

Contact: Marcia Brunson

**ANNUAL DIVERSITY REPORT**

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

**Executive Summary:**

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

**ANNUAL AFFIRMATIVE ACTION REPORT**

This report summarizes the activities of the Regent institutions during the past year 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 ten years by Primary Occupational Activity group (POA). The statistics are prepared from workforce data compiled for all regular, full-time and part-time employees working 50% or more for the period October 1, 2012, to September 30, 2013, 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, 2012, through October 31, 2013.

It is important to note other reports may use different data sources, time periods, and definitions; thus, prudence should be used when comparing data in this report to data in other workforce-related reports. As an example, this report includes deans, directors, and departmental executive officers who hold faculty rank in the POA group for Executive, Administrative, and Managerial Staff. Other reports may include these individuals in the faculty category.

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

Executive/Administrative/Managerial

	<u>2003</u>	<u>2013</u>
Females	30.8%	42.1%

Faculty tenure track

Females	29.2%	33.9%
Minorities	14.6%	20.8%

Professional and Scientific		
Females	62.5%	66.7%
Minorities	8.6%	9.0%
Faculty non-tenure track		
Females	52.9%	53.3%
Technical/Paraprofessional		
Females	60.5%	73.6%

Employment in two POAs reflected decreases in females:

	<u>2003</u>	<u>2013</u>
Skilled Crafts	7.3%	5.1%
Service/Maintenance	53.3%	51.9%

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

The recruitment for faculty is on a national or even international basis. The Board has asked in the past how institutions in the peer groups compare to the Regent universities. Comparison data on the percentages of women and minorities in the faculty ranks at peer institutions is provided below. This data originates from the Integrated Post Secondary Data System (IPEDS) and reflects only full-time faculty for Fall 2012; whereas, the data provided in Attachment A reflects faculty with 50% and greater appointments in Fall 2013. Workforce data as portrayed in Attachment A is not available for peer institutions.

Full-Time Tenured and Tenure Track  
Fall 2012

	PERCENT FEMALE	PERCENT MINORITY
<b>University of Iowa</b>	32.7	17.6
Peer Group Average	32.4	19.9
<b>Iowa State University</b>	30.2	21.1
Peer Group Average	31.2	20.9
<b>University of Northern Iowa</b>	43.6	14.9
Peer Group Average	40.7	20.7

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

**University of Iowa**

From November 1, 2012 to November 1, 2013, the University of Iowa workforce increased by 363 individuals (2.3%), from 15,794 in 2012 to 16,157 in 2013.

- The faculty and staff increased by 248 women (2.5%).
- Racial/ethnic minority representation increased by 130 individuals (8.0%).
- There was a decrease of 14 tenured/tenure track faculty (0.9%).

- The number of female faculty members on the tenure track decreased by 12 (2.4%), decreasing representation from 33.3% to 32.8%.
- Minority representation on the tenure track faculty increased by 9 (3.1%) to the highest level to date at 20.6%.
- Female representation among executive, administrative, and managerial staff increased by 11 (8.3%), from 37.4% in 2012 to 38.8% in 2013.
- The number of racial/ethnic minorities among executive, administrative, and managerial staff increased by 2 (11.1%), from 5.1% in 2012 to 5.4% in 2013.
- Minority representation among professional and scientific staff increased by 57 individuals (9.0%), increasing representation from 7.7% to 8.1%.
- During the 2012-13 data year, the university hired or promoted 1,534 women and 381 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 381 women (2.4%) and by 156 minorities (1.0%).<sup>1</sup>
- There was a net decrease of 8 individuals (8.6%) who self-reported having disabilities.
- There were decreases in the numbers of disabled veterans (2 individuals or 6.1%), other eligible veterans (10 individuals or 1.9%), and recently separated veterans (1 individual or 9.1%), while the number of Armed Forces Service Medal Veterans increased by 2 (2.8%).

### **Iowa State University**

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

Iowa State University continues to take an active role in recruiting for diversity within the community.

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.

The Vice President of Student Affairs is an integral part of the planning and development of NCORE, a highly regarded national conference. Stemming from NCORE is the nationally acclaimed Iowa State Conference on Race and Ethnicity (ISCORE) held annually at Iowa State University, and organized by a committee with representatives from Student Affairs and other University departments. The Iowa State Conference on Race and Ethnicity has been in existence for more than a decade. Overall, more than 620 students, staff, and faculty participated in the conference. ISCORE highlights how important discussions of race and ethnicity continue to be.

The Dean of Students Office continues to conduct a number of outreach sessions to discuss the policy on sexual misconduct and student rights and responsibilities in regard to this policy. In

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<sup>1</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.

addition to providing information about the policy itself, resources for students in need of support or assistance are also identified. Presentations have been done for a number of academic courses, Greek chapter houses, residence life staff and students, athletics, and other student organizations and leaders.

The Student Counseling Service continues to improve its accessibility to multicultural students through extensive networking and outreach presentations to improve visibility and overcome the stigma of utilizing counseling services. The clinical service of SCS serves a variety of diverse populations and works to maintain an atmosphere of welcome to all. In clinical practice, 17.7% of SCS students identify as African American, Asian American, Latino/Latina, Native American or multi-racial, while 6.8 % identify as international students. SCS has a strong partnership with LGBTSS and works actively to support students who need counseling services as they address their gender identity. Additionally, 9.6% of SCS students identify as lesbian, gay, bisexual or questioning.

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:

<b>Underrepresented group</b>	<b>Percentage of underrepresented faculty and staff at ISU</b>	<b>Percentage of underrepresented population in the state of Iowa*</b>
Women	50.4	50.5
Minorities	11.9	10.1

\*2010 United States Census Bureau

Iowa State University experienced an increase in total workforce from 2012 attributing to actual number increases in most of the 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 2012.

Executive/Administrative/Managerial female employees saw an increase of 29 female employees and an increase of 4.7% from 2012. Tenure Track Faculty saw an increase of 7 female employees but a decrease of .1% from 2012. Non-Tenure Track Faculty saw an increase of 40 female employees but a decrease of 1.3% from 2012. The Professional and Scientific group saw an increase of 29 female employees and a decrease of .6% from 2012. The Technical/Paraprofessional group also saw an increase of 2 female employees and an increase of .9% from 2012. In the Secretarial/Clerical group there was a decrease of 6 female employees and a .5% decrease from 2012. The number of female employees in the Skilled Crafts group saw a decrease of 2 female employees and a decrease of 1% from 2012, and the Service/Maintenance group saw an increase of 5 female employees and there was a .2% increase from 2012.

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 2012.

Executive/Administrative/Managerial minority employees saw an increase of 3 employees and an increase of .2% from 2012. Tenured/Tenure Track Faculty saw an increase of 10 minority

employees and an increase of .4% from 2012. Non-Tenure Track Faculty had an increase of 12 minority employees but a decrease of .2% from 2012. There was an increase of 41 minority employees and an increase of 1.4% from 2012 for the Professional and Scientific group. The number of minority employees in the Technical/Paraprofessional group remained unchanged and the percentage remained unchanged from 2012. The number of minority employees in Skilled Crafts remained unchanged for minority employees but there was a decrease of .1% from 2012. The Secretarial/Clerical group remained unchanged for minority employees and the percentage remained unchanged from 2012. The Service/Maintenance group saw a decrease of 4 minority employees and a decrease of .8% from 2012.

Iowa State University experienced a net increase of 104 female employees and a net decrease of .2% from 2012.

Iowa State University experienced a net increase of 62 minority employees and a net increase by .6% from 2012.

### **University of Northern Iowa**

As of October 1, 2013, the UNI workforce totaled 1,807 non-temporary employees. This includes 1013 (56.1%) female employees and 189 (10.5%) minority employees. One year ago, UNI employed 1,788 non-temporary employees, including 1,002 (56.0%) female employees and 187 (10.5%) minority employees. After seeing a 4% decline in the number of employees reported between 2011 and in 2012, UNI saw a slight (1%) increase this year, with the percentages representing female and minority employment remaining stable.

Five- and ten-year comparisons for the overall workforce show progress in female and minority representation. Over the ten-year history, total employment numbers varied in response to budget fluctuations. The total number of non-temporary employees working at UNI is down by 140 (7%) compared to 10 years ago, yet the percentage of female and minority employees has made steady gains over the same period. Females were employed at a rate of 54.1% ten years ago. Females are currently employed at a rate of 56.1% of total employment. The percentage of minority employees has increased over the ten-year period, from 9.6% in 2003 to 10.5% in 2013.

The tenured and tenure track employee group currently employs a total of 521 employees. This represents an increase of five 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 employees in that job group has actually decreased by 40 employees over the past ten years, female and minority representation has increased from 39.9% and 12.9%, to 44.0% and 14.8%, respectively.

### **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**

*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.

**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. Through the Chief Diversity Office, 55 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 800 faculty, staff, and students, and an ongoing one-hour dialogue and discussion series on topics of prejudice reduction, coalition building, and conflict resolution. This year the NCBI team piloted a new half-day workshop, *Conflict and Controversial Issues*, which gives participants a chance to practice navigating difficult conversations and coming together across differences. The UI was also chosen to host the 20<sup>th</sup> Annual NCBI Campus Conference, which brought 50 leaders from NCBI teams on campuses across the country and in Canada together for three days of advanced skill-building sessions.

**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.

For fiscal year 2013, the Office of the Provost budgeted FDOP funds totaling \$2,025,568 for partial salaries and other resources supporting 48 faculty members. These positions are in the University Library, the Graduate College, and the Colleges of Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, and Public Health.

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.

**Staff Diversity Opportunity Program (SDOP)**

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 2013, three P&S staff members were hired under SDOP.

**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 “insider” 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.

### **Minority and Women Faculty Development**

The Office of the Provost, through the associate provost for faculty, sponsors faculty development programs for junior faculty members. These programs include a new faculty orientation, a seminar on promotion and tenure, workshops and resources on effective writing habits and time management, and a faculty-led monthly networking group. The Office of the Provost also publishes a comprehensive calendar of faculty development programs offered across campus (e.g., research support, teaching skills and innovation, instructional technology, student success).

In academic year 2012-13, the Office of the Provost and the Chief Diversity Office established 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 tele-workshops, special guest expert workshops, a private online networking forum, and moderated monthly writing challenges, and the option to be matched with accountability faculty partner to establish and meet individual writing goals.

Additionally, the offices sponsor 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 of Color Reception, New Faculty Breakfast with the Provost, and New Faculty End of Semester Reception. The Office of the Provost also supports a faculty-led social group that meets monthly to provide an opportunity for networking and cohort building among early career faculty members.

New minority faculty members are also encouraged to participate in the university community through associations with other faculty 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.

### **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 develop a workshop that presents research on unconscious bias, how it can impact search and hiring processes, and strategies for minimizing the impact of bias. This workshop has been offered for several campus groups, including staff in the Division of Student Life.

### **Celebration of Excellence and Achievement Among Women**

The Office of the Provost and the Chief Diversity Office, among other campus units, sponsor the Council on the Status of Women's annual tribute to the accomplishments of all women at the University of Iowa, which began in 1982 when the university community gathered to award the Jane A. Weiss Memorial Scholarship. The event has expanded in scope, recognizing 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 Distinguished Achievement Award, 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 toward 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.

### **Women in Science and Engineering (WISE)**

The 2013-2014 academic year marks the 20th year of WISE at the University of Iowa, the 19th year of the WISE Peer Mentoring Program (the longest-running peer mentoring program at the University of Iowa), and the 18th year of the WISE Living-Learning Community (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.

### **Iowa State University**

Iowa State University continues to support several key programs to cultivate the hiring, retention, mentoring, satisfaction, advancement, promotion, and leadership of underrepresented minority and women educators. The following list details a representative group of institutional programs; it is not all inclusive.

- **Emerging Leaders Academy.** The Office of the Senior Vice President and Provost continues to support its leadership development program, the Emerging Leaders Academy, in place since January 2009. The 2013-2014 cohort brings total participation in this program to 100 faculty and staff. 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.

- **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.
- **Work/Life Advisory Committee.** Iowa State University continues to support a more flexible work environment for its faculty and staff. The Office of the Senior Vice President and Provost sponsors a Work/Life website which combines existing policies and resources so that the information can be accessed more efficiently and utilized more effectively. The Work/Life Advisory Committee is charged with reviewing current university policies, benchmarking best practices, and identifying gaps. This year we have added multiple workshops for all faculty on "Flexible Faculty Policies," "Stress Management", and "Work-Life Balance" as a result of feedback we received from faculty who participated in our mentoring program as well as non-tenure-eligible faculty.
- **COACHE Survey of Faculty Satisfaction.** The COACHE survey is being 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. This third administration of COACHE will engage the campus in identifying areas of strength and areas for improvement in support of faculty success.
- **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 FY2013-14, ten 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 160 faculty couples has been supported through this program in its ten-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. The Provost's Office has appointed a Faculty Fellow for Early Career Faculty Development to further support mentoring and programming efforts, including support for the New Faculty Scholars Program (in collaboration with the Center for Excellence in Learning and Teaching, CELT). This year the Provost is piloting a virtual-mentoring program as an enhancement of its efforts. Institutional membership in the National Center for Faculty Development and Diversity allows all faculty, post-docs, and graduate students to participate in the virtual mentoring events and opportunities at no cost.

- **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. 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.
- **Child Care Resources.** This unit within University Human Resources (UHR) 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.
- **Faculty and Staff Affinity Groups.** Faculty and staff affinity groups are now formalized through collaboration between the Provost's Office and UHR. These networks are designed to cultivate and connect Iowa State's diverse faculty and staff populations with the greater university community. These groups 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 diversity networks align with the university's strategic goals by tackling the ongoing effort to create and support a more diverse campus community. The three active groups (Black Faculty and Staff Association, Latino Faculty and Staff Association, and LGBT Faculty and Staff Association) have begun to host networking opportunities, to engage with graduate and undergraduate student affinity groups, and to work with the Provost's Office and UHR to identify challenges and opportunities in improved recruitment, retention, and advancement of our underrepresented faculty and staff talent.
- **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 college. The UCW is finalizing work on a ten-year Status of Women

report. The UCW meets each semester with the Provost, and 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 and Economic Development. NSF funding will be \$1.25 million over 5 years; ISU has also made significant commitments to support the program during the 5 years and beyond.

### **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 also serves as a senior analyst for the State Department and Department of Defense's Trans-Saharan Security Symposium.
- To provide funding for a minority student to attend a business conference to enhance his doctorate aspirations.
- To provide partial funding for a minority recruitment and retention coordinator in the College of Education. This individual recruits students to all majors in the College of Education with an emphasis on students of color throughout Iowa and surrounding areas. Provides direct service to teacher education students of color through participation in retention activities and promotes scholarship opportunities.

The University of Northern Iowa continues to encourage search committees to have a diverse pool of applicants and to seriously consider hiring qualified candidates.

### **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 2012 and FY 2013 are shown below:

	<b>FY 2012</b>	<b>FY 2013</b>	<b>Percent Change</b>
SUI	\$913,360*	\$850,095***	-7%
ISU	\$171,234**	\$184,451	+7.7%
UNI	\$340,198	\$336,245	-1.2%

\*The increase reflects the first full year of salary costs for the Chief Diversity Officer and the addition of a diversity resource coordinator.

\*\*The decrease is due to a vacancy and realignment of staff to other budget units.

\*\*\*The decrease is to due realignment of staff to other budget units.

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.

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**ANNUAL AFFIRMATIVE ACTION REPORT  
UNIVERSITY OF IOWA**

POAGROUP	September 30, 2003					September 30, 2008					September 30, 2013				
	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	315	101	32.1%	21	32.1%	380	143	37.6%	28	7.4%	369	143	38.8%	20	5.4%
Faculty: Tenure Track	1,561	433	27.7%	212	13.6%	1,488	437	29.4%	264	17.7%	1,460	479	32.8%	301	20.6%
Faculty: Non-Tenure Track	534	245	45.9%	76	14.2%	703	339	48.2%	102	14.5%	931	454	48.8%	184	19.8%
Professional and Scientific	6,273	4,334	69.1%	408	6.5%	7,596	5,416	71.3%	521	6.9%	8,585	6,133	71.4%	692	8.1%
Secretarial/Clerical	2,713	2,313	85.3%	93	3.4%	2,565	2,184	85.1%	115	4.5%	1,922	1,611	83.8%	101	5.3%
Technical/Paraprofessional	480	294	61.3%	15	3.1%	562	396	70.5%	38	6.8%	667	507	76.0%	76	11.4%
Skilled Crafts	409	40	9.8%	22	5.4%	398	34	8.5%	21	5.3%	358	22	6.1%	17	4.7%
Service/Maintenance	1,729	906	52.4%	237	13.7%	1,883	1,003	53.3%	257	13.6%	1,865	987	52.9%	358	19.2%
<b>TOTALS</b>	<b>14,014</b>	<b>8,666</b>	<b>61.8%</b>	<b>1,084</b>	<b>7.7%</b>	<b>15,575</b>	<b>9,952</b>	<b>63.9%</b>	<b>1,346</b>	<b>8.6%</b>	<b>16,157</b>	<b>10,336</b>	<b>64.0%</b>	<b>1,749</b>	<b>10.8%</b>

**IOWA STATE UNIVERSITY**

POAGROUP	September 30, 2003					September 30, 2008					September 30, 2013				
	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	276	82	29.7%	26	9.4%	363	135	37.2%	35	9.6%	407	182	44.7%	30	7.4%
Faculty: Tenure Track	1,247	327	26.2%	212	17.0%	1,213	345	28.4%	255	21.0%	1,248	388	31.1%	293	23.5%
Faculty: Non-Tenure Track	322	168	52.2%	43	13.4%	418	224	53.6%	48	11.5%	650	360	55.4%	99	15.2%
Professional and Scientific	2,159	978	45.3%	316	14.6%	2,087	1,028	49.3%	225	10.8%	2,196	1,098	50.0%	279	12.7%
Secretarial/Clerical	1,176	1,063	90.4%	42	3.6%	1,071	969	90.5%	36	3.4%	890	790	88.8%	34	3.8%
Technical/Paraprofessional	153	80	52.3%	4	2.6%	167	103	61.7%	6	3.6%	133	90	67.7%	6	4.5%
Skilled Crafts	303	13	4.3%	5	1.7%	279	13	4.7%	4	1.4%	283	11	3.9%	4	1.4%
Service/Maintenance	639	353	55.2%	51	8.0%	530	259	48.9%	31	5.8%	585	287	49.1%	52	8.9%
<b>TOTALS</b>	<b>6,275</b>	<b>3,064</b>	<b>48.8%</b>	<b>699</b>	<b>11.1%</b>	<b>6,128</b>	<b>3,076</b>	<b>50.2%</b>	<b>640</b>	<b>10.4%</b>	<b>6,392</b>	<b>3,206</b>	<b>50.2%</b>	<b>797</b>	<b>12.5%</b>

**UNIVERSITY OF NORTHERN IOWA**

POAGROUP	September 30, 2003					September 30, 2008					September 30, 2013				
	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	99	28	28.3%	6	6.1%	110	41	37.3%	5	4.5%	93	41	44.1%	9	9.7%
Faculty: Tenure Track	561	224	39.9%	68	12.1%	545	235	43.1%	67	12.3%	521	229	44.0%	77	14.8%
Faculty: Non-Tenure Track	126	82	65.1%	8	6.3%	39	22	56.4%	5	12.8%	36	21	58.3%	2	5.6%
Professional and Scientific	513	275	53.6%	47	9.2%	570	307	53.9%	45	7.9%	609	361	59.3%	57	9.4%
Secretarial/Clerical	307	296	96.4%	14	4.6%	271	261	96.3%	13	4.8%	244	239	98.0%	10	4.1%
Technical/Paraprofessional	25	10	40.0%	5	20.0%	30	8	26.7%	4	13.3%	20	5	25.0%	3	15.0%
Skilled Crafts	77	5	6.5%	4	5.2%	64	6	9.4%	2	3.1%	59	3	5.1%	2	3.4%
Service/Maintenance	239	134	56.1%	35	14.6%	252	138	54.8%	35	13.9%	225	114	50.7%	29	12.9%
<b>TOTALS</b>	<b>1,947</b>	<b>1,054</b>	<b>54.1%</b>	<b>187</b>	<b>9.6%</b>	<b>1,881</b>	<b>1,018</b>	<b>54.1%</b>	<b>176</b>	<b>9.4%</b>	<b>1,807</b>	<b>1,013</b>	<b>56.1%</b>	<b>189</b>	<b>10.5%</b>

**IOWA SCHOOL FOR THE DEAF**

POAGROUP	September 30, 2003					September 30, 2008					September 30, 2013				
	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%			1				
Faculty: Tenure Track															
Faculty: Non-Tenure Track	52	43	82.7%			44	37	84.1%			35	32	91.4%		
Professional and Scientific	40	30	75.0%	2	5.0%	35	27	77.1%			35	25	71.4%	1	2.9%
Secretarial/Clerical	4	4	100.0%	1	25.0%	4	4	100.0%	1	25.0%	4	4	100.0%		
Technical/Paraprofessional	22	18	81.8%	2	9.1%	24	20	83.3%	3	12.5%	24	20	83.3%	1	4.2%
Skilled Crafts	6					6					4				
Service/Maintenance	20	8	40.0%	5	25.0%	20	9	45.0%	4	20.0%	16	9	56.3%	2	12.5%
<b>TOTALS</b>	<b>148</b>	<b>104</b>	<b>70.3%</b>	<b>10</b>	<b>6.8%</b>	<b>137</b>	<b>98</b>	<b>71.5%</b>	<b>8</b>	<b>5.8%</b>	<b>119</b>	<b>90</b>	<b>75.6%</b>	<b>4</b>	<b>3.4%</b>

IOWA BRAILLE AND SIGHT SAVING SCHOOL

POAGROUP	September 30, 2003					September 30, 2008					September 30, 2013				
	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	5	3	60.0%			4	2	50.0%			5	2	40.0%		
Faculty: Tenure Track															
Faculty: Non-Tenure Track	40	30	75.0%			34	26	76.5%			50	41	82.0%		
Professional and Scientific	8	5	62.5%			8	7	87.5%			3	3	100.0%		
Secretarial/Clerical	7	7	100.0%			4	4	100.0%			5	5	100.0%		
Technical/Paraprofessional	29	27	93.1%			19	17	89.5%			1				
Skilled Crafts															
Service/Maintenance	18	9	50.0%			19	6	31.6%	1	5.3%	11	5	45.5%	1	9.1%
<b>TOTALS</b>	<b>107</b>	<b>81</b>	<b>75.7%</b>	<b>-</b>		<b>88</b>	<b>62</b>	<b>70.5%</b>	<b>1</b>	<b>1.1%</b>	<b>75</b>	<b>56</b>	<b>74.7%</b>	<b>1</b>	<b>1.3%</b>

TOTAL -- REGENT INSTITUTIONS

POAGROUP	September 30, 2003					September 30, 2008					September 30, 2013				
	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	699	215	30.8%	53	7.6%	861	322	37.4%	68	7.9%	875	368	42.1%	59	6.7%
Faculty: Tenure Track	3,369	984	29.2%	492	14.6%	3,246	1,017	31.3%	586	18.1%	3,229	1,096	33.9%	671	20.8%
Faculty: Non-Tenure Track	1,074	568	52.9%	127	11.8%	1,238	648	52.3%	155	12.5%	1,702	908	53.3%	285	16.7%
Professional and Scientific	8,993	5,622	62.5%	773	8.6%	10,296	6,785	65.9%	791	7.7%	11,428	7,620	66.7%	1,029	9.0%
Secretarial/Clerical	4,207	3,683	87.5%	150	3.6%	3,915	3,422	87.4%	165	4.2%	3,065	2,649	86.4%	145	4.7%
Technical/Paraprofessional	709	429	60.5%	26	3.7%	802	544	67.8%	51	6.4%	845	622	73.6%	86	10.2%
Skilled Crafts	795	58	7.3%	31	3.9%	747	53	7.1%	27	3.6%	704	36	5.1%	23	3.3%
Service/Maintenance	2,645	1,410	53.3%	328	12.4%	2,704	1,415	52.3%	328	12.1%	2,702	1,402	51.9%	442	16.4%
<b>TOTALS</b>	<b>22,491</b>	<b>12,969</b>	<b>57.7%</b>	<b>1,980</b>	<b>8.8%</b>	<b>23,809</b>	<b>14,206</b>	<b>59.7%</b>	<b>2,171</b>	<b>9.1%</b>	<b>24,550</b>	<b>14,701</b>	<b>59.9%</b>	<b>2,740</b>	<b>11.2%</b>

**AFFIRMATIVE ACTION REVENUES AND EXPENDITURES  
FY 2013**

Department Name: Board of Regents  
Person Completing Report: Marcia Brunson  
E-mail Address: [mbruns@iastate.edu](mailto:mbruns@iastate.edu)

	SUI Office of Equal Opportunity and Diversity	ISU Office of Equal Opportunity and Diversity	UNI Office of Compliance and Equity Management	Total
<b>REVENUES</b>				
<b>STATE APPROPRIATIONS</b>				
General Fund	850,095	311,578	336,245	1,497,918
Other				
<b>OTHER REVENUES</b>				
Federal Support				
Interest				
Tuition and Fees				
Reimb. Indirect Costs				
Sales and Services				
Other Income				
<b>TOTAL REVENUES</b>	850,095	311,578	336,245	1,497,918
<b>EXPENDITURES</b>				
Fac. & Inst. Off. Salaries	249,721			249,721
Prof. & Sci. Staff Salaries	490,047	149,770	242,254	882,071
General Service Staff Salaries	64,515		52,920	117,435
Hourly Wages	5,476	19,466	2,627	27,569
Labor in Transfers				
Vacancy Factor				
Subtotal - Salaries	809,759	169,236	297,801	1,276,796
Prof. And Scientific Supplies	40,336	15,216	38,444	93,996
Library Acquisitions				
Rentals				
Utilities				
Building Repairs				
Auditor of State Reimb.				
Aid to Individuals				
Subtotal	40,336	15,216	38,444	93,996
<b>TOTAL EXPENDITURES</b>	850,095	184,452	336,245	1,370,792





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

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### **Annual Equal Employment Opportunity and Affirmative Action Workforce Report November 2013**

Submitted by

Georgina Dodge, PhD  
Chief Diversity Officer,  
Associate Vice President and  
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 2013**

## **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 2013 *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 Contracts Compliance Programs. It is important to note that other university reports may use different data sources and definitions; thus, prudence should be used when comparing the data in this report to data in other workforce-related reports, such as the Integrated Postsecondary Educational Data System (IPEDS) 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, 2012 to November 1, 2013, the University of Iowa workforce increased by 363 individuals (2.3%), from 15,794 in 2012 to 16,157 in 2013.
  - The faculty and staff increased by 248 women (2.5%).
  - Racial/ethnic minority representation increased by 130 individuals (8.0%).
  - There was a decrease of 14 tenured/tenure track faculty (0.9%).
  - The number of female faculty members on the tenure track decreased by 12 (2.4%), decreasing representation from 33.3% to 32.8%.
  - Minority representation on the tenure track faculty increased by 9 (3.1%) to the highest level to date at 20.6%.
  - Female representation among executive, administrative, and managerial staff increased by 11 (8.3%), from 37.4% in 2012 to 38.8% in 2013.
  - The number of racial/ethnic minorities among executive, administrative, and managerial staff increased by 2 (11.1%), from 5.1% in 2012 to 5.4% in 2013.
  - Minority representation among professional and scientific staff increased by 57 individuals (9.0%), increasing representation from 7.7% to 8.1%.
  - During the 2012-13 data year, the university hired or promoted 1,534 women and 381 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 381 women (2.4%) and by 156 minorities (1.0%).<sup>3</sup>
  - There was a net decrease of 8 individuals (8.6%) who self-reported having disabilities.
  - There were decreases in the numbers of disabled veterans (2 individuals or 6.1%), other eligible veterans (10 individuals or 1.9%), and recently separated veterans (1 individual or 9.1%), while the number of Armed Forces Service Medal Veterans increased by 2 (2.8%).

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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 VI of this report.

- **Five-Year Comparison of Workforce Categories.** From October 1, 2008 to November 1, 2013, the University of Iowa workforce increased by 582 individuals (3.7%), from 15,575 in 2008 to 16,157 in 2013.
  - The faculty and staff increased by 384 women (3.9%).
  - Racial/ethnic minority representation increased by 403 individuals (29.9%).
  - There was a net decrease of 28 tenured/tenure track faculty (1.9%). The number of female tenure track faculty increased by 42 (9.6%), and the number of minority faculty increased by 37 (14.0%).
  - The number of employees who self-reported having disabilities increased by 3 (3.7%).
  - There was an increase of 7 individuals (29.2%) who self-identified as disabled veterans.
  
- **Ten-Year Comparison of Workforce Categories.** From October 1, 2003 to November 1, 2013, the University of Iowa workforce increased by 2,143 individuals (15.3%), from 14,014 in 2003 to 16,157 in 2013.
  - The faculty and staff increased by 1,670 women (19.3%).
  - Racial/ethnic minority representation increased by 665 individuals (61.3%).
  - There was a net decrease of 101 tenured/tenure track faculty (6.5%). The number of female tenure track faculty increased by 46 (10.6%), and minority representation increased by 89 (42.0%).
  - There was a decrease of 16 individuals (15.8%) who self-reported having disabilities.
  - The number of self-identified disabled veterans decreased by 1 (3.1%).

