Visitor Bureau titled "Ames LBGT Marketing Initiative."
- AESHM Doctoral Student LaPorchia Davis completed her doctoral dissertation "African American mother's socialization of daughter's dress and consumption of appearance-related products."

## 5. Committees

- MLO participates in monthly meetings with MSSCT (Multicultural Student Services Coordinating Team) which includes MLO from each college and representatives from MSA staff, Financial Aid, Counseling Services, Writing and Media Center, and Admissions.
- MLO is a member of College of Human Sciences Diversity and Equity Committee.

## THE COLLEGE OF LIBERAL ARTS AND SCIENCES

The College of Liberal Arts and Sciences is dedicated to all aspects of diversity and participates in multiple opportunities to promote a campus community that embraces diversity. It is imperative as the administering unit that our departments and programs are accountable in creating an environment that promotes a culture and community indicative of inclusion and diversity, as well as work/life balance. The following information documents various efforts by our departments and programs to promote diversity.

### Diversity Efforts and Initiatives

Javier Vela has been named the new Equity Advisor for the College of Liberal Arts and Sciences. In his new role, Vela will represent LAS as part of the ISU ADVANCE and Peer Mentoring Programs. He will work with the Dean, college leadership, and faculty and staff on recruiting and retaining diverse faculty, and will serve as counsel on professional issues related to supporting women and minority faculty. Vela will also chair the LAS Diversity Committee to build and sustain an inclusive and supportive climate for all faculty, staff and students. Vela's diversity efforts include establishing a Project SEED chapter at Iowa State University, which was done in collaboration with chemistry associate professors Emily Smith and Malika Jeffries-EL, and presenting chemical demonstrations and bilingual talks at Science Bound outreach events. In 2014, Vela received the Midwest American Chemical Society (ACS) Stanley Israel Award for Advancing Diversity in the Chemical Sciences, which recognizes individuals that have advanced diversity in the chemical sciences and significantly stimulated or fostered activities that promote inclusiveness within the ACS Midwest region.

The Bridging Opportunities in Leadership and Diversity (BOLD) Learning Community (LC) is a new first-year academic, social and professional success program designed to support the diverse representation and retention of undergraduate multicultural students in the College of LAS. Currently, 35 new first-year students are participating in the program and 28 students serve as peer mentors. Five undergraduate students also serve as Team Leaders, who are responsible for co-facilitating and creating events for the LC. The 2015-2016 school year introduced the creation of LAS 105x and LAS 106x, which are 1.0 credit courses open to BOLD LC students.

AEJMC President Dr. Elizabeth Toth presented the Greenlee School with the 2014 Equity and Diversity Award Thursday, April 9 before the School's Futures Forum. Toth cited Greenlee's many programs, activities and overall commitment to building a diverse community as reasons it was selected for the award. Also, on December 5, 2014, the Greenlee School revised their diversity plan for 2015-2019. This plan sets goals such as diverse student body, diverse faculty, and diverse curriculum.

In the Economics department, Ebby Luvaga is an active voice for ethnic minority and international students on campus. She advises the Kenyan Student Association and added the UAE Students Club last fall. She is also a strong advocate and resource person for the department and college on issues pertaining to diversity and working with international and ethnic minority students. In the same department, Sergio Lence performed work in Ghana in May under a public-private partnership involving ISU and Chemonics, sponsored by a USAid Feed the Future grant.

Cathy Kling was an invited speaker for an ADVANCE seminar and roundtable discussion at Texas A&M. This program was similar to the ADVANCE program funded by NSF at Iowa State. Amy Brandau coordinates an International Mentoring Grant program that was given to the Economics Department to create mentoring between undergraduate international students and domestic students.

In the Roy J. Carver Department of Biochemistry, Biophysics & Molecular Biology, Associate Professors Dr. Gustavo MacIntosh and Dr. Linda Ambrosio have been very active in trying to increase the visibility of the department and Iowa State University at a variety of national events that are specifically geared towards under-represented groups in STEM, to recruit students. Dr. MacIntosh has coordinated an Iowa State Recruitment booth at the Annual Meeting of the Society for the Advancement of Chicanos, Latinos and Native Americans in Science (SACNAS) for several years, where he has been able to connect with a large number of students. This activity has resulted in an increase of URM applications to our graduate programs, and several of these students are currently enrolled in ISU graduate programs.

The Anthropology department is bringing Joseph Firecrow, a well-known Native American flute player, to campus in early November for an event open to all. American Indian Studies is increasing their involvement with Native American communities including the Meskwaki Nation in Iowa. Faculty are

continuing their research on and collaborations with Native communities - from Ho Chunk in Wisconsin to Pueblo communities in the Southwest and Fort Berthold in North Dakota and Northern Cheyenne in Montana.

In the department of Ecology, Evolution & Organismal Biology, Tracy Heath was the co-organizer in June, 2015, of a Society of Systematic Biologists (SSB) Symposium at Evolution (in Brazil) titled: "Breaking Barriers: Empirical, Theoretical, and Gender Issues in Phylogenetics." This was intended to highlight the excellent work by women in SSB and included a panel discussion about how to make our society more inclusive. Ph.D. candidate Casey Judge was recently elected as Chair Elect of the Women in Wetlands section of the Society of Wetland Scientists. She will progress through a three year cycle of positions, with a year as chair elect, then chair, and finally a year as past chair. Dean Adams taught two international workshops in geometric morphometrics (one in Canada, and one in Portugal), which trained 39 researchers from six different countries. Finally, Matt Hufford secured a NSF grant from the "Catalyzing New International Collaborations" program (2014-2016) to help establish what he hopes will be a long-term collaboration between ISU and other US institutions and the National Center of Genomics for Biodiversity (LANGE BIO) in Mexico.

The Department of Computer Science has created a new departmental committee, the Diversity Committee, whose mission, in addition to organizing the yearly trip to the Grace Hopper Conference (targeted at women in computer science), includes "increasing the diversity of students in Computer Science by increasing the number of female and underrepresented minority students." Its activities include working with the outreach committee to recruit female and underrepresented minority students into the computer science program, and working with the retention committee to create support networks for such students.

In the Philosophy and Religious Studies department, Margaret Holmgren is developing a course on Buddhism that will be offered for the first time this coming spring. Elanor Taylor received a CEAH Grant to work on Groups and Oppression, where she investigates the metaphysical implications for one group oppressing another group. Kate Padgett Walsh co-hosted a national symposium on Ethics of Debt which addressed, among other things, student debt and debt of the underprivileged.

In the Chemistry department, Arthur Winter and his group rolled out a "Chats with Eminent Female Scientists Initiative," a series of web-delivered video interviews with distinguished female scientists. The purpose of this initiative is to lift the veil on how scientific knowledge is generated much earlier in students' academic careers and to provide role models at a time when many female undergraduates are deciding what career to pursue. The broader impact of this effort is that the video interviews are posted online where they will be accessible worldwide to anyone with an Internet connection, providing numerous personal testimonies of successful female role models in tenured or tenure-track academic positions.

The English department was one of the sponsors of Poet Xavier Cavazos recent poetry reading at the Brunnier Museum. The department also co-sponsored The Day of Remembrance event which dealt with Japanese internment camps. Chinese-American writer Ava Chin, who spoke in the lecture series in April, was invited, as well. The Intensive English and Orientation Program continuously develop partnerships with international educational institutions to bring teachers and students to ISU for short courses or longer term enrollment. This year, they were awarded a grant to bring students to campus from Mexico.

Robert Mazur, Professor of Sociology, leads a large multidisciplinary 5-year research project that contributes to realization of the 'sustainable intensification' effort in Africa by the U.S. Agency for International Development to address problems of global food security. ISU's partner institutions are Uganda's Makerere University and National Agricultural Research Laboratory, Mozambique's Institution

of Agricultural Research, the University of Illinois, and the University of Hawaii. The project includes training graduate students at ISU from Iowa, Uganda and Mozambique. Prof. Mazur recently presented project research results at: (1) the 'Global Grain Legume Researchers Meeting' in Athens, Greece; (2) the international conference on 'Land Governance for Equitable and Sustainable Development' in Utrecht, the Netherlands; and (3) the '2nd Global Food Security Conference' in Ithaca, New York.

The Political Science department sponsored presentations by Tom Tweeten ("The Role of Intelligence in American Foreign Policy," based on his extensive experience in Africa, Asia, and the Middle East), Michelle Alexander ("The New Jim Crow: Mass Incarceration in the Age of Colorblindness"), General (Retired) Wesley Clark ("Don't Wait for the Next War," based on his background with conflict in Kosovo, Bosnia, and Iraq), and Patricia Beneke ("United Nations Call to Action on Climate Change," based on her role directing the United Nations Environment Programme's Regional Office for North America). Mack Shelley is co-PI on a National Science Foundation grant (EAGER: Understanding and Strengthening STEM Faculty Engagement, the Institutional Environment and Transformative Research) focused on the effect of gender, rank, STEM/non-STEM disciplinary area, and environmental circumstances such as career/life balance on faculty satisfaction and retention; an NSF-sponsored conference featuring research results was presented in Evanston, Illinois. Dr. Shelley also serves as Director of the Iowa Family Impact Seminars, which presented an invited speaker and panel discussion for state legislators and others on the topic of policy options to address the consequences of toxic stress in families.

Dr. Cameron Beatty, lecturer and coordinator of the Leadership Studies Program for the Carrie Chapman Catt Center, presented his research on "Exploring How Students of Color Develop a Leadership Identity at a Selective Liberal Arts College" at the International Leadership Association conference in Barcelona, Spain, in October 2015. He also contributed a book chapter titled "Latin@ Student Organizations as Pathways to Leadership Development" for a book, "Latina/o College Student Leadership: Emerging Theory, Promising Practice," to be published in October 2016.

Geology and Atmospheric Sciences (GeAt) Chair Bill Simpkins was named to the Geological Society of America's (GSA) Diversity Task Force. The charges of the Task Force were to evaluate the status of diversity-related policies in GSA and to create a timely response mechanism for GSA leadership to use in situations where actions by governments or individuals could be perceived as impediments to the Society's position on diversity and to LBGTQ access to meetings. Bill Simpkins and Senior Lecturer David Flory participated as LAS Faculty Roundtable members for the Academic Program for Excellence (APEX) in June 2015 led by LAS Multicultural Liaison Officer Der Vang. Andrea Rider (Geology) and Marie Matos (Meteorology) were also selected to serve as peer mentors for the BOLD Learning Community.

The Department of Psychology (in conjunction with other co-sponsors on campus) brought in Dr. Melba Vasquez, Past-President of the American Psychological Association, to offer a university-wide talk on the research surrounding the psychology of immigration, as well as to offer special consultation forums for the Staff Psychologists at the ISU University Counseling Service and the faculty and students in the Department of Psychology. The Department of Psychology offered a department-wide in-service training day for faculty and students as well as Staff Psychologists at the ISU University Counseling Service, on building awareness and deconstructing biases surrounding social class and socio-economic status. The issues addressed concerned research, clinical and social justice elements of psychology. Dr. Christian Meissner, the faculty supervisor of the Department of Psychology multi-section course PSYCH 131 (Academic Learning Skills Seminar), which is administered in partnership with the ISU Academic Success Center, has instituted a required 'diversity workshop' for all staff and instructors associated with the course, to ensure that the students in the course encounter a welcoming and affirming educational environment.

In the wake of the racial and physical assault suffered by ISU Latino/a students staging a peaceful and silent protest against racism at the 2015 Cy-Hawk game, the Department of Psychology, under the guidance of Department Chair Dr. Carolyn Cutrona, has instituted a series of planning and strategy meetings with faculty and students in the department. These meetings are geared toward promoting a clear emphasis and respect for all human diversity in all department curricula, pedagogy, and professional interactions among staff, faculty and students. They also joined the Greenlee School of Journalism and Communication and other university units in declaring clearly and publicly, via signage throughout Lagomarcino Hall, that the Department of Psychology and its environs are welcoming of all forms of human cultural diversity and a general cultural safe zone so students feel supported in raising any concerns or growth edges they might perceive necessary.