### **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

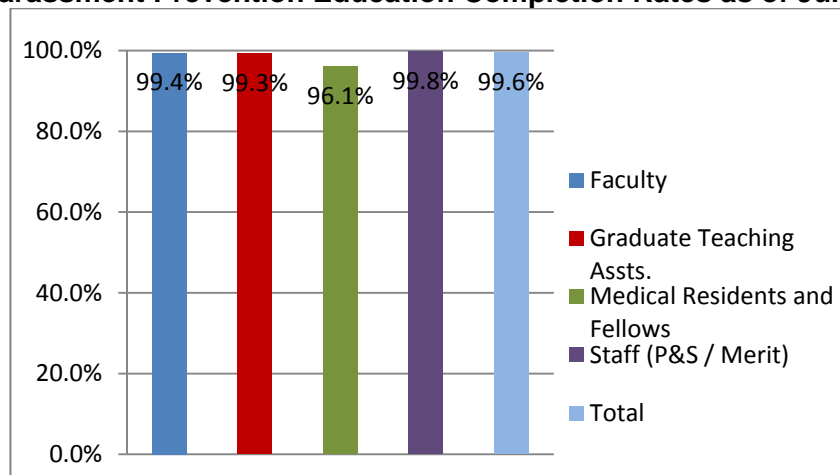
In response to university reports<sup>4</sup> indicating a continuing need to improve the campus climate at the University of Iowa, then President David Skorton mandated in 2006 that all academic and administrative officers and teaching assistants receive education on the Policy on Sexual Harassment, 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 2013, a total of 11,329 individuals completed one of the approved sexual harassment prevention courses; of those, 82 percent (9,231) completed an online training module and 19 percent (2,098) attended an instructor-led course. As of June 30, 2013, 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, 2013**



<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 Involving Students, Including Sexual Assault and Sexual Harassment
- 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, 55 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 800 faculty, staff, and students, and an ongoing one-hour dialogue and discussion series on topics of prejudice reduction, coalition building, and conflict resolution. This year the NCBI team piloted a new half-day workshop, *Conflict and Controversial Issues*, which gives participants a chance to practice navigating difficult conversations and coming together across differences. The UI was also chosen to host the 20<sup>th</sup> Annual NCBI Campus Conference, which brought 50 leaders from NCBI teams on campuses across the country and in Canada together for three days of advanced skill-building sessions.

#### **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 fourteenth annual Diversity Catalyst Award reception was held on April 18, 2013. The 2013 Diversity Catalyst Award recipients were:

- Student Award: Sauvik Goswami, Diversity Liaison, UI Student Government
- Faculty/Staff Award: Brad M. Brunick, Psy.D., Staff Psychologist, University Counseling Service
- Faculty/Staff Award: Jake Christensen, B.A., Senior Admission Counselor, Office of Admissions
- Faculty/Staff Award: Katie Imborek, M.D., Clinical Assistant Professor, Department of Family Medicine
- Faculty/Staff Award: Nicole L. Nisly, M.D., Clinical Professor, Department of Internal Medicine
- Faculty/Staff Award: Tonya L. Peeples, Ph.D., Professor, Chemical and Biochemical Engineering and Director, Ethnic Inclusion Effort for Iowa Engineering

Sarah Fisher Gardial, Dean of the Tippie College of Business and Professor of Marketing, 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 2013 Diversity Catalyst Award Seed Grants were the Spanish Tutor Project and the Hawkeye Accessibility Ambassador Program. The Spanish Tutor Project helps to train the next generation of physician-leaders to be culturally competent and sensitive to the healthcare needs of the Latino community by teaching medical and physician assistant students about cultural differences pertinent to the delivery of healthcare and how to work effectively with an interpreter. The project supports the Carver College of Medicine Latino Medical Student Association's mission to recruit and support individuals in the healthcare professions who will strive to improve the access and delivery of healthcare to Latinos and medically underserved populations. The Hawkeye Accessibility Ambassador (HAA) program is a collaborative effort between Facilities Management, Student Disability Services and the Center for Disabilities and Development to support a more welcoming, supporting, inclusive, and universal designed environment here at the University of Iowa. By hearing first-hand from students directly impacted by their decisions, architects, engineers, consultants, and UI key stakeholders will better recognize the value of design features that are inclusive and supporting of individuals with disabilities.

## **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 2013, the Office of the Provost budgeted FDOP funds totaling \$2,025,568 for partial salaries and other resources supporting 48 faculty members. These positions are in the University Library, the Graduate College, and the Colleges of Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, and Public Health.

## **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 the Office of Central 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 2013, three P&S staff members were hired under SDOP.

#### IV. ONE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2012 - 2013

##### A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/ Ethnicity, 2012 – 2013

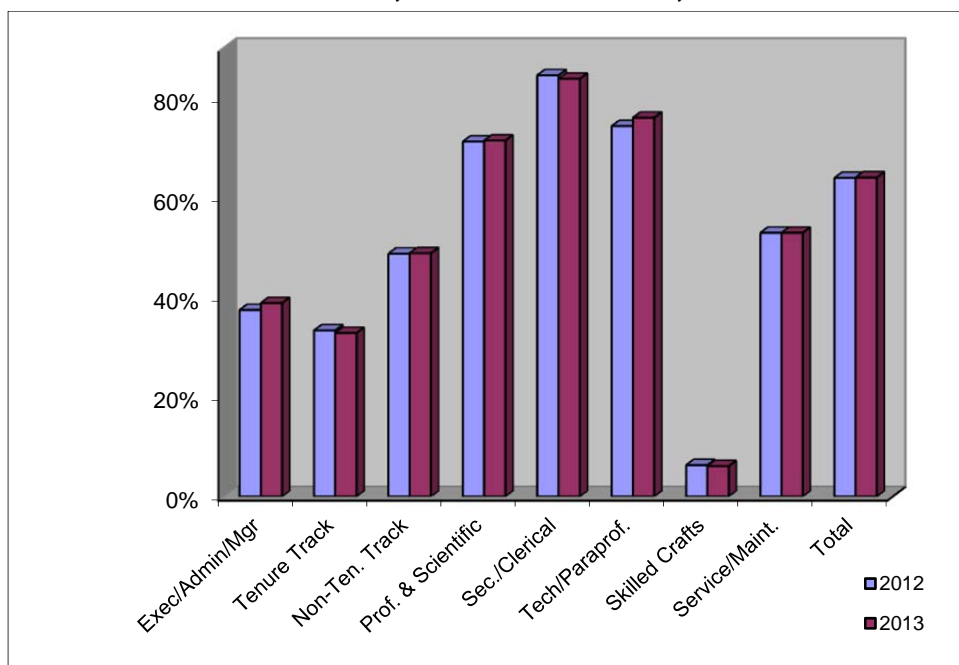
*Overall Changes.* The University of Iowa workforce increased by 363 employees (2.3 percent) during the 2012-13 data year, from 15,794 in 2012 to 16,157 in 2013. For analytical purposes, job titles have been categorized into Primary Occupational Activity (POA) groups based on job content, salary, and opportunities. The POA group with the greatest proportional increase was Technical and Paraprofessional Staff, 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 248 (2.5 percent). The largest proportional increase was among Executive, Administrative, and Managerial Staff, and the largest net increase was in Professional and Scientific Staff, while the largest proportional and net decrease was in Secretarial and Clerical Staff. The following table and chart compare the composition of the university's workforce on November 1, 2012 to that on November 1, 2013 by Primary Occupational Activity group and sex.

**Table I**  
**Faculty and Staff by Primary Occupational Activity Group and Sex**  
**November 1, 2012 – November 1, 2013**

Primary Occupational Activity Group	2012		2013		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	353	132 37.4 %	369	143 38.8 %	+ 16 + 4.5 %	+ 11 + 8.3 %
2 Tenured/Tenure Track Faculty	1,474	491 33.3 %	1,460	479 32.8 %	- 14 - 0.9 %	- 12 - 2.4 %
3 Non-Tenure Track Faculty	895	436 48.7 %	931	454 48.8 %	+ 36 + 4.0 %	+ 18 + 4.1 %
4 Professional & Scientific Staff	8,257	5,879 71.2 %	8,585	6,133 71.4 %	+ 328 + 4.0 %	+ 254 + 4.3 %
5 Secretarial and Clerical Staff	2,017	1,705 84.5 %	1,922	1,611 83.8 %	- 95 - 4.7 %	- 94 - 5.5 %
6 Technical and Paraprofessional Staff	634	471 74.3 %	667	507 76.0 %	+ 33 + 5.2 %	+ 36 + 7.6 %
7 Skilled Crafts Staff	366	23 6.3 %	358	22 6.1 %	- 8 - 2.2 %	- 1 + 4.3 %
8 Service and Maintenance Staff	1,798	951 52.9 %	1,865	987 52.9 %	+ 67 + 3.7 %	+ 36 + 3.8 %
<b>Total</b>	<b>15,794</b>	<b>10,088 63.9 %</b>	<b>16,157</b>	<b>10,336 64.0 %</b>	<b>+ 363 + 2.3 %</b>	<b>+ 248 + 2.5 %</b>

**Figure 2**  
**Female Faculty and Staff by Primary Occupational Activity Group**  
**November 1, 2012 – November 1, 2013**



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

The total number of racial/ethnic minorities increased by 130 (8.0 percent) from 2012 to 2013. The largest proportional increase was in Technical and Paraprofessional Staff, and the largest net increase was in Professional and Scientific Staff. The only decrease was in Skilled Crafts Staff (2 individuals or 10.5 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 3 (5.1 percent). Changes in the racial/ethnic composition of the University of Iowa's workforce from November 1, 2012 to November 1, 2013 are detailed in the table and charts on the following pages.

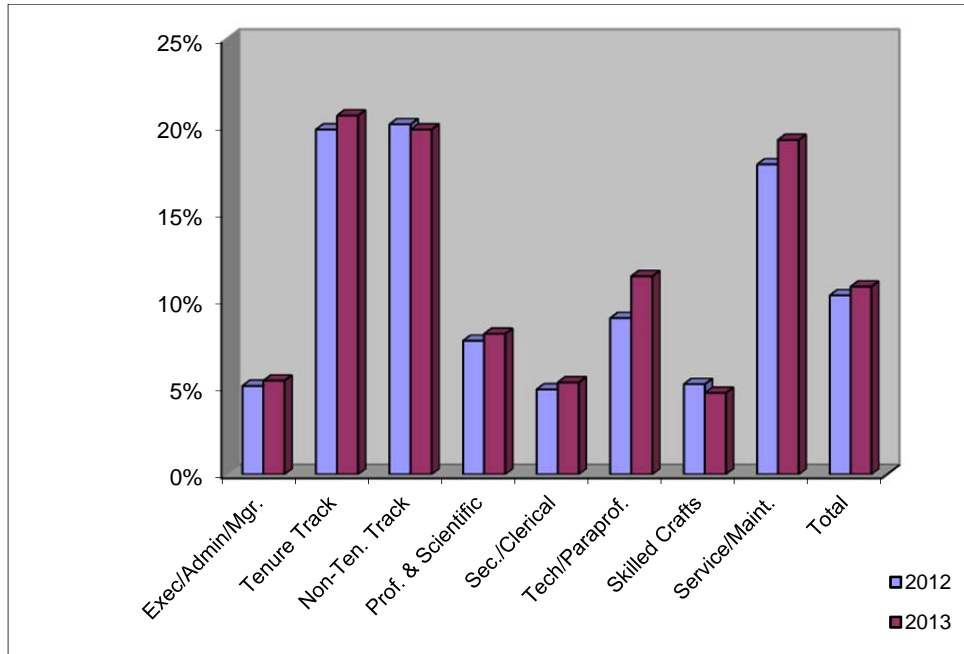
<sup>5</sup> Due to small numbers of employees who self-identified as Native Hawaiian or Other Pacific Islander, this racial/ethnic category is combined with the Asian category in this report.

**Table II**  
**Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity**  
**November 1, 2012 – November 1, 2013**

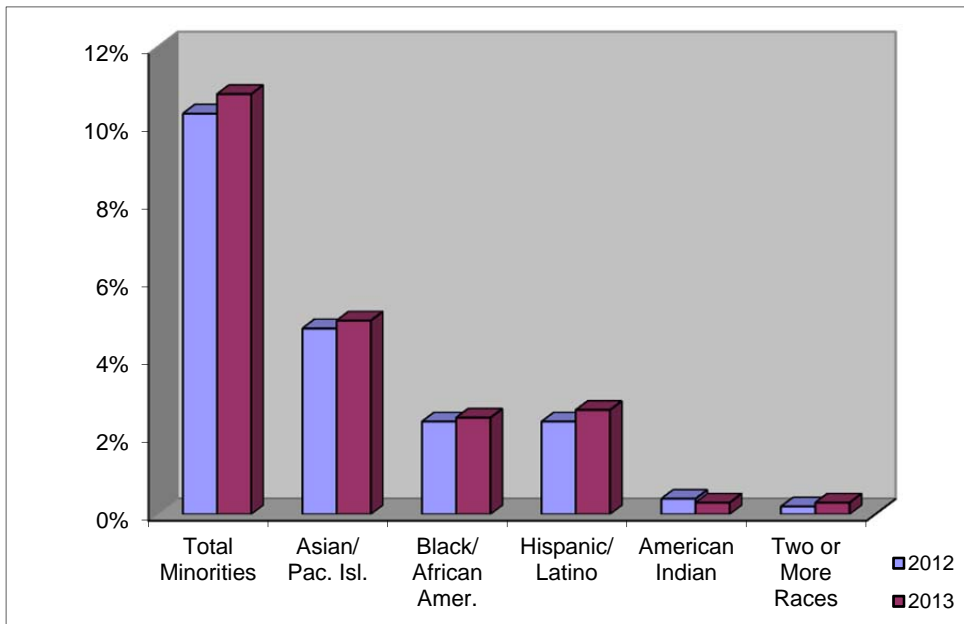
Primary Occupational Activity Group	2012							2013							Net Change						
	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ 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	353	18 5.1%	2 0.6%	8 2.3%	5 1.4%	1 0.3%	2 0.6%	369	20 5.4%	3 0.8%	8 2.2%	6 1.6%	1 0.3%	2 0.5%	+16 +4.5%	+2 +11.1%	+1 +50.0%	0	+1 20.0%	0	0
2 Tenured/ Tenure Track Faculty	1,474	292 19.8%	184 12.5%	38 2.6%	56 3.8%	7 0.5%	7 0.5%	1,460	301 20.6%	194 13.3%	34 2.3%	59 4.0%	7 0.5%	7 0.5%	-14 -0.9%	+9 +3.1%	+10 +5.4%	-4 -10.5%	+3 +5.4%	0	0
3 Non-Tenure Track Faculty	895	180 20.1%	118 13.2%	23 2.6%	33 3.7%	3 0.3%	3 0.3%	931	184 19.8%	120 12.9%	21 2.3%	38 4.1%	3 0.3%	2 0.2%	+36 +4.0%	+4 +2.2%	+2 +1.7%	-2 -8.7%	+5 +15.2%	0	-1 -33.3%
4 Professional & Scientific Staff	8,257	635 7.7%	360 4.4%	97 1.2%	145 1.8%	16 0.2%	17 0.2%	8,585	692 8.1%	371 4.3%	116 1.4%	164 1.9%	14 0.2%	27 0.3%	+328 +4.0%	+57 +9.0%	+11 +3.1%	+19 +19.6%	+19 +13.1%	-2 -12.5%	+10 +58.8%
5 Secretarial & Clerical Staff	2,017	98 4.9%	20 1.0%	39 1.9%	31 1.5%	7 0.3%	1 <0.1%	1,922	101 5.3%	21 1.1%	39 2.0%	31 1.6%	7 0.4%	3 0.2%	-95 -4.7%	+3 +3.1%	+1 +5.0%	0	0	0	+2 +200%
6 Technical & Paraprofessional Staff	634	57 9.0%	11 1.7%	19 3.0%	23 3.6%	3 0.5%	1 0.2%	667	76 11.4%	20 3.0%	19 2.8%	28 4.2%	5 0.7%	4 0.6%	+33 +5.2%	+19 +33.3%	+9 +81.8%	0	+5 +21.7%	+2 +66.7%	+3 +300%
7 Skilled Crafts Staff	366	19 5.2%	1 0.3%	7 1.9%	5 1.4%	6 1.6%	0	358	17 4.7%	1 0.3%	7 2.0%	4 1.1%	5 1.4%	0	-8 -2.2%	-2 -10.5%	0	0	-1 -20.0%	-1 -16.7%	0
8 Service & Maintenance Staff	1,798	320 17.8%	70 3.9%	147 8.2%	80 4.4%	16 0.9%	7 0.4%	1,865	358 19.2%	72 3.9%	163 8.7%	101 5.4%	14 0.8%	8 0.4%	+67 +3.7%	+38 +11.9%	+2 +2.9%	+16 +10.9%	+21 +26.3%	-2 -12.5%	+1 +14.3%
<b>Total</b>	<b>15,794</b>	<b>1,619 10.3%</b>	<b>766 4.8%</b>	<b>378 2.4%</b>	<b>378 2.4%</b>	<b>59 0.4%</b>	<b>38 0.2%</b>	<b>16,157</b>	<b>1,749 10.8%</b>	<b>802 5.0%</b>	<b>407 2.5%</b>	<b>431 2.7%</b>	<b>56 0.3%</b>	<b>53 0.3%</b>	<b>+363 +2.3%</b>	<b>+130 +8.0%</b>	<b>+36 +4.7%</b>	<b>+29 +7.7%</b>	<b>+53 +14.0%</b>	<b>-3 -5.1%</b>	<b>+15 +39.5%</b>

\* In 2013, four employees self-identified as Native Hawaiian or Other Pacific Islander (one Non-Tenure Track Faculty, one 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, 2012 – November 1, 2013**



**Figure 4**  
**Total Workforce by Race/Ethnicity**  
**November 1, 2012 – November 1, 2013**



*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, 2012 – November 1, 2013**

Primary Occupational Activity Group	Gains			Losses			Net Change		
	Total	Women	Minorities	Total	Women	Minorities	Total	Women	Minorities
1 Executive, Administrative, & Managerial Staff	46	22	6	30	11	4	+16	+11	+2
2 Tenured/Tenure Track Faculty	84	28	27	98	40	18	-14	-12	+9
3 Non-Tenure Track Faculty	125	55	34	89	37	30	+36	+18	+4
4 Professional & Scientific Staff	1,382	1,005	162	1,054	751	105	+328	+254	+57
5 Secretarial and Clerical Staff	157	121	22	252	215	19	-95	-94	+3
6 Technical and Paraprofessional Staff	93	77	24	60	41	5	+33	+36	+19
7 Skilled Crafts Staff	17	0	1	25	1	3	-8	-1	-2
8 Service and Maintenance Staff	383	226	105	316	190	67	+67	+36	+38
<b>Total</b>	<b>2,287</b>	<b>1,534</b>	<b>381</b>	<b>1,924</b>	<b>1,286</b>	<b>251</b>	<b>+363</b>	<b>+248</b>	<b>+130</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, with a net increase of 313 employees (3.2 percent). UI Health Care administration reports that 16% of this staffing increase occurred in the information technology area due to the implementation of a new electronic medical records system. The remaining increase in staffing was attributable to the increase in patient census over the previous year.

## B. Faculty and Staff by Disability and Veteran Status, 2012 – 2013

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

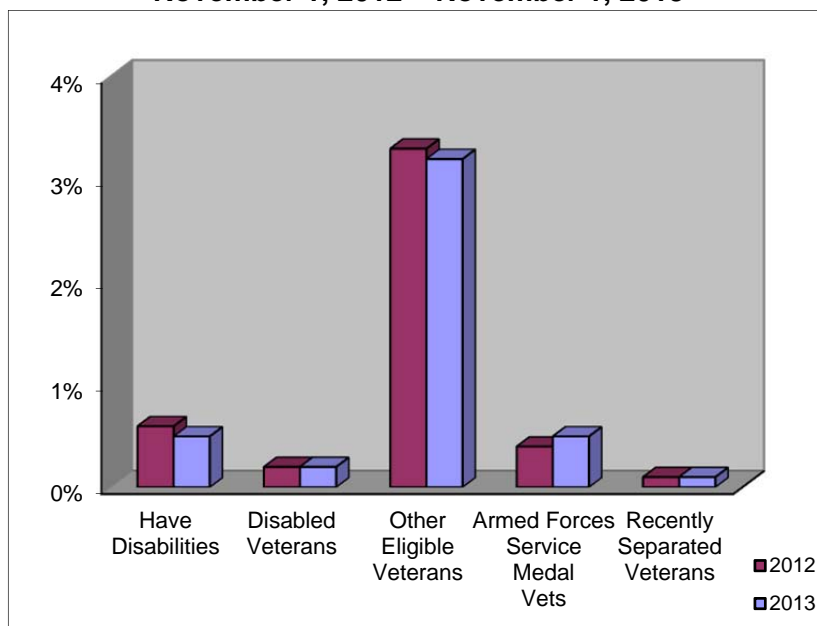
The number of faculty and staff who reported having a disability decreased by 8 individuals (8.6 percent) over the past year. The number of faculty and staff who self-identified as disabled veterans decreased by 2 (6.1 percent). The number of other eligible veterans decreased by 10 (1.9 percent), while the number of Armed Forces Service Medal veterans increased by 2 (2.8 percent). There was an decrease of 1 (9.1 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 2012 and 2013.

**Table IV**  
**Faculty and Staff by Disability and Veteran Status**  
**November 1, 2012 – November 1, 2013**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Other Eligible Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2012	15,794	93 0.6 %	33 0.2 %	519 3.3 %	71 0.4 %	11 0.1 %
2013	16,157	85 0.5 %	31 0.2 %	509 3.2 %	73 0.5 %	10 0.1 %
Net Change	+ 363 + 2.3 %	- 8 - 8.6 %	- 2 - 6.1 %	- 10 - 1.9 %	+ 2 + 2.8 %	- 1 - 9.1 %

**Figure 5**  
**Faculty and Staff by Disability and Veteran Status**  
**November 1, 2012 – November 1, 2013**





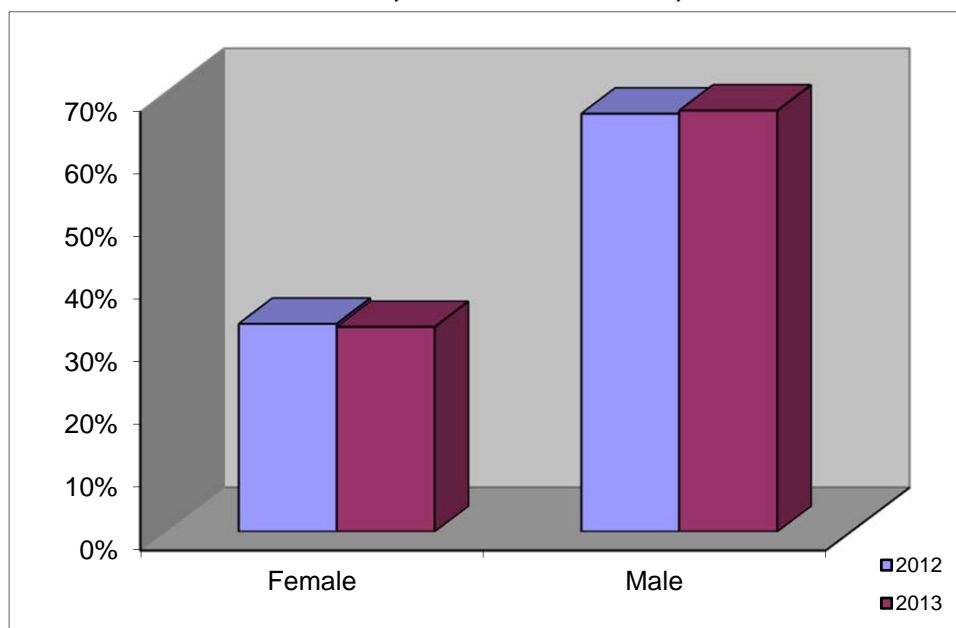
### C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2012 – 2013

The number of tenured/tenure track faculty decreased by 14 (0.9 percent) in the last year. The number of female tenured/tenure track faculty decreased by 12 (2.4 percent), and overall minority representation increased by 9 (3.1 percent). The following table and charts present the sex and race/ethnicity of tenured/tenure track faculty in 2012 and 2013.

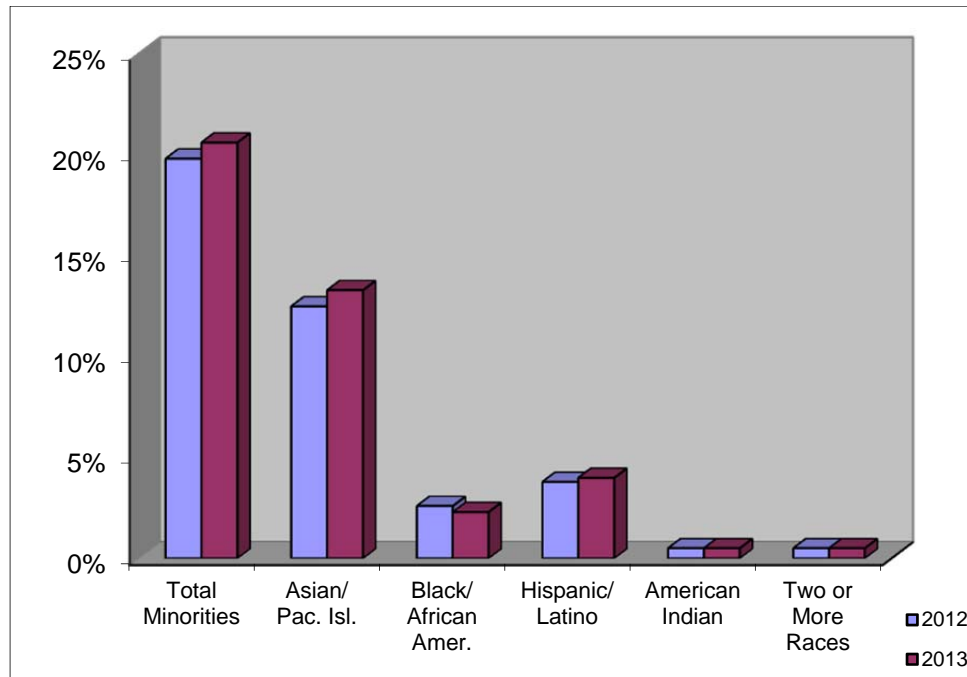
**Table V**  
**Tenured/Tenure Track Faculty by Sex and Race/Ethnicity**  
**November 1, 2012 – November 1, 2013**

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2012	1,474	491 33.3 %	292 19.8 %	184 12.5 %	38 2.6 %	56 3.8 %	7 0.5 %	7 0.5 %
2013	1,460	479 32.8 %	301 20.6 %	194 13.3 %	34 2.3 %	59 4.0 %	7 0.5 %	7 0.5 %
Net Change	- 14 - 0.9 %	- 12 - 2.4 %	+ 9 + 3.1 %	+ 10 + 5.4 %	- 4 - 10.5 %	+ 3 + 5.4 %	0	0

**Figure 6**  
**Tenured/Tenure Track Faculty by Sex**  
**November 1, 2012 – November 1, 2013**



**Figure 7**  
**Tenured/Tenure Track Faculty by Race/Ethnicity**  
**November 1, 2012 – November 1, 2013**



#### **D. Tenured/Tenure Track Faculty Promotion and Tenure Rates by Sex and Minority Status, Academic Year 2013 – 14**

A total of 72 tenure track faculty were granted promotions effective Academic Year 2013-14, of whom 27 were women. This rate of promotion (37.5 percent) approximates the percentage of women on the tenure track faculty, now at 32.8 percent. Minorities received 21 of the 72 promotions (29.2 percent); this representation exceeds the representation of minorities on the tenure track faculty (20.6 percent).

Forty-four tenure track faculty members were granted tenure effective Academic Year 2013-14, of whom 21 (47.7 percent) were women. As of November 2013, women represented 42.0 percent of the untenured faculty on the tenure track. Among the 44 tenure track faculty members who received tenure, 11 (25.0 percent) were members of minority groups. As of November 2013, minorities represented 31.1 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 2013-14 Academic Year**

	Total	Women	Minorities
<b>PROMOTIONS</b>			
Number on Tenure Track	1,460	479	301
Percentage of Total on Tenure Track		32.8%	20.6%
Sought Promotions	78	29	25
Percentage of All Faculty Who Sought Promotions (n = 78)		37.2%	32.1%
Percentage of Subgroup (Total, Women, or Minorities)	5.3%	6.1%	8.3%
Granted Promotions	72	27	21
Percentage of All Faculty Who Were Granted Promotions (n = 72)		37.5%	29.2%
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Promotions	92.3%	93.1%	84.0%
<b>TENURE</b>			
Number of Untenured Faculty on Tenure Track	376	158	117
Percentage of Total Untenured on Tenure Track		42.0%	31.1%
Sought Tenure	50	23	15
Percentage of All Faculty Who Sought Tenure (n = 50)		46.0%	30.0%
Percentage of Subgroup (Total, Women, or Minorities)	13.3%	14.6%	12.8%
Granted Tenure	44	21	11
Percentage of All Faculty Who Were Granted Tenure (n = 44)		47.7%	25.0%
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Tenure	88.0%	91.3%	73.3%

#### **E. Clinical Track Faculty by Sex and Race/Ethnicity, 2012 – 2013**

The university experienced a net increase of 39 clinical track faculty (6.8 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 16 (5.9 percent), and the number of minorities on the clinical track increased by 12 (12.5 percent).