## **THE UNIVERSITY LIBRARY**

### **Description of changes or modifications to vision or mission statements**

In 2015, the University Library adopted a new strategic plan, containing new vision and mission statements. This effort was a grassroots effort—the committee, led by Jonathan Sturm, advisor to the interim dean, included faculty and staff from every division in the library and in all classification levels.

The new mission, vision and values statements are (with portions explicitly addressing diversity concerns in *italics*):

#### **Mission**

Iowa State University Library advances the university's academic excellence and land-grant mission by collecting and preserving world knowledge for its faculty, staff, students and community; by teaching the information literacy skills that enable researchers at all levels to identify, access and use high-quality information; and by actively participating in the creation, sharing, and application of knowledge, research and creative activity, to energize and empower its users toward creating a vital future for the state of Iowa and the world.

#### **Vision**

The library, as the intellectual heart of Iowa State University, will be an open and engaging space that includes excellent information resources, unique and vibrant print and digital collections. Library staff will make the collections as accessible and open as possible to support lifelong learning and the pursuit, creation, sharing, and application of knowledge.

#### **Core Values**

The staff of the Iowa State University Library

- recognizes the user as the focus of all our services
- provides services that exceed user expectations
- teaches and promotes information literacy as central to education and research
- collects and preserves knowledge and research—past, present and future for all generations
- serves as a home for institutional memory
- *provides collections and spaces that are both physically and virtually accessible*
- *fosters a vibrant and inclusive culture that honors diversity* and intellectual freedom
- maintains a positive, collaborative, and forward-thinking work environment
- nurtures leadership and professional development opportunities at all staffing levels
- protects the privacy and security of our users and staff and their data

- holds itself accountable individually and collectively in its daily work and in its future planning for the success of the library

Diversity-related concerns are also explicitly addressed in a couple of the plan's strategic priorities, including:

1. A Superior User Experience

Goal 1: Responsive and anticipatory resources and services—Anticipate the diverse needs of our users. Respect and responds to each user's request.

*Objective 2: Assess and improve the library's accessibility and support for users with special needs.*

2. A Superior Staff Experience

Goal 2: Healthy Culture— Create a workplace culture that invites collaboration, innovation, and continuous growth, in line with the university's strategy to foster a culture and work environment that rewards faculty and staff for their contributions, supports a balance between work and life, and inspires individuals to work together to achieve at the highest level of their abilities.

*Objective 6: Support, and encourage a diversity of backgrounds and perspectives by creating an environment where each person can feel safe and accepted.*

The University Library approved a new diversity statement, drafted by the University Library Committee on Diversity. The statement was revised to reflect a more active role in encouraging diversity in the library and across campus:

A diverse community, steeped in openness and collegial respect, is essential to the success of academic libraries. The Iowa State University Library affirms the University's commitment to foster an environment of inclusion that moves beyond simple tolerance to recognizing the richness in individual identities of all people. The Library celebrates and advances diversity by establishing and cultivating:

- An equitable, accessible and welcoming learning environment;
- Collections, services, and programs that reflect a variety of perspectives and lived experiences; and
- An organization that attracts and retains a diverse workforce.

Through these principles, the Library fosters a vibrant and inclusive culture that honors diversity as a core value.

#### **Diversity Collections and Programming**

- **Kimberly Anderson**, Digital Archivist, has created a diverse experiences subject guide for Special Collections and University Archives.  
<http://www.add.lib.iastate.edu/spcl/collections/diversity.html>.
- **Tobie Matava**, subject librarian for LGBT Studies, has focused on filling collection gaps for more diverse gender and identity communities. She has also created a new Library Guide for LGBT Studies: <http://instr.iastate.libguides.com/LGBT>. She has also reviewed all materials related to LGBT Studies that were kept in closed storage facilities for transfer to the library's General Collection so students who may be hesitant to request a title from the Circulation Desk will have access without needing to talk to a staff person.
- **Tobie Matava** has met with LGBT Student Services to review their in-house library and advise them on space concerns. She will be working with them to either transfer some materials to the library's collections, or advise them of duplications.

- **Tobie Matava** and **Susan Vega García** continue to do course-related instruction library research sessions for Iowa State courses, many of which include online course guides that are developed and made available to students for the duration of the semester. Some representative courses from Fall 2015 include ANTHR 333/533: Asian American Material Cultures, HIST 225: Intro to Asian American Studies, HIST/WS 386: US Women's History, U ST 301: McNair—Orientation & Introduction to Academic Research, U ST 321: NCORE—Construction of Race & Ethnicity in the US, WS 401/501: Contemporary Feminist Theories. Tobie and Susan also do a number of in-depth research consultations with faculty, staff and students on various race and ethnic studies topics for projects ranging from class papers, to grants projects, to masters theses and dissertations.
- **Eric Schares**, Science and Technology Librarian, is working with the Engineering Diversity, giving presentations to the College of Engineering's Sophomore Success Seminar, APEXe, and Outreach Programs.
- **Becky Jordan** and **Laura Sullivan** gave a class tour and presentation to the George Washington Carver Scholars. The student narratives the students author will be added to the Office of Multicultural Student Affairs Carver Academy Records at a later date.
- **Laura Sullivan** worked closely with the Women in Science and Engineering class (BIOL/WS 307) instructor (Dr. Diane Debinski) to coordinate a class tour and presentation. The class tour and presentations about our archival collections were done by Laura Sullivan, **Becky Jordan**, **Amy Bishop**, and **Whitney Olthoff**. After the class visit, department staff assisted students using our collections for a class assignment.
- **Susan Vega García**, subject librarian for American Indian Studies, purchased a number of American Studies videos requested by faculty in the American Indian Studies program, including American Holocaust—When It's All Over I'll Still Be Indian, The Lesser Blessed, Return of the Red Lake Walleye / Ogaag bii azhe giiewewag, Rhymes for Young Ghouls, Skins, The Thick Dark Fog and Winter in the Blood.
- **Research and Instruction Services Division** included "Encourage Safe Zone training for R&I staff" in its fiscal year 2015 operational plan. Seven faculty and staff members in the division have completed Safe Zone training to date.
- The **Digital Repository** has added new repository pages to increase access to research and scholarship of faculty and students affiliated with Iowa State's ethnic studies programs: African and African American Studies, American Indian Studies, Asian American Studies and U.S. Latino/a Studies.
- The **Distance Learning Committee** sponsored two virtual film festivals held by Kanopy—both made hundreds of streaming films and documentaries available to the Iowa State University community. The Virtual Film Festival, also co-sponsored by the Charleston Conference, included strong coverage of race and ethnic studies, social class, gender studies, disability and differently abled, religious diversity, and other diversity issues. A similar virtual film festival was held in February for Black History Month. These virtual film festivals were widely advertised to the Iowa State community. The Black History Month Film Festival, in particular, was promoted with a focus on faculty and staff in Iowa State's race and ethnic studies programs.
- **Special Collections and University Archives** has received a number of collection donations and transfers related to diversity, including additions to the Office of Multicultural Student Affairs Carver Academy Records, League of Women Voters of Ames Records and the Sally J. Pederson Papers. The documentary *I Will: The Jack Trice Story* was also given to the department.

- The **University Library Committee on Diversity** organized “Books to Watch Out For,” a display of graphic novels by Alison Bechdel to coincide with Pride Week and Bechdel’s lecture on campus in April. In February, two student groups organized book displays in the library.
- The **University Library Committee on Diversity** developed new diversity webpages for the Library’s website, including information on diversity-related collections and diversity-related research conducted by University Library faculty and staff. <http://www.lib.iastate.edu/about-library/policies/library-diversity>.

### **Changes and Modifications in Recruitment and Retention Strategies**

The University Library advertises job opening to various University/School websites per the search committee. Our ads get pulled onto other sites beyond our control. We always advertise Librarian positions in the Chronicle for Higher Education and Workforce Development, sometimes the *Des Moines Register*.

University Library Equity Advisor Hilary Seo provides training to all search committees on best hiring practices and developing a diverse applicant pool. Topics covered include unconscious bias and questions that can and cannot be asked during interviews. Training is required for searches at all levels, including P&S and Merit. Over the past year, Hilary provided five training sessions with a total of 23 attendees.

In October, the University Library and the Office of Equal Opportunity approved a new diversity statement to appear in all job postings and new and revised position descriptions for the library. The statement reads:

ISU students, staff, and faculty strive to overcome historical and divisive biases in our society. Library staff must embrace an environment of inclusion that moves beyond simple tolerance to recognizing the richness in individual identities of people, and diverse perspectives.

### **Research Initiated, Continued and Completed**

*Names in **bold** indicate library faculty and staff.*

Research initiated or in progress

- **Harrison W. Inefuku** has started research for a conference presentation and journal article on racial and ethnic diversity in the archival profession in the Midwest.
- **Harrison W. Inefuku** and **Kimberly Anderson** are utilizing Critical Race, Postcolonial and Poststructural Theories to analyze archives and archival practice.
- **Harrison W. Inefuku** and Charlotte Roh (University of Massachusetts Amherst) have submitted a book chapter, “Agents of diversity and social justice: Librarians and scholarly communication.”
- **Beth McNeil** is in the early stages of a study of the leadership development experiences of academic library leaders from underrepresented racial/ethnic backgrounds.
- **Hope Mitchell** is working on an article for the *Annals of Iowa* on nineteenth century prostitution reform efforts in Des Moines.
- **Kelly Thompson** has an article under review regarding representations of gender in name authority records.

Completed research and creative activities

- Charlotte Roh, Emily Drabinski and **Harrison W. Inefuku**. “Scholarly communication as a tool for social justice and diversity.” Panel session at ACRL 2015, Portland, OR, March 25–28, 2015.
- Jesse Johnston, **Kimberly Anderson**, Michelle Caswell and Rand Jimerson. “The ‘Great Society’ and the archives: Fifty years of activism.” Panel session at the Society of American Archivists Annual Meeting, Cleveland, OH, August 16–22, 2015.



- **Hope Mitchell.** “The Door of Hope: Farmwomen, prostitution and gender in nineteenth century Iowa.” Presentation at the Annual Meeting of the Agricultural History Society, Lexington, KY, June 3–6, 2015.
- **Hope Mitchell.** “Red light, White Chapel: The history of prostitution in Des Moines.” Presentation at the Des Moines Historical Society, Des Moines, IA, November 13, 2014.
- **Kelly Thompson.** “‘What if I break it?’: Project management for intergenerational library teams creating non-MARC metadata.” *Code4Lib Journal* 28 (2015): <http://journal.code4lib.org/articles/10395>.
- **Susan Vega García** served as a peer reviewer for Choice/ACRL Resources for College Libraries Latino Studies, Aug.–Sep. 2015. Susan’s role as a reviewer comprised item-level analysis of over 1800 entries of all Latino Studies titles in a proposed core list, review of subject taxonomy classifications, supply missing titles and authors, suggest deletions or additional coverage where warranted, and make other recommendations regarding the work.

### **Library Faculty and Staff Memberships on Diversity-Related committees**

A number of library faculty and staff serve on diversity-related committees, both on campus and in regional and national professional organizations.