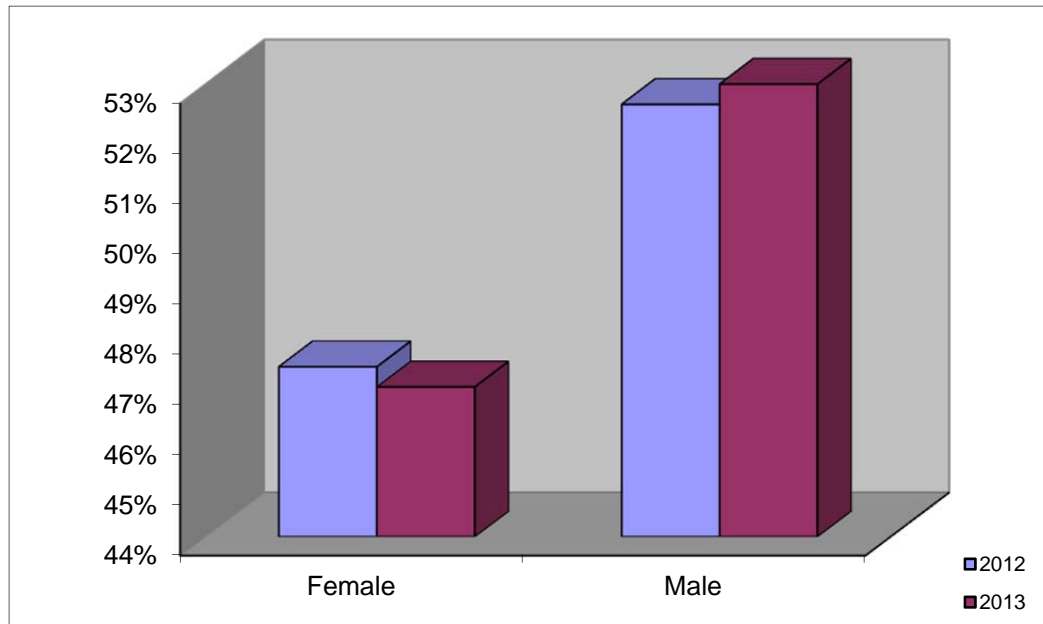
Carver College of Medicine continues to employ the majority of the clinical track faculty (79 percent), followed by the colleges of Dentistry (7 percent) and Nursing (3 percent). The remaining clinical track faculty are employed in the colleges of Liberal Arts and Sciences, Pharmacy, Education, Public Health, Law, or the Tippie College of Business.

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

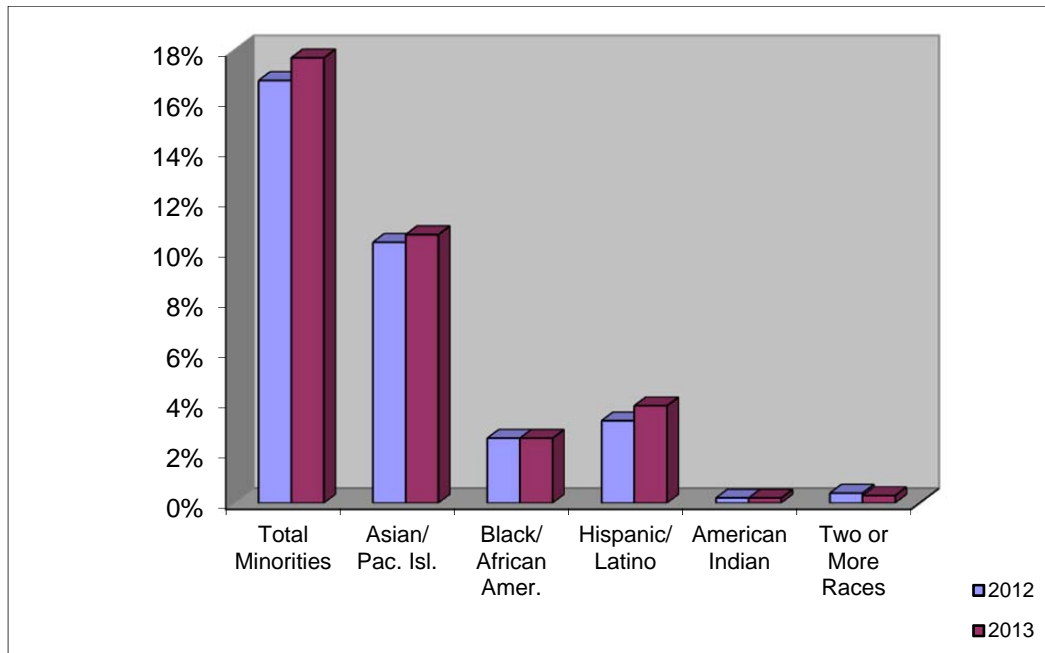
**Table VII**  
**Clinical Track Faculty by Sex and Race/Ethnicity**  
**November 1, 2012 – November 1, 2013**

Year	Clinical Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2012	570	270 47.4 %	96 16.8 %	59 10.4 %	15 2.6 %	19 3.3%	1 0.2 %	2 0.4 %
2013	609	286 47.0 %	108 17.7 %	65 10.7 %	16 2.6 %	24 3.9 %	1 0.2 %	2 0.3 %
Net Change	+ 39 + 6.8 %	+ 16 + 5.9 %	+ 12 + 12.5 %	+ 6 + 10.2 %	+ 1 + 6.7 %	+ 5 + 26.3 %	0	0

**Figure 8**  
**Clinical Track Faculty by Sex**  
**November 1, 2012 – November 1, 2013**



**Figure 9**  
**Clinical Track Faculty by Race/Ethnicity**  
**November 1, 2012 – November 1, 2013**



#### **F. Research Track Faculty by Sex and Race/Ethnicity, 2012 – 2013**

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 grown by four individuals (14.3 percent) in the last year. The number of women on the research track increased by 3 (27.3 percent), and the number of racial/ethnic minorities has increased by 2 (20.0 percent).

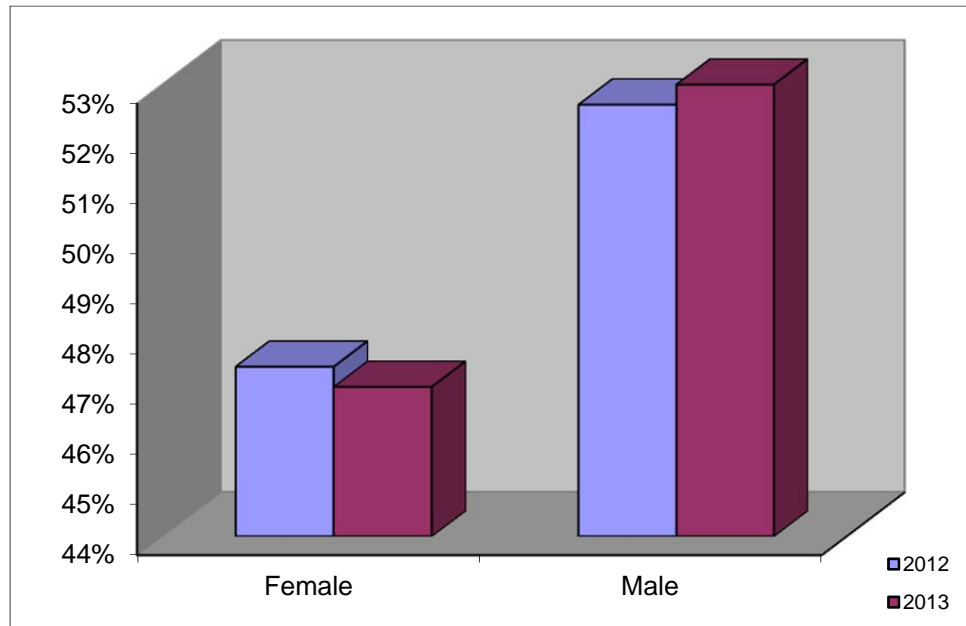
As of November 1, 2013, Carver College of Medicine employs all of the research track faculty.

The following table and charts show the sex and racial/ethnic composition of the research track faculty on November 1, 2012 and November 1, 2013.

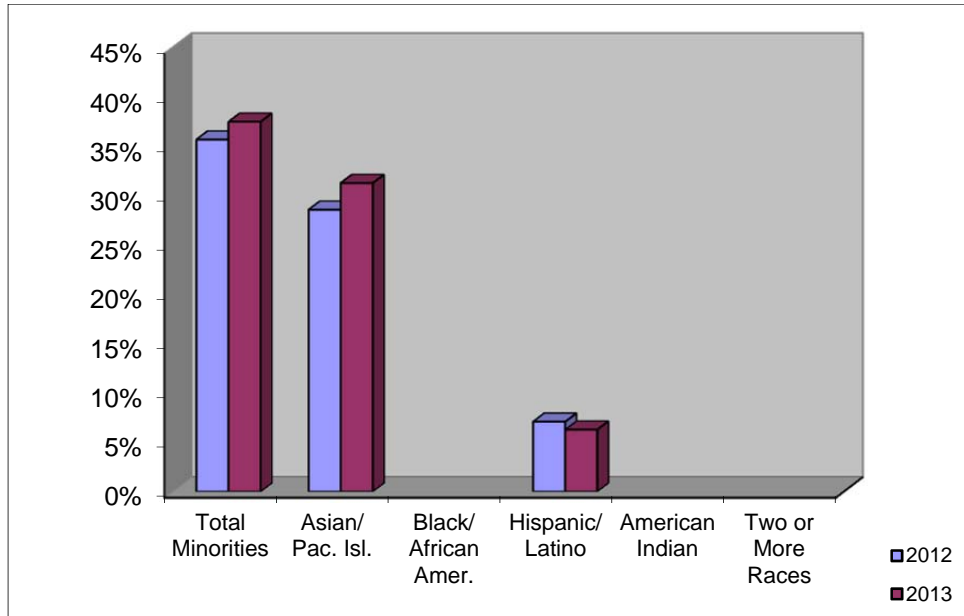
**Table VIII**  
**Research Track Faculty by Sex and Race/Ethnicity**  
**November 1, 2012 – November 1, 2013**

Year	Research Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2012	28	11 39.3 %	10 35.7 %	8 28.6 %	0	2 7.1 %	0	0
2013	32	14 43.8 %	12 37.5 %	10 31.3 %	0	2 6.3 %	0	0
Net Change	+ 4 +14.3 %	+ 3 + 27.3 %	+ 2 + 20.0 %	+ 2 + 25.0 %	0	0	0	0

**Figure 10**  
**Research Track Faculty by Sex**  
**November 1, 2012 – November 1, 2013**



**Figure 11**  
**Research Track Faculty by Race/Ethnicity**  
**November 1, 2012 – November 1, 2013**



## **V. ANNUAL HIRING GOALS: 2012-13 AND 2013-14**

### **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 2012-13 Data Year**

After adjusting to reflect the actual rate of hiring, annual hiring goals for the 2012-13 data year totaled 154 women and 44 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 381 women (2.4%) and by 156 minorities (1.0%) as of November 1, 2013.

The following tables show departments/job groups in which underrepresentation was identified as of November 1, 2012; the hiring goals in those departments/job groups (as adjusted to reflect the actual rate of hiring) for 2012-13; 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.



**Table IX**  
**Progress toward Annual Hiring Goals for Faculty, Data Year 2012-13**

			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 Foundation	1	1	0	No			
Liberal Arts & Sciences	Health and Sport Studies	0	0	0	n/a *			
	Psychology	2	1	1	Yes			
Carver College of Medicine	Internal Medicine	7	2	1	Partially	1	5	Yes
	Pediatrics	4	2	1	Partially	1	1	Yes
	Physiology	1	0	1	Yes			
Public Health	Biostatistics	1	1	0	No			
	Health Management & Policy	0	0	0	n/a *			
	Occupational & Environmental Health	1	1	1	Yes	0	0	n/a *
POA 3: Non-Tenure Tenure Track Faculty								
Liberal Arts & Sciences	Art & Art History	4	3	3	Yes			
	Psychology	2	1	2	Yes			
Carver College of Medicine	Anatomy & Cell Biology	1	0	0	n/a *			
Pharmacy	Pharmacy	0				0	0	n/a *
Public Health	Occupational & Environmental Health	4	2	3	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 2012-13**

<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	6				1	0	No
1B	17	11	8	Partially	1	1	Yes
1D	15	5	5	Yes	2	2	Yes
3D	121				11	9	Partially
3E	4				1	0	No
3I	44	34	22	Partially			
3K	7	4	1	Partially	0	0	n/a *
3L	47				4	8	Yes
3M	169				13	14	Yes
3N	10				1	0	No
3O	14				2	2	Yes
3P	42	12	8	Partially			
3S	23				3	2	Partially
3Z	17	11	9	Partially			
4B	5				0	2	Yes
4H	0	0	0	n/a *			
4K	10	3	0	No			
5A	1	1	0	No	0	0	n/a *
5C	0				0	0	n/a *
5E	6	5	6	Yes	1	1	Yes
5G	28	21	19	Partially			
6A	4	0	0	n/a *			
6C	2	0	0	n/a *			
6D	3				0	0	n/a *
6F	0	0	0	n/a *			
7B	6	3	1	Partially	1	0	No
7E	14	6	5	Partially			
7F	4				1	0	No
7I	2	0	0	n/a *	0	1	Yes
7J	7	3	4	Yes			
7O	29	21	15	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 2013–14 Data Year

Anticipated hiring goals for women and minorities for 2013-14, aggregated by Primary Occupational Activity group, are shown in the table below.

**Table XI**  
**Annual Hiring Goals for Data Year 2013-14**

<b>Primary Occupational Activity Group</b>	<b>Women Total Hiring Goals</b>	<b>Minorities Total Hiring Goals</b>
1 Executive, Administrative, and Managerial Staff	16	4
2 Tenured/Tenure Track Faculty	6	
4 Professional & Scientific Staff	66	34
5 Secretarial and Clerical Staff	21	4
6 Technical and Paraprofessional Staff	28	1
8 Service and Maintenance Staff	30	2
<b>Total</b>	<b>167</b>	<b>45</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: 2008 - 2013

### A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity, 2008 – 2013

*Overall Changes.* The University of Iowa workforce has increased by 582 individuals (3.7 percent) over the last five years, from 15,575 in 2008 to 16,157 in 2013. 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.

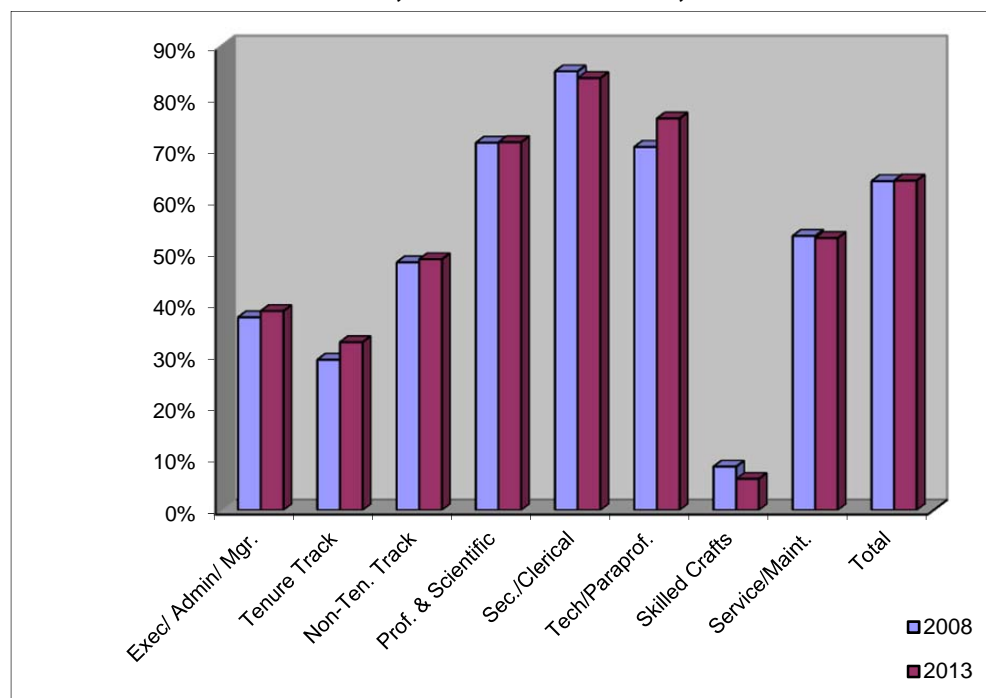
*Sex.* The number of women in the workforce increased by 3.9 percent over the five-year period, with the largest proportional increase in Non-Tenure Track Faculty and the largest net increase in Professional and Scientific Staff. The largest proportional decrease was among Skilled Crafts Staff, and the largest net decrease was among Secretarial and Clerical Staff.

The following table and chart provide more details of the university's workforce on October 1, 2008 and on November 1, 2013 by POA group and sex.

**Table XII**  
**Faculty and Staff by Primary Occupational Activity Group and Sex**  
**October 1, 2008 – November 1, 2013**

Primary Occupational Activity Group	2008		2013		Net Change	
	Total	Women	Total	Women	Total	Women
Executive, Administrative, & Managerial Staff	380	143 37.6 %	369	143 38.8 %	- 11 - 2.9 %	0
2 Tenured/Tenure Track Faculty	1,488	437 29.4 %	1,460	479 32.8 %	- 28 - 1.9 %	+ 42 + 9.6 %
3 Non-Tenure Track Faculty	703	339 48.2 %	931	454 48.8 %	+ 228 + 32.4 %	+ 115 + 33.9 %
4 Professional & Scientific Staff	7,596	5,416 71.3 %	8,585	6,133 71.4 %	+ 989 + 13.0 %	+ 717 + 13.2 %
5 Secretarial and Clerical Staff	2,565	2,184 85.1 %	1,922	1,611 83.8 %	- 643 - 25.1 %	- 573 - 26.2 %
6 Technical and Paraprofessional Staff	562	396 70.5 %	667	507 76.0 %	+ 105 + 18.7 %	+ 111 + 28.0 %
7 Skilled Crafts Staff	398	34 8.5 %	358	22 6.1 %	- 40 - 10.1 %	- 12 - 35.3 %
8 Service and Maintenance Staff	1,883	1,003 53.3 %	1,865	987 52.9 %	- 18 - 1.0 %	- 16 - 1.6 %
<b>Total</b>	<b>15,575</b>	<b>9,952 63.9 %</b>	<b>16,157</b>	<b>10,336 64.0 %</b>	<b>+ 582 + 3.7 %</b>	<b>+ 384 + 3.9 %</b>

**Figure 12**  
**Female Faculty and Staff by Primary Occupational Activity Group**  
**October 1, 2008 – November 1, 2013**



***Race/Ethnicity.*** Race/ethnicity is 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>7</sup> Employees who select two or more races are included among racial/ethnic minorities for analytical purposes.

From October 1, 2008 to November 1, 2013, overall racial/ethnic minority representation increased by 29.9 percent, with notable gains among Non-Tenure Track Faculty, Technical and Paraprofessional Staff, and Professional and Scientific Staff. The number of minorities among Executive, Administrative, and Managerial Staff decreased by 8 (28.6 percent). The total numbers of Asians/Pacific Islanders, Blacks/African Americans, and Hispanic/Latinos increased during this time period, while the number of American Indians/Alaska Natives decreased by 5 (8.2 percent). Changes in the racial/ethnic composition of the University of Iowa's workforce from October 1, 2008 to November 1, 2013 are detailed in the following table and charts.

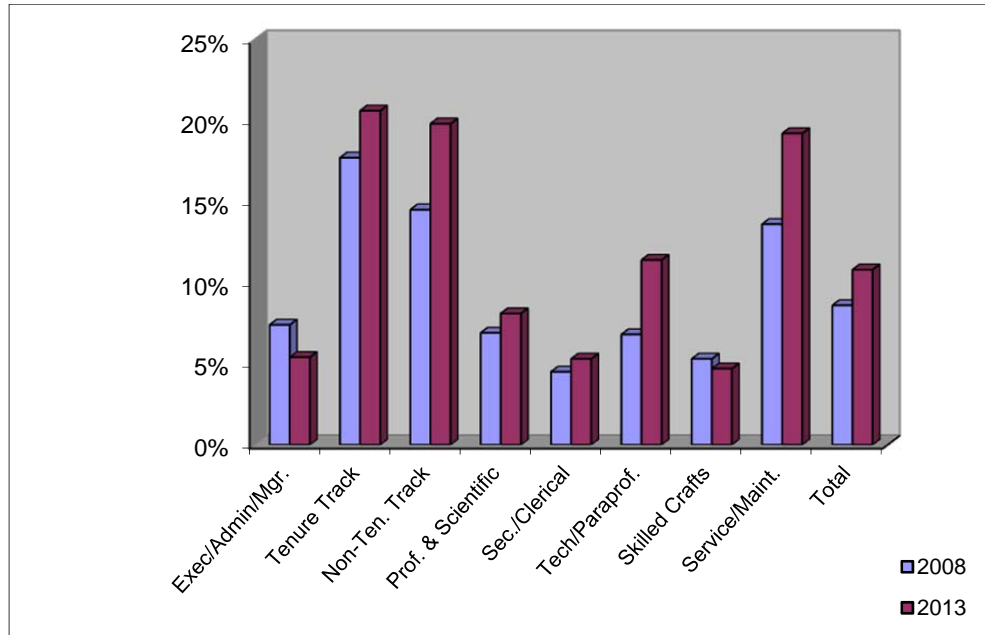
<sup>7</sup> Due to small numbers of employees who self-identified as Native Hawaiian or Other Pacific Islander in 2013, this racial/ethnic category is combined with the Asian category in this report.

**Table XIII**  
**Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity**  
**October 1, 2008 – November 1, 2013**

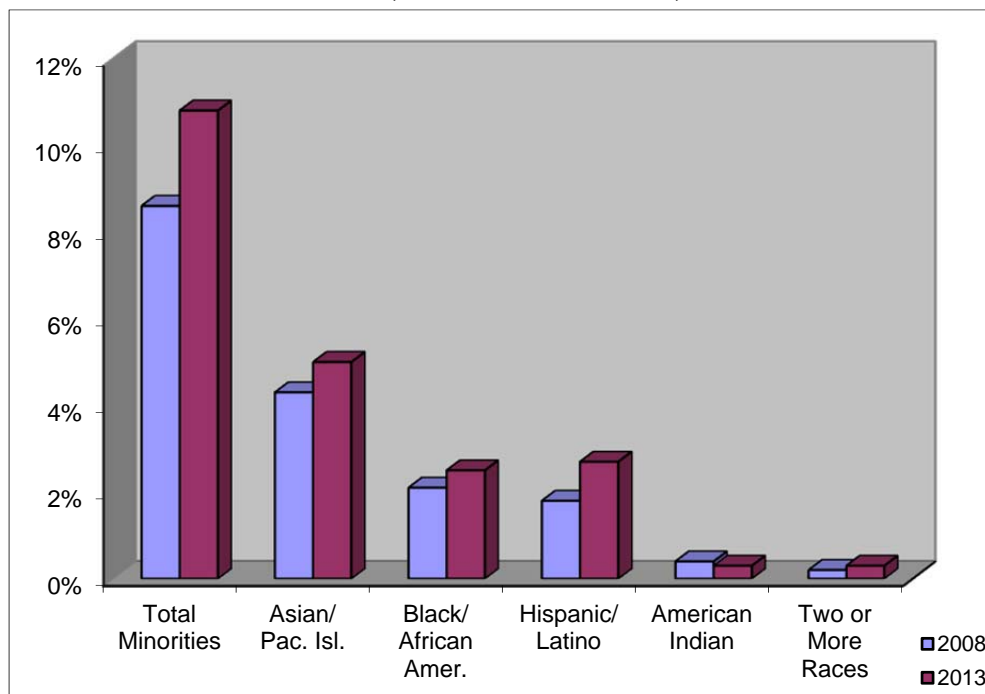
Primary Occupational Activity Group	2008							2013							Net Change						
	Total	Total Minorities	Asian/ Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native		Total	Total Minorities	Asian/ Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	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	380	28 7.4%	9 2.4%	14 3.7%	4 1.1%	1 0.3%		369	20 5.4%	3 0.8%	8 2.2%	6 1.6%	1 0.3%	2 0.5%	-11 -2.9%	-8 -28.6%	-6 -66.7%	-6 -42.9%	+2 +50.0%	0	+2 n/a
2 Tenured/Tenure Track Faculty	1,488	264 17.7%	172 11.6%	38 2.6%	46 3.1%	8 0.5%		1,460	301 20.6%	194 13.3%	34 2.3%	59 4.0%	7 0.5%	7 0.5%	-28 -1.9%	+37 +14.0%	+22 +12.8%	-4 +10.5%	+13 +28.3%	-1 -12.5%	+7 n/a
3 Non-Tenure Track Faculty	703	102 14.5%	61 8.7%	15 2.1%	24 3.4%	2 0.3%		931	184 19.8%	120 12.9%	21 2.3%	38 4.1%	3 0.3%	2 0.2%	+228 +32.4%	+82 +80.4%	+59 +96.7%	+6 +40.0%	+14 +58.3%	+1 +50.0%	+2 n/a
4 Professional & Scientific Staff	7,596	521 6.9%	316 4.2%	88 1.2%	102 1.3%	15 0.2%		8,585	692 8.1%	371 4.3%	116 1.4%	164 1.9%	14 0.2%	27 0.3%	+989 +13.0%	+171 +32.8%	+55 +17.4%	+28 +31.8%	+62 +60.8%	-1 -6.7%	+27 n/a
5 Secretarial & Clerical Staff	2,565	115 4.5%	37 1.4%	42 1.6%	28 1.1%	8 0.3%		1,922	101 5.3%	21 1.1%	39 2.0%	31 1.6%	7 0.4%	3 0.2%	-643 -25.1%	-14 -12.2%	-16 -43.2%	-3 -7.1%	+3 +10.7%	-1 -12.5%	+3 n/a
6 Technical & Paraprofessional Staff	562	38 6.8%	9 1.6%	14 2.5%	13 2.3%	2 0.4%		667	76 11.4%	20 3.0%	19 2.8%	28 4.2%	5 0.7%	4 0.6%	+105 +18.7%	+38 +100.0%	+11 +122.2%	+5 +35.7%	+15 +115.4%	+3 +150.0%	+4 n/a
7 Skilled Crafts Staff	398	21 5.3%	0	7 1.8%	7 1.8%	7 1.8%		358	17 4.7%	1 0.3%	7 2.0%	4 1.1%	5 1.4%	0	-40 -10.1%	-4 -19.0%	+1 n/a	0	-3 -42.9%	-2 -28.6%	0 n/a
8 Service & Maintenance Staff	1,883	257 13.6%	67 3.6%	110 5.8%	62 3.3%	18 1.0%		1,865	358 19.2%	72 3.9%	163 8.7%	101 5.4%	14 0.8%	8 0.4%	-18 -1.0%	+101 +39.3%	+5 +7.5%	+53 +48.2%	+39 +62.9%	-4 -22.2%	+8 n/a
<b>Total</b>	<b>15,575</b>	<b>1,346 8.6%</b>	<b>671 4.3%</b>	<b>328 2.1%</b>	<b>286 1.8%</b>	<b>61 0.4%</b>		<b>16,157</b>	<b>1,749 10.8%</b>	<b>802 5.0%</b>	<b>407 2.5%</b>	<b>431 2.7%</b>	<b>56 0.3%</b>	<b>53 0.3%</b>	<b>+582 +3.7%</b>	<b>+403 +29.9%</b>	<b>+131 +19.5%</b>	<b>+79 +24.1%</b>	<b>+145 +50.7%</b>	<b>-5 -8.2%</b>	<b>+53 n/a</b>

\* In 2013, four employees self-identified as Native Hawaiian or Other Pacific Islander (one Non-Tenure Track Faculty, one Professional and Scientific Staff, and two Service and Maintenance Staff); in 2008, Asian/Pacific Islander was collected as a single category. For these reasons, these racial/ethnic categories are combined in this report.

**Figure 13**  
**Minority Faculty and Staff by Primary Occupational Activity Group**  
**October 1, 2008 – November 1, 2013**



**Figure 14**  
**Total Workforce by Race/Ethnicity**  
**October 1, 2008 – November 1, 2013**



## B. Faculty and Staff by Disability and Veteran Status, 2008 – 2013

Employees self-report disability and veteran status to the university at the time of appointment, and may update or correct this information at any time. During the five-year period, the number of faculty and staff who reported having disabilities increased from 82 to 85, a change of 3.7 percent.

The number of faculty and staff who self-identified as disabled veterans increased by 7 (29.2 percent). 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 2008 and 2013 data are not possible for several of the veteran categories. The changes are as follows:

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

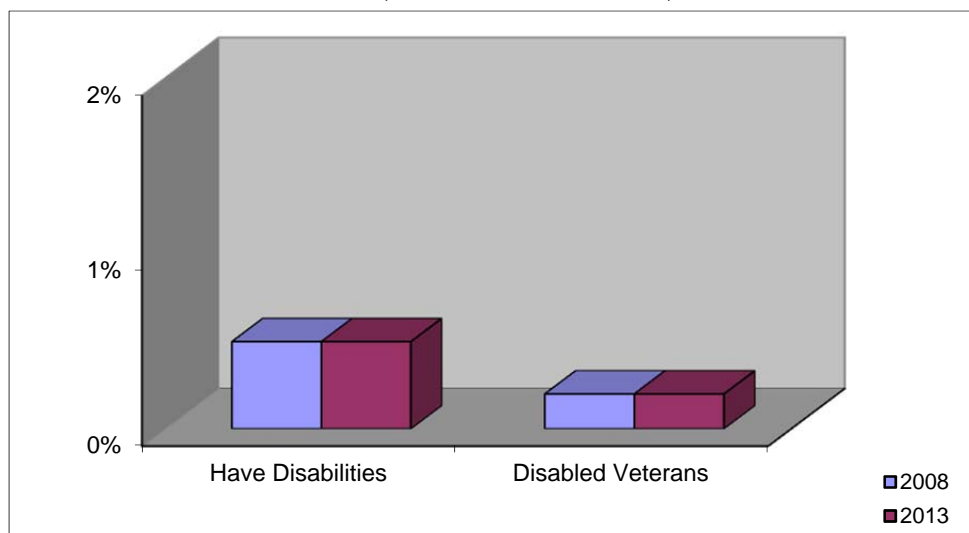
The following table and chart indicate the number of faculty and staff who self-reported disabilities and veteran status in 2008 and 2013.

**Table XIV**  
**Faculty and Staff by Disability and Veteran Status**  
**October 1, 2008 – November 1, 2013**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Vietnam-Era Veterans	Other Eligible Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2008	15,575	82 0.5 %	24 0.2 %	322 2.1 %	319 2.0 %	n/a	n/a
2013	16,157	85 0.5 %	31 0.2 %	n/a	509 3.2 %	73 0.5 %	10 0.1 %
Net Change	+ 582 + 3.7 %	+ 3 + 3.7 %	+ 7 + 29.2 %	n/a	+ 190 + 59.6 %	n/a	n/a



**Figure 15**  
**Faculty and Staff by Disability and Veteran Status**  
**October 1, 2008 – November 1, 2013**



### C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2008 – 2013

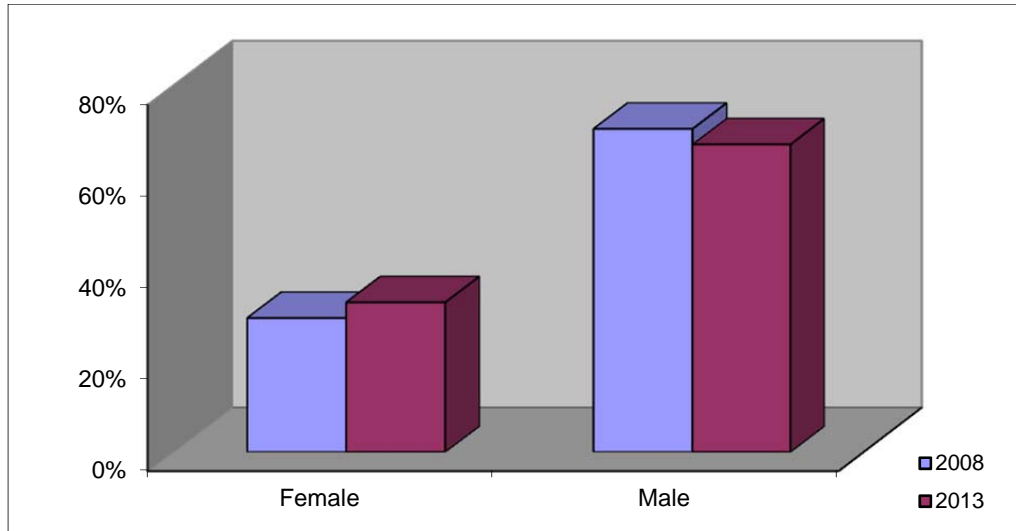
The university has experienced a net decrease of 28 tenured/tenure track faculty (1.9 percent) since October 1, 2008. During this five-year period, the number of female tenured/tenure track faculty increased by 42 (9.6 percent) and the number of minorities increased by 37 (14.0 percent). The largest net gain in the minority tenure track faculty was among Asians (21 faculty or 12.9 percent) and the largest proportional gain was among Hispanics/Latinos (13 faculty or 28.3 percent).

The following table and charts indicate the sex and racial/ethnic representation among the tenured/tenure track faculty in October 2008 and in November 2013.

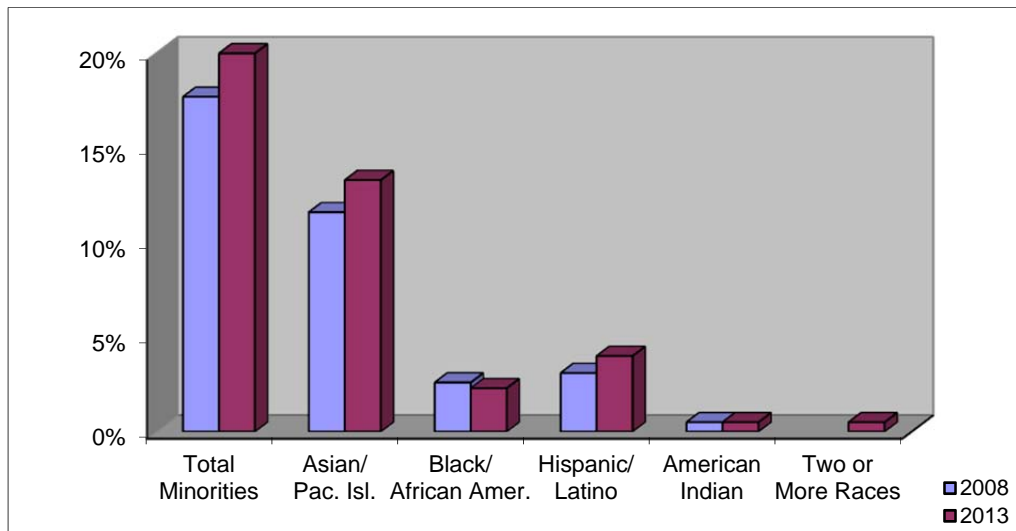
**Table XV**  
**Tenured/Tenure Track Faculty by Sex and Race/Ethnicity**  
**October 1, 2008 – November 1, 2013**

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2008	1,488	437 29.4 %	264 17.7 %	172 11.6 %	38 2.6 %	46 3.1 %	8 0.5 %	n/a
2013	1,460	479 32.8 %	301 20.6 %	194 13.3 %	34 2.3 %	59 4.0 %	7 0.5 %	7 0.5 %
Net Change	- 28 - 1.9 %	+ 42 + 9.6 %	+ 37 + 14.0 %	+ 22 + 12.8 %	- 4 - 10.5 %	+ 13 + 28.3 %	- 1 - 12.5 %	+ 7 n/a

**Figure 16**  
**Tenured/Tenure Track Faculty by Sex**  
**October 1, 2008 – November 1, 2013**



**Figure 17**  
**Tenured/Tenure Track Faculty by Race/Ethnicity**  
**October 1, 2008 – November 1, 2013**



#### D. Clinical Track Faculty by Sex and Race/Ethnicity, 2008 - 2013

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.

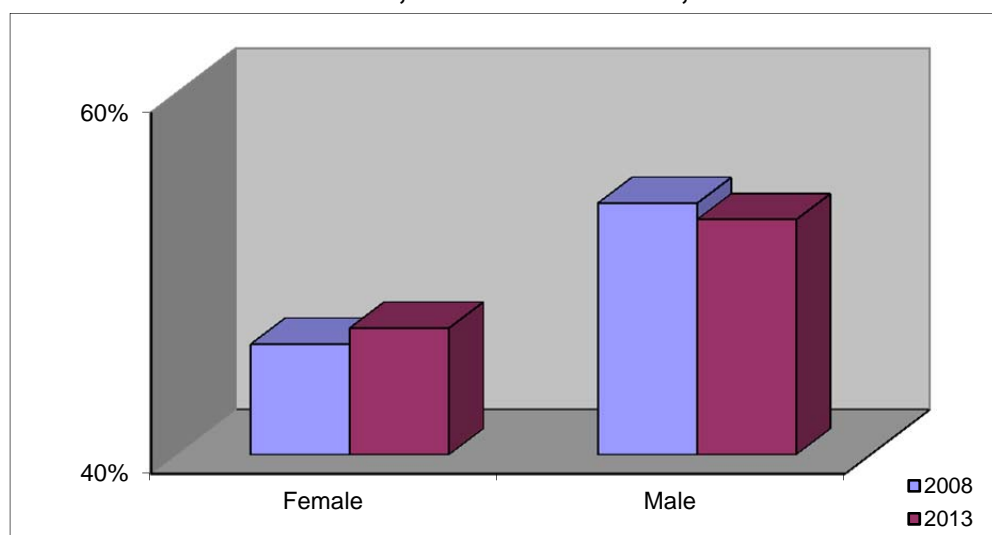
The clinical track faculty increased from 449 in 2008 to 609 in 2013, an increase of 35.6 percent over the five-year period. The number of women on the clinical track has increased by 38.2 percent, and the number of minorities has increased by 58.8 percent.

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.

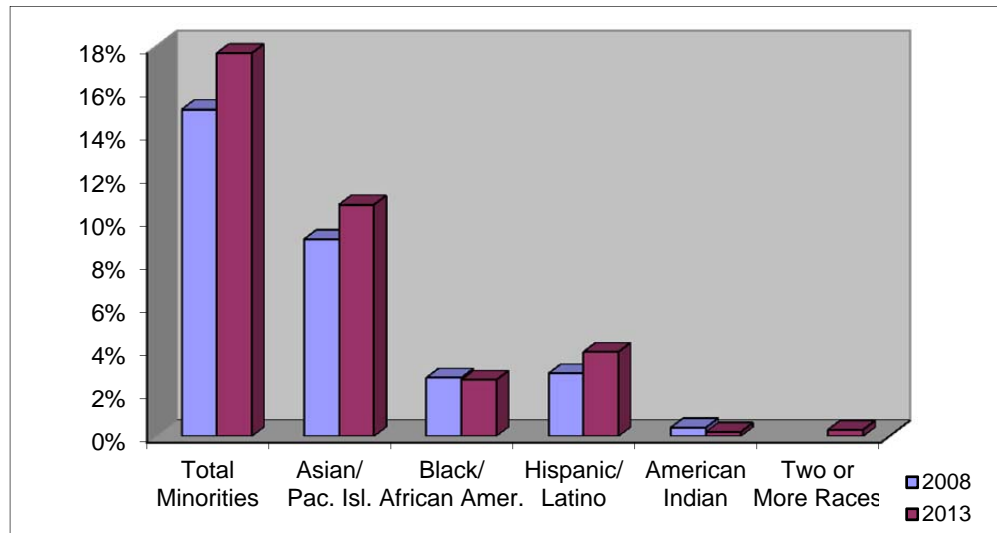
**Table XVI**  
**Clinical Track Faculty by Sex and Race/Ethnicity**  
**October 1, 2008 – November 1, 2013**

Year	Clinical Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2008	449	207 46.1 %	68 15.1 %	41 9.1 %	12 2.7 %	13 2.9 %	2 0.4 %	n/a
2013	609	286 47.0 %	108 17.7 %	65 10.7 %	16 2.6 %	24 3.9 %	1 0.2 %	2 0.3 %
Net Change	+ 160 + 35.6 %	+ 79 + 38.2 %	+ 40 + 58.8 %	+ 24 + 58.5 %	+ 4 + 33.3 %	+ 11 + 84.6 %	- 1 - 50.0 %	+ 2 n/a

**Figure 18**  
**Clinical Track Faculty by Sex**  
**October 1, 2008 – November 1, 2013**



**Figure 19**  
**Clinical Track Faculty by Race/Ethnicity**  
**October 1, 2008 – November 1, 2013**



## VII. TEN-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2003 - 2013

### A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity, 2003 - 2013

*Overall Changes.* Over the last ten years, the University of Iowa workforce has increased by 15.3 percent, from 14,014 in 2003 to 16,157 in 2013. 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.

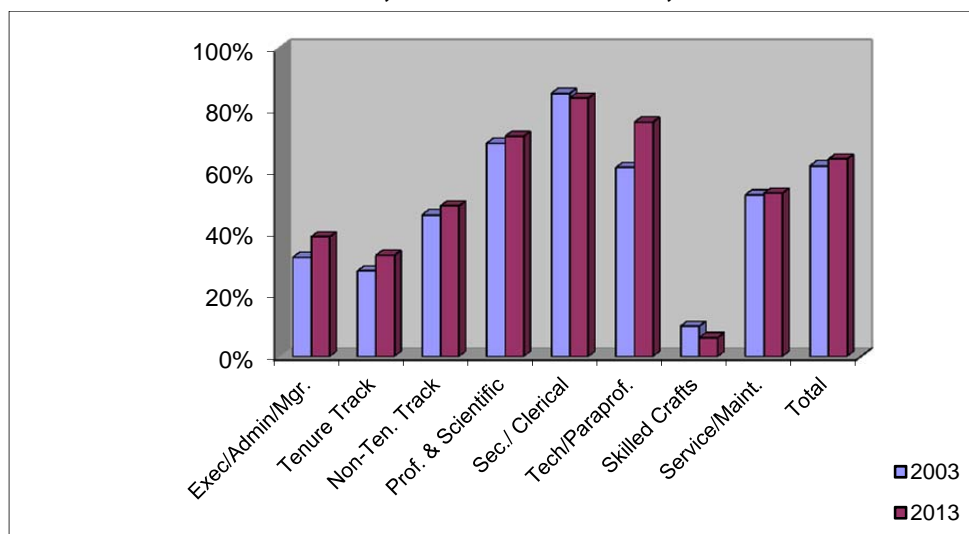
*Sex.* The number of women in the workforce has increased by 19.3 percent overall, with the largest proportional increase in Non-Tenure Track Faculty and the largest net increase in Professional and Scientific Staff. The POA group with the largest proportional decrease was Skilled Crafts Staff and the largest net decrease was among Secretarial and Clerical Staff.

The following table and chart compare the university's workforce on October 1, 2003 to that on November 1, 2013 by POA group and sex.

**Table XVII**  
**Faculty and Staff by Primary Occupational Activity Group and Sex**  
**October 1, 2003 – November 1, 2013**

Primary Occupational Activity Group	2003		2013		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	315	101 32.1 %	369	143 38.8 %	+ 54 + 17.1 %	+ 42 + 41.6 %
2 Tenured/Tenure Track Faculty	1,561	433 27.7 %	1,460	479 32.8 %	- 101 - 6.5 %	+ 46 + 10.6 %
3 Non-Tenure Track Faculty	534	245 45.9 %	931	454 48.8 %	+ 397 + 74.3 %	+ 209 + 85.3 %
4 Professional & Scientific Staff	6,273	4,334 69.1 %	8,585	6,133 71.4 %	+ 2,312 + 36.9 %	+ 1,799 + 41.5 %
5 Secretarial and Clerical Staff	2,713	2,313 85.3 %	1,922	1,611 83.8 %	- 791 - 29.2 %	- 702 - 30.4 %
6 Technical and Paraprofessional Staff	480	294 61.3 %	667	507 76.0 %	+ 187 + 39.0 %	+ 213 + 72.4 %
7 Skilled Crafts Staff	409	40 9.8 %	358	22 6.1 %	- 51 - 12.5 %	- 18 - 45.0 %
8 Service and Maintenance Staff	1,729	906 52.4 %	1,865	987 52.9 %	+ 136 + 7.9 %	+ 81 + 8.9 %
<b>Total</b>	<b>14,014</b>	<b>8,666 61.8%</b>	<b>16,157</b>	<b>10,336 64.0 %</b>	<b>+ 2,143 + 15.3 %</b>	<b>+ 1,670 + 19.3 %</b>

**Figure 20**  
**Female Faculty and Staff by Primary Occupational Activity Group**  
**October 1, 2003 – November 1, 2013**



*Race/Ethnicity.* Race/ethnicity is self-reported by employees to the university at the time of application and/or appointment; this personal data 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 2003, racial/ethnic minority representation in the workforce has increased by 61.3 percent overall, with increases in the numbers of Asians/Pacific Islanders, Hispanics/Latinos, and Blacks/African Americans. The number of American Indians decreased by 13 individuals or 18.8 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, 2003 and November 1, 2013.

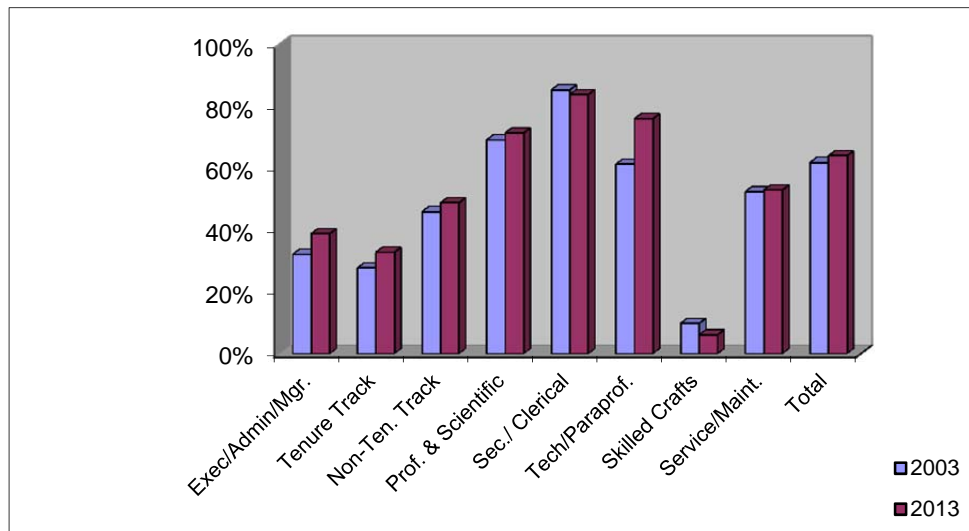
<sup>8</sup> Due to small numbers of employees who self-identified as Native Hawaiian or Other Pacific Islander in 2013, this racial/ethnic category is combined with the Asian category in this report.

**Table XVIII**  
**Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity**  
**October 1, 2003 – November 1, 2013**

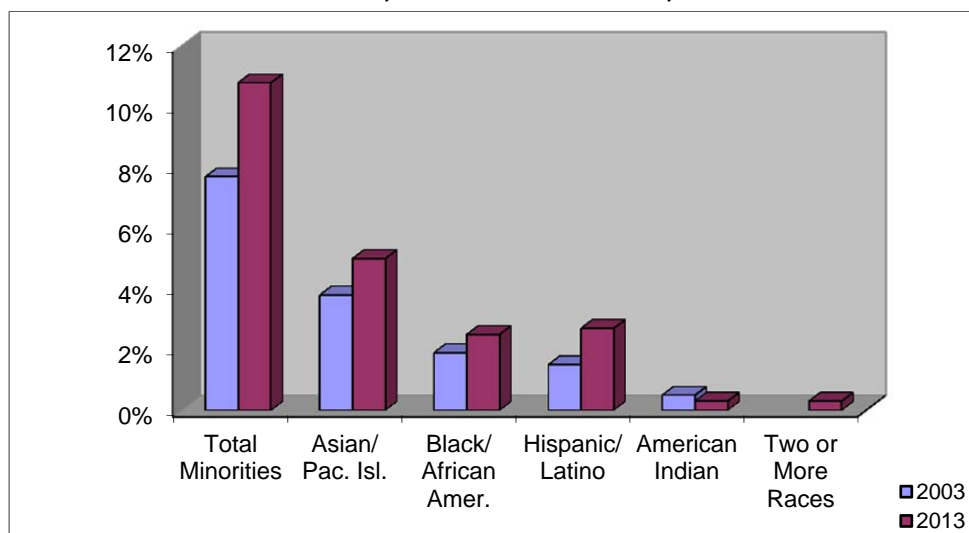
Primary Occupational Activity Group	2003							2013							Net Change						
	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native		Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	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	315	21 6.7%	10 3.2%	7 2.2%	3 1.0%	1 0.3%		369	20 5.4%	3 0.8%	8 2.2%	6 1.6%	1 0.3%	2 0.5%	+54 +17.1%	-1 -4.8%	-7 -70.0%	+1 +14.3%	+3 +100.0%	0	+2 n/a
2 Tenured/ Tenure Track Faculty	1,561	212 13.6%	134 8.6%	32 2.0%	42 2.7%	4 0.3%		1,460	301 20.6%	194 13.3%	34 2.3%	59 4.0%	7 0.5%	7 0.5%	-101 -6.5%	+89 +42.0%	+60 +44.8%	+2 +6.3%	+17 +40.5%	+3 +75.0%	+7 n/a
3 Non-Tenure Track Faculty	534	76 14.2%	46 8.6%	13 2.4%	13 2.4%	4 0.7%		931	184 19.8%	120 12.9%	21 2.3%	38 4.1%	3 0.3%	2 0.2%	+397 +74.3%	+108 +142.1%	+74 +160.9%	+8 +61.5%	+25 +192.3%	-1 -25.0%	+2 n/a
4 Professional & Scientific Staff	6,273	408 6.5%	236 3.8%	78 1.2%	77 1.2%	17 0.3%		8,585	692 8.1%	371 4.3%	116 1.4%	164 1.9%	14 0.2%	27 0.3%	+2,312 +36.9%	+284 +69.6%	+135 +57.2%	+38 +48.7%	+87 +113.0%	-3 -17.6%	+27 n/a
5 Secretarial & Clerical Staff	2,713	93 3.4%	33 1.2%	31 1.1%	16 0.6%	13 0.5%		1,922	101 5.3%	21 1.1%	39 2.0%	31 1.6%	7 0.4%	3 0.2%	-791 -29.2%	+8 +8.6%	-12 -36.4%	+8 +25.8%	+15 +93.8%	-6 -46.2%	+3 n/a
6 Technical & Paraprofessional Staff	480	15 3.1%	5 1.0%	4 0.8%	6 1.3%	0		667	76 11.4%	20 3.0%	19 2.8%	28 4.2%	5 0.7%	4 0.6%	+187 +39.0%	+61 +406.7%	+15 +300.0%	+15 +375.0%	+22 +366.7%	+5 n/a	+4 n/a
7 Skilled Crafts Staff	409	22 5.4%	0	8 2.0%	7 1.7%	7 1.7%		358	17 4.7%	1 0.3%	7 2.0%	4 1.1%	5 1.4%	0	-51 -12.5%	-5 -22.7%	+1 n/a	-1 -12.5%	-3 -42.9%	-2 -28.6%	0 n/a
8 Service & Maintenance Staff	1,729	237 13.7%	64 3.7%	100 5.8%	50 2.9%	23 1.3%		1,865	358 19.2%	72 3.9%	163 8.7%	101 5.4%	14 0.8%	8 0.4%	+136 +7.9%	+121 +51.1%	+8 +12.5%	+63 +63.0%	+51 +102.0%	-9 -39.1%	+8 n/a
<b>Total</b>	<b>14,014</b>	<b>1,084 7.7%</b>	<b>528 3.8%</b>	<b>273 1.9%</b>	<b>214 1.5%</b>	<b>69 0.5%</b>		<b>16,157</b>	<b>1,749 10.8%</b>	<b>802 5.0%</b>	<b>407 2.5%</b>	<b>431 2.7%</b>	<b>56 0.3%</b>	<b>53 0.3%</b>	<b>+2,143 +15.3%</b>	<b>+665 +61.3%</b>	<b>+274 +51.9%</b>	<b>+134 +49.1%</b>	<b>+217 +101.4%</b>	<b>-13 -18.8%</b>	<b>+53 n/a</b>

\* In 2013, four employees self-identified as Native Hawaiian or Other Pacific Islander (one Non-Tenure Track Faculty, one Professional and Scientific Staff, and two Service and Maintenance Staff); in 2003, Asian/Pacific Islander was collected as a single category. For these reasons, these racial/ethnic categories are combined in this report.

**Figure 21**  
**Minority Faculty and Staff by Primary Occupational Activity Group**  
**October 1, 2003 – November 1, 2013**



**Figure 22**  
**Total Workforce by Race/Ethnicity**  
**October 1, 2003 – November 1, 2013**



## **B. Faculty and Staff by Disability and Veteran Status, 2003 – 2013**

Employees self-report disability and veteran status to the university at the time of appointment, and may update or correct this information at any time. Since 2003, the number of faculty and staff who reported having a disability has decreased by 15.8 percent (16 individuals).



The number of faculty and staff who self-identified as disabled veterans decreased by 1 (3.1 percent). 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 2003 and 2013 data are not possible for several of the veteran categories. The changes are as follows:

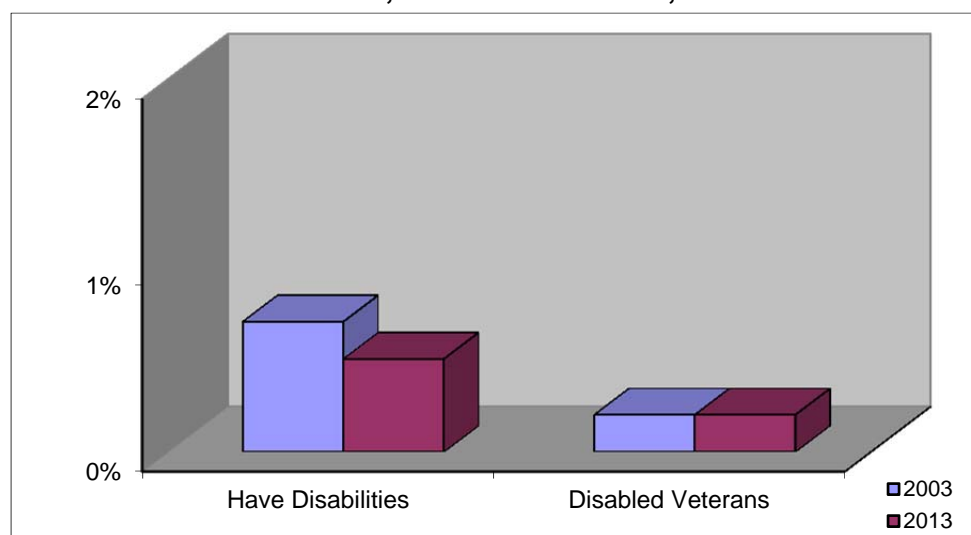
- “Vietnam-era veteran” is no longer collected
- “Other eligible veteran” has been expanded and now includes many veterans previously reported as Vietnam-era veterans
- “Armed Forces Service Medal veterans” has been added
- “Recently separated veterans” includes those individuals whose discharge date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

The following table and chart indicate the number of faculty and staff who self-reported disabilities and veteran status in 2003 and 2013.

**Table XIX**  
**Faculty and Staff by Disability and Veteran Status**  
**October 1, 2003 – November 1, 2013**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Vietnam-Era Veterans	Other Eligible Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2003	14,014	101 0.7 %	32 0.2 %	363 2.6 %	313 2.2 %	n/a	n/a
2013	16,157	85 0.5 %	31 0.2 %	n/a	509 3.2 %	73 0.5 %	10 0.1 %
Net Change	+ 2,143 + 15.3 %	- 16 - 15.8 %	- 1 - 3.1 %	n/a	+ 196 + 62.6 %	n/a	n/a

**Figure 23**  
**Faculty and Staff by Disability and Veteran Status**  
**October 1, 2003 – November 1, 2013**



### C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2003 - 2013

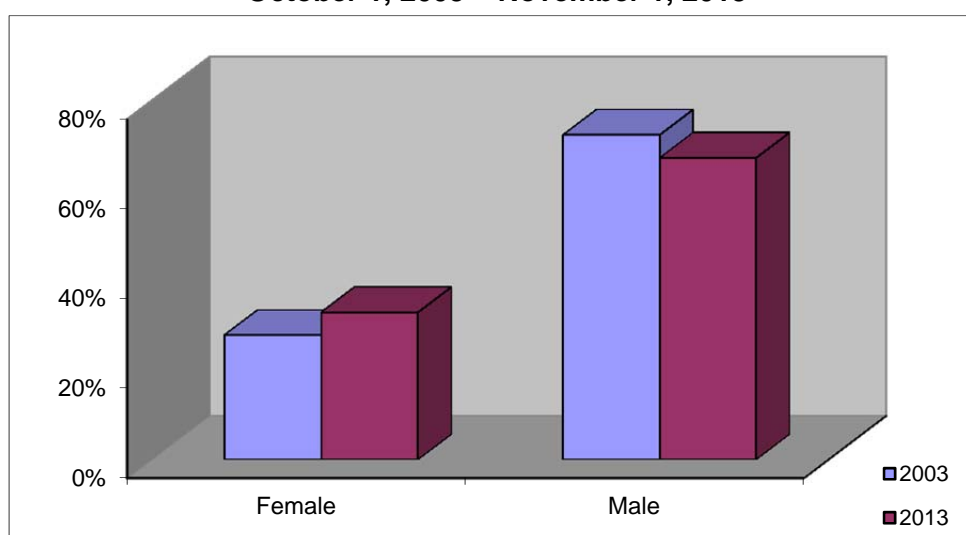
The number of tenured/tenure track faculty decreased by 101 (6.5 percent) over the ten-year period, from 1,561 in 2003 to 1,460 in 2013. However, the numbers of female and racial/ethnic minority tenured/tenure track faculty increased over this time period, women by 10.6 percent and minorities by 42.0 percent. Representation on the tenured/tenure track increased among all of the racial/ethnic minority groups.

The following table and charts indicate the sex and racial/ethnic representation among the tenured/tenure track faculty in October 2003 and in November 2013.