Library Committees and Roles

#### **Diversity Committee**

Harrison W. Inefuku (chair), Kimberly Anderson, Hilary Deike, Jacob Eddy, Rebecca Jackson, Tobie Matava, Erin Thomas

The following faculty and staff have completed terms of service on the committee in the past year: Stephanie Bennett, Norma Dowell, Kathy A. Parsons, Chris Sweet

#### **Subject Librarians for Diversity-Related Areas**

- Dan Coffey (Religious Studies; World Languages and Cultures)
- Tobie Matava (Asian American Studies; LGBT Studies; Women’s and Gender Studies)
- Susan Vega Garcia (African and African American Studies; American Indian Studies; Diversity; Latino/a Studies)

#### **Appointed Roles**

*Library Disabilities Resources Liaison:* Jacob Eddy, Kathy A. Parsons

*Disability Services Coordinator:* Jacob Eddy, Kathy A. Parsons

*Equity Advisor:* Hilary Seo

*Office for Equal Opportunity Information Advisor:* Tobie Matava

*Student Disability Resources Liaison for LIB 160:* Jody Kalvik

#### **University Committees**

<i>Name</i>	<i>Committee</i>	<i>Role</i>
Harrison W. Inefuku	Asian American and Pacific Islander Faculty and Staff Association	Co-Chair
	Faculty and Staff Affinity Council	Member
	University Committee on Diversity	Member
	Women’s and Diversity Grants Program	Reviewer
Jody Kalvik	University Design Task Force	Member
Emma Molls	Vice President for Diversity and Inclusion Search Committee	Member
Kathy A. Parsons	University Committee on Disability	Member

Laura Sullivan	Women's Leadership Consortium	Member
	Carrie Chapman Catt Center for Women and Politics, Archives Internal Review	Member
Kelly Thompson	LGBTQA+ Faculty and Staff Association, Leadership Team	Member

### **Regional and National Organizations**

<i>Name</i>	<i>Committee</i>	<i>Role</i>
Harrison W. Inefuku	Asian/Pacific American Librarians Association, Archives and Handbook Task Force	Member
	Asian/Pacific American Librarians Association, Scholarships and Awards Committee	Member
	Society of American Archivists, Archivists and Archives of Color Roundtable	Co-Chair
	Society of American Archivists, ARL/SAA Mosaic Program Advisory Group	Member
	Society of American Archivists, ARL/SAA Mosaic Program Selection Committee	Chair
	Society of American Archivists, Harold T. Pinkett Minority Student Award Subcommittee	Member
Beth McNeil	Association of Research Libraries, Diversity and Inclusion Committee	Member
Laura Sullivan	Midwest Archives Conference, Archie Motley Memorial Scholarship Committee	Member

## **THE COLLEGE OF VETERINARY MEDICINE**

The College of Veterinary Medicine (CVM) is committed to fulfilling the University's goals of increasing its diversity and inclusion awareness. The college continues its efforts to further develop a welcoming and inclusive environment and increase diversity among faculty, staff, and students.

### **Mission/Vision Statement**

The CVM's mission is supported by a vision statement and core values (especially regarding "Positive Work Climate- We insist on providing a safe and non-threatening work environment for faculty, staff, and students."), to support diversity and outreach efforts. The statements are inclusive, sustainable, and support all who teach, learn, conduct research, and provide support services. The annual performance evaluation includes competencies such as fostering a work environment characterized by mutual respect, acting with integrity, demonstrating flexibility and receptiveness to new ideas and approaches, and establishing and maintaining collegial relationships that foster a positive, inclusive work environment.

### **Recruitment and Retention Strategies**

Dr. Catherine Logue continues as the Director of Faculty and Staff Advancement and Equity (EA). Dr. Logue has been involved in educating and training 15 faculty search committees to better understand and prevent unintentional biases in the recruitment process. These training activities have been carried out using the ISU ADVANCE recommended training. Dr. Logue has also served as a resource for best search practices, for interview components geared towards diverse candidates, and other similar resources. In collaboration with Mr. Brad Kerr new training components have been added to the search training process.

that focus on lawful hiring practices and liability. Dr. Logue continues to attend monthly EA group meetings with campus colleagues, as well as, serve on the advisory committee related to EA activities.

Dr. Logue with Dr. Andreassen hosted a question and answer session for early career faculty, departmental P&T chairs and the chair of the CVM P&T committee. Two workshops were held for faculty working towards tenure and/or promotion that included the new college Tab 2 template and a Powerpoint presentation. A session focusing in the third review will be carried out in the Spring to complement the sessions held this Fall. The college houses sample dossiers from previous faculty who were successful in the P&T process or advancement in NTE rank, which are available for viewing this collection will be updated on an annual basis.

Departments continue to broaden their search pools by advertising open positions with the National Registry of Diverse and Strategic Faculty; a resource for current and prospective faculty from underrepresented groups and utilizing resources from ISU ADVANCE in their recruitment efforts. The college continues to build relationships with faculty by offering continuing education activities, seminars, and courses.

### **Diversity Programming**

The student club, SPECTRUM, supports diversity and inclusion in the CVM as a professional organization for members of the CVM community that identify as lesbian, gay, bisexual, transgender, and straight allies for all staff, students, and faculty. For organization sustainability, a review was made of SPECTRUM and VOICE chapters at veterinary colleges to determine the best affiliation and mission. Actions included: a student was nominated for the national Patricia M. Lowrie Diversity Scholarship; the number of individuals who have completed the Safe Zone 101 training continues to increase with increases in CVM registered allies; and an increased presence at ISU symposia.

The student chapter of the Women's Veterinary Leadership Development Initiative (WVLDI) <http://www.womenveterinarians.org/>, inclusive of men and women veterinary medical students, continued after forming in September 2014. In 2014/2015, at the request of Cornell, the group created and participated in a nation-wide support video "He for She" used by the WVLDI network webinar and in support of LGBTQA+ students.

A student diversity recruitment/cultural competency program proposal was created by the CVM Office of Student Programs. Initial review of the proposal in 2015 indicated that additional personnel will be needed to implement and coordinate the initiative. Parts of the proposal actions will be adopted in 2015. Meetings have occurred with CVM communications instructors to incorporate more diverse scenarios in training as recommended by ISU Student Counseling and the CVM Student Programs office (examples: clients with disabilities, more diverse backgrounds, etc.).

Student mental health wellness and support is an important area of veterinary medicine. In conjunction with ISU Counseling Services, a student forum was organized on mental wellness around animal end of life, compassion fatigue, use of animals in teaching, clinical aspects, and research on 4/8/2015. EAP supports faculty and staff in the college for this important area.

The CVM has undertaken a number of initiatives to adapt the professional curriculum to comply with the Americans with Disabilities Act (ADA) and additional Equal Opportunity Awareness; including Title IX compliance via training and processes. The CVM's Office of Academic and Student Affairs/Programs (OASA) and college administration provide assistance to students or employees in need of accommodations by sharing resources and coordinating with the Office of Student Disability Resources, the academic department, and the individual making a request. We have had a number of ongoing

college-wide faculty training sessions from the Office of Student Disability Resources and developed college documents, templates, and processes to document and assure ADA compliance.

We continue to have personnel from the Dean of Students Office, Student and Outreach Program, Student Organizations, ISU Legal, and Office of Student Disability Resources present to our first year student orientation program, our Year 1 student seminar series, to student organizations, and to faculty instructors. Professional students who have documented accommodations are enrolled in increasing numbers to receive accommodations. Our departments also make accommodations for students, interns, residents, technicians, faculty, and staff.

### **International Activities**

CVM faculty are supportive of activities that recognize cultural differences, and increase cultural understanding and technical knowledge. In 2014-2015, there were presentations by each college across the university to understand programs for collaborations and partnerships. Cultural competency is becoming an increasingly important aspect of veterinary education and integration into programs for national accreditation.

In the summer of 2015, 38 students went on Study Abroad. Our programs have expanded to include under-graduate students interested in animal and human health, and students from other veterinary colleges, which contribute to student participants with more diverse backgrounds. Our CVM study abroad coordinator (Katie Davidson) is developing assessment tools for cultural competency after international experiences. Note: 1) In 2015, an additional 15 students scheduled to travel had to cancel due to Ebola and Africa restrictions; and 2) An additional trip was planned but post-phoned due to Ebola, by Dr. Wilson Rumbeiha entitled “One Health Uganda: the Human, Livestock, and Wildlife Interface”, but planned for 2016.

The CVM has an MOU with the ONIRIS School of Veterinary Medicine in Nantes, France and Dr. Matthew Ellinwood (CALS, Animal Science) and Katie Davidson conducted a site visit to Nantes in January 2015 to visit the school, meet with officials, and determine an itinerary for a 2016 veterinary study abroad trip.

The CVM International Programs office has record of 15 international trips made by faculty and staff. Travel activities included conference presentations, trainings, site visits, collaborations, and guest lecturing. CVM faculty are encouraged to present at and attend international conferences to build sustainable relationships within the international community.

The CVM has admitted students from China via participation in a national/regional U.S. partnership with Kansas State and UC Davis; the U.S.-China Center for Animal Health. In addition, an educational MOU was signed with for future partnerships in veterinary education with the China Agricultural University.

Each year, the Institute for International Collaboration in Animal Biologics provides summer training sessions with attendees from throughout the world, bringing diverse ethnic and geographic backgrounds to the college.

### **Programming: Grants/Research**

A funded grant application to the Provost Office’s Women’s and Diversity Program by Drs. Catherine Logue and Wilson Rumbeiha resulted in a climate and diversity survey in the CVM launched fall 2014 semester with analysis in spring 2015. For students, a number of initiatives had been in place regarding cultural competency (including understanding diversity, world cultures, ADA and related areas) and these

are ongoing. The survey results re-enforced the continued need for ongoing initiatives training, and forums.

Drs. Catherine Logue and Claire Andreasen launched a *12 books for 12 Women Leaders* program 2014-2015. This 12 month program, funded through the Provost's Office and CVM's Dean's office, results in 16 women leaders in the college participating in a book club to examine leadership through readings and networking with women leaders on the ISU campus. The outcome report was submitted to the Office of the Provost in 2015, with participants having overall positive experiences.

Dr. Catherine Logue and Dean Lisa Nolan have secured a second round of funds from the Provost's office (Women's and Diversity funds and The CVM Dean's office) to expand the *12 books* program for the 2015-2016 year. The second program includes expanding the circle of potential women leaders and will focus on training activities in leadership and management.

### **Committees and National Organizations**

Attendance at the Annual Veterinary Wellness Symposium - Dr. Howard, CVM Director of Student Programs

Annual American Association of Veterinary Medical Colleges (AAVMC) meeting – 1) diversity forum and 2) participation in the middle school and high school diversity career fair – Dr. Howard, CVM Director of Student Programs; Ms Kathy Kuehl, CVM Admissions Coordinator

Annual American Association of Veterinary Medical Colleges (AAVMC), Diversity Committee  
Dr. Claire Andreasen, Associate Dean  
Dr. Howard, CVM Director of Student Programs

CVM Equal Opportunity Information Advisor - Ms. Melody Gustafson

ISU Advisory Committee on Diversity Program Planning  
Katie Davidson (P&S representative)  
Dr. Claire Andreasen (CVM representative)

ISU Senate Equity, Diversity and Inclusion Committee  
Dr. Catherine Logue (CVM)

University Council on International Programs - Dr. Claire Andreasen, Associate Dean

NAFSA (National Association of International Educators)  
Katie Davidson (member, committee member)

## **PERSPECTIVE: TEN YEARS OF AFFIRMATIVE ACTION: 2005-2015**

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The total workforce increased by 189 employees, from 2005 to 2015. With the increase 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 six of eight POA groups from 2005 to 2015. The largest increase in workforce for females from 2005 to 2015 was in the POA group Professional and Scientific. The number of females in the workforce had an overall increase of 171 female employees, an increase of 1.2% in this ten-year period. Female employees in 2015 are 50.2% of the total workforce compared to 49% in 2005.

The minority workforce has experienced growth in has experienced growth in six of eight POA groups from during this ten-year period. The largest increase in workforce for minorities was in the POA group Faculty: Tenure Track. The minority workforce had an overall increase of 129 employees and had an increase of 1.7% in this ten-year period. In 2005, minority employees were 12.0% of the total workforce compared to 13.7% of the total workforce in 2015.