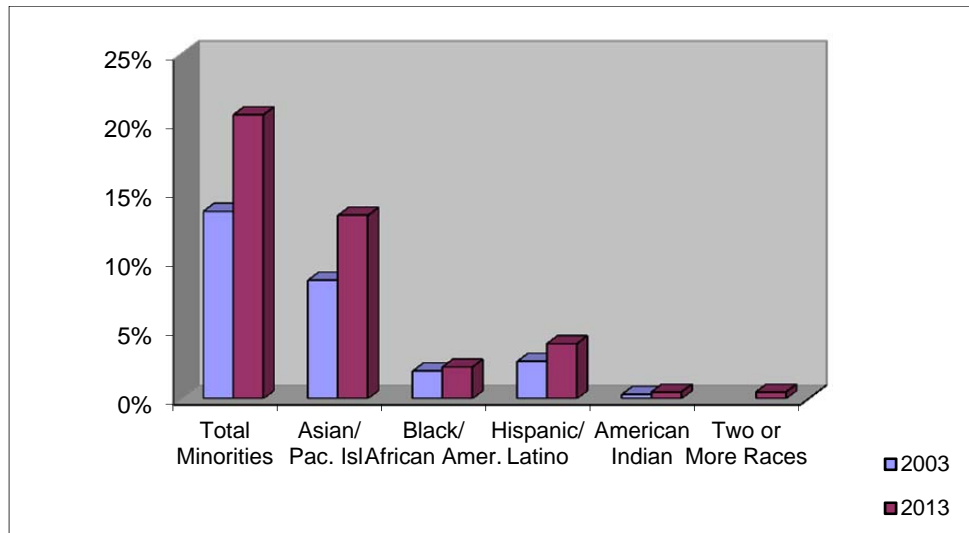
**Table XX**  
**Tenured/Tenure Track Faculty by Sex and Race/Ethnicity**  
**October 1, 2003 – November 1, 2013**

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2003	1,561	433 27.7 %	212 13.6 %	134 8.6 %	32 2.0 %	42 2.7 %	4 0.3 %	n/a
2013	1,460	479 32.8 %	301 20.6 %	194 13.3 %	34 2.3 %	59 4.0 %	7 0.5 %	7 0.5 %
Net Change	- 101 - 6.5 %	+ 46 + 10.6 %	+ 89 + 42.0 %	+ 60 + 44.8 %	+ 2 + 6.3 %	+ 17 + 40.5 %	+3 + 75.0 %	+7 n/a

**Figure 24**  
**Tenured/Tenure Track Faculty by Sex**  
**October 1, 2003 – November 1, 2013**



**Figure 25**  
**Tenured/Tenure Track Faculty by Race/Ethnicity**  
**October 1, 2003 – November 1, 2013**



#### **D. Clinical Track Faculty by Sex and Race/Ethnicity, 2003 - 2013**

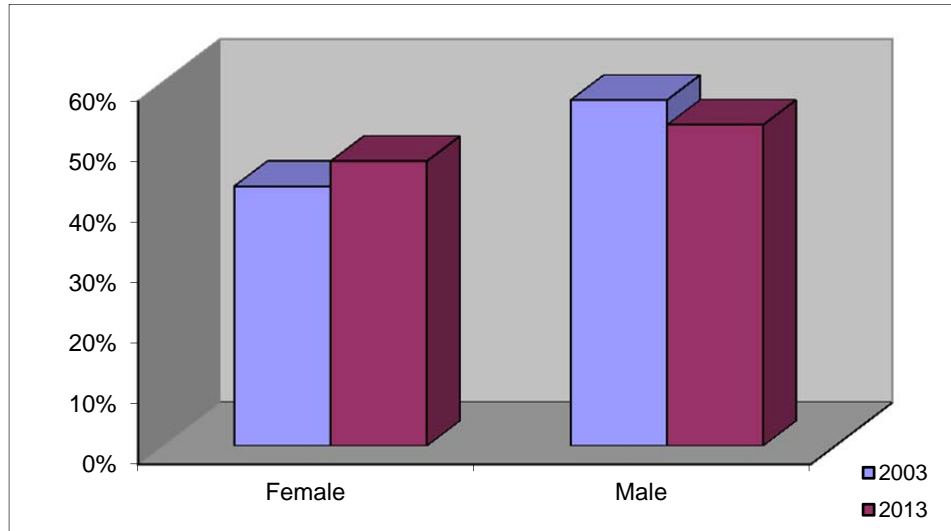
The clinical track faculty has grown by 74.0 percent in the last ten years, from 350 in 2003 to 609 in 2013. Clinical track positions are included in the Non-Tenure Track Faculty POA group. The growth of this POA group is directly related to the increase in clinical track appointments.

The number of women on the clinical track increased from 150 (42.9 percent) in 2003 to 286 (47.0 percent) in 2013. Over the ten-year period, the number of minorities on the clinical track increased from 37 (10.6 percent) to 108 (17.7 percent). The following table and charts illustrate the representation of women and minorities on the clinical track.

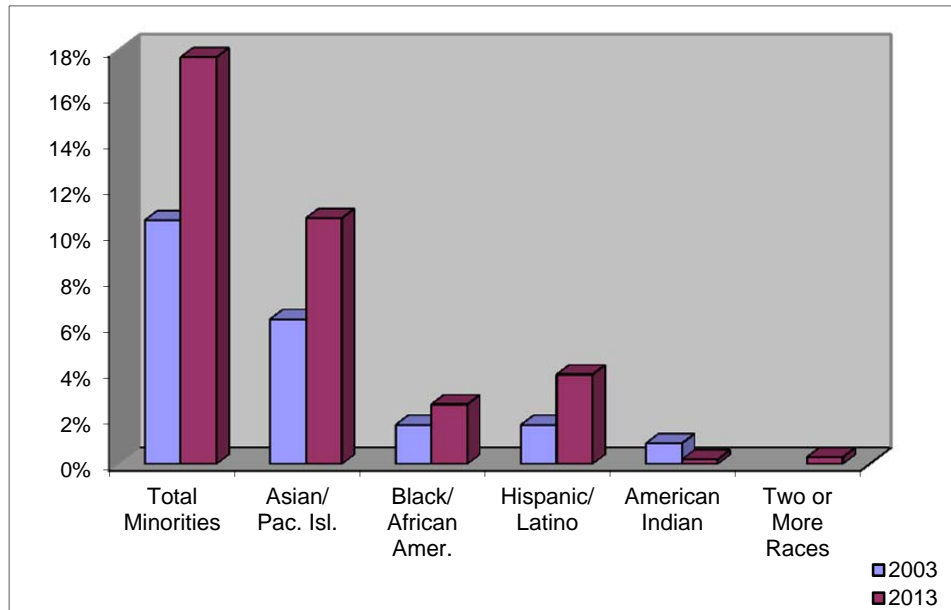
**Table XXI**  
**Clinical Track Faculty by Sex and Race/Ethnicity**  
**October 1, 2003 – November 1, 2013**

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2003	350	150 42.9 %	37 10.6 %	22 6.3 %	6 1.7 %	6 1.7 %	3 0.9 %	n/a
2013	609	286 47.0 %	108 17.7 %	65 10.7 %	16 2.6 %	24 3.9 %	1 0.2 %	2 0.3 %
Net Change	+ 259 + 74.0 %	+ 136 + 90.7 %	+ 71 + 191.9 %	+ 43 + 195.5 %	+ 10 + 166.7 %	+ 18 + 300.0 %	- 2 - 66.7 %	+2 n/a

**Figure 26**  
**Clinical Track Faculty by Sex**  
**October 1, 2003 – November 1, 2013**



**Figure 27**  
**Clinical Track Faculty by Race/Ethnicity**  
**October 1, 2003 – November 1, 2013**



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

Table XXII

**The University of Iowa Workforce by Primary Occupational Activity Group, Sex, and Minority Status in 2003, 2008, and 2013**

Primary Occupational Activity (POA) Group	September 30, 2003					September 30, 2008					October 31, 2013				
	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	315	101	32.1%	21	6.7%	380	143	37.6%	28	7.4%	369	143	38.8%	20	5.4%
Tenured/Tenure Track Faculty	1,561	433	27.7%	212	13.6%	1,488	437	29.4%	264	17.7%	1,460	479	32.8%	301	20.6%
Non-Tenure Track Faculty	534	245	45.9%	76	14.2%	703	339	48.2%	102	14.5%	931	454	48.8%	184	19.8%
Professional and Scientific Staff	6,273	4,334	69.1%	408	6.5%	7,596	5,416	71.3%	521	6.9%	8,585	6,133	71.4%	692	8.1%
Secretarial and Clerical Staff	2,713	2,313	85.3%	93	3.4%	2,565	2,184	85.1%	115	4.5%	1,922	1,611	83.8%	101	5.3%
Technical and Paraprofessional Staff	480	294	61.3%	15	3.1%	562	396	70.5%	38	6.8%	667	507	76.0%	76	11.4%
Skilled Crafts Staff	409	40	9.8%	22	5.4%	398	34	8.5%	21	5.3%	358	22	6.1%	17	4.7%
Service and Maintenance Staff	1,729	906	52.4%	237	13.7%	1,883	1,003	53.3%	257	13.6%	1,865	987	52.9%	358	19.2%
<b>Total</b>	<b>14,014</b>	<b>8,666</b>	<b>61.8%</b>	<b>1,084</b>	<b>7.7%</b>	<b>15,575</b>	<b>9,952</b>	<b>63.9%</b>	<b>1,346</b>	<b>8.6%</b>	<b>16,157</b>	<b>10,336</b>	<b>64.0%</b>	<b>1,749</b>	<b>10.8%</b>

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

Annual Affirmative Action Progress  
and Diversity Report  
November 2013

Submitted by:

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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, 2012 to September 30, 2013.

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

Iowa State University continues to take an active role in recruiting for diversity within the community.

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 Vice President of Student Affairs is an integral part of the planning and development of NCORE, a highly regarded national conference. Stemming from NCORE is the nationally acclaimed Iowa State Conference on Race and Ethnicity (ISCORE) held annually at Iowa State University, and organized by a committee with representatives from Student Affairs and other University departments. The Iowa State Conference on Race and Ethnicity has been in existence for more than a decade. The 2013 ISCORE conference was kicked off with President Leath welcoming the participants and setting the tone for the day. Mary Jo Gonzales, Associate Dean of Students shared her experiences as a first generation college student and woman of color and how she has chosen to dedicate her life to leading programs to help individuals achieve their academic, personal, social, and professional goals. More than 350 students, faculty, and staff attended the luncheon address by Nancy “Rusty” Barcelo, one of the most highly respected authorities on equity and diversity in Higher Education. Dr. Barcelo is currently the President of Northern New Mexico College and has served previously as the Vice President and Vice Provost for Equity and Diversity at the University of Minnesota, and as the Vice President for Minority Affairs and Diversity at the University of Washington. Overall, more than 620 students, staff, and faculty participated in the conference. ISCORE highlights how important discussions of race and ethnicity continue to be.

The Dean of Students Office continues to conduct a number of outreach sessions to discuss the policy on sexual misconduct and student rights and responsibilities in regard to this policy. In



addition to providing information about the policy itself, resources for students in need of support or assistance are also identified. Presentations have been done for a number of academic courses, Greek chapter houses, residence life staff and students, athletics, and other student organizations and leaders.

The Student Counseling Service continues to improve its accessibility to multicultural students through extensive networking and outreach presentations to improve visibility and overcome the stigma of utilizing counseling services. The clinical service of SCS serves a variety of diverse populations and works to maintain an atmosphere of welcome to all. In clinical practice, 17.7 % of SCS students identify as African American, Asian American, Latino/Latina, Native American or multi-racial, while 6.8 % identify as international students. SCS has a strong partnership with LGBTSS and works actively to support students who need counseling services as they address their gender identity. Additionally, 9.6% of SCS students identify as lesbian, gay, bisexual or questioning.

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>12.5</b>	<b>10.1</b>

Iowa State University experienced an increase in total workforce from 2012 attributing to actual number increases in most of the 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 2012.

Executive/Administrative/Managerial female employees saw an increase of 29 female employees and an increase of 4.7% from 2012. Tenure Track Faculty saw an increase of 7 female employees but a decrease of .1% from 2012. Non-Tenure Track Faculty saw an increase of 40 female employees but a decrease of 1.3% from 2012. The Professional and Scientific group saw an increase of 29 female employees and a decrease of .6% from 2012. The Technical/Paraprofessional group also saw an increase of 2 female employees and an increase of

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<sup>1</sup> Information provided by the 2010 United States Census Bureau.

.9% from 2012. In the Secretarial/Clerical group there was a decrease of 6 female employees and a .5% decrease from 2012. The number of female employees in the Skilled Crafts group saw a decrease of 2 female employees and a decrease of 1% from 2012, and the Service/Maintenance group saw an increase of 5 female employees and there was a .2% increase from 2012.

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 2012.

Executive/Administrative/Managerial minority employees saw an increase of 3 employees and an increase of .2% from 2012. Tenured/Tenure Track Faculty saw an increase of 10 minority employees and an increase of .4% from 2012. Non-Tenure Track Faculty had an increase of 12 minority employees but a decrease of .2% from 2012. There was an increase of 41 minority employees and an increase of 1.4% from 2012 for the Professional and Scientific group. The number of minority employees in the Technical/Paraprofessional group remained unchanged and the percentage remained unchanged from 2012. The number of minority employees in Skilled Crafts remained unchanged for minority employees but there was a decrease of .1% from 2012. The Secretarial/Clerical group remained unchanged for minority employees and the percentage remained unchanged from 2012. The Service/Maintenance group saw a decrease of 4 minority employees and a decrease of .8% from 2012.

Iowa State University experienced a net increase of 104 female employees and a net decrease of .2% from 2012.

Iowa State University experienced a net increase of 62 minority employees and a net increase by .6% from 2012.

## **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 report, including recommendations, will be submitted the Office of the President and, subsequently, released publicly. Dr. Jackson is currently working on finalizing the report.

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 2012 NAACP Ames Branch Freedom Fund Banquet on February 1, 2013
- Table sponsorship for university leaders to attend the 2012 NAACP Des Moines Branch Freedom Fund Banquet on October 20, 2012
- 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.

### **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. Since September, 2008 almost 500 employees and graduate/professional students have visited the Ombuds Office. Every year the protected class status of Ombuds Office visitors is informally monitored via observation or voluntary self-identification. This year's gender breakdown of visitors to the office was 62% women to 38% men. Women visitors

continue to outnumber men visitors, and are overrepresented when compared to their general populations on campus. Twenty-five percent of all visitors during FY 2013 appeared to be members of a protected class (other than gender), yet fewer than 9% of all Ombuds Office visitors felt that a diversity-related issue played a part in their conflict. Over the past five years there have been no identifiable trends regarding either diversity-related issues, or the protected class status of visitors to the Ombuds Office.

The Ombuds Office also provides the University community with online resources related to “Diversity and Conflict Management” as part of its online Ombuds Office Resource Guide. And during many of her outreach presentations the Ombuds Officer includes information related to recognizing 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):**

- Publicize and maintain the top levels of the Iowa State website, including the site on "How to make your website accessible". Developed the "Diversity Audit" website for the Office of the President.
- Publicizes articles and announcements on such topics as: ombuds office, STEM activities, university life survey, diversity training opportunities for employees, enrichment grants and open forums and lectures.
- Maintains 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.

#### **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.
- Minority member continues to serve on the Athletics Council.

- The Student-Athlete Advisory Committee SAAC participates annually in ISU's Martin Luther King Day observance, since at least 2008. A SAAC member has been a speaker at the event for the last two years.
- Profiled select African American former letterwinners on cyclones.com during Black History Month.
- December 2012 held a mandatory in-person Diversity and Harassment Training for Athletics staff, presented by OEO and University Counsel. Staff who missed the in-person sessions were required to watch a taped DVD of the session. So as of spring 2013 100% of Athletics staff members were trained/retrained.
- Communicate to all regular new hires the expectation that they attend the university's Discrimination and Harassment Prevention course in-person or via the on-line course, and follow-up with reminders and links.
- Continue to provide paid memberships to NACWAA (National Association of Collegiate Women Athletics Administrators) for many of our female staff, coaches, and designated administrators.
- Continue to provide paid memberships to the Black Coaches and Administrators organization (BCA) for our minority staff and designated head coaches and administrators.
- Post job vacancies on national recruitment sites including NCAA, BCA, NAWAA, NACDA, etc.
- Student-athletes participate in ISCORE (Iowa State Conference on Race and Ethnicity) annually since at least 2006.
- Hold a Student-Athletes of Color Recognition Banquet each fall since 2009. Staff from ISU Office of Multicultural Affairs typically attend this event.
- Hosted a viewing and discussion of "42", the Jackie Robinson movie, for student-athletes of color in spring 2013.
- 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).
- We have a staff member on ISU Sexual Misconduct Planning and Programming Subcommittee, which focuses on sexual misconduct prevention.
- Offer/require a University Studies Course to all freshman student athletes that includes speakers from the LGBT Student Services Office, Multi-Cultural Student Affairs, The Women's Center, Judicial Affairs, etc (2 sections in both fall and spring semesters).
- All teams have an opportunity to complete a Plus 1 Program which provides personal development opportunities based on the teams' needs and options could include topics surrounding diversity issues.
- Reviewed and discussed NCAA Transgender Student-Athlete Resource Book.
- Have a staff member designated to oversee the Diversity & Inclusion efforts for student-athletes, which is part of the reorganized Student-Athlete Affairs (previously known as Life Skills).
- A faculty mentoring program was piloted for multicultural football student-athletes in fall 2012, which includes faculty/staff from ISU.
- As part of our After ISU career programming, a Ladies Night will be held in fall 2013, which will allow female student-athletes to make connections with women in the ISU/Ames communities.
- The athletics department recognized the 90<sup>th</sup> anniversary of the death of Jack Trice, our first African American student-athlete, by wearing throwback uniforms in his honor in fall 2013.
- 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.

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

- Participated in the following Graduation receptions: International Students, Minority Students, and Lavender Students.
- Implemented Lavender Alumni Society.
- 82% of ISUAA staff is female, 3.6% minority.
- Ethnic diversity represented in individuals chosen for VISIONS magazine, ISU News Flash, Merchandise catalogue, and on our website.
- Diversity represented in awards presented to 42 people. There were 25 males and 15 females, two company/group awards, three multicultural, and one African American.
- ISU Alumni Association Board consists of 47% female and 11% minorities.
- Of the known ISU alumni minorities, 7.3% are members of the ISU Alumni Association (1073 individuals).
- 44% of ISUAA members are women (19,900 individuals).
- 2.6% of individuals listed on the Wall of Alumni and Friends are minorities (119 individuals).
- 37% of individuals listed on the Wall of Alumni and Friends are women (1694 individuals).
- 1.2% of SAA members are minorities (67).
- 46% of SAA members are women (2511).
- Of the 55,513 ISU young alumni, 9.8% are listed as minorities (5,421).
- Visions Across America featured diversity in alumni:
  - Total alumni featured = 129
  - 73 were male, 56 were female
  - Ethnic minorities = 13
    - a) African American = 6
    - b) Asian = 2
    - c) Hispanic = 1
    - d) Other (Trinidad/Panama, Turkey, Egypt, Jordan, India) = 4
  - Identified openly as LGBT = 3
  - Disabilities (blind, rare form of muscular dystrophy) = 2
  - Past retirement age = 19

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

*Affirmative Action Compliance:* 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, executive orders, regulations and University policies. OEO is responsible for disseminating the Affirmative Action 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 Equal Employment Opportunity (EEO), Affirmative Action (AA), diversity and inclusion, and recruitment of excellent and diverse faculty.

*Discrimination and Harassment Complaints:* The Office of Equal Opportunity is responsible for investigating complaints of discrimination and harassment made by employees and students based on protected classes. The Office of Equal Opportunity provides training and education on the topic of discrimination and harassment prevention at the University Orientation Program, incoming graduate and teaching assistants, 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 Human Resources Department. The Office of Equal Opportunity has strong partnerships with Office of the Senior Vice President and Provost , Iowa State Police Department, and the Dean of Students Office and have 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. OEO partners with the Senior Vice President and Provost (SVPP) on complaints of discrimination and harassment regarding faculty and staff.

*Training and Education:* The Office of Equal Opportunity is responsible for conducting discrimination and harassment prevention training, Title IX/sexual harassment training, Affirmative Action and Equal Opportunity, and Diversity and Inclusion training across campus to help employees understand types and instances of discrimination and harassment including sexual harassment, equal opportunity and Affirmative Action, and diversity and inclusion in the work and educational environment. Discrimination and harassment training helps faculty and staff learn how these types or instances relate to ISU's Discrimination and Harassment Policy, how to prevent discrimination and harassment, and appropriate reporting procedures. This year, 2467 faculty, staff, and graduate students participated in discrimination and harassment prevention training sessions. OEO partnered with the Dean of Students Office to conduct additional training around the Student Sexual Misconduct, consent, and University policies. Additionally, OEO conducted diversity in the workplace training for 436 faculty and staff. OEO was invited to provide training to student athletes and academic units on the Iowa State University Discrimination and Harassment Policy.

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

Based on the ISU Extension and Outreach Equity and Diversity Plan, the following examples highlight diversity activities during November 2012 to the present that indicate movement toward the goals set out in the plan;

Goal 1: Institutional commitment

- ISU Extension Goal: *ISU Extension creates an environment where everyone feels welcome, respected, and safe. It is highly recommended that each Extension program/unit has an active diversity committee with specific responsibilities and accountability for addressing diversity issues in the program/unit. It is also highly recommended that every ISU Extension employee has a diversity related goal that aligns with the ISU Extension-wide plan.*

Goal 2: Curriculum and pedagogy (client focused)

- ISU Extension Goal: *Diverse audiences are engaged in the development of ISU Extension curricula.*

Goal 3: Research and scholarship (research-based program development for diverse audiences)

- ISU Extension Goal: *ISU Extension develops research-based educational programs that address diversity issues.*

Goal 4: Increase under-represented populations (employee focused)

- ISU Extension Goal: *ISU Extension utilizes recruiting and hiring practices designed to diversify the applicant pool.*

Goal 5: Inter/intra-group relations (enhancing relationships — external)

- ISU Extension Goal: *ISU Extension actively engages with the leadership of diverse audiences. Program areas strive to provide services to underserved audiences.*

#### Staff and Internal Actions:

- A NIFA Civil Rights Review of employment was conducted June 10-14, 2013. No violations were indicated during the review. The full report has not been received.
- All ISUEO Staff completed mandatory sexual harassment and discrimination training and diversity in the workforce training provided by ISUEO HR and ISU EO offices.
- ISUEO new staff orientation was updated and conducted twice during the year to better reflect needs of participants to provide a deep and caring welcome for all new faculty and staff.
- The Civil Rights reporting system was updated and deeply monitored for data quality.
- Diversity training was conducted for the ISUEO leadership team.
- A large cohort of staff attended the Extension Urban Conference and documents improved and new ways of reaching underserved and underrepresented audiences.
- Special marketing efforts to recruit minorities for open staff and faculty positions resulted in larger, diverse pools of candidates.
- Actively included diversity in the faculty and staff search committees.
- Agriculture and Natural Resources Extension created a Diversity Committee that developed and delivered training to all ANR staff at the spring professional development conference.
- ISU Extension Community Economic Development hired a second community development specialist with expertise in minority business and leadership. The position was based at the Town/Craft center in Perry, Iowa.
- County Extension Councils have recognized the need for a more diverse staff and are actively recruiting within underserved state resident audiences leading to more ethnic and gender diversity.
- The composition of the County Extension Councils has been analyzed for race and gender equity. Gaps are then being addressed when recruiting new nominees for the councils.
- ISU Extension and Outreach marketing and communications materials are constantly monitored and updated for inclusive language and to visually represent diverse audiences.
- Two master trainers, from Puerto Rico and who are bilingual, were hired for the *Strengthening Families Program 10-14* to deliver trainings in Spanish.
- A master trainer with a minority background was hired to for the *Strengthening Families Program 10-14* program.
- CIRAS staff continues to study the book, **The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies**, and led further discussions on these topics within the team.
- CIRAS staff led training on *OUCH! That Stereotype Hurts!* to new CIRAS staff that had not previously completed this training.
- CIRAS staff was informed about aspects of cultures with which staff may not be familiar. Presentations made by CIRAS staff included Culture Snapshot Singapore, Indian Festival DEEPAWALI, and Chinese New Year – Spring Festival and various aspects of the Chinese culture.
- CIRAS staff continued to compile photographs appropriate for a diverse audience and made photographs available for use in CIRAS materials. The team led a discussion at a CIRAS staff meeting related to integration of images in CIRAS materials.
- CIRAS staff read the book, **Nickled and Dimed On (Not) Getting By in America** by Barbara Ehrenreich. The team related how socio-economic issues may impact CIRAS clients – discussed how staff working in companies needs to understand how these issues may impact individual client participation in CIRAS trainings and projects.



#### Programming Actions:

- A NIFA Civil Rights Review of programming was conducted June 10-14, 2013. No violations were indicated during the review. Several programs were designated for commendation. The full report has not been received.
- The 2013 ISUEO annual conference modeled the use of asynchronous online learning as a model to reach underserved and underrepresented audiences.
- ISU Extension and Outreach video staff created a video targeted to Latino audiences about nutrition, food security and health for the Food Assistance Outreach Program.
- ISU Extension and Outreach staff utilizes more social media to reach new and underserved audiences.
- The Organizational Advancement unit has assisted staff by connecting the staff with campus resources for language translation and helping to address clientele with special accommodations for programming.
- The Organizational Advancement unit provided staff with awareness building materials translated into Spanish to help them reach growing Latino populations in many Iowa communities.
- The Organizational Advancement unit assisted county offices with office space recommendations that include improving accessibility.
- Nutritional assessments have been conducted with older adults (age 65+) in rural and urban locations throughout Iowa, with almost half of the participants screened at locations and/or programs serving older adults with limited incomes.
- Food assistance outreach education was implemented in several counties throughout Iowa.
- Provided a *Family Mealtime* presentation using a *Kids Eat Right* grant for families with limited incomes in West Pottawattamie.
- The inaugural local *Money Smart Week* campaign in Fort Dodge held events for audiences with limited incomes, including a *Money Smart Week Information Fair*.
- The *Volunteer Income Tax Assistance Program* served clients with limited resources in several locations throughout Iowa.
- Latino youth and parents increased their understanding of how to successfully graduate from high school and pursue higher education through participating in *Juntos Para Una Mejor Educación (Together for a Better Education)*.
- In the fall of 2013, a *First Step Fact Trac* entrepreneurship class was offered to Latino small business owners. The class was a cooperative effort with ISED (Iowans for Social and Economic Development), the Small Business Development Center, and Iowa MicroLoan.
- In Sioux City, a partnership has been formed with several other agencies to offer youth programming, parenting, job skills training, and nutrition education for Hispanic and underserved audiences.
- Men transitioning from the Mt. Pleasant Correctional Facility participated in financial literacy training as part of their Life Skills re-entry program provided by Human Sciences Extension & Outreach.
- Human Sciences Extension & Outreach provided education to women in the Mt. Pleasant Correctional Facility for the *Together We Can* program. The class is designed to improve co-parenting relationships of single parents.
- The staff of the *Strengthening Families Program 10-14* conducted training with a Native American (Lakota) group and explored adaptation.
- A webinar was hosted for Amish farmers on produce handling.
- A partnership with the Iowa Department of Human Services was formed to facilitate racial equity awareness learning exchanges around the state. These sessions help build organizational capacity to engage in ongoing “courageous conversations” about the intersections of race, equity, and child welfare reform.

- A presentation on *Race: The Power of Illusion* was shared at the Iowa Breakthrough Series Collaborative on Reducing Disproportionality and Disparate Outcomes for Children and Families of Color.
- Job training in Spanish at Mt. Pleasant Foods for the period of January of 2013 – Aug 2013 resulted in 44 Spanish-speaking individuals becoming eligible for employment at a food processing plant.
- Farm women attended the *Managing for Today and Tomorrow* program where they learned how to create a transition plan to ensure that the farm continues as a productive, agricultural business through a five-session course.
- New *Family Storyteller* marketing materials have been developed showing more diversity in the brochure photos. The parent handouts for the program are available in Spanish.
- Books and exams for the ServSafe© program are available in multiple languages.
- New food assistance outreach materials were developed for midlife and older adults.
- Promotional materials for the *Strengthening Families Program 10-14* were translated into Spanish, and there is potential for sessions in Spanish in the future, due to a partnership between PROSPER in Franklin County and a Catholic church with a focus on outreach specifically with the Latino population.
- Free USDA nutrition education materials (story books and games) are available in Spanish for EFNEP and FNP staff to use.
- Food safety information communicated with limited text and visual based messages have been developed with English and Spanish versions. These messages focus on hand washing, glove use, cleaning and sanitizing procedures and use of thermometers.
- The Polk County Extension and Outreach 4-H program partners with the Young Women's Resource Center to provide educational programming with teenage participants who are pregnant.
- The Polk County Extension and Outreach 4-H program partners with Metro West and Harbor School, two alternative schools representing six area school districts, to provide educational leadership programming with high school age youth.
- The Monona County 4-H program has a strong working relationship with members of the Monona County Community Alliance regarding bullying prevention outreach efforts with an emphasis of youth and adults accepting individuals' differences. The Monona County Community Alliance and Monona County school districts are major partners in this outreach effort.
- A 4-H club in Mills County is composed of youth with physical and mental disabilities and who reside at the Glenwood Resource Center. The needs of the youth are very specific and this club gives the youth an opportunity to participate in 4-H educational learning opportunities that are in alignment with the youths' skills and capacities.
- Implemented the VERB program in Tipton with support from the Community Foundation of Cedar County. Programming during the summer lunch program provided opportunities to reach youth audiences that included youth from families with limited incomes and youth with learning and physical disabilities.
- Buchanan County Extension and Outreach 4-H program hosted a farm safety workshop for the local Amish community.
- Black Hawk AmeriCorps and Food Corps members worked hard to increase a 4-H presence in underserved neighborhoods. AmeriCorps and Food Corps members are developing relationships with the youth, parents, and staff at the Unity Square housing complex.
- Community Economic Development specialists had contact with 3,036 Latinos and 1,045 people in other minority groups (African-American, Native American, Asian).
- Community Economic Development specialists provided diversity training to 52 business leaders, as well as 420 youth.

- Latinos attended Éxito en el Norte (Success in the US) classes. Éxito en el Norte is a DVD series designed helps both new and established Spanish-speaking residents meet the challenges of daily life in the U.S., providing critical life skills information and tools, and promoting community involvement, self-sufficiency and overall contribution to local communities across the US.
- Community Economic Development specialists assisted Latino business leaders and entrepreneurs, assisted minority entrepreneurs start or improve their businesses, assisted with the creation of approximately 90 jobs for minority employees. Community development specialists have facilitated the development of Latino business networks in southeast and central Iowa.
- Community Economic Development specialists worked with 13 food pantries to train roughly 40 leaders and citizens on local food systems, resulting in the food pantries increasing the number of days per week that meals for the needy from three to four. The populations impacted include Hispanic, African-American, Native American, and Asian.
- Agriculture and Natural Resources made efforts to explore the unmet professional and career needs of women working in Agriculture and Natural Resources. Programs targeted for women include “Annie’s Project” and “Navigating the Water”.
- An ISU Extension and Outreach Franklin County Horticulturalist led a Container Gardening workshop with ladies at La Luz Hispana (Hispanic Center) in Hampton, Iowa.
- Organized and taught the Master Gardener Class Program series at the Iowa Medical and Classification Center (Oakdale Prison).
- Agriculture and Natural Resources Specialists recruited for several of the Beginning and Young Livestock Producer Network groups by targeting young farm couples to include wives attending sessions.
- Agriculture and Natural Resources presented at an Amish Growers Horticulture Field Day.
- Agriculture and Natural Resources presented to the Iowa City Area Chinese with fruit growing options and techniques.

### **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*

In the past year, the SVPP has supported the development of several faculty and staff affinity groups, specifically the Black Faculty and Staff Association, the Latino Faculty and staff Association, and the LGBT Faculty and Staff Association. 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.

#### *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 60 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 \$6.7 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.

#### *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.

#### *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 funds for six ISU staff/student/faculty to attend the Way Up Conference, each year.

### **Coordination of university committee efforts:**

#### *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 that distributes \$50,000 as seed money for a range of diversity initiatives.

#### *Work/Life Advisory Committee*

This committee of faculty, staff, and student representatives is charged with coordinating the university's efforts to recognize and address the stresses of work/life. The committee helps maintain a university work/life web page, identifies issues of concern to the campus community, and collaborates with other constituencies and units to identify strategic approaches (policy development, investment in infrastructure, needs assessment, etc.) to supporting work/life management across campus constituencies.

### *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 college. The UCW is finalizing work on a ten-year Status of Women report. The UCW meets each semester with the provost, and once a year with the 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.

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. 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. ADVANCE is piloting a "Collaborative Transformation" (CT) program for departments preparing to undergo program review. The CT 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.

### *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 and Economic Development. NSF funding will be \$1.25 million over 5 years; ISU has also made significant commitments to support the program during the 5 years and beyond.

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 2012-2013, there were over 40 speakers, events, and performances with people of diverse cultures or those speaking to issues of diversity. 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. In 2012-2013, CELT sponsored two Teaching and Learning Circles focused on issues related to diversity: “Chinese Students, American Classrooms” and “Creating An Inclusive Classroom: I’m more than the color of my skin”. Each Teaching and Learning Circle met for four to six weeks and addressed mechanisms for fostering an inclusive classroom environment for all students.

### *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, and study abroad in Brazil (scheduled to be offered for the first time in 2013-2014).

### *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 (PWSE).*

The Program for Women in Science and Engineering (PWSE) 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 PWSE’s mission is in direct alignment with increasing diversity on the ISU campus. To achieve its mission, PWSE 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 3000 6-12th grade girls each year) and the PWSE Student Role Model Program (where undergraduate students visit classrooms across the state facilitating hands-on STEM for 6000 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. Over the past five years, these programs have impacted students in all 99 of Iowa’s counties.

## **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 part of that effort, the committee takes an active role in disseminating information to ITS staff about diversity activities. Appropriate notices are included as part of the ITS newsletter, which goes out to all ITS staff.

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;
- Providing demonstrations of assistive technology as part of National Disability Employment Awareness Month, as well as at other times of the year;
- Provide assistive technology in computer labs across campus. This includes not only ITS labs, but also the Parks Library and the Athletic Success Center;
- ITS is an important participant in events and activities such as the annual Disability Awareness Week;
- 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 17,249 loans made, including 3,629 instance of borrowing laptops;
- Investigation of new technologies that might be adopted for university-wide use includes examination for accessibility ease and legal compliance.

ITS has taken an active role in providing information about accessibility to the campus as a whole. As a support department, our opportunities for racial ethnic, and lifestyle diversity programming are perhaps a bit more limited. However, the University Diversity Committee has suggested that we can play a major role in accessibility awareness and we have strengthened our efforts in that area.

The Chair of the ITS Diversity Committee also sits on the wider University Committee on Diversity (UCD) and is involved in the activities of that body. The UCD is aware that the current reporting metrics do not accurately gauge the responsibilities for departments such as ours and is in the process of determining more appropriate measures of diversity efforts.

### **Ames Laboratory**

Recruitment and training:

Recruitment strategy: Ames Laboratory conducts a return on investment analysis on recruitment sources for advertised positions to determine our success in attracting qualified candidates from various sources.

All Ames Laboratory hiring managers were completing the on-line “Invite Diversity” training when filling positions. “Invite Diversity” is no longer available; however, when the new version is available, Ames Laboratory will utilize this resource.



## Education and Community Outreach

Ames Laboratory sponsored High School and Middle School Science Bowl programs in 2013. Forty (40) teams (200 students) plus coaches make up the High School Science Bowl competition and 16 teams (80 students) participated in the Middle School Science Bowl. The events also brought together 150+ volunteers to support the yearly science bowls. Volunteers include Ames Lab staff and students as well as ISU student groups. Our interaction with the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE) 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, a National Honor Society for Women in Chemistry; American Institute of Chemical Engineers; WiSE, Women in Science and Engineering; Golden Key; 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 ISU through visits to college and department displays that were staffed by ISU personnel during the academic competitions. Display providers in 2013 included Admissions, College of Design and LAS.

Ames Laboratory sponsored the Visiting Faculty Program in 2013. Three teams of students/faculty participated in this summer internship. Student/faculty representation is from Historically Black Colleges and Universities around the country. Members of the VFP teams include a faculty member and two students from Fort Valley State University in Fort Valley, Georgia; a faculty member and two students from LeTourneau University in Longview, Texas; and a faculty member and one student from the University of Texas-Pan American in McCallen, Texas. The VFP program consisted of a 10-week internship at the Lab in summer 2013.

Ames Laboratory sponsored the Student Undergraduate Leadership Program (SULI) program in 2013. Twenty-six students worked with scientists/mentors in 10-week internships during the summer, and five students worked with scientists/mentors during fall semester. The program participants represent a diverse group of individuals.

## International Partnerships:

Ames Laboratory and the New Energy and Industrial Technology Development Organization, a Japanese energy and industrial technology R&D organization, signed a memorandum of understanding on Sept.9, 2013, to promote cooperation between the two agencies in rare-earth and critical materials research.

## **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 2013, - Iowa State University once again enrolled its most diverse student body ever. A record number of international students (3,797) are now enrolled, comprising over 11% of the total enrollment. More than one in five Iowa State students is either a minority or an international student. Total U.S. minority and international enrollment is 7,486, or 22.5% of the student body. U. S. minority enrollment is 3,689 (11% of total enrollment). For the past seven years, Iowa State has met or exceeded the 8.5% minority enrolment goal set by the Iowa Board of Regents.

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 2012-2013 that supported diversity goals include:

#### Conferences:

- Student Disability Resources staff attended the Regents University Disability Awareness Summit at the University of Iowa (October 2013). Iowa State will host the summit in October 2014.
- Student Disability Resources hosted its annual Disability Awareness Week (October 14-19, 2013). The week included co-sponsorship of guest lecturer Robert Krueger, MD who is a contributor to the newest edition of the Diagnostic and Statistical Manual used by mental health professionals to diagnose mental illness.
- Students Affairs employees attended the 2013 National Conference on Race and Ethnicity (NCORE) in New Orleans, LA. ISU counselors facilitated students' learning and discussion and this year Dr. Sarah Anthoney from Student Counseling Service, served as the large group facilitator for the ISU NCORE team.
- Several Students Affairs employees attended ISCORE 2013, Iowa State University's own conference focused on promoting diversity education and celebrating diversity in the university community.
- Through a partnership in Student Affairs, ISU was the host site for the Dungy Leadership Institute, creating pathways to student affairs careers for students from historically marginalized groups.

#### Staff training:

- Student Disability Resources facilitated numerous presentations to campus departmental staff regarding services/resources to students with disabilities.
- Lesbian, Gay, Bisexual and Transgender Student Services (LGBTSS) conducted nine Safe Zone 101 trainings that expand knowledge of biological sex, gender identity, and sexual orientation through awareness, education, skill building, and action planning. The trainings focus on

enhancing faculty, staff, and graduate assistants service to students related to various identities and intersections.

- Greek Affairs developed a new purpose statement to direct the work staff does with students which articulates social justice as a value of fraternity and sorority life at Iowa State.
- Each year new psychology interns at Student Counseling Service have three weeks of orientation which includes a full day processing multicultural awareness and exploration of cultural identities. The Multicultural/Professional Issues seminars include presentations on at least seven diversity-related topics. Diversity and multicultural issues are integrated into all of the Student Counseling Service's case conferences and seminars.

Recent intern seminar topics:

- Working with Asian and Asian-American Students
  - Working with Latino Students
  - Issues Facing African American Students at ISU
  - Working with LGB Clients
  - Working with Transgender Clients
  - Multiracial Identity
  - Disability Services for College Students
  - Social Justice Issues in Therapy
  - Safe Zone Training
- 
- Student Affairs contributed to and supported the development of an Enrollment Services diversity initiative named ESCORE (Enrollment Services Conference on Race and Ethnicity). ESCORE leaders were identified and attended the 2013 NCORE conference as a team. This group continues to meet to determine how to best deliver diversity awareness training to the enrollment services staff (Admissions, Financial Aid, and Registrar).
  - University Registrar, Laura Doering presented, as part of a panel, at the AACRAO national conference in April 2013 on the issue of records and preferred name management for transgender students. The Office of the Registrar continues to collaborate with ISU LGBTSS on this evolving issue.
  - 2012-2013 marked a successful first year launch of the Iowa State University Veterans Services Center, including identification, development, and/or implementation of budget, staff, student leadership opportunities, programming, services, and office space. *Please see addendum for more information.*
  - Lauri Dusselier (Student Health) is on the Women's Leadership Consortium as a representative with responsibilities in women's health and wellness. The Consortium brings together leaders of women's programs and services on the Iowa State University campus, facilitates coordination of programs and initiatives, serves as a resource to administration, and encourages the advancement of women into leadership positions.

#### Student training & programming:

- Residence life conducts a variety of small group programming for Understanding and Appreciating Human Difference. Under this program students will recognize that their community is comprised of diverse individuals whose experience is enhanced by civilly engaging and considering multiple perspectives and viewpoints. Initiatives conducted during the program addressed five educational outcomes:
  - Be able to develop strategies that will assist them to have conversations with students who are different from them
  - Be aware of campus resources that inform and educate on matters of diversity
  - Develop strategies that will enable them to build communities that are inclusive and open to diverse view points and backgrounds

- Be able to articulate the benefits of living and learning in a diverse educational environment
  - Be active participants in confronting behaviors that marginalize students
- Multicultural Student Affairs created a new partnership with the College of Engineering in offering an engineering track to Academic Program for Excellence (APEX), an eight-week academic summer program for first year multicultural students. APEX<sup>E</sup> was established for students interested in pursuing a degree in Engineering.
- Multicultural Student Affairs supports the Latino/a Leadership Retreat, an overnight leadership retreat for Latina/o students.
- Multicultural Student Affairs advises the Men of Color Collective, a student-led group focused on leadership, support, and development of historically marginalized males at Iowa State University. Programming and discussions focus on five key pillars: Support, Safety, Skills, Scholarship, and Success. The Men of Color Collective is funded through a Women's and Diversity Grant award.
- Susan Rhoades (Academic Success Center) and Rachel Azima (Writing and Media Center) facilitated presentations about the U.S. academic environment to new international students at the International Students and Scholars Office (ISSO) orientation.
- Margaret Sloss Women's Center collaborated with Friends of International Women, Iowa Resources for International Service, YWCA of Ames-ISU, and Ames Public Library for International Women's Day. A panel of women shared challenges they and other women encounter worldwide.
- Margaret Sloss Women's Center collaborated with Carrie Chapman Catt Center for Women and Politics on Women's Equality Day. Forty-six students were registered to vote during this event.
- Margaret Sloss Women's Center, Writing and Media Center, and Multicultural Student Affairs collaborated with the Graduate College to bring Kathy Obear for a 2-day workshop. Obear provided tools for faculty and graduate students about how to initiate discussions on diversity and create inclusive environments within their departments.
- Margaret Sloss Women's Center and Multicultural Student Affairs organized the 3<sup>rd</sup> annual Womyn of Colour Network retreat for undergraduate and graduate women of color.
- Students from TRiO Student Support Services Program attended two cultural events from the ISU Lecture Series Program – *How artists are transforming the Narrative on Immigration and Equality* and *Islamophobia: The Challenges of Being Muslim in America*.
- First-year Hixson Scholars enrolled in Hixson Seminar are required to attend two campus diversity events or lectures and submit blog entries on the events.
- Hixson Seminar (U ST 101a) leads an annual session on campus diversity that includes a speaker from Multicultural Student Affairs and case study discussion.
- Fall 2013 Writing and Media Center GA training included new units on anti-racist work in the writing center and working with English Language Learner students.
- Writing and Media Center undergraduate peer tutors were actively recruited through Multicultural Student Affairs and Lesbian, Gay, Bisexual and Transgender Student Services.
- Lesbian, Gay, Bisexual and Transgender Student Services hosted its annual Lavender Graduation which highlights the academic success of lesbian, gay, bisexual, transgender, queer, and allied students.
- Lesbian, Gay, Bisexual and Transgender Student Services sponsored the Speakers Bureau Program which consists of LGBTQA student panelists who share their coming out stories and address questions from audiences in classrooms, student organizations, Greek Chapters, campus departments, and the central Iowa community.
- Recreation Services provided financial and programmatic support for Latino Heritage Month as well as collaborated with Multicultural Student Affairs in various programming initiatives for multicultural students.

- Greek Affairs conducted a survey of the Greek community to assess awareness and acceptance of the LGBTQ community. Through the work of a diversity liaison, staff members are continuing to develop an action plan to further educate Greek organization members.
- Multicultural Greek Council and the National Pan-Hellenic Council sponsored a breakfast at Greek Getaway to educate potential and current students about the opportunities available to multicultural students interested in joining a fraternity or sorority.
- Dr. Ron Jackson served as Chair of the Multicultural Student Services Coordinating Team until his retirement in summer 2013. The team assisted MSA and the MLOs in meeting the academic and personal needs of American multicultural students. Priorities included improving academic success for Men of Color, enhancing mentorship and leadership opportunities and identifying other students at risk through MAP-Works.
- Department of Residence continues to collect and analyze data related to MAP-Works, an annual survey given to first year students to assess how well they are making the transition to college. Analyses that were conducted include:
  - Mean comparisons of 6 years of MAP-Works transition survey data comparing minority/majority student responses.
  - Comparisons of 6 years of MAP-Works Transition Survey responses for students in programs compared with “other minority” students who were not in the Multicultural Vision Program or George Washington Carver Program

Other public and community programs:

- In November 2012 the TRIO programs at ISU hosted a day-long Iowa TRIO Student Leadership Conference during which low-income and first generation students from across Iowa were exposed to ISU campus and facilities.
- Between April and July 2013, over 150 Central Iowa students from low income and first generation backgrounds participated in on-campus residential programming activities sponsored by Upward Bound (TRIO) staff.
- During 2012-13 Educational Talent Search (TRIO) staff visited middle schools and high schools in Central Iowa to provide college planning services for over 1200 students from low income and first-generation backgrounds.
- The Workspace, a multi-media art studio, is partnering with Latino Heritage Month and offering 4 events in conjunction with their planned activities.
- NWC: The Race Show took place as part of a multicultural event of Student Union on October 11, 2013 with capacity attendance. This 95-minute stage production blends theater, hip-hop, stand-up comedy, slam poetry, and true-life. The three tour-de-force performers take on racial slurs, stereotypes, and the concept of race.
- Through October 16, 2013, in collaboration with the department of World Languages and Cultures and the World Studies Program, the Student Union Board is hosting a Latin American film festival.

Staff throughout the Division of Student Affairs lead and serve on teams working on diversity issues:

- Pamela Anthony (Dean of Students) chairs the VPSA Diversity Committee and the Dr. Martin Luther King Jr. Legacy Convocation.
- Jonathan Webb (Student Disability Resources) was appointed to the Board of Directors of the National Register of Interpreters for the Deaf (NRID).
- During FY13, Sara Kellogg (Judicial Affairs) completed training and now serves as a Title IX Deputy for the Division of Student Affairs.
- Steven Moats (Student Disability Resources) serves on the University Committee on Diversity.
- John Hirschman (Student Disability Resources) serves on the ISU Transportation Advisory Committee in which he advocates for the transportation needs of students with mobility challenges.

- Debra Sanborn (Hixson/National Student Exchange) serves on the Iowa State committee for the Iowa-Illinois-Nebraska Alliance for Minorities in STEM grant program.
- Allison Severson-Haban (Hixson) is a team leader for 2013-14 NCORE/ISCORE.
- Debra Sanborn and Allison Severson-Haban (Hixson) serve on the ISCORE planning committee.
- Rachel Azima (Writing and Media Center) serves on the Multicultural Student Services Coordination Team.
- Brad Freihoefer (Lesbian, Gay, Bisexual and Transgender Student Services) is the Regional Representative of the Consortium of Higher Education LGBT Resource Professionals.
- Kenyatta Shamburger (Multicultural Student Affairs) chairs the Multicultural Student Services Coordinating Team.
- Student Legal Services provided education to international students regarding local, state, and federal laws.
- Through collaboration with Iowa Pride Network, Iowa State University is the institutional location for the annual Iowa Pride Conference that brings Gay/Straight Alliances from high schools and institutions of higher education from across the state of Iowa for workshops, speakers, networking, and collaboration around issues of sexual orientation, gender identity, and gender expression.
- Reonda Washington (Student Health) was on the ISCORE planning committee and on the board of the YWCA.

### **STUDENT VETERANS SERVICES**

*“Veterans are not only a group of individuals that cut through all demographics, they are a specific group connected through a shared experience that in itself is diverse.”*

– Jathan Chicoine, ISU Veterans Coordinator

2012-2013 marked a successful first year launch of the Iowa State University Veterans Services Center. This launch included the identification, development, and implementation of budget, staff, student leadership opportunities, programming, services, and office space. The Veterans Center opened in 3576-3578, Memorial Union in August, 2012 to serve veterans, military students and their families. Some programming and initiatives for 2012-2013 include:

- Developed programming to serve the diverse needs of veterans, military personnel, their families, and community. Some examples include:
  - Honoring our Female Veterans event – April 10, 2013
  - Thursday Night Dinners to build community
- Hosted the annual Iowa Statewide Veterans Conference in November 2012, which increased awareness around some of the issues student veterans, military personnel, and family members face. This conference created opportunities for increased dialog and conversation.
- Increased communication and collaboration between various campus departments and offices working with student veterans, military personnel, and their families, and with off-campus Veterans Affairs personnel and Veterans Services Organizations, such as Story County Veterans Affairs and the Vets Center.
- Partnered with university offices and local, state, and national organizations to establish programs, services, and resources for veterans, military students, and their families.
- Launched a new Veterans Center website to better serve veteran and military students by providing a one-stop information resource.
- Provided Veterans Walk-in Service as part of orientation and in support of Veteran student recruitment to the university.

- In Fall 2013, the ISU Veterans Center provided the first *Veterans Compass: Navigating your Iowa State Adventure* orientation session for veterans, military personnel, and family members new to Iowa State.
- Created an Entrance Survey for continual feedback from veterans, military personal, and their families. Survey was administered May 2013. Results have been summarized and are being used to improve the Iowa State experience for veterans, military personnel, and their families.
- Established processes for better tracking of student veterans and those connected to the military experience, with the goal being to collect information about student persistence, academic performance, degree completion, and overall student success and satisfaction. Better data will also assist in veteran student needs assessment and recruitment. These efforts also support a military-friendly culture.
- Created the Veterans Community Gratitude Fund through the ISU Foundation – received more than \$2250 in community donations. Launched an on-line giving page.
- Currently developing a more systematic process for serving students who experience a delay, reduction, or suspension of their military benefits.

### **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 2012 to the present are noted below as outlined in the communication request of October 1, 2013:

- 1. A description of changes or modifications to vision or mission statements by your college or department, if any**
  - a. *The SVPBF Division’s strategic plan goes through 2015 with no foreseen changes or modifications.*
  - b. *Reiman Gardens’ mission statement is currently in the process of being reviewed and rewritten. The previous mission of Reiman Gardens was “to educate, enchant and inspire environment stewardship with displays of living beauty.” The proposed statement is: Reiman Gardens’ mission is to educate, enchant and inspire an appreciation of plants, butterflies and the beauty of the natural world.”*

- c. *Leaders from all Business Services units recently met and worked on a new Business Services strategic plan. The following are goals listed under our “People” priorities:*
  - i. *Promote an atmosphere of trust and acceptance.*
  - ii. *Attract and retain a diverse group of talented employees by fostering an environment that supports their growth.*
  - iii. *Through training and outreach create and foster opportunities for targeted small businesses and historically underutilized vendors to conduct business with the university.*
- d. *The vision statement of University Book Store’s recently modified strategic plan states: We value: our customers; diversity and inclusion; creativity; integrity; communication; and stewardship.*
- e. *The mission statement of the Iowa State University Purchasing Department includes the following goals that directly address diversity:*
  - i. *Encourage utilization and development of businesses owned by women and socially disadvantaged ethnic groups.*
  - ii. *Be sensitive to gender differences, diverse age groups, socio-economic levels, racial ancestries, ethnic heritages, and international cultures in the performance of daily activities.*
- f. *The mission of Printing & Copy Services is to identify and efficiently provide Iowa State University’s core printing needs offering services that contribute to the success of Iowa State. Our strategic vision is to provide appropriate printing services to the Iowa State community at a competitive price, a prompt turnaround time, and at top quality. We strive to provide services completely integrated into the emerging digital communications flow so that printing and related services are the means to communicate the knowledge asset of the Iowa State University community to Iowa and its people. Key success factors are to (1) be financially self-supporting, (2) offer competitive, efficient, secure, and value driven operations/services, (3) respect individualism and the uniqueness of our staff and customers and (4) be customer focused, working as a team to help people succeed at Iowa State University.*

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

- a. *Facilities Planning and Management (FP&M) had experienced difficulty recruiting and hiring qualified engineers for various FP&M work units. They entered into a relationship with Manpower Professional Search firm in 2013. They continue to utilize a diverse recruitment effort; web, professional/skills specific web sites and associations, ISU college job boards, LinkedIn, newspapers in both small communities and metropolitan areas.*
- b. *Department of Public Safety (DPS) participated in numerous career fairs – encouraged women and minorities to apply for positions within the department.*
- c. *Purchasing’s Research Liaison works with new faculty to assist in their acclimation to the university’s business culture environment.*
- d. *Efforts to assist with student retention include:*
  - *The cost of attending ISU is a significant factor in student retention. At University Book Store, all students are given the option and allowed to charge their required course materials to their university bill. In addition, they no longer pay state sales tax on their textbooks. This automatically saves students 7% on their course materials purchase.*
  - *Ongoing efforts to expand the textbook rental program have successfully lowered the annual total cost of textbooks for students. Textbook rental has been made*



*possible for student customers through a partnership agreement with another supplier. The bookstore is providing over 900 titles (each semester) for rent, reducing overall textbooks costs to students by nearly 40%.*

- *To assist in lowering textbook costs for all students, help ISU retain students, and meet federal requirements, University Book Store offers the author and ISBN information for all textbooks on its website, so students can compare prices on a global level. Going beyond what is required, the University Book Store displays a price comparison shopping link called VERBA, which allows students to price compare textbooks and course materials through the website with its online competitors. This link also allows students to go directly to those websites if the student desires to order from a competitor.*
- *Hundreds of faculty, staff and students were trained this past year in Transportation Services' Large Passenger Van and Vehicles Towing Trailers Safety class. This class provides hundreds of student organizations, who have diverse missions, with the ability to use ISU's large passenger vans to travel to various conferences and learning events throughout the year. These events assist in shaping the future leaders of our world and are a valuable part of the collegiate experience. Student organizations are an important component of the student experience and assist in student retention.*
- *Purchasing's negotiations and its contract management of student health insurance have provided affordable student health insurance coverage with maximum benefits, helping to minimize the cost of undergraduate education. While the coverage is optional for most students, this particularly impacts international students, who are all required to purchase the coverage. Despite consistently higher annual national health care cost trends, the premiums cost for single coverage in the 2013-2014 academic year has actually decreased over the past three-year period. During that same time the benefits provided have been improved to comply with the Affordable Care Act.*
- *University Book Store (UBS) partners with the New Student Center and provides a welcoming atmosphere and campus maps to those that have questions about the location of certain buildings. UBS offers convenient store hours (early morning and weekend) for potential students and families to browse, while other operations around campus may be closed. During the freshmen orientation program in June, the store opens on Sundays, when the families have sessions with New Student Programs. As a result of these efforts, the bookstore serves customers of many diverse backgrounds.*
- *University Book Store supports the activities of a number of diverse student organizations throughout the year, often, through a donation of items to be used for door prizes at fund raisers. In addition, many student organizations will ask for bookstore bags as a means of distributing promotional materials to participants. The bookstore also offers several textbook scholarships throughout the year.*
- *The bookstore is open seven days a week during the fall and spring semesters and is more accessible than most units on campus. As a result, UBS receives many questions about financial aid, campus locations, CyCash, u-bill, etc. Online accessibility is 24/7.*

**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. *Environmental Health and Safety (EH&S) hosted a visiting scholar from Salvador Brazil. Dr. Antonio Carlos Vinhas was housed with EH&S for four months to work on his dissertation on biosafety in research labs in Brazil. A majority of EH&S staff attended three seminars provided by Dr. Vinhas on Brazil, Salvador Brazil and safety and biosafety in the research laboratory in Brazil. Dr. Vinhas accompanied members of each section of EH&S (health and safety, biosafety, radiation safety, fire safety, environmental programs, emergency management, laboratory safety, asbestos and lead management) to learn how the various programs within EH&S are applied to the university setting in the United States.*
- ii. *In 2012-2013 FP&M offered sessions to all staff which helps to broaden understanding and appreciation of differences in the workplace. They include, Making Commitments, Keeping Commitments, Violent Incident Response Training, Professional Impression series.*
- iii. *All FP&M employees have the opportunity to participate on either the Internal Advisory Team or a Strategic Action Team.*
- iv. *In 2013 two of Transportation Services staff meetings had guest speakers, who discussed diversity and what diversity means. The first speaker was Robinette Kelley, the Director of the Office of Equal Opportunity and the second was Steve Moats from the Dean of Students Office. Both guest speakers offered great insight on many issues around the campus. Ms. Kelley educated staff on all areas of diversity and equal opportunity. Mr. Moats discussed both the physical and mental challenges of students on campus. He also was a clear supporter of Transportation Services purchasing a new handicap assessable van that is available for all departments on campus to use. This van is readily available, as it also serves as a help van.*
- v. *Every new University Book Store (UBS) employee is trained through a New Employee Orientation process immediately after their hire date. The New Employee Orientation allows employees to meet current staff, take a tour, and review policies and guidelines presented in the employee orientation guide. Required customer service videos are viewed, which model and promote diversity in a variety of customer service situations. All students are informed and trained on our new customer service model called "GIFT: Greet, Inquire & Inform, Finish the Details and Thank the Customer."*
- vi. *Through the University Book Store employee orientation and its annual evaluation process, the bookstore staff is informed and held accountable for its support of diversity efforts.*
- vii. *The University Book Store holds a bi-annual theft and security training for all employees in partnership with Department of Public Safety on campus. Employees understand the importance and sensitivity of dealing with these situations and providing a sense of security for our customers.*
- viii. *The University Book Store supports the Iowa State Lectures Series with on-site book sales, having attended more than 25 events hosted by the Lectures Committee that pertain to aspects of a diverse customer base.*

- ix. *The Purchasing Department implemented a learning initiative in 2008 “Procurement Process Certification” offered to all ISU staff with delegated procurement authority. Fifty-four ISU staff participated in the program during FY13. It consists of four sessions, of which one is devoted to explaining the Vendor Diversity Initiative and other social responsibility initiatives.*
- x. *The Purchasing Department participates in the State’s Annual Workshop for Targeted Small Businesses to promote the university’s commitment to diversity and doing business with minority-owned and women-owned businesses.*
- xi. *Purchasing staff also participates in the CIRAS-sponsored workshops for women and minority-owned businesses seeking federal business opportunities.*
- xii. *University Book Store holds an annual duct tape fashion show each fall along with a TechCyte duct tape creative contest in the spring. The idea is to promote creativity from a variety of different students with different majors and/or backgrounds. The events are attended by a diverse group of students with a great deal of talent.*
- xiii. *Annual book displays are created in the University Book Store General Book Department for African American History Month, Hispanic Month, and Women’s Month.*
- xiv. *Children Story Times take place in the University Book Store once per month on a Saturday morning. These events bring in a number of children and parents. Some of the events have costume characters and a bookstore student employee with theatre and/or production talent will read to the children.*
- xv. *SART (Sexual Assault Response Team) education for ROTC members and other campus groups.*

## **OFFICE OF THE VICE PRESIDENT FOR RESEARCH AND ECONOMIC DEVELOPMENT**

The Office for the Vice President for Research and Economic Development (VPRED) supports and promotes research, scholarly, and creative endeavors at ISU. A number of research support units report to the VPRED Office: the Laboratory Animal Resources, the Office of Sponsored Programs Administration, the Office for Responsible Research, the Iowa State University Research Foundation, the Office of Biotechnology. Several interdisciplinary research centers and institutes also report to the VPRED. These units provide on-campus and inter-institutional research and networking opportunities, specialized research facilities, data analysis services, projects with industry, assistance in the preparation of grant proposals, and funding for conferences and/or research activities. The centers/institutes that report to the VPRED include the Bioeconomy Institute, the Institute for Transportation, the Partnerships in Prevention Science Institute, and the Institute for Physical Research and Technology Science Bound Program.