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

University of Northern Iowa  
Office of Compliance and Equity Management  
November 2015

Submitted by Leah Gutknecht  
Assistant to the President for Compliance and Equity Management & Title IX Officer

**Annual Report on Affirmative Action  
To the Board of Regents, State of Iowa  
University of Northern Iowa (UNI)  
October 2015**

**I. INTRODUCTION.**

The University of Northern Iowa is committed to a policy of equal opportunity in employment, retention, and advancement of employees without regard to age, color, creed, disability, ethnicity, gender identity, genetic information, marital status, national origin, political affiliation, race, religion, sex, sexual orientation, veteran or military status, or any other basis protected by federal and/or state law, except in rare instances where sex may be a bona fide occupational requirement of the applicant, and to a policy of affirmative action for protected classes. Affirmative action entails special efforts by the University community to recruit and hire protected class members throughout the University, proportionate to their availability in the relative labor market. 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, 2015. 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.**

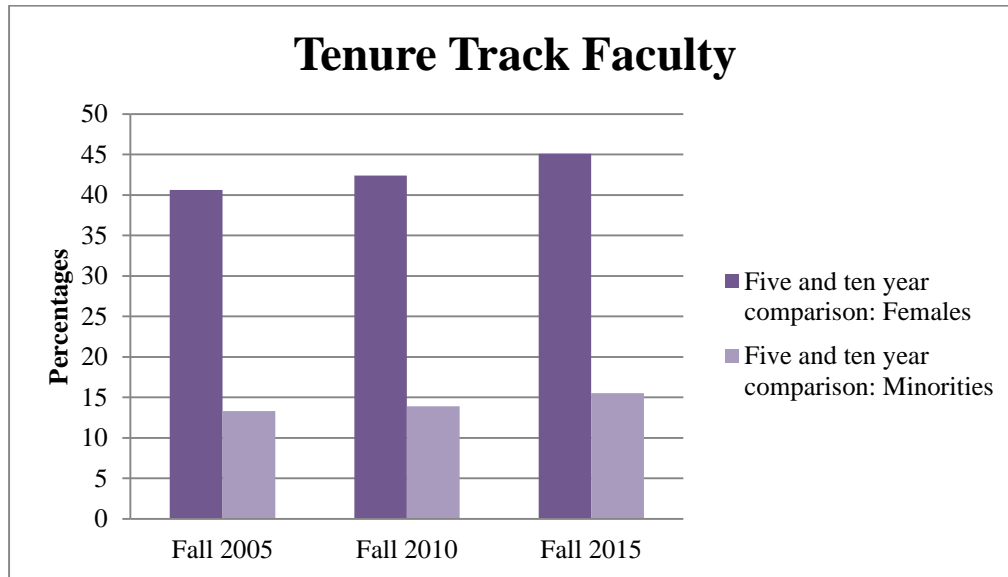
As of October 1, 2015, the UNI workforce totals 1789 non-temporary employees. This includes 991 (55.4%) female employees and 174 (9.7%) minority employees. One year ago, UNI employed 1860 non-temporary employees, including 1042 (56%) female employees and 200 (10.8%) minority employees. Total number of employees decreased by 71 (3.8%) from last year; the number of females decreased by 51 (4.9%); and the number of minorities decreased by 26 (13%).

Five- and ten-year comparisons for the overall workforce show varied progress in female and minority representation. Over the ten-year history, total employment numbers fluctuated but compared to 2005 and 2010, the 2015 progress with female hiring is significant. The total number of non-temporary employees working at UNI is down by 34 (1.9%) compared to ten years ago. The percentage of female employees has made steady gains over the same period. Females were employed at a rate of 53.5% ten years ago. Females are currently employed at a rate of 55.4% of total employment. The percentage of minority employees has remained relatively constant over the ten-year period, from 9.9% in 2005 to 9.7% in 2015 after marking an increase to 10.1% in 2010.

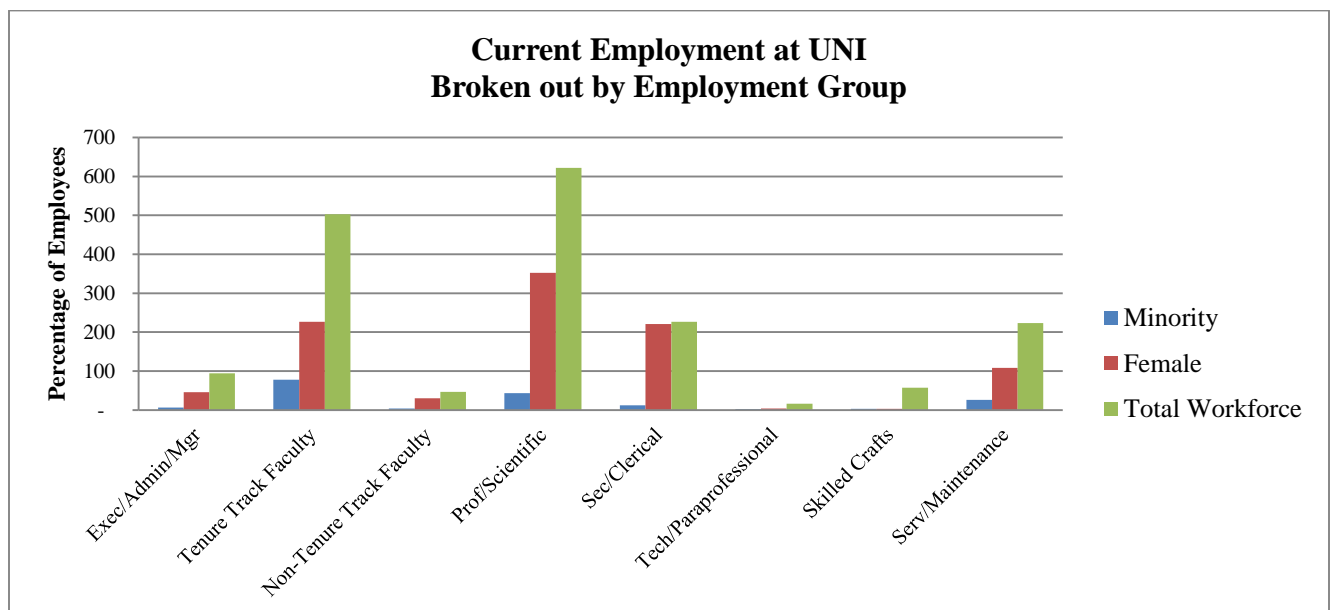


The tenured and tenure track employee group currently employs a total of 503 employees. This represents a decrease of 47 (8.5%) of faculty employees from last year. The five- and ten-year comparisons reflect overall gains in the proportion of both females and minorities in the tenured and tenure track faculty group. While the overall number of tenured and tenure track employees has decreased 8% from 547 to 503 over the past ten years, female representation has increased from 40.6% to 45.1%. Minority representation in the tenured and tenure track employee group rose from 13.3% to 15.5% over the same ten-year period.

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. EQUAL EMPLOYMENT OPPORTUNITY ACTIONS.

In FY15, a total of 294 searches were initiated. This marks a 9% decrease from the total number of searches in FY14. Of the 294 FY15 searches, 142 were for non-temporary employment. This number was ninety-two (92) less than the FY14 count and marks a 39% decrease in non-temporary search activity from the previous fiscal year. Conversely, temporary search activity increased by sixty-three (63) searches, marking a 59% increase in temporary search activity from FY14.

**Faculty Non-Temporary Searches.** Thirty-eight (38) non-temporary faculty searches were initiated in FY15:

- 5 academic administrators;
- 18 tenure-track appointments;
- 10 term appointments;
- 3 renewable term appointments; and
- 2 labor market tests.

The number of non-temporary faculty searches initiated in FY15 decreased by a total of twenty-two (22) searches from sixty (60) the previous year, which is a 37% decrease from FY14.

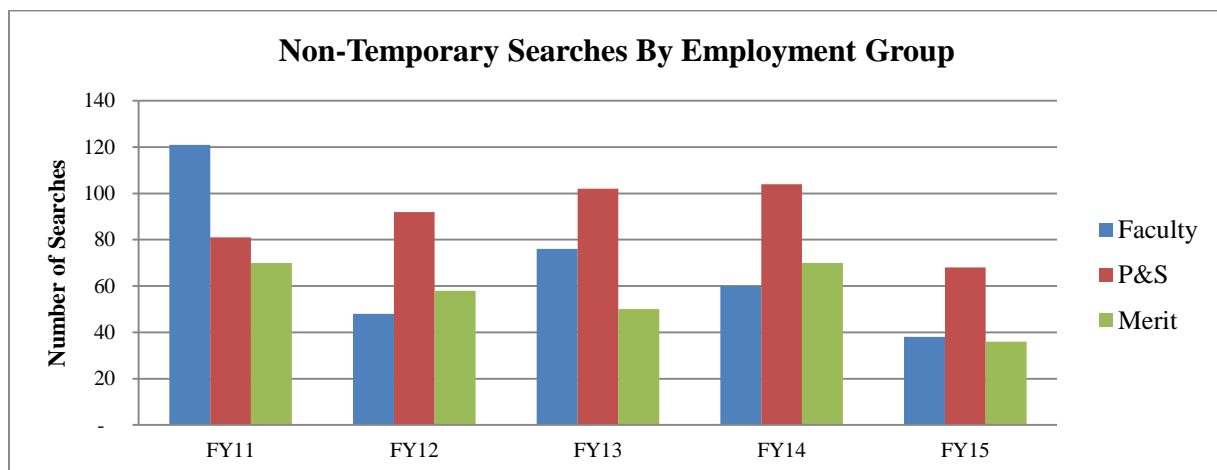
**P&S Non-Temporary Searches.** Sixty-eight (68) non-temporary P&S searches were initiated in FY15:

- 39 probationary appointments;
- 20 term appointments;
- 5 contract (coach) appointments; and
- 4 annual appointments.

The number of P&S searches initiated in FY15 decreased by a total of thirty-six (36) searches from the previous year, which is a 35% decrease from FY14.

**Merit Non-Temporary Searches.** Thirty-six (36) Merit searches were initiated in FY15 as compared to 70 in FY14. Merit search activity in FY15 decreased by 49% from the previous fiscal year.

The following chart shows search numbers by employment group over the last five years.



**Internal Searches.** Nine (9) or 6% of the 142 non-temporary searches initiated in FY15 were internal searches with seven (7) of those in the Merit system. Two (2) of the internal searches conducted were faculty searches. There were no internal P&S searches conducted in FY15.

**Temporary Positions.** Beginning March 24, 2014, federal government regulations were enacted that require positions lasting more than three days to be posted and tracked for affirmative action purposes. Beginning October 1, 2014, the temporary hire process was modified to utilize the Jobs@UNI system to collect applicant information for Faculty and P&S searches. During FY15, there were 23 temporary faculty searches, 64 temporary P&S searches, and 65 temporary Merit searches. These 152 postings are in addition to the 142 non-temporary search statistics previously detailed.

**Search Waivers.** The Office of Compliance and Equity Management received 24 requests for search waivers during FY15. From those requests, 22 internal promotions without searches were approved, and two (2) transfers without searches were approved.

#### **Geographic Origin of Non-Temporary New Hires.**

Faculty. Thirty-nine (39) faculty searches were completed or closed within the fiscal year. One (1) of those searches was carried into FY15 from the previous fiscal year. Eight (8) searches were closed without making a hire. Thirty-one (31) successful applicants from the following geographic areas were hired as a result of searches that were either carried into FY15, or initiated and completed within FY15:

- 49% originated from within UNI
  - 6% temporary employees
  - 30% term employees
  - 13% internal promotions/transfers;
- 3% from Black Hawk County;
- 13% originated from other parts of Iowa;
- 16% from the Midwest region;
- 16% from other parts of the United States; and
- 3% from outside of the United States.

P&S. Seventy-three (73) P&S searches were completed or closed within the fiscal year. Five (5) of those were carried into FY15 from the previous year. Twelve (12) searches were closed without making a hire. Sixty-one (61) successful P&S applicants from the following geographic areas were hired as a result of searches that were initiated and completed within FY15:

- 33% originated from within UNI
  - 23% temporary employees
  - 10% internal promotions/transfers;
- 18% originated from Black Hawk County;
- 13% originated from other parts of Iowa;
- 18% from the Midwest region; and
- 18% from other parts of the United States.

Merit. Thirty-six (36) Merit searches were completed or closed within the fiscal year. Two (2) searches were initiated but later closed. Thirty-four (34) successful Merit applicants came from the following sources:

- 38% filled by contract transfers;
- 3% filled by voluntary demotion;
- 3% filled by recall from layoff; and
- 56% filled by outside applicants.

#### **IV. 2014-15 HIRING GOAL ATTAINMENT BY EMPLOYMENT GROUP.**

The following table shows 2014-15 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.*

Employment Group (with total number hired)	2014-15 Goal		Achieved?	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial (4)	1	1	No (0)	Yes (2)
Faculty (Tenured and Tenure Track) (6)	-	-	-	-
Faculty (Term) (13)	-	-	-	-
Faculty (Temporary) (23)	-	-	-	-
Professional/Scientific (81)	9	-	No (8)	-
Secretarial/Clerical (29)	1	1	Yes (5)	Yes (22)
Technical/Paraprofessional (0)	1	-	No (0)	-
Skilled Craft (3)	2	-	No (0)	-
Service/Maintenance (32)	1	1	Yes (6)	Yes (17)
Total (191)	15	3	Yes (19)	Yes (41)

\*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.

## V. CURRENT PROGRAMS AND ACTIVITIES.

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 hiring.

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 innovative 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 assists with efforts designed to embed an appreciation for diversity into the core culture of the University. Working with a multitude of departments and committees 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 regular climate surveys, increased coordination of existing campus resources, and promoting diversity-related research and activity of individual faculty and staff.

The Diversity Matters web site ([www.uni.edu/diversity](http://www.uni.edu/diversity)) serves as a clearinghouse to promote the many diversity-minded activities, research, and resources available at UNI. Diversity Matters is linked from the main UNI web page to offer an immediate connection to diversity resources. It also appears in the footer of most departmental pages in order to maintain the direct link from anywhere within the UNI site.

A link to the Jobs@UNI system on the front page of the UNI site offers a welcoming presence to those considering employment at UNI. UNI partners with the University of Iowa to administer

the Jobs@UNI online hiring system, which is currently used for Faculty and P&S hiring. The system was introduced in 2012 and has allowed for efficiencies in the process and a reduction in paperwork.

For administrators and search committees, additional tools and resources are continually added and updated in the Hiring Toolkit found on the web site for the Office of Compliance and Equity Management ([www.uni.edu/equity](http://www.uni.edu/equity)). Additional tools for staff searches are posted on the Human Resource Services web site.

The Diversity Council provides university-wide leadership and coordination of diversity efforts. In addition, a Diversity Advisory Committee provides input and ideas to the Diversity Council. Diversity Town Hall Meetings are held each winter to report on activities and to receive feedback from the campus.

Individuals from across campus are recognized for their outstanding contributions to enhancing diversity at UNI through the annual Diversity Matters awards program. Award winners are announced at the annual Diversity Town Hall Meeting.

Additional recruitment tools and advertising locations continue to be sought and researched. As new ad locations are identified the information is added to the Hiring Toolkit located on the Office of Compliance and Equity Management web site. The Office of Compliance and Equity Management works with Human Resource Services to offer advertising with major publications at a reduced cost to departments. Members of academic 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 academic departments to strategize on recruitment efforts in order to maximize the potential applicant pool. Human Resource Services also offers resources to search committees for staff positions.

UNI has also been actively enhancing efforts of addressing the needs for persons with disabilities. Student Disability Services and the Faculty and Staff Disability Services within Human Resource Services each provide services to their respective groups. In addition, the Disability Advisory and Advocacy Committee provides for campus-wide attention to providing accessibility and resources to persons with disabilities, and makes related recommendations to administration.

In September 2014, OCEM introduced new online training programs for Preventing Discrimination and Harassment, and Preventing Sexual Misconduct (Title IX). Presenting the programs in an online format allows everyone to engage at their convenience, stopping and starting as necessary depending upon their schedule. This initiative is in line with federal requirements for training of employees. The online training program is just one way of helping to make UNI a respectful and supportive environment for students, faculty and staff and supplements face-to-face orientations and trainings presented by Compliance and Equity Management staff.

A link to the Safety site from the UNI Homepage was added in March 2014, and offers help at a glance for safety concerns that might affect students, faculty and staff. The site offers resources for reporting, advocate services, counseling and support, personal safety, campus safety, health resources, as well as links to UNI's policies. All issues of discrimination, harassment, bias, and

sexual misconduct can now be reported online through the Safety site. The online reporting also allows for the Office of Compliance and Equity Management to electronically manage these cases.

## **VI. LOOKING AHEAD: 2015-16 HIRING GOALS BY EMPLOYMENT GROUP.**

As part of our commitment to affirmative action, UNI conducts an annual availability analysis to establish a benchmark against which the demographic composition of UNI's workforce may be compared. Through this analysis, the University is able 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 are determined by 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.

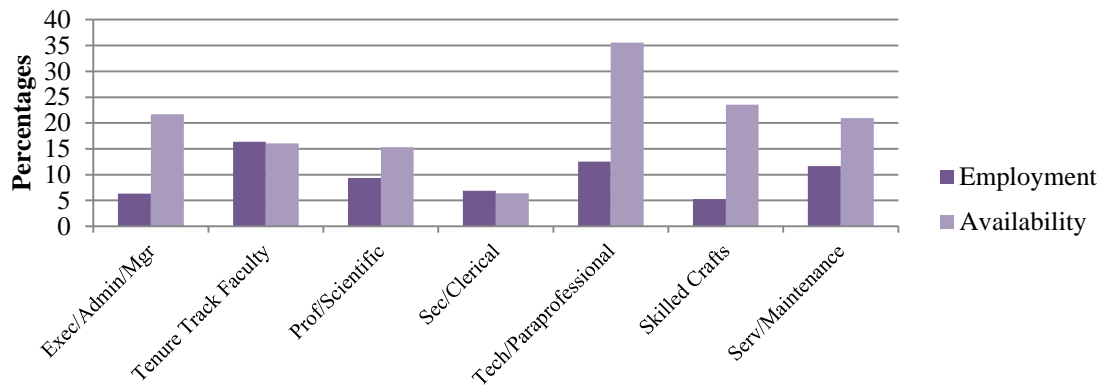
The representation of minorities and women in each job group is compared with the availability analysis of the respective job group. Where actual representation is less than the calculated availability, a statistical test identifies whether the difference is greater than could reasonably be expected. 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:

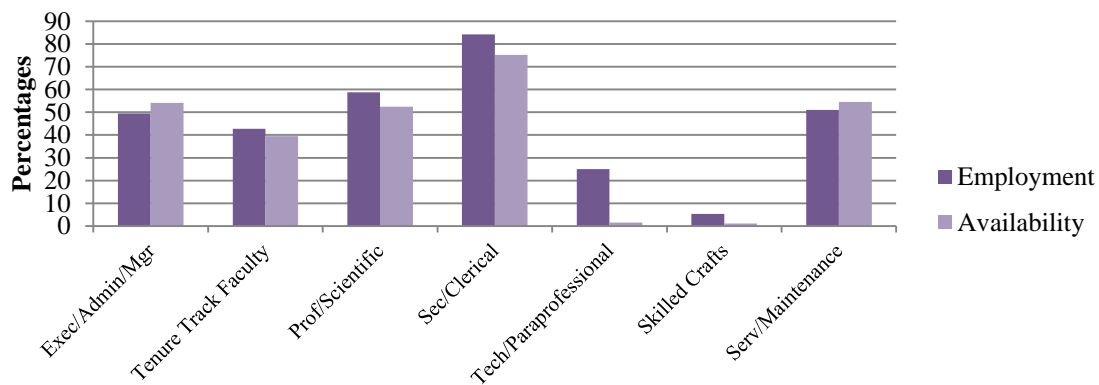
- When the percentage of minorities or women employed in a particular job group is less than would reasonably be expected given their availability percentage in that job group, UNI establishes a placement goal at least equal to the availability figure derived for women or minorities, as appropriate, 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 minority employment, followed by female employment in the second chart.

## Incumbency vs. Estimated Availability of Minorities



## Incumbency vs. Estimated Availability of Females



The factors described previously are reflected in the goals established for the 2015-16 hiring year, as well as five-year goals, as shown in the following table.

Employment Group	2015-16 Goals		Five Year Goals 2020-21	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial	3	1	14	4
Faculty (Tenured and Tenure Track)	0*	0*	0*	0*
Faculty (Term)	1	0*	4	0*
Faculty (Temp)	0*	0*	0*	0*
Professional/Scientific	8	0*	41	0*
Secretarial/Clerical	0*	0*	0*	0*
Technical/Paraprofessional	1	0*	3	0*
Skilled Craft	2	0*	10	0*
Service/Maintenance	5	2	27	10
<b>Total</b>	<b>20</b>	<b>3</b>	<b>99</b>	<b>14</b>

\*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.

## **VII. NEW EFFORTS REGARDING INDIVIDUALS WITH DISABILITIES AND PROTECTED VETERANS.**

The Office of Federal Contract Compliance Programs (OFCCP) published Final Rules which made substantial changes to Section 503 and VEVRAA regulations that impose significant new reporting, administrative, and affirmative action obligations on federal contractors, such as UNI. Section 503 provides for protection for individuals with disabilities (IWD), while VEVRAA protects and defines protected veterans (PV).

The first phase of changes became effective March 24, 2014 and included listing all temporary and non-temporary vacancies with Iowa Workforce Development and an updated EEO tagline used in recruitment advertisements. The second phase of changes were rolled out to coincide with the University's affirmative action plan (AAP) year which began on October 1, 2014. The second phase changes include:

- A modified search process is now used for temporary and adjunct positions;
- Applicants and new employees are invited to self-identify as individuals with disabilities and/or protected veterans, and a survey of current employees was conducted to collect baseline information on disability and protected veteran status;
- Advertising sources that target individuals with disabilities and protected veterans are required for all searches;
- A 7% utilization goal for individuals with disabilities was used to provide accountability for the outreach efforts during the 2014-15 AAP year; and
- A 7% benchmark was used to measure the hiring of protected veterans during the 2014-15 AAP year.

Employees involved in the search process were invited to participate in training as required by the OFCCP. Face-to-face faculty training was offered by the Office of Compliance and Equity Management. P&S and Merit search training was offered by Human Resource Services. Training covered equal employment opportunity and affirmative action, as well as understanding the requirements under Section 503 and VEVRAA.

New regulations also require UNI to analyze the applicant and outreach data collected throughout the Plan year. Data collection and analysis was done to measure the effectiveness of the advertising sources targeted at individuals with disabilities and protected veterans over the course of the past year. Results indicate the previous year advertising and outreach efforts did not yield a desirable number of individuals with disabilities or protected veterans.

- As of September 30, 2015, 3% of UNI's workforce identified as individuals with disabilities as compared to the 7% utilization goal established by the OFCCP; and
- As of September 30, 2015, 4% of UNI's workforce identified as protected veterans as compared to the 7% benchmark established by the OFCCP.

As a result, a more comprehensive outreach tool was selected for the 2015-16 AAP year. Continued evaluation will take place to determine if the outreach efforts from this adjustment are successful in assisting UNI to meet the IWD utilization goal and the PV benchmark. If increases are not made in these areas, further adjustments to the outreach efforts will be made for the 2016-17 AAP year.