The Office for the VPRED is dedicated to all aspects of diversity and expects all its reporting units to create environments that promote a culture of inclusion and diversity. Although the VPRED Office does not directly hire faculty, this office plays a strong supportive role in assisting colleges hire, retain, and support a diverse faculty body through faculty start-up resources, assistance with spousal hires when required, mentoring programs for junior faculty, and professional development programs aimed at building faculty research capabilities. Given its mission, the VPRED Office also plays a proactive role in developing programs/initiatives that promote the participation of women and underrepresented minorities in higher education related opportunities. The Vice President and Associate Vice President provide leadership roles on some NSF funded projects that seek to increase the participation of women and minorities in higher education, especially in Science, technology, Engineering, and Mathematics (STEM) fields. The VPRED Office is cognizant of the importance of work/life balance and works closely with

other administrative units in developing mentoring programs to help the ISU community attain that balance and promotes those practices within its own units.

Described below are the diversity related efforts for the VPRED Office and the units that report to this office for the period November 2012 to the present date. Some units within the VPRED organization had limited opportunities this year to impact diversity directly, but reported that there are continuous efforts in making sure that the workplace is welcoming to all people, free of discrimination, and that work/life balance issues are practiced.

### **ISU RESEARCH SERVICE UNITS:**

#### **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 does not have any underrepresented minorities on its staff but employs several women animal caretakers and student workers. LAR has many women in supervisory positions (it should be noted that women have been historically underrepresented in the Animal Caretaker series).

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

OSPA is dedicated to providing a just environment on campus where everyone feels welcomed, respected and safe. To assist the university in achieving this goal, OSPA staff is required to attend university-provided training on diversity-related topics. OSPA tries to increase the representation of historically underrepresented populations in several ways. OSPA has been successful in recruiting student employees from diverse backgrounds, and has been successful in attracting underrepresented populations amongst its staff (OSPA has staff and student workers with Hispanic, American Indian, Icelandic and Chinese backgrounds).

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

ORR provides administrative support and leadership for Iowa State University's research compliance program. The department works closely with clientele from varying ethnicities, races, creeds, and genders to help them achieve their research goals. ORR 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.

#### **Iowa State University Research Foundation (ISURF)**

Last year, a woman was appointed as ISURF's new Director. Engaging in diversity is an every-day occurrence for ISURF. It begins with the wide range of technologies invented by the diverse population of inventors. ISURF also has a diverse workforce, including two individuals from South America and Austria. ISURF regularly engage with external patent counsel including minority counsel.

#### **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. During the past year, BOEC personnel have worked to provide hands-on laboratory experiences and education to the following programs and groups that support diversity:

- Training courses for K-12 educators and ISU Extension and Outreach professionals each summer for diverse participants
- Program for Women in Science and Engineering to increase the participation of women in science, technology, engineering, and math (STEM) fields and help train their ambassadors
- Science Bound pre-college programs from Des Moines, Denison, and Marshalltown areas to increase the number of ethnically diverse Iowa students who pursue ASTEM (agricultural, scientific, technical, engineering and mathematics) degrees
- Upward Bound Math and Science Program of the University of Northern Iowa to serve and be an advocate for first generation and low-income Iowa high school students to help them successfully graduate from high school and enroll in postsecondary institutions to study mathematics, science, technology, or related fields, including letters of support
- Scavo and Walnut Creek Alternative Schools in the Des Moines area that have high minority populations
- Science Center of Iowa that serves minority and underrepresented populations

The BOEC also has provided presentations and judging personnel for the State Science and Technology Fair of Iowa, associated with the Intel International Science and Engineering Fair. BOEC personnel work with the Admissions Office to recruit diverse students to campus.

The biotechnology outreach education coordinator serves on the university-wide Coordinating Council for the Center for Excellence in Science, Mathematics, and Engineering Education. He also serves on the Biotechnology Advisory Board for Des Moines Area Community College and on state educator award committees for the Iowa Academy of Science and the National Association of Biology Teachers.

### **NSF FUNDED PROJECTS MANAGED BY THE VPRED OFFICE**

#### **NSF EPSCoR and I-3 SP@ISU programs**

The VPRED Office continues to play a key role in administering the NSF EPSCoR project especially the project's broader impact activities, as well as the Strengthening the Professoriate at ISU (SP@ISU) program. Both these programs seek to broaden the participation of women and underrepresented minorities in Science, Technology, Engineering, and Mathematics related disciplines and careers. The EPSCoR project continued to expand and grow by broadening its reach – both geographically and across the educational continuum. In 2013, EPSCoR project goals were: (a) increase participation of women and underrepresented minorities (URM) in STEM; and (b) coordinate resources to help faculty, staff, and students create a more welcoming environment with sustainable support systems for success of all participants in STEM disciplines.

**K-12 students and teachers** – The EPSCoR project has two key programs for K-12 students and teachers: (a) the state-wide Project Lead The Way (PLTW) and (b) the Summer Academy for K-12 biology teachers. PLTW partners with middle schools and high schools to provide a rigorous, hands-on STEM education that encourages the development of problem-solving skills, critical thinking, creative and innovative reasoning, that provides students with a strong foundation and path to college and career success in STEM-related fields. EPSCoR funds are used to reach out to female and minority students and

enroll them in PLTW projects. The SUMMER ACADEMY offers middle school science teachers the opportunity to participate in a three-week professional development workshop to study the methods of biomass utilization to produce biorenewable products, including biofuels and bio-materials. Teachers selected to this program come from Des Moines schools that have a high minority population.

**Community College and 4-year independent colleges** – This year, EPSCoR made substantial progress in building partnerships with community colleges. The Associate VP for Research made presentations to all 15 CC presidents and chief academic officers and met with many of the key administrators to identify mutually beneficial collaborative projects. The FLARE coordinator organized several programs, workshops, seminars and presentations – all aimed at fostering collaboration between community college and EPSCoR research faculty. We assisted community colleges develop STEM academies, supported their faculty in developing curricula, and provided faculty development/mentoring programs. A student summer research program was offered and several community college students participated. A professional development day was organized and 25 community college faculty took part. Mentoring programs and research opportunities for their women and URM STEM students are being discussed. AVP Rajan was invited to join ISU's Transfer and Articulation Committee that works with all 15 Iowa community college senior administrators to strengthen relationships and support seamless transition for students. Through this committee, numerous individual program, course articulation agreements, transfer plans and activities are planned.

**Undergraduate students** – in 2013 EPSCoR offered a summer internship for undergraduate and community college students. Several female and minority students participated in these summer research internship programs. This year, we introduced a new program in collaboration with our Multicultural Student Affairs (MSA) office -- the Re-Ignite the Sophomore Experience (RISE), designed to promote the success of second-year at-risk students. Although all students experience challenges in their transition to the sophomore year, under-represented minorities appear to be especially at risk, due to a sharp drop in the level of support that they receive in comparison to their freshmen year. The goal of this program is to make sure that these students continue to receive some support, albeit of a different nature, to help them stay connected to their peers, staff and faculty, and provide them with career guidance in STEM related fields.

**Developing the Faculty and Post-doctoral Fellows** – EPSCoR's goal is to implement programs aimed at developing the professoriate and the next generation of academicians to be successful researchers and educators. Using the newly developed 'seed-grant' program, EPSCoR began actively recruiting women and URM faculty in the EPSCoR research programs. In addition, several mentoring programs were offered to help researchers create a supportive environment where all faculty, staff and students can flourish and realize their full potential.

**Increasing women and URM faculty more broadly in STEM fields at the three Regent Universities:** Recently, EPSCoR's diversity experts who have been involved in various diversity related projects for several years (NSF-ADVANCE; National Coalition Building Institute, etc.) and have the knowledge/experience that can help departments. Through the NSF ADVANCE program, ISU has institutionalized successful initiatives and best practices, and these experiences can serve as a valuable resource for the other two Regent institutions as well. These resources on best practices help:

- Overcome barriers to the advancement of women and URM faculty in STEM disciplines.
- Identify and eliminate department-specific barriers to inclusion and advancement.
- Increase URM and women faculty in senior ranks and leadership positions.
- Institutionalize positive change across a university campus.

With respect to faculty searches, EPSCoR's diversity experts have started sharing information on developing strategies to cast a wide net so as to intentionally reach, attract, and invite a wide applicant pool and encourage practices to reduce cognitive errors and unconscious bias in the evaluation process.

The EPSCoR and SP@ISU programs collaborated on several initiatives - we hosted a number of programs together: 'BI Planning Day', 'BI Evaluation Workshop', 'BI Infrastructure Summit', and we have posted a number of resources for researchers at the SP@ISU website that includes a catalog of programs, list of workshops, literature and scholarly publications, and even offer some private consulting for interested faculty. We have similarly collaborated with yet another newly awarded NSF program – LSAMP, as we have common goals in growing the pool of college-ready, STEM-prepared URM high school students.

NSF hosted the "Science: Becoming the Messenger" workshop at Iowa on October 16-17, 2012 and about 120 faculty and graduate students from across the state attended.

Through the VPRED Office, numerous faculty development workshops were offered. The focus this year was on grant writing, with targeted workshops on Department of Energy, and for faculty in education and social sciences.

## **CENTERS AND INSTITUTES**

### **The Bioeconomy Institute**

The Bioeconomy Institute (BEI) supports diversity in education, research, and outreach and conferences.

**Education:** BEI supports a graduate program in Biorenewable Resources and Technology (BRT). The BRT includes men and women from a wide variety of science and engineering backgrounds. They represent a diverse cultural and ethnic background as well. In 2012, the BRT program appointed its first female Department Officer of Graduate Education (DOGE), Dr. Jacquelyn Baumert, who is an Adjunct Professor of Agricultural and Biosystems Engineering. She has developed laboratories in the Biorenewables Laboratory Building for the summer academy for Middle School teachers, which is co-sponsored by the Center for Biorenewable Chemicals (CBiRC) and BEI.

**Research:** The BEI has successfully obtained research funding from several industries (Conoco-Phillips and Phillips 66 (P66)Archer Daniels Midland, Avello, BP, Cargill, Catchlight, DuPont Danisco Cellulosic Ethanol (DDCE), DuPont/Pioneer, Monsanto, Phillips 66, Renmatix, Toyota, and Virent), and the projects supported by these companies have historically demonstrated strong gender, racial, and ethnic diversity. BEI meets with many international collaborators including Metso, Borregaard, Biomass Technology Group (BTG), Petrobras, Cluster Industrielle Biotechnologie (CLIB), Gent University, and the University of Toulouse. The BEI continues to work closely with EPSCoR and other existing diversity recruiting programs on an as-needed basis.

### **Institute for Transportation (InTrans)**

The research, education, and outreach efforts at InTrans focus on transportation systems related topics. The topics of our activities are based by the scope of work identified in the sponsored projects and grants supporting our efforts. Included in some of these activities are topics related to equity and accessibility. We have teams of diverse individuals participating in such activities. We value the diversity of opinions and approaches that the team members bring in the conduct of such activities.

At InTrans, the Director fosters an inclusive environment by maintaining open communications to identify needs that of individuals and how to best address them. The Institute's commitment is to provide a work environment that does not tolerate discrimination of any. In instances where individuals expressed

concern, the Director addresses them as expeditiously as possible, and works with other units at ISU (e.g., Human Resource Services, Public Safety, etc) to seek advice and support as needed.

One initiative of note at InTrans relates to our efforts to encourage students in the K-12 system and in undergraduate programs to pursue studies / careers related to transportation. These include InTrans personnel partnering with other units on / off-campus (e.g., to participate in career fairs, and Girl scout merit badge activities, science / engineering competitions such as the LEGO league, and Discover Engineering), and hosting our own events (e.g., publications and other outreach efforts). Specifically, the Go! Magazine, an online forum, has had significant success in attracting national attention. It has a Spanish version counterpart called ¡Vamos!. These two e-zines target 13–19 year olds to inform them about the variety of educational and career opportunities available in transportation. Of particular note is the partnership we have established with the Spanish Language program (in the Department of World Languages and Cultures at ISU, to develop broaden the reach of our education and outreach activities specifically through ¡Vamos!.

Last year Dr. Shauna Hallmark was appointed the Interim Director for InTrans and thus a woman will lead InTrans for the first time. In addition, women lead three of the 12 centers and programs at InTrans. In 2012, InTrans also hired Dr. Basak Aldemir-Bektas as a Principal Investigator. Several of InTrans' hires or appointments over the past years are women and under-represented minorities.

### **Virtual Reality Applications Center**

The Virtual Reality Application Center supports diversity in education. The Summer Program for Interdisciplinary Research and Education – Emerging Interface Technologies is held each summer to encourage undergraduates to attend graduate school in the stem fields. The HCI Graduate Program focuses on diversity when inviting students to participate and uses this program to recruit underrepresented minority students to the program at Iowa State. Of the REU students who have participated in the program, we have accepted six into the HCI Graduate program and 3 of these were underrepresented minority students. This program is funded by the National Science Foundation, along with VRAC, HCI, the Graduate College, LAS and the College of Engineering.

### **Partnerships in Prevention Science Institute (PPSI)**

PPSI has hired and trained a gender-balanced work group with age diversity, in the entire spectrum from undergraduate student assistants through senior-level researchers. In addition, PPSI has several ethnicities represented on its staff, including individuals from Korea, China, Taiwan and Russia. PPSI has individuals with disabilities on its staff as well and those who represent the LGBT community.

PPSI's research activities are conducted in communities that represent the cultural diversity of rural Iowa and Pennsylvania, both of which have a growing group of Hispanic citizens, as well as small numbers of other ethnicities. They are gender balanced and include a range of socioeconomic statuses. PPSI's research has examined differences in program outcomes on the basis of gender and risk status (based partly on cultural and socioeconomic differences). PPSI's selection of states for our dissemination projects includes states in each geographical area of the U.S., reflecting substantial demographic diversity. Diversity at PPSI also includes diversity efforts in its community outreach with public school and community representatives, who comprise the university-school-community teams. These teams coordinate with ISU research and field staff to select and implement the evidence-based interventions; they are key in ensuring that PPSI programming efforts are inclusive and culturally appropriate for their particular communities – in its selection of public school and community representatives, and research participants.



### **IPRT Science Bound (SB)**

SB exists to serve the needs of our state and nation for a diverse technical workforce and a diverse academy. Now in its 22<sup>nd</sup> year, SB is Iowa State's premier program for preparing Iowa's ethnically diverse youth for careers in agriculture, science, technology, engineering and mathematics fields. True to ISU's outreach and extension mission, SB brings ISU directly to our 340+ program participants and their families in Des Moines, Denison and Marshalltown. SB has also created a successful pipeline to ISU: this year, a record 53 SB high school graduates are on the ISU campus, adding to campus ethnic diversity.

During the past year, SB (directly through ISU staff involvement and indirectly through the teachers they deploy) made contact with these students and/or their families more than 400 times, both through events held on the ISU campus and in these communities. In addition, SB conducts a freshman seminar and, new this year, a sophomore/junior level seminar, to further develop the students' skills to excel in STEM fields. The goal of these additions is to increase undergraduate student retention and prepare these young people for successful transition to the workforce. Nearly 150 pre-college students were also involved in summer educational programs in the communities that SB serves, and more than 50 were involved in summer experiences on the ISU campus (some in research laboratories).

### **Iowa Energy Center (IEC)**

Last year, the Energy Center experienced a change in leadership. Our permanent director resigned in December 2011 and Dr. Chitra Rajan assumed the role of Interim Director, and once again, a woman was assigned to lead this center for the first time. The Center strives to maintain an environment where those working at the Iowa Energy Center feel welcomed, respected, and safe. Energy Center activities are directed, to the extent possible, to increasing knowledge and opportunity in energy science, technology, and application for underrepresented populations in Iowa. The Energy Center offers a scholarship program at the State Science and Technology Fair of Iowa; awards grants to organizations that work with youth across the state, including communities with high immigrant populations; has created publications in Spanish; and more. In keeping with both its legislated mission to serving all Iowans and ISU's non-discrimination policy, the Energy Center provides information and assistance, whenever possible, to any citizen.

### **Center for Survey Statistics and Methodology (CSSM)**

Center for Survey Statistics and Methodology (CSSM) specializes in the research and practice for sample surveys. Since 1938, CSSM provides statistical service for government agencies and other research units. CSSM supports diversity in education, research, and outreach. CSSM performs research on various topics in survey sampling design and estimation. Clients have gender, racial, and ethnic diversity. CSSM consists of six faculty members, nine graduate students, and about 20 full time staff members. Three of the faculty members are women and another three of the faculty members are from Asia. Among graduate students, one is from Korea, three from China, and one from Romania. Also, in staff members, one is from Korea, one from China, and one from Turkey.

### **Survey and Behavioral Research Services (SBRs)**

Survey and Behavioral Research Services (SBRs) provides a wide range of research services for researchers. These services include proposal development, survey design, data collection, and budget management. Data collection involves research participants from all social, economic, and race/ethnic groups. Depending of the nature of the research project, interview questions related to race, racism, gender, religion, sexual orientation, marital status, culture, and physical appearance may be asked. Among the data collection projects of SBRs is one of the largest longitudinal studies of African American families to be conducted.

During training for each data collection effort, SBRS staff members are prepared to have contact with a diverse group of research participants. Also, any sensitive questions are discussed and appropriate techniques taught.

## 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 our college vision or mission statements*

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

The College 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, the Association of Research Directors (of 1890 institutions) biannual research symposium and the Alliance for Graduate Education in the Professorate (AGEP). We support and collaborate with the Graduate College's effort related to graduate student recruitment of underrepresented students. Our diversity-related recruitment efforts at historically black colleges and universities (HBCUs) and Hispanic-serving institutions dovetail with the university's. Information from these events is forwarded to the appropriate departments and to the graduate college.

New to the CALS recruitment effort during Fall 2013 is the active participation of CALS Graduate Research Assistantship Match (GRAM)-funded students returning to their undergraduate institutions to aid in CALS recruitment of underrepresented, persons of color. These efforts thus far have been centered on HBCUs, but will be expanded to include Hispanic-serving institutions as well.

When queried, more than one-half of our colleges fifteen academic departments responded that they participate in the College's summer research internship programs (George Washington Carver, and NSF REUs), and the Women in Science program to recruit minorities and women into their graduate programs. For the first time in 2003, many departments took advantage of mentoring interns in two National Science Foundation-funded programs — the Alliance for Graduate Education in the Professorate (AGEP) and the Alliance Mathematics Program.

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. Our Equity Advisor, 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 following is a set of activities and accomplishments related to CALS ADVANCE as summarized by Dr. Sue Lamont, the CALS Equity Advisor:

- Led workshops to train CALS faculty search committees on unintentional bias and best recruitment practices.
- Was a discussant at CALS workshops for pre- and post-tenure faculty regarding the Promotion and Tenure process.
- Is a member of the Dean's CALS Full Cabinet meetings and has provided touch points about ADVANCE activities and resources to further diversity goals related to faculty, graduate and post-doctoral students.
- Met with the CALS Diversity Leadership team to help ensure coordinated programing.
- Participated in the ISCORE Conference.
- Develop and deliver program on Leadership for P&S conference.
- Participate in Diversity conference in Minneapolis-St. Paul, organized by the University of Minnesota.
- Serve as panelist in SP@ISU conference on "Broader Impacts".
- Coordinated with Assistant Deans for Diversity and for Graduate Programs to assure program coherence in student recruitment and related activities.
- Presentation to ISU Department Chairs on recruiting a diverse and excellent faculty applicant pool.
- Deliver invited presentation at Diversity Conference at Virginia Tech.
- Participated in GMAP Symposium.
- Served as a member of the Planning Committee for the George Washington Carver (~Sesquicentennial) celebration year.
- Worked with ADVANCE Professors and other members of ADVANCE to summarize and widely share the lessons learned through the Collaborative Transformation process.
- Authored a Readers' Theater script to help facilitate discussion on mentoring practices, used with the ISU Emerging Leaders Academy and in a department retreats.
- Developed and delivered mentorship training to new ISU faculty and their mentors.
- Organized and hosted ISU campus visit of senior faculty member (Dr. Millie Worku) from 1890s institution, North Carolina A&T.
- Along with CALS multi-cultural liaison officer, organized and hosted campus visit of speaker in "Alumni of excellence" program designed to bring underrepresented individuals as role models of successful alumni back to campus. Supported by grant from ISU Women's and Diversity Grant program.
- Submitted and was awarded (along with Equity Advisor from Vet Med, C. Logue) a grant from the ISU Women's and Diversity Grant program to host a series of campus visits from four health-related scientists of underrepresented groups to campus to deliver seminars and meet with students and faculty.

- Developed and hosted networking luncheons for CALS women each semester (3 groups: tenured/tenure-eligible; non-tenure eligible; postdoc/grad student).
- Visited North Carolina A&T to enhance collaboration in research and recruit students to apply to ISU for summer internships and full-time enrollment.
- Meets regularly with other university Equity Advisors to ensure coordination and synergy of ADVANCE activities across campus, including training and resources.
- Met, along with other Equity Advisors, with representatives of Black faculty and staff association, to increase knowledge about including interaction of this organization with candidates during campus interviews.

**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.**

The College supports the Faculty Research Exchange Visit Program for ISU 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.

By CALS departments, new diversity programming has included:

- **Agricultural and Biosystems Engineering:** Equity advisor presentation to search committees
- **Agricultural Education and Studies:** 3 Faculty members attended a “Diversity training for hiring” workshop on campus
- **Agronomy** - Tour of laboratories and presentation on soils as a natural resource base to students of Chicago High School for Agricultural Sciences
- **Ecology, Evolution and Organismal Biology** - working with undergraduates from underrepresented groups (via NSF funded REU programs, or campus/college programs, or PI grant-funded)
- **Food Science and Human Nutrition:** FSHN awarded USDA-NIFA MultiCultural Scholars grant and have enrolled 5 minority freshman “Cyclone Scholars: Preparing Multicultural Students for Careers in the Global Food System”; Dr. Aubrey Mendonca awarded the CALS Faculty Award for Diversity. He continues to have collaborative research with faculty at 1890 institutions which includes student and faculty exchanges

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

By CALS departments:

- **Genetics, Development and Cell Biology** - The GDCB faculty lead educational projects, and a central goal of these projects is to enable a diversity of students to succeed and to persist in the life sciences and related fields. Grants submitted in 2012 - (1) Institutional transformation grant submitted to the Howard Hughes Medical Institute (co-investigators include Coffman, Essner, and Powell-Coffman) and (2) Science education grant submitted to NSF (PI = Powell-Coffman, Co-PI's include Coffman). Grants ongoing in 2012 - Institutional transformation (co-investigators include Powell-Coffman).

- **Natural Resource Ecology and Management** - Because of the nature of the natural resources discipline, we do not offer courses specifically covering diversity-related topics. However, a new course that is in development NREM/ANSCI/FSHN 260X has an ethics component in which diversity topics will be discussed. One of the planned assignments is to ask students to complete the Implicit Association Test.

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

Dr. Theresa Cooper, CALS Assistant Dean for Diversity completed safe zone training fall 2013. Dr. Cooper is working with the LGBTQ student services to host a safe zone training for CALS faculty and staff. There have been no departmental level initiatives, yet.

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

A total of 358 CALS students participated in international programs (study abroad; internship; exchange). 17 countries were visited which included; China, Greece, Panama, Costa Rica, Ireland, Peru, Ecuador, Italy, Poland, Ethiopia, Netherlands, Spain, Germany, New Zealand, South Korea, Uganda, Taiwan.

**There are six (6) new international partnerships through grants/contracts:**

Country	Project	Principle Investigator(s)	Description	Partners
<b>Ghana</b>	USAID Feed the Future Agricultural Technology Transfer Project (2013-2018)	Dr. Manjit Misra (Seed Science) and Dr. Joe Colletti (CALS Administration)	Activities will include ISU faculty experts to Ghana to provide short-term training; Ghanaian agricultural specialists to ISU for short-term training; Ghanaian graduate student training at ISU	
<b>Tanzania</b>	USAID Feed the Future Innovative Agricultural Research Initiative (2012-present)	Dr. David Acker	Activities at ISU to date include providing advanced degree training in agriculture and nutrition for six Tanzanian graduate students; ISU major professors will travel to Tanzania to continue work with graduate students on research components.	Major Tanzanian institutions: Sokoine University of Agriculture (SUA) and the Tanzanian National Agricultural Research System (NARS)

<b>China</b>	USDA-NIFA International Science and Education Program (2011-2013)	Dr. Gail Nonnecke (Horticulture)	Iowa State University professors, students, field extension specialists and Iowa agribusiness growers and stakeholders travel together to China to observe firsthand the rapid economic development and potential growth of China's food and agricultural production, emerging markets and entrepreneurship.	Major Chinese Institutions: Zhejiang University, Yunnan Agricultural University, Yunnan University
<b>Uganda</b>	Center for Sustainable Rural Livelihoods	Dr. Mark Westgate  CSRL Director and Professor, Agronomy	Assist small landholder farmers to achieve food security and improved nutrition for his/her family through sustainable crop production and access to marketing opportunities; severely disadvantaged groups such as malnourished children, widows, and families living with HIV/AIDS. Partner with and train community volunteers in practices that will alleviate food insecurity and poverty.	Major partner:  Makerere University
<b>Malawi, Mozambique, Tanzania, Nigeria, Mali, Zambia</b>	Bill and Melinda Gates Foundation	Dr. Manjit Misra and Dr. Joe Cortes,  Seed Science Center	Seed Policy Enhancement in African Regions: Partner with regional and national organizations to conduct a pilot study in Africa on enabling better access to improved seed varieties. Iowa State University scientists will work to advance harmonization policies into actionable reality in	

			western and southern Africa. They will improve varietal evaluations and timely releases of candidate seed varieties.	
<b>Kenya</b>	Alliance for a Green Revolution in Africa (Gates Foundation)	Dr. Manjit Misra, Seed Science Center	Facilitating the establishment and operation of a Seed Enterprise Management Institute: Seed Science Center will provide the guidance and assistance for the physical design and construction of the institute including the seed conditioning, storage and drying facilities; training facilities; and a seed laboratory.	Major partner: University of Nairobi

**During the reporting period, CALS has hosted five (5) international scholars as part of the Borlaug Visiting Scholar Program at ISU-CALS:**

Scholar	Organization	Dates	ISU Faculty Mentors
Sylvester Anami (M)	Mombasa Poly Univ.College - <b>Kenya</b>	Sept 1 – Nov 20, 2012	Philip Becraft, GDCB
Tamrat Geleto (M)	Institute of Ag.Research - <b>Ethiopia</b>	Sept 6 – Nov 15, 2012	Curt Youngs, Animal Science
Fidan Krasniqi (M)	N.P.T. Rudina – <b>Kosovo</b>	Sept 15 – Nov 10, 2012	Lance Baumgard, Animal Science
Adey Yalew (F)	Institute of Ag.Research - <b>Ethiopia</b>	Aug 9 – Oct 12, 2013	Angela Shaw, FSHN
Dindo Tabanao (M)	Rice Research Institute - <b>Philippines</b>	Sept 16 – Nov 22, 2013	Jianming Yu, AGRON

**Information on international activities, including partnership with organizations abroad by department;**

- **Food Science and Human Nutrition:** Opportunities for international experiences have been expanded. In 2012 we offered four (4) programs to India, Spain, Japan and Ghana. For the coming year three more will be added: Thailand, Korea and France.
- **Genetics, Development and Cell Biology** - Presentation on research, workshops on educational computer game MetaBlast to over 4000 students and teachers at schools many of the classes



attending were from underrepresented groups. at venues including the following: Iowa Science Center, Museums of the National Council of Science Museums of India (NCSM), Science City, Kolkata; NCSM Regional Science Museum, Callicut; Karala State Science and Technology Museum, Thiruvananthapuram; and NCSM District Science Museum, Tirunelveli. Exhibits at science museums on Meta!Blast posters, computer game and educator guides: Science City, Kolkata (1.5 million visitors/y) (permanent exhibit, established in NanoScience Lab as a team-based computer game for high school students, and in main Rotunda as a single-player interactive exhibit for the public); established as single-player interactive exhibit for the public at: NCSM Regional Science Museum, Callicut; Karala State Science and Technology Museum, Thiruvananthapuram, and NCSM District Science Museum, Tirunelveli. –LAUNCH.