**Iowa School for the Deaf  
Annual Diversity Report  
October 1, 2014 – September 30, 2015**

The Iowa School for the Deaf employed 127 full-time and part-time employees on September 30, 2015. This is an increase of 8 employees compared with September 30, 2013.

The September 30, 2015 breakdown of ISD employees compared to September 30, 2014, is as follows:

CATEGORY	# EMPLOYEES		% OF POPULATION		2015
	2015	2014	2015	2014	% CHANGE
<b>Male-Majority</b>	35	29	27.6%	24.3%	3.3%
<b>Female-Majority</b>	88	86	69.3%	72.3%	-3.0%
<b>Male-Minority</b>	3	3	2.4%	2.5%	-0.1%
<b>Female-Minority</b>	1	1	0.8%	0.8%	0.0%

The following are the goals ISD established for the October 1, 2014, to September 30, 2014 period:

**Iowa School for the Deaf  
Affirmative Action Hiring Goals  
October 1, 2014 – September 30, 2015**

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

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 continue to develop 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.

**Executive/Administrative/Managerial:**

This group gained two male majority employees and one female majority member. During the past three years, four positions in this group became shared positions with Iowa Educational Services for the Blind and Visually Impaired (IESBVI). All shared positions will be documented on the School's Diversity Report based on which payroll system the position is assigned. Currently, all four shared positions are affiliated with ISD's payroll and are included in ISD's report.

**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 two female majority member by retirement. Two female majority employees were hired to this group.

**Professional and Scientific:**

Over the course of this year, five majority members left this employment group. Nine majority members were hired into this group.

**Secretarial/Clerical:**

This group was unchanged for the past year.

**Technical/Paraprofessional:**

This group lost six majority members and hired seven majority members.

**Skilled Crafts:**

This group gained one male majority member.

**Service Maintenance:**

We had a goal to hire a male minority member in this category. While two majority members have left this group, only one position has been replaced as of 9/30/15. This replacement was a male majority member.

**Summary:**

The Iowa School for the Deaf established one affirmative action goal for the October 1, 2014 – September 30, 2015 time period. One goal was to add a male minority to the Service/Maintenance category. This goal was not met.

Iowa School for the Deaf believes it is important to have a diverse group of employees on our campus. As an education facility for deaf and hard of hearing children, deaf and hard of hearing staff members are also very important. Traditionally, it has been difficult to recruit deaf professionals to this area of the country. 26 percent of our current employees are deaf or hard of hearing. This is the highest percentage of deaf employees we have since 1998 when this data has been regularly gathered.

The number of minority employees stayed the same this year. Recruiting for specialized deaf education positions is extremely difficult. 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, 2015 – September 30, 2016**

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

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 continue to develop 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.



# **Iowa Educational Services for the Blind and Visually Impaired**

1002 G Avenue • Vinton, Iowa 52349 • 319.472.5221 • Fax 319.472.5174  
Within Iowa 1.800.645.4579 • [www.iowa-braille.k12.ia.us](http://www.iowa-braille.k12.ia.us)

## **Iowa Educational Services for the Blind and Visually Impaired / Iowa Braille and Sight Saving School DIVERSITY ANNUAL REPORT October 1, 2014 - September 30, 2015**

Iowa Educational Services for the Blind and Visually Impaired / 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, with or without reasonable accommodation, 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.

Iowa Educational Services for the Blind and Visually Impaired / Iowa Braille and Sight Saving 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-disabled 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. Extended school year services are also provided in local school districts. Supplemental special programs are regionalized based on student and parent need and interest. The school also continues to provide short-term programs on the Iowa Braille and Sight Saving School campus.

As of September 30, 2015, the Iowa Braille and Sight Saving School employed 43 Teachers of the Visually Impaired (TVIs) and Orientation and Mobility Specialists (OMS). 6 additional professionals were employed as consultants with expertise in the fields of math, literacy, technology, special education, family services, and deafblind education. In order to plan for future effective and efficient operation of services for students with sensory impairments in Iowa, the school continues to evaluate a feasibility study to examine the administrative and programmatic functions of the Iowa Braille and Sight Saving School and the Iowa School for the Deaf. The feasibility study is required by Iowa Code §270.10, along with other stipulations, prior to any action that would result in a merger of the schools or closure of either school.

As of September 30, 2015, there were a total of 72 permanent employees. Of those, 70 were non-minority, 53 were female, 1 female was Hispanic and 1 male was Black. We have not asked our staff to disclose any physical disabilities, however, we are aware that 6 faculty are blind or visually impaired. 2 were female and 4 were male. Recruitment and retention of female employees are strengths of the school. Recruitment of vision professionals, in general, is a challenge as there is a national shortage of teachers in the field.

The goal of hiring a minority was met in 2014/15. Moderate hiring activity was conducted due to regular retirements and voluntary resignations. Since October 1, 2014, a total of six employees were hired through competitive searches. These hires included five faculty positions and one merit position. One of the new hires was of minority status and three were female. Faculty recruitment postings were advertised nationwide and included a diversity network managed by a major online commercial recruitment resource service. The school's application continues to include an optional information sheet where candidates may choose to self-identify race, sex and/or disability, however, 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 continuing a competitive teacher preparation scholarship program that was implemented to encourage education professionals to enter the field of vision. We currently have five individuals in the program. This competitive scholarship program has created the opportunity for us to better recruit minorities from Iowa. This may have a long-range impact on the ability to recruit and retain faculty of a diverse background.

The following chart, notes the Diversity Goals of the Iowa Educational Services for the Blind and Visually Impaired / Iowa Braille and Sight Saving School projected for the period of October 1, 2015 through September 30, 2016.

**DIVERSITY ACTION GOALS**  
**October 1, 2015 - September 30, 2016**

Iowa Braille School	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 )		
08 Service/Maintenance	0	0	0
<b>TOTAL</b>	<b>2</b>	<b>0</b>	<b>1</b>

## 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  
1002 G Avenue  
Vinton, IA 52349  
319/472-5221

OR

Director of Human Resources  
Iowa Braille School  
Old Main, Room 130  
1002 G Avenue  
Vinton, IA 52349  
319/472-5221, ext. 1226

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

OR

Director of Human Resources  
Iowa Braille School  
1002 G Avenue  
Vinton, IA 52349  
319/472-5221, ext. 1226

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  
2014-2015**

**BOARD OF REGENTS,  
STATE OF IOWA**

Submitted by  
Georgina Dodge  
Chief Diversity Officer  
and Associate Vice President

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

## **MINORITY AND WOMEN EDUCATORS ENHANCEMENT PROGRAM**

**The University of Iowa  
2014-2015**

### **Introduction**

*Renewing the Iowa Promise*, the University of Iowa's strategic plan for 2010-2016, recognizes the link between educational excellence and diversity, integrating a commitment to diversity as one of its seven interdependent core values of excellence, learning, community, diversity, integrity, respect, and responsibility. To achieve educational excellence, it is important to recruit to the university faculty, staff, and students from underrepresented communities and to foster a climate that enables all to succeed.

To develop the strategic plan, the Office of the Provost formed six strategic initiative task forces composed of faculty and staff who were recommended by shared governance leaders and collegiate deans. Their overarching charge was to offer ideas and recommendations to shape the academic direction of the university, bearing in mind the changing economic, demographic, and technological realities of our globalized world. One task force, the Task Force on Internationalization and Diversity, issued its final report in December 2009 with an emphasis on organizational effectiveness, recruitment and outreach, retention and cultural climate, and teaching and research.

All of these factors play a significant role in the recruitment and retention of diverse faculty. The strategies set forth by the task force will be implemented both by infusion into existing initiatives and the development of additional efforts to recruit and retain a more diverse faculty. The following initiatives reflect the progress of that work during academic year 2014-2015.

### **National Coalition Building Institute (NCBI)**

The National Coalition Building Institute (NCBI) is a nonprofit leadership training organization based in Washington, D.C. NCBI works through a coalition-building model to provide leadership training for inclusion and equity, with the goal of eliminating all forms of prejudice throughout the world. The University of Iowa has been affiliated with NCBI since 2011, and since that time has reached 1,117 faculty, staff, students, and community members through ongoing workshops. Additionally, 88 faculty, staff, and students have attended a three-day train-the-trainer workshop, gaining skills for coalition building, prejudice reduction, conflict resolution, and educational outreach.

In 2014-15, UI's NCBI affiliate held 13 full-day *Leadership for Equity & Inclusion* workshops and two half-day *Conflict & Controversial Issues* workshops; 265 faculty, staff, students, and community members attended these workshops. Feedback from participants'

pre- and post-evaluations continues to be overwhelmingly positive, with increases in each item asked pre- and post-workshop, most notably in two items addressing motivation and confidence for addressing hurtful behavior. The UI NCBI affiliate also offered 21 practice sessions, meetings, and brown bag discussions, and reaches nearly 600 people on campus by newsletter each semester.

### **Diversity Opportunity Programs**

In 1999, the Office of the Provost established a program to aid collegiate efforts to recruit and retain faculty from underrepresented communities, with an emphasis on recruiting faculty of color. This program, now called the Faculty Diversity Opportunity Program, has been an important tool for reaching the university's diversity goals and thereby enhancing the excellence of the University of Iowa. The program is administered by the chief diversity officer and associate vice president (CDO), who works with collegiate deans to identify potential faculty hires who would add to the diversity of the UI faculty. Mentoring and retention follow-up plans remain critical components of FDOP funding requests. The CDO, working in close collaboration with the associate provost for faculty, collegiate deans, and others, coordinates a central effort to recruit and retain minority faculty.

For fiscal year 2015, the Office of the Provost budgeted FDOP funds totaling \$2,111,478 for partial salaries and other resources supporting 39 faculty members. These positions are in the University Library and the Colleges of Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, and Public Health. Since 1999, FDOP has been used to support 143 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 Opportunity 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 seventeen-year period ending 2015.

The Staff Diversity Opportunity Program promotes employment of minorities and women in Professional and Scientific (P&S) classifications exhibiting underrepresentation. Administered through University Human Resources, 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 skill, knowledge, abilities, and likelihood of a successful candidacy for future P&S vacancies. During fiscal year 2015, the salaries of three P&S staff members were supported by SDOP funding.

### **Recruitment Ambassadors Program**

The Recruitment Ambassadors Program, jointly sponsored by University 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 by providing first-hand information about the University of Iowa campus and the Iowa City/Coralville community.

### **Collegiate Diversity Group**

The executive vice president and provost, through the chief diversity officer and associate vice president, 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. The chairs of the university's Charter Committee on Diversity 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 and Women Faculty Development**

The Office of the Provost, through the associate provost for faculty, sponsors faculty development programs for early career faculty members. These programs include a new faculty orientation and seminars on promotion and tenure. The Office of the Provost sponsors informal events throughout the year to enhance networking among early career faculty members and to introduce them to UI administration, including the President and Provost New Faculty Welcome Reception, New Faculty Breakfast with the Provost, and New Faculty End of Semester Reception. Additionally, the office publishes and widely distributes a comprehensive calendar of faculty development programs offered by numerous offices across campus (e.g., Office of Vice President for Research, Office of Student Success, Center for Teaching) to provide easy access to the rich and varied programs available on campus to advance faculty excellence.

Since 2012, the Office of the Provost and the Chief Diversity Office have co-sponsored an institutional membership in the National Center for Faculty Development and Diversity (NCFDD), an independent faculty development organization dedicated to supporting faculty throughout the pipeline from graduate student to full professor. Institutional membership offers numerous benefits to UI faculty members, including a monthly e-newsletter; access to monthly webinars, a private online networking forum, moderated monthly writing challenges, and the option to be matched with accountability faculty partner to establish and meet individual writing goals. UI's institutional membership in the NCFDD provides early career faculty members access to high quality faculty development programs led by national experts in an efficient and cost-effective manner.

In academic year 2013-14, the Obermann Center for Advanced Studies sponsored Indigo Ink, a "community-style accountability and write-on-site group for faculty of color." The group is now sponsored by the Chief Diversity Office and is coordinated by the group's founder, Janette Taylor, associate professor in the College of Nursing.

New women and minority faculty members are encouraged to participate in the university community through associations with other faculty members across the university, with campus social life, and with student activities and organizations. The Chief Diversity Office provides support for several faculty and staff affinity groups, including the African American Council, the Council on Disability Awareness, the Council on the Status of Women, the Latino Council, the Native American Council, and the LGBTQ Staff and Faculty Association.

Colleges develop initiatives for the retention of minority and women faculty members at the collegiate level. For example, the Carver College of Medicine hosts the annual Women in the Health Sciences and Engineering Faculty Development Conference each spring, which brings together women faculty from UI's five health sciences colleges and the College of Engineering to promote career advancement and networking skills. Several departments and colleges have begun offering implicit bias trainings to their faculty, with specific focus on decreasing the impact of implicit bias on search and selection processes and on overall climate.

### **Diverse Visiting Faculty and Speakers**

The executive vice president and provost, through the chief diversity officer and associate vice president, provides financial support for efforts to bring underrepresented minority persons as visiting faculty and speakers to campus.

### **Workshops and Programs on Diversity**

The university, through the chief diversity officer and associate vice president, regularly supports events that enhance dialogue and sensitivity about diversity issues. The Office of Equal Opportunity and Diversity, University Human Resources, the Council on the Status of Women, and the Charter Committee on Diversity 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.

The Chief Diversity Office and the Office of the Provost further developed an ongoing collaboration to provide a workshop that presents research on unconscious bias, how it can impact search and hiring processes, and evidence-based strategies for minimizing the impact of bias in recruitment, retention, and development processes. This workshop continues to be offered to interested campus groups and will be women into a new faculty and staff development certificate program that will launch in Fall 2015.

In 2011, the Chief Diversity Office piloted a Project on Civic Reflection (PCR) workshop. Civic reflection is the practice of reading and discussing short pieces of themed literature reflecting on the central questions of civic life and participation. PCR helps groups build capacity, commitment, and community through reading and discussion.

The university hosted the Annual Disability Celebration in October 2014 to raise disability awareness and to celebrate and recognize the efforts of university staff members who



enhance opportunities for individuals with disabilities at the University of Iowa; the celebration was attended by members the university community. The UI Disability Planning and Action Committee, with representation by key University of Iowa leaders and chaired by the chief diversity officer and associate vice president, furthers the work presented at the celebration and provides leadership and coordination for efforts to build a campus environment that welcomes individuals with disabilities.

Staff from the Chief Diversity Office and Equal Opportunity and Diversity offer courses on diversity as part of two ongoing leadership series offered for staff through Learning and Development: a two-hour session entitled *Developing and Leading a Diverse Team* through the Supervising @ Iowa series and a three-hour session entitled *Emotional Intelligence and Diversity* through the Advanced Management Series. Both series are offered one to two times per academic year.

The University of Iowa continues to partner with the National Center for Faculty Development & Diversity (NCFDD) to provide institutional membership for all UI campus members, which includes access to resources on mentoring, creating communities of inclusion, achieving tenure, writing productivity, and more.

In addition, the Faculty of Color series was expanded to support an existing faculty of color writing group and book discussion series.

The university partnered with the Iowa Network for Women in Higher Education (WHE) to launch a Women's Leadership Initiative this year to create a community of support and empowerment for women leaders at all levels in higher education. This series, developed by women leaders for women leaders, will continue into future years and includes ongoing dialogue about topics impacting leadership. Each session is filmed and posted on the Chief Diversity Office website with a discussion guide. Additionally, the university hosted the annual Iowa WHE conference: Bridging the Gap, bringing together 113 women from 12 campuses and organizations around the state to explore common themes and areas in which women in the workforce may be experiencing the consequences of gaps in benefits, responsibilities, workplace relationships, understanding, and more.

### **Celebration of Excellence and Achievement Among Women**

The Office of the Provost and the Chief Diversity Office, along with other central administration units, sponsor the Council on the Status of Women's annual tribute to the accomplishments of all women at the University of Iowa. This event began in 1982 when the university community gathered to award the Jane A. Weiss Memorial Dissertation Scholarship. The event has evolved over the years to recognize outstanding scholarship, research, service, leadership, and activism among undergraduate and graduate/professional students, staff, and faculty women. The celebration now includes the awarding of the May Brodbeck Distinguished Achievement Award for Faculty, the Distinguished Achievement Award for Staff, the Jean Y. Jew Women's Rights Award, the Adele Kimm Scholarship, the Adah Johnson/Otilia Maria Fernandez Women's Studies Scholarship, the Margaret P. Benson Memorial Scholarship, and the Wynonna G. Hubbard Scholarship.

### **Diversity Catalyst Award and Diversity Catalyst Seed Grant**

The Chief Diversity Office sponsors several reward and recognition programs supporting diversity and inclusion, including the Diversity Catalyst Award and the Diversity Catalyst Seed Grant Program. The Diversity Catalyst Award annually recognizes faculty, staff, students, student organizations, and units for their distinctive and innovative diversity contributions at the university. Award recipients are recognized at a spring reception and receive a cash prize.

The Diversity Catalyst Seed Grants are targeted towards creative projects that will 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 are given preference by the selection committee. Additional information about Diversity 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.

### **Support for Underrepresented Graduate and Undergraduate Students**

Several University of Iowa programs aim to increase the representation of minorities and women among future faculty through student recruitment and support of students in the academic pipeline to complete their graduate degrees and perhaps enter the professoriate.

Since 1986, the University of Iowa Graduate College has annually held the Summer Research Opportunities Program (SROP) to recruit, support, and assist talented underrepresented undergraduate students interested in pursuing graduate studies and collegiate faculty careers. SROP is an award winning program designed to provide promising underrepresented undergraduate students with in-depth research experiences. The SROP program strives to prepare young investigators to achieve their goals of pursuing graduate work and of becoming tomorrow's academic leaders as faculty, or to pursue successful careers in government, business, and non-profit agencies. Students receive first-hand exposure to the graduate school experience and to faculty life by being paired with a faculty mentor whose work is closely related to your academic interests and career goals. Research opportunities in Biological Sciences, Engineering, Humanities, Mathematics, Physical Sciences, or Social Sciences are generally available. Each student plays an active role in identifying the area of study and a faculty mentor to work with. The program encourages students to explore research opportunities at Iowa that can lead to doctoral degrees.

The Graduate College Iowa Recruitment Fellowship program promotes recruitment of outstanding students who are underrepresented in their graduate disciplines (e.g., racial/ethnic, gender, first generation socioeconomically disadvantaged). Applicants must be nominated by their graduate programs. The Graduate College Iowa Recruitment Fellowship Program enhances departmental recruitment packages by offering our most accomplished new doctoral students a stipend supplement (\$2,000 per year) for up to five years and fellowship support for up to four summer terms (\$4,000 per summer). Tuition scholarships are to be paid during the academic years (fall, spring) by the appointing unit, while the Graduate College will provide up to 2 sh tuition and benefits for the summer

terms. Nomination for a Graduate College Iowa Recruitment Fellowship must be submitted by the Director of Graduate Studies of the department/program to which the prospective student has been admitted.

The Office of Graduate Inclusion (OGI) works closely with all of the programs described above and reaches out to all underrepresented graduate students across campus. OGI is committed to creating, supporting and encouraging diversity in the graduate student body as it enhances the intellectual and cultural experience of the entire academic community. OGI supports this effort in outreach and recruitment, summer undergraduate research (SROP – Summer Research Opportunity Program), networking opportunities, programming and counseling. OGI works collaboratively with offices to bring underrepresented undergraduate students and graduates students together to learn about the graduate experience and support goals to pursue graduate studies. OGI seeks to create a space and community where students can safely share their particular strategies, concerns and encounters regarding the challenges and successes of undertaking graduate educational programs.

Several College of Engineering departments and programs (described below) participate in the college's Outreach, Admissions, Scholarship and Inclusion Services (OASIS) to lead diversity and outreach efforts and actively collaborate with student organizations, faculty researchers, and other collegiate and campus partners. In the past year, the college prepared its first diversity action plan, which incorporated stakeholder input; best practices were shared with other UI colleges.

The Ethnic Inclusion Effort for Iowa Engineering (|eI|<sup>2</sup>) celebrated ten years of programming to nourish the diverse college community by providing training to faculty in mentoring minority graduate students. The program also provides travel assistance for UI members to attend professional meetings of the Society of Hispanic Professional Engineers (SHPE), the National Society of Black Engineers (NSBE), and the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCCHE). Ethnic Inclusion continued as a sponsor for the UI chapter of SHPE's Noche de Ciencias (Family Science Night), the Multi-Ethnic Engineering and Science Association Tutoring program, and NSBE's Black Girls Do Science events.

The College of Engineering recruited a record number of incoming engineering students this year, with increasing percentages of women and underrepresented minorities; an historic number of engineering scholarships were awarded. To support retention of this talent pool, OASIS collaborated with Engineering Student Services to host the second annual "Engineering: A Step Ahead" program. The program served a networking opportunity for newly admitted international, transfer, first generation, and underrepresented students. The college continues to offer pre-engineering camps and programs, serving communities and students from kindergarten through community college.

The Iowa Biosciences Academy program (IBA) was established in 1999 for underrepresented undergraduate students interested in pursuing a Ph.D. in the biomedical, behavioral, and biophysical sciences. The students receive mentorship, research experience,

and professional development from faculty in the College of Liberal Arts and Sciences, the College of Engineering, the Graduate College, the College of Nursing, the College of Pharmacy, the College of Dentistry, the College of Education, the Carver College of Medicine, and the College of Public Health throughout their undergraduate years. The program receives other support and services from the Office of the Vice President for Research and Economic Development, the Office of Equal Opportunity and Diversity, the Graduate College, and the Office of the Provost. IBA has been continuously funded by the National Institutes of Health (NIH) through the Division of Training, Workforce Development, and Diversity (TWD).

### **Salary Equity**

The Office of the Provost conducted a campus-wide study of salary equity between women and men faculty in 2012. Results indicated that there was no systematic difference between the salaries of women and men faculty controlling for other relevant factors across most campus units. However, there were some individual faculty members, both men and women, who did have salary levels significantly lower than expected given other relevant factors. The Office of the Provost worked with the collegiate dean offices to determine whether or not there were satisfactory reasons for these lower than expected salaries.

The Office of Equal Opportunity and Diversity and the Department of Human Resources jointly conduct an annual review of the salaries of non-organized Professional and Scientific (non-organized) staff to ensure that the university's compensation procedures and practices are applied uniformly and consistently to each employee, regardless of sex or racial/ethnic minority status. The analyses include employing unit, length of employment at the university, and length of employment within the job classification. When salary differences are not explained by these factors, employing units are given the opportunity to provide explanations for the salary differences. If legitimate, non-discriminatory explanations are not provided, salary adjustments for the affected individuals are recommended.

### **Dual Career Services**

In 1994, the University of Iowa established Dual Career Services (formerly the Dual Career Network), a program designed to assist the accompanying partners of new university faculty or staff members in locating and securing employment. Services include professional job search and career guidance, resume/CV and cover letter writing assistance, interviewing assistance, utilizing social media in the job search, up-to-date information about the local market and demographics, access to job openings with the university and other local employers, and introduction to local groups for networking. Dual Career Services has been successfully involved in helping to recruit and retain diverse faculty hires.

### **Women in Science and Engineering (WISE)**

The 2014-2015 academic year marks the beginning of the 3<sup>rd</sup> decade of WISE Women at the University of Iowa, the 19th year of both the WISE Peer Mentoring Program (the longest-running peer mentoring program at the University of Iowa), and the Be-WISE Living-Learning Community in Stanley Residence Hall (the oldest academic-based living-

learning community at the University of Iowa). The mission of the Women in Science and Engineering Program is to expand and improve educational and professional opportunities for women in all fields of science, technology, engineering, and math (STEM) by facilitating individual, institutional, and social change. The WISE Program was established in 1994 with support from the offices of the Vice President for Research and the Provost. The WISE Program cooperates with STEM programs at the University of Iowa in pursuing the following goals for STEM fields: to increase the retention, participation, professional development, and advancement of women students, faculty, and professional staff; to promote and monitor a supportive, inclusive, and safe environment for women to study and work; to support activities that prepare women to enter the international workforce and that encourage the scholarship and professional development of international women studying and working here; to provide specific strategies and access to current academic literature and emerging initiatives to increase retention of women; and to inform the public of educational and career opportunities for women.

### **Diversity Focus**

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. The university continues to collaborate with Diversity Focus, primarily through membership in the Employee Resource Group Consortium, which meets regularly and hosts conferences, training sessions, and social activities intended to support diversity in the corridor.

\* \* \*

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 November 2015**

Iowa State University strives to support key programs to cultivate the hiring, retention, mentoring, satisfaction, advancement, promotion, and leadership of underrepresented minority and women educators, and the following list details a representative group of those offerings. Note that while this list of institutional, key programming is broad, the list is not all inclusive (e.g., many academic colleges, departments, and vice-presidential units have developed local programming to support underrepresented minority and women educators).

1. **Emerging Leaders Academy.** The Office of the Senior Vice President and Provost (SVPP) continues to support its leadership development program, the Emerging Leaders Academy, in place since January 2009. The program aims to develop depth of leadership skills among faculty and staff, as well as to diversify the potential pool of leadership candidates at ISU. Underrepresented and women faculty and staff are especially encouraged to apply. Presently, over 130 faculty and senior staff have been trained in leadership, teamwork, communication, fiscal responsibility, diversity, management and public accountability.
2. **ISU ADVANCE.** This is the university's flagship program dealing with faculty equity and diversity issues. ADVANCE has been able to develop initiatives, programming, and materials to address diversity among the faculty ranks in STEM fields at ISU. Since 2011, ADVANCE has broadened its scope beyond STEM to engage all faculty, with particular emphasis on the advancement of women and underrepresented faculty across all colleges. In 2013, the provost charged each academic college with appointing an Equity Advisor to provide training to faculty search committees and to develop programming in support of the needs of faculty in each college. Programming targeted by Equity Advisors centers around improving departmental climate, faculty promotion and retention and work-life balance. ADVANCE is also leading a Departmental Enhancement Program for departments that: 1) are preparing to undergo program review, 2) have just undergone a program review and are working to implement recommendations, or 3) are undergoing a leadership transition. The Departmental Enhancement Program pilot assists department faculty with identifying and addressing barriers to transparency within department culture. The university depends on the quality of the materials and programming that ADVANCE has produced to define diversity conversations among ISU faculty.
3. **Work/Life Advisory Committee.** Iowa State University continues to support a more flexible work environment for its faculty and staff. A Work/Life website combines existing policies and resources so that information can be accessed more efficiently

and utilized more effectively. The Work/Life Advisory Committee is charged with reviewing current university policies, benchmarking best practices, and identifying gaps. Multiple workshops are offered for faculty on “Flexible Faculty Policies,” “Stress Management”, and “Work-Life Balance” as a result of feedback we received from past participants in the SVPP mentoring program. The management of this committee has transitioned to the Office of University Human Resources (UHR). The SVPP Office continues to partner with UHR and to support its efforts.

4. **COACHE Survey of Faculty Satisfaction.** The COACHE survey was administered during the AY2013-14. The goal is to survey all full-time faculty – regardless of appointment type or rank – every three to four years. Iowa State has made great progress in clarifying the tenure process, creating policies to support work/life balance, and creating mentoring opportunities for junior faculty, and the most recent administration of the COACHE survey has further enabled us to identify issues on which there are significant differences by gender or minority status that may impact faculty success, and also to identify areas of strength.
5. **Women’s and Diversity Grant Program.** This funding pool of \$50,000 supports initiatives that will enrich the experiences of women faculty, staff and students and people of color at ISU. Proposals are expected to target education, research, and outreach in order to positively impact and advance faculty, staff, and student women, minorities and under-represented groups at Iowa State University. For FY2015-16, twelve projects received funding to enhance gender equity and diversity initiatives.
6. **Diversifying the Faculty.** The Office of the Senior 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 partner support and to support hires that diversify the faculty. The hiring of over 200 faculty couples has been supported through this program in its fifteen-year history. The ADVANCE Equity Advisors, in collaboration with the Office of Equal Opportunity, further contribute to these efforts by providing training on inclusive faculty searches to department and college search committees.
7. **Mentoring.** The 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. Programming throughout the semester on issues of mentoring, promotion, scholarship, and work-life management further builds a sense of community among the first-year cohort. The Provost’s Office provides support for the New Faculty Scholars Program (in collaboration with the Center for Excellence in Learning and Teaching, CELT), and subscribes to a virtual-mentoring program through the *National Center for Faculty Development and Diversity (NCFDD)*. Institutional membership in the NCFDD allows all faculty, post-docs, and graduate students to participate in the virtual mentoring events and opportunities at no cost.

8. **University Committee on Diversity.** Since its creation in 2007, the University Committee on Diversity (UCD) has brought together representatives from the major divisions of the university as well as at-large members to share information and identify issues. The committee maintains the university diversity website and assists in coordination of the Women's and Diversity Grant competition sponsored by the Provost's Office that distributes \$50,000 as seed money for a range of diversity initiatives.
9. **Women's Leadership Consortium (WLC).** WLC continues to bring together leaders of various women's programs on campus, develops strategies for increasing the visibility of issues facing women, and studies the impact of women's initiatives and programs, on campus. Each year, the Women's Leadership Consortium sponsors a Women Impacting ISU Calendar to spotlight women in leadership, who serve as resources within the community.
10. **Iowa Network for Women in Higher Education (WHE).** The Associate Provost for Faculty works with the Iowa Network to encourage more women to consider leadership in higher education. The primary goal of the Iowa Network (affiliated with the American Council on Education) is to facilitate the development of women leaders in higher education, through conversations, collaborations, and mentoring across the state. IOWAWHE is committed to fostering diversity in higher education leadership with regard to race, gender, ethnicity, sexual orientation, and physical ability. IOWAWHE offers a women's leadership conference each spring at one of the institutions of higher education in the state. ISU continues to play an important role in the leadership of the Iowa Network.
11. **Child Care Resources.** This unit within University Human Resources supports Iowa State University families by linking them with professional programs and services that can help meet their child care needs. The university childcare consultant is available to assist families in accessing on campus and community-based services. 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 care for mildly ill children, part-time childcare for student families, and a family child care infant network.
12. **Faculty and Staff Affinity Groups.** The SVPP continues to support the development and growth of several faculty and staff affinity groups, specifically the Black Faculty and Staff Association; *Colegas*, the Latino Faculty and Staff Association; the LGBT Faculty and Staff Association; and the Asian American and Pacific Islanders Faculty and Staff Association. Discussion is currently underway to form an American Indian Faculty and Staff Association. These networks are designed to cultivate and connect Iowa State's diverse faculty and staff populations with the greater university community, and to support recruitment and retention by addressing social and professional components essential to an enhanced quality of life for faculty and staff.



The faculty and staff affinity networks align with the university's strategic goals by tackling the ongoing effort to create and support a more diverse campus community.

13. **University Committee on Women (UCW).** The SVPP continues to support the work of the UCW, an active committee made up of faculty, staff, and students across the institution. Through its subcommittees, it has continued to assess the status of women by issuing a reports every two years on the status of female faculty, staff, and students in one of the academic college. The UCW completed a twelve-year year Status of Women Report in 2014 which was used by the President of the University in the decision to create a Vice President for Diversity and Inclusion at Iowa State. The UCW meets once a year with the President to keep them apprised of key issues facing women on campus.
14. **Strengthening the Professoriate at ISU (SP@ISU).** *Strengthening the Professoriate at ISU* allows ISU to continue efforts to strengthen and diversify faculty and senior scholars by building on good diversity programs around the campus as well as strong policies and central support. The long-term goal is to develop a diverse faculty who integrate their broader impacts efforts with their research enterprise. The program is a collaboration of the SVPP, the Graduate College, and the Vice President for Research. With the conclusion of the five-years of NSF grant support in 2015, SP@ISU will be folded into the structure and workings of the Vice President for Research's Grants Hub initiative, thus institutionalizing its role in broadening impacts.
15. **Martin Luther King, Jr. Awards.** Each year, the SVPP Office organizes the Advancing One Community Award. The award recognizes individuals and groups who have followed the principles of Dr. Martin Luther King, Jr. Each January as part of the MLK Jr Birthday Convocation, recipients are recognized for their efforts to create an inclusive university community that embraces justice and equity.
16. **Faculty Administrative Fellowships.** The Faculty Fellows Program provides leadership and project management experience to faculty who are interested in, or aspire to, leadership positions at Iowa State. The Provost's Office recently announced the appointment of Surya Mallapragada as a new faculty fellow for AY2015-2017. The appointment of Dr. Mallapragada will allow the academic division to devote greater attention to faculty recognition efforts which are an institutional priority. Dr. Gloria Jones-Johnson continues to serve as a faculty fellow to support an Inclusive Culture in the academic departments and colleges, and Dr. Cinzia Cervato continues to serve as a faculty fellow to focus on Early Career Faculty Development in support of mentoring and programming efforts.

October, 2015

TO: Board of Regents, State of Iowa

FROM: University of Northern Iowa

RE: Minority and Women Educators Enhancement Program

This past year, the allocation for the Minority and Women Educators Enhancement Program has been used in the following ways:

1. To supplement a minority faculty line in the Department of Political Science. The faculty member teaches two sections of non-western cultures: Africa and an upper level political science class in the area of international relations or comparative politics. In addition, he typically teaches an overload section of the non-western cultures: Africa course, either at UNI-CUE or on-line. His research focuses on the political economy of the African state, and in particular the political economy of military rule in Africa. He served as a senior analyst for six years for the State Department and the Department of Defense's Trans-Saharan Security Symposium. He has also served as a senior consultant to the Independent Electoral Commission of Nigeria and as a digital photographic consultant to the National Emergency Management Agency of Nigeria.
2. To provide permanent partial funding for a minority Assistant Professor in the Department of Educational Psychology & Foundations. The Department of Educational Psychology & Foundations had a need for someone to teach Research Methods & Statistics. This new faculty member was a valuable asset to not only the department but the entire university in these specific areas as well as other university projects. Unfortunately, he was recruited away from UNI to become a faculty member at the University of Iowa. During 2015-16, we will determine how best to use the funds that are now available from this partial funding that was allotted to the Department of Educational Psychology and Foundations.

The University of Northern Iowa appreciates that the Iowa State Legislature appropriated \$40,000 on June 9, 1989 to assist us with recruiting women and minorities to faculty positions at UNI. In 2014, a policy was created to assist with responding to opportunities to hire persons from underrepresented groups. Unfortunately, that policy depends on us having a fund held at the Provost's office to assist colleges in this effort, and our current budget does not allow for that. We would respectfully request that the Board of Regents and the Legislature look at this issue anew and perhaps consider increasing the funding for these efforts.

The University of Northern Iowa continues to encourage search committees to have a diverse pool of applicants and to seriously consider hiring qualified candidates. The Provost's office is providing extra training and support to search committees in order to assist them in recruiting a more diverse pool of applicants.