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

- **Agricultural and Biosystems Engineering:** (1) Several REU programs focused on serving diverse students (Dr. Raman, Dr. Soupir, Dr. Tim, Dr. Kaleita); (2) Organized research experiences for minority undergraduate students under several NSF supported programs, including the Research Experiences for Undergraduates and the Opportunity for Enhancing Diversity in the Geosciences; (5) Undertook graduate student recruitment visit to Jackson State University; (6) Provided two-week training to four (4) graduate students from Jackson State University on Geospatial Analytics; (7) Established joint research collaboration with Jackson State University; (8) Attended the annual meeting of SACNAS and judged the undergraduate poster session; (9) Initiated an undergrad research project on long-term corn cob storage with a USDA-MSP Scholar Catum Whitfield; (10) participated in broader efforts across campus to increase diversity (GMAP council, presenting at Career Conference for Girls, serving as mentor to an African American PhD student in Mechanical Engineering); (11) organized the graduate recruitment weekend in which four (4) potential students (2 underserved minorities) visited ISU to learn about our graduate programs.
- **Food Science and Human Nutrition:** (1) FSHN faculty collaborating with NC A&T faculty on a USDA grant related to food safety; (2) FSHN faculty collaborating with AK Pine Bluff A&M on research related to food safety.

#### 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.

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.

- **CALS Diversity Committee Members:** Aurelio Curbelo, CALS multicultural liaison officer, (chair); Sunday Tim, 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; John Beghin, Economics; Greg Courtney, Entomology; Diane Birt, Food Science & Human Nutrition; Clark Coffman, Genetics, Development & Cell Biology; Rajeev Arora, Horticulture; Alison Robertson, Plant Pathology; Sharon Bird, Sociology; Heike Hofmann, Statistics; Theresa Cooper,

administration liaison

Table of Nation-wide organizations or additional membership/engagement by CALS faculty member by department:

Name	Department	Organization	Role
Dr. Sunday Tim	Agricultural and Biosystems Engineering	USDA-NIFA Minority Scholars Program	Reviewer
Dr. Joe Sebranek	Animal Science	Scientific Advisory Council of the Global Cold Chain Alliance	Member
Dr. Jo Anne Powell-Coffman	Genetics, Development and Cell Biology	<i>Partnership for Undergraduate Life Sciences Education (PULSE)</i>	Leadership Fellow
Dr. Diane Bassham	Genetics, Development and Cell Biology	American Society of Plant Biologists Women in Plant Biology	Committee Member
Dr. Nick Lauter	Plant Pathology and Microbiology	USDA-ARS Ames Area Civil Rights Advisory Committee	Chair
Dr. Julie Blanchong	NREM	The Wildlife Society	Chair, Technical Sessions Comm
			Member, Organization & Recruitment Comm.
Dr. Rebecca Christoffel	NREM	Iowa Wildlife Center	Member, Steering Comm.
		Snake Conservation and leadership Education Society	President
		Prairie Biotic Research Inc	Secretary
Dr. Steve Dinsmore		Big Bluestem Audubon Society	Board Member
	NREM	The Wildlife Society	Biometrics Working Group, Chair
			Iowa Chapter, Board Member
		Iowa Breeding Bird Atlas Project	Chair, Steering Committee
Dr. Tom Isenhardt	NREM	American Ornithologists' Union	Fellow
		CALS Nutrient Reduction Strategy Comm.	Co-Chair
Dr. Joe Morris		Iowa Water Center Advisory Board	ISU Rep.
	NREM	North Central Regional Aquaculture Center	Elected Director
Dr. Jesse Randall	NREM	National Forest Farming Community of Practice	Core Leader

		Society of American Foresters	Chair, Science and Technology
		American Tree Farm	State Administrator
		Iowa Department of Natural Resources	Chair, Deer Depredation Policy Committee
		Tri-State Sinsinawa Conference	Chair
Dr. Lisa Schulte-Moore	NREM	Ecological Society of America	Member, Rapid Response Team
		The Nature Conservancy	Member, Board of Trustees
		Stanford University Leopold Leadership Program	Awarded Fellowship
Dr. Jan Thompson	NREM	ISU Faculty Senate Curriculum Committee	Chair
Dr. Julie Blanchong	NREM	The Wildlife Society	Chair, Technical Sessions Comm
			Member, Organization & Recruitment Comm.
		Iowa Wildlife Center	Member, Steering Comm.
Dr. Rebecca Christoffel	NREM	Snake Conservation and leadership Education Society	President
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		Tri-State Sinsinawa Conference	Chair
Dr. Lisa Schulte-Moore	NREM	Ecological Society of America	Member, Rapid Response Team
		The Nature Conservancy	Member, Board of Trustees
		Stanford University Leopold Leadership Program	Awarded Fellowship
Dr. Jan Thompson	NREM	ISU Faculty Senate Curriculum Committee	Chair

## **THE COLLEGE OF BUSINESS**

### **Diversity Mission and Vision Statement**

The mission of the College of Business (COB), as stated in the college's 2010-2015 strategic plan, is to "create and share research and educate tomorrow's business leaders to be prepared to face the challenges of the 21<sup>st</sup> century". One of the college's core values is to "enhance and embrace diversity among our faculty, staff, and students." Each year we review progress in accomplishing these goals at the administrative levels within the college and discuss ways in which we can improve. In addition to direct measures of diversity of our faculty, staff, and students, we also examine other areas related to diversity, such as exposure of current students to diversity issues, providing an environment which fosters respect for diversity, and raising awareness of diversity issues among the staff and faculty. Our initiatives were similar to those reported on last year.

### **Diversity Efforts**

The College of Business has had some success in increasing diversity among the faculty, staff, and students. One of the key priorities in the COB 2010-2015 strategic plan is to increase the diversity of our student body. As shown below, the percentage of minority students has increased over the last four years while the percentage of international and female students fell slightly this year. Compared to the university, we have a smaller percentage of female students (35.6% versus 44.0% for the university), a much larger percentage of international students (15.5% versus 11.5% for the university), and a slightly smaller percentage of minority students (10.6% versus 11.2% for the university).

<b>Category</b>	<b>% of Fall 2010 Enrollment</b>	<b>% of Fall 2011 Enrollment</b>	<b>% of Fall 2012 Enrollment</b>	<b>% of Fall 2013 Enrollment</b>
Female	36.7%	37.0%	36.0%	35.6%
International	16.4%	17.3%	16.5%	15.5%
Minority	9.2%	9.7%	10.0%	10.6%

Although not specified as a measurable outcome for the college's diversity efforts, the college is actively working at increasing faculty, staff, and students' awareness of and engagement with diversity issues. These include the following.

1. All COB students are required to understand and be committed to upholding the College's professional expectations and standards. One of the expectations is directly related to treating others with respect:
  - I treat all individuals with respect and dignity.

- Social expectations include but are not limited to:
  - Addressing others with courtesy, sensitivity, and respect.
  - Respecting others' property.
  - Contributing to a community in which everyone works together in an atmosphere free from discrimination.
  - Responding appropriately and in a timely manner to all acts of discrimination.

Students acknowledge their commitment to the professional standards and expectations upon entry to the College and again when they apply for admission to the professional program. In addition, the professional standards and expectations are posted throughout the Gerdin Business Building, and faculty members are encouraged to include them in course syllabi.

2. One of the general learning outcomes established for all undergraduate students in the college is to "recognize the benefits and challenges of diversity." All students are required to take 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).
3. The COB has a 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. In spring 2013, the committee developed and sent out a survey to all COB students. The purpose of the survey was to determine how well the college was achieving its goal of supporting and encouraging diversity and to gain insight into additional actions that could be undertaken to better accomplish this goal. The data is currently being analyzed.
4. 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. This semester, we already have 235 students voluntarily opting into this program, which exceeds the number who participated during the entire 2012-13 academic year. After these interactions, students are asked to reflect on the differences and similarities between themselves and others.
5. 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).
7. Our Young Women in Business Conference (YWIB) continues to be a success with the number of high school girls attending increasing each year. Attendance in fall 2011, fall 2012, and fall 2013 was 170, 183, and 292 high school girls, respectively. We are analyzing the data to determine how many

YWIB Conference students actually enroll in the College of Business at ISU. Ultimately, this should help increase the percentage of female students enrolled in the College of Business.

8. New minority faculty, like all new faculty in the college, receive mentoring from a colleague for their first three years at Iowa State. The purpose of this relationship is to provide whatever support the new faculty member needs that will help him/her be successful at Iowa State. We have also have a Faculty Development Program, which requires that each new faculty member, in conjunction with his/her department chair and mentor, develop a customized plan with respect to research, teaching, and service that will contribute to his/her success.
9. The College of Business established a 2+2 program with the Southwestern University of Finance and Economics (SWUFE) in Chengdu, China in spring 2011. Under the 2+2 program, students would complete their first two years of study at SWUFE and then come to the College of Business at ISU to complete their remaining two years and graduate with a degree from ISU. In fall 2011, five students enrolled in the 2+2 program and another eight students came as transfer students (these eight students had only completed one year at SWUFE). In fall 2012 three students enrolled in the 2+2 program and another 12 came as transfer students. In fall 2013, three enrolled in the 2+2 program and another 14 came as transfer students.
10. The College of Business appointed Dr. Christine Denison as our Equity Advisor last spring. She provides guidance and support for the College as we work to achieve our goals of diversity, equity, and community, to recruit and retain a diverse faculty, and to create a climate of inclusive excellence. She is also available for consultation on issues including recruiting, hiring, mentoring, professional development, leadership opportunities, and departmental climate as they relate to support for women and minority faculty.

Overall, the College of Business is making 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) Vision or mission.**

As part of our strategic planning process for 2013-2020, the faculty and staff in December 2012 approved the following College of Design mission, values and vision statements.

#### **a) Our mission is to:**

Educate students to become successful designers, planners, artists and scholars who enhance human experience and improve the natural, social and built environment.

Serve as a resource for Iowa and beyond through research, creative endeavors, extension and outreach.

#### **b) We value:**

Innovation, curiosity, collaboration, open exchange of ideas, diverse perspectives, environmental and social responsibility.

#### **c) Our vision for the future:**

Faculty, staff, students, alumni and partners will be leaders who imagine and respond to challenges and opportunities in a sustainable manner using innovative, interdisciplinary

approaches and technologies.

This vision will be accomplished through eight interrelated goals, two of which focus on enhancing diversity within the college:

- i) Enhance opportunities for students to celebrate many peoples, cultures and places.
- ii) Support and increase the diversity of backgrounds and perspectives represented in the college.

These goals are being further developed with specific tactics or strategies, assessment measures and parties responsible for implementation, which will be voted on by the faculty and staff this academic year.

## **2) Recruitment and retention strategies for faculty, staff and students.**

### **a) Equity adviser**

The College of Design appointed Mark Chidister, associate professor of integrated studio arts, as its first equity adviser on an interim basis until a position description can be developed and posted to hire a new adviser. Chidister has met with every new search committee to discuss best practices related to faculty and administrative searches and strategies for increasing the diversity of applicants. Committee members are provided with the university's nondiscrimination and affirmative action statement, specific actions that can be taken during recruitment and screening of applicants, and excerpts from the university and college strategic plans that address the importance of recruiting a diverse and excellent faculty.

### **b) 2011-2012 Graduate College RECRUIT Grant**

The Department of Community and Regional Planning was awarded a 2011-2012 Graduate College RECRUIT Grant to recruit underrepresented students into the Master of Community and Regional Planning (MCRP) program. Part of the award money was used to send direct e-mails to 376 multicultural GRE test takers, in hope of building our prospect pool of multicultural MCRP applicants. The CRP program also developed and distributed a series of HTML e-mail messages that targeted multicultural students. Faculty from CRP also visited colleges around the region to recruit multicultural students into the MCRP program. There was expressed interest and correspondence from prospective students.

### **c) Undergraduate, Graduate and Transfer Recruitment Coordinator**

In November 2012, the College of Design hired Meredith Foley to serve in the new position of undergraduate, graduate and transfer recruitment coordinator. She is responsible for working with academic departments and programs to promote, market and recruit students to the College of Design. She has worked in conjunction with the multicultural liaison officer to increase multicultural student representation in the college. She has conducted focus groups with current graduate students to identify recruiting and marketing strategies that would increase domestic, international and multicultural student representation.

### **d) 2013-2014 Graduate College RECRUIT Grant**

Meredith Foley received a \$2,000 RECRUIT Grant offered through the ISU Graduate College to assist with the recruitment of underrepresented multicultural graduate students. In 2013-2014, the College of Design will host two prospective graduate student open houses. Additionally, we will

accommodate individual visits as needed. To ease the burden of travel costs, we will offer to assist prospective students by reimbursing their campus visit travel costs up to \$100 per person.

**e) Diversity Committee**

The college's Diversity Committee creates and promotes strategies to ensure equity in accordance with ISU's Equal Opportunity and Diversity policies. It supports and develops programming to increase recruitment and retention of multicultural or marginalized students within the College of Design; recognizes and rewards faculty and staff service and research related to the enhancement of diversity; encourages the development of new courses, curricula and programs to improve the incorporation of diversity throughout the curricula; and encourages the use and creation of educational resources to enhance the equity, justice, inclusion, understanding and respect of all individuals.

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

**a) Lecture**

In September 2013, the College of Design cosponsored a university lecture titled *How Artists Are Transforming the Narrative on Immigration and Equality*, by artist and activist Favianna Rodriguez. It focused on how to use art to promote civic engagement and address issues of war, immigration and social awareness.

**b) Safe Zone Training**

The College of Design in collaboration with the College of Engineering conducted *Safe Zone Training 101* with 22 faculty and staff. The three-hour training program was designed to address and educate participants about LGBTIQA issues, and provide and identify resources and support. The goal was to eliminate homophobia, transphobia, and heterosexism by creating and encouraging safe and secure environment for LGBTIQA students, faculty and staff. In direct response to the training, the College of Design converted our ground-floor men's restroom to a gender-neutral facility. Other initiatives also are being considered.

**c) Multicultural Welcome Reception**

In early September 2013, the college's new MLO, Audrey Kennis, hosted the first multicultural welcome reception for students within the College of Design. With 41 attendees, the program helped welcome, connect and build community for multicultural students. The program highlighted resources within the college and allowed students to connect with upperclassmen in their intended program.

**d) Multicultural Student E-news and Multicultural Portfolio Workshops**

The college's former MLO, Cristobal Salinas Jr., developed and distributed the *Multicultural Student E-News: Celebrating and Recognizing Diversity*, and hosted the Multicultural Portfolio Workshops for first-year multicultural students. The *Multicultural Student E-News* was sent monthly in 2012-13 to more than 340 College of Design students to inform and reinforce their academic success, career and professional development, and leadership. Four Multicultural Design Workshops were presented in spring 2013 to give multicultural students the tools and knowledge to assemble high-quality portfolios for the Core Design Program review. The program will continue under the new MLO in the 2013-2014 academic year.

**e) APEX Cohort**

The college's new MLO, Audrey Kennis, continued the Academic Program for Excellence (APEX) beyond the eight-week summer series, to continue student development, active engagement and community among students in the Core Design Program. The continuation of



APEX helps students support each other throughout the first year of paraprofessional foundation courses.

**f) Conference and Departmental Presentations**

The MLO made presentations regarding issues of diversity in design fields, including social justice topics, in numerous design courses, at the Iowa State Conference of Race and Ethnicity (ISCORE), George Washington Carver (GWC) Academy, Multicultural Vision Program (MVP), Greek Affairs Office, Science Bound, Iowa Academic Advising Network (IowAAN), and the Lesbian Gay Bisexual and Transgender Student Services (LGBTSS) Office.

**g) Difficult Discussions Sessions**

The MLO works in collaboration with the Multicultural Student Affairs Office, International Students and Scholars Office, the Lesbian, Gay, Bisexual and Transgender Student Services Office, and other departments across the university to create programming to promote diversity and inclusivity of all students, faculty and staff. The Design MLO collaborated with the other five MLOs from the Colleges of Agriculture & Life Sciences, Business, Engineering, Human Sciences and Liberal Arts & Sciences to develop a “Difficult Discussion” session to determine the best way to provide best practices for incorporating inclusivity inside and outside the classroom when it is threatened (ongoing).

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

- a) Barbara Caldwell, associate professor of integrated studio arts, incorporated course content related to diverse artists and art forms. In her photography courses, students addressed topics such as personal identity, homosexuality, cross-cultural commonalities and diverse cultural issues and traditions. In her art education courses, students study diverse artists and art forms. They construct collaborative murals on the topic of “unity in diversity,” which bring students together across differences and build class community.
- b) For the past three years, Jane Rongerude, assistant professor of community and regional planning, has collaborated with the Des Moines Neighborhood Development Division on projects for her CRP 532 graduate planning studio. In fall 2013, the class is focused on outreach efforts to the Latino/a community, engaging residents in revitalization and planning efforts in two of the city’s most diverse neighborhoods, Capitol East and Capitol Park in downtown Des Moines.
- c) The Department of Community and Regional Planning introduced a new experimental course, CRP 460X/560X: Social Justice and Planning. Taught by Associate Professor Monica Haddad, the course was first offered in the spring of 2013 and will be offered again in the spring of 2014.

In spring 2013, the class developed a diversity awareness campaign for the College of Design by researching case studies of other organizations that have embarked on such campaigns and obtaining input and feedback from the college’s Diversity Committee and other personnel involved in multicultural issues across the university. Each student in the class also completed a service-learning project, devoting 20 hours of volunteer service to a nongovernmental/nonprofit organization that works with social justice issues and developing appropriate materials/discussion points related to that organization, such as issues of affordable housing for a homeless shelter and issues of racial or ethnic segregation/discrimination, income inequality, etc., for Urban Dreams in Des Moines.

**5) Information on international activities, including partnership with organizations abroad.**

- a) The Department of Landscape Architecture is hosting a visiting Chinese scholar, Bin Zhang, during the 2013-2014 academic year. The department also has developed relationships with Yeungnam University in South Korea and with University Putra Malaysia. Both schools sent students to our university in spring 2013.

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

- a) Barbara Caldwell, associate professor of integrated studio arts and a member of the college's Diversity Committee, published a book chapter called "A Collage of Holistic Art Education Discoveries," which featured original photographs. It conveys the creative outcomes and multidimensional learning that result when elementary education and art majors are inspired by African American artist Faith Ringgold's writing, art and life. Ringgold speaks of the importance of transcending prejudice believing in one's aspirations. This introduction to Ringgold's resilient spirit and meaningful art inspired students to create individual story quilt blocks which when displayed together united diverse students in a celebration of class community.

Other recent juried professional presentations by Caldwell addressed crosscultural themes and pluralistic educational methods. These initiatives included:

- i) "Transformational Art and Art Education," original photos included in Public Art as Advocacy presentation. Art Educators of Iowa and Nebraska Joint Conference, Council Bluffs, IA and Omaha, NE, October 5-7, 2012
- ii) "Insight, Empathy and Authenticity: The Benefits of Creating Photography in Community" National Art Education Association Convention, Fort Worth, TX, March 7-10, 2013.
- iii) "Touchstones of Transformation: Navigating Change Through Art" National Art Education Association Convention, Fort Worth, TX, March 7-10, 2013.
- iv) "Heart of Art Education" authors discussion and book signing. National Art Education Association Convention, Fort Worth, TX, March 7-10, 2013.

Her art was shown regionally and internationally in exhibitions in 2012-2013, including:

- v) "Peaceful Morning Awakening Koi-Noboris" (carp wind streamer), ink drawing on canvas, created to send wishes for strength in those surviving recent disasters in Japan. Fukushima Contemporary Art Biennial at Fukushima Airport, Japan, August 11-September 23, 2012.
- vi) "Relationships Renewed," five photographs presented at the Brunnier Art Museum. "The Artful Life", cross-cultural holistic series of images included: Mystery and Synchronicity, Contemplation, Resilient Emergence, and Playful Discovery. "Peace Star," a gelatin silver print incorporating diverse portraits also was displayed commemorating unity in diversity.

**7) A summary of committees, nationwide 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 as university-wide advisory committees or appointments to national boards, etc.**

- a) At the university level, the Design MLO continues to serve as a member of the Iowa State University Committee on Diversity, the Multicultural Student Services Coordinated Team (MSSCT) and the Iowa State Faculty and Staff Affinity Council, and as co-chair of the Black Faculty and Staff Association. College of Design students Jasmine Wilks, sophomore in graphic design from Normal, Illinois, and Danielle Hernandez, junior in graphic design from Harlan,

Iowa, participated with the MLO in the 2013 National Conference on Race and Ethnicity (NCORE) program in New Orleans, Louisiana.

- b) Jasmine Gunn, fourth-year architecture student from Matteson, Illinois, was elected president of the Iowa State chapter of the National Organization of Minority Architecture Students (NOMAS).
- c) Irene Lopez, senior in graphic design from Sioux City, received the 2013 Student Change Agent Award at the Multicultural Student Affairs Awards and Recognition Ceremony.
- d) Gerardo Garcia, senior in industrial design from Sioux City, received the 2013 Multicultural Liaison Officer (MLO) Outstanding Student Award. The award recognizes outstanding leadership in the College of Design as well as across campus.
- e) The MLO and College of Design encourage students to take professional and leadership development opportunities to enhance their success.
- f) Associate Professor Barbara Caldwell, integrated studio arts, served on the executive board of the United States Society for Education through Art (USSEA), a national affiliate of the International Society for Education through Art (ISEA), an organization devoted to crosscultural and multicultural research and pluralistic teaching initiatives in art education. She also serves on the Art Educators of Iowa board of directors.

In July 2013, Caldwell represented the USSEA's perspectives and diversity initiatives on a panel with Deborah Reeves, executive director of the National Art Education Association (NAEA), sponsored by the Art Educators of Iowa.

- g) Professor Francis Owusu, interim chair of the Department of Community and Regional Planning, has continued to serve as an External Reference Group member for the African Capacity Indicator Report produced by the African Capacity Building Foundation in Harare, Zimbabwe.

## **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** includes the following:

Fostering an environment of scholarship, diversity, and leadership among the students, faculty, and staff of the college.

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 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 50% of the department chairs in the engineering college are women. The college supported the hire of a lecturer, Eliseo DeLeon, who will engage in recruitment and retention activities directed at increasing diversity enrollment. 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 equity advisor at the new 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.

**Student Recruitment.** Several recruitment efforts in the college continue to focus on the recruitment of a diverse student population. We conduct an "Experience Engineering" event that brings prospective minority engineering students (primarily high school seniors) on to campus with their parents to learn more about the opportunities for them in engineering at Iowa State. Finally, we have purchased ads in the Naviance Software system from Hobsons to target multicultural and female high school students in Minnesota and Illinois.

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. This last year these engineering college representatives attended the AGMUS Research Symposium in Puerto Rico, the Hispanic Engineer National Achievement Awards Corporation (HENAAC) national conference in Lake Buena Vista, FL, the Mexican American Engineers and Scientists (MAES) National Conference in San Francisco, CA, the Society of Hispanic Professional Engineers (SHPE) National Conference in Anaheim, CA, the Society of Women Engineers (SWE) National Conference in Chicago, IL, and the National Society of Black Engineers (NSBE) National Conference in Pittsburgh, PA .

**Student Retention.** Once the students have been recruited, the college has retention programs designed to help them be successful. Some of these engineering programs are focused on the transition from high school to the university. One such program is 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. This new program, in collaboration with the Dean of Students Office, allows incoming students to take up to eight ISU credits in conjunction with participation in a set of structured academic and professional activities to prepare students for the rigors of studying engineering, to give them direct interactions with each of the academic departments, and to build their relationships with faculty, staff, peers and industry professionals. Faculty members from all of the

engineering departments participate in this retention activity. In 2013, there were 23 incoming first-year students that participated in this program from a variety of communities across the United States.

In 2012, the engineering college hired a full-time multi-cultural liaison officer – LeQuetia Ancar. She directs the Leadership through Engineering Academic Diversity (LEAD) Program. The focus of this program is to continuously support our underrepresented students throughout their academic career at Iowa State. An important component of the LEAD Program is the LEAD Living and Learning Community that provides academic, professional, social support, and development opportunities for first year undergraduate multicultural and female students across the college, to aid in their retention and success. Leadership opportunities are also provided through the LEAD Learning Community for returning students to serve as peer mentors; peer mentor participation has increased 70% since fall 2010.

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
- Federal University of Vicosa (Brazil) – sent/received students
- University of Southern Denmark (Denmark) – sent students
- University of Birmingham (U.K.) – sent students
- University of Edinburgh (U.K.) – sent students
- Hochschule Mannheim (Germany) – sent/received students
- RWTH Aachen University (Germany) – sent 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
- University of Limerick (Ireland) sent students for semester study abroad
- University of Oviedo (Spain) sent students & faculty for summer program
- National Tsing Hua University (Taiwan) sent students for summer research internship
- Bogazici University (Turkey) – sent students for summer program
- Institut Polytechnique de Grenoble (France) – received students
- Politecnico di Torino (Italy) – sent students & faculty for summer program
- Middle East Technical University (Turkey) – received students

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

The Department of Agricultural and Biosystems Engineering received a grant from the USDA Multicultural Scholars Program to provide four years of scholarship support for four underrepresented ABE students preparing to enter the biofuels industry as engineers or technology professionals. The department is an active participant in the Science Bound program for underrepresented students and their teachers from Des Moines, Marshalltown, and Denison. Additionally, the ABE department has a new initiative collaborating with Jackson State University both for the recruiting of students and for research and teaching partnerships.

The Department of Aerospace Engineering continues its efforts to improve diversity, building on our previous success in recruiting women and minorities in tenure track faculty positions. We are working to improve the climate for students from diverse backgrounds. A major effort in our freshman courses has

made them more accessible to students from all backgrounds. We are now engaging students and faculty in the NSF LSAMP INSPIRE program 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.

The Department of Electrical and Computer Engineering successfully recruited one female assistant professor in the area of software engineering. The department, 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 was placed on the recruitment and development of both undergraduate and graduate female students. The department supported participation for 10 female undergraduate students to attend and participate in the Grace Hopper Conference (GHC) in Minneapolis. In addition, two female faculty attended and together, these faculty and students staffed 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 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. The department actively recruits women students to the undergraduate program through WiME scholarships and personal recruitment by the department chair. 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. 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 20 underrepresented minority and female students. Three students from HBCU Savannah State who participated in the program have joined ISU graduate programs including two who joined our Ph.D. program last year. The graduate program seeks to continue to recruit outstanding women and underrepresented students through the targeted use of supplemental fellowships and graduate assistantship positions. The enrollment of women in the graduate program has increased to 22% from 7% four years ago. In addition the department has added an African American and one woman to our faculty ranks through our 2012 search process. The department has also actively participated in spousal accommodation efforts, including two faculty members who joined our department this year.

The Department of Civil, Construction and Environmental Engineering shortlisted two female faculty candidates this past year, but both candidates withdrew before an on campus interview could be completed. Women account for 21% of the department's faculty members, and 17% of the undergraduate student population. The department's underrepresented minority student population is at its highest level ever, at 9%. The Construction Engineering Ladies Group and Civil Engineering Ladies Group are two organizations that continue to actively pursue opportunities for women to develop professionally. The department is searching for 4 faculty members for this coming academic year and is specifically targeting underrepresented minorities in its recruitment activities.

The Department of Industrial and Manufacturing Systems Engineering successfully conducted another faculty search resulting in one female hire bringing the IMSE faculty to over 30% women. The search committee utilized the RICE database to specifically contact several female doctoral candidates to

encourage them to apply for open faculty positions. We have adopted fully the faculty search processes developed through the College of Engineering Diversity Committee with great success. The department also explored the use of learning communities for at risk underrepresented minority students at transfer and/or reinstatement. The IMSE department uses these recognized retention tools such as learning communities, in an effort to support our diverse student body through successful graduation and career launch.

The Department of Chemical and Biological Engineering was an ADVANCE focal department and developed and implemented innovative strategies related to hiring and improving the climate in the department for all faculty, especially women and minorities. The department is one of the most gender-diverse faculty in the college, with 40% female faculty and is among the highest in the nation in this category among chemical engineering departments. This in turn, provides role models for our student body, which can help in both recruitment and retention of students, faculty, and staff.

The Department of Materials Science and Engineering faculty and students are very active in promoting the department and STEM fields in general. Many activities target girls, women and underrepresented minorities. Examples of these efforts include visits to high schools made up of predominantly minority students of Hispanic descent, collaboration with the ISU Science Bound program made up largely of Black and Hispanic school-age children, and participation in First 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.

## **THE COLLEGE OF HUMAN SCIENCES**

Diversity is a very important aspect of our College. We embrace diversity and do all we can to support our multicultural students, faculty, and staff. We are also very diligent in our recruitment efforts and program design to be inviting to everyone. Specific efforts are outlined below:

### **1. Modifications to vision and mission**

- a. The School of Education is heading a partnership with two Des Moines Public Schools that have a very high proportion of students of color; King Elementary and Moulton Learning Academy. This partnership was initiated by President Leath and state Rep. Ako Abdul-Samad D-Des Moines. This year we have performed deep planning for the project that will include CHS Extension and Outreach as well as ISU Financial Aid. We are redesigning SOE Teacher Education curriculum and practicums to include active participation with these two schools. Moreover, we have an exclusive relationship with both schools regarding placement of practicum pre-service teachers. Overall, the partnership will build university-community engagement, offer low-income and minority students a pathway to college, and enhance Iowa State's cultural and socioeconomic diversity.
- b. The CHS sponsors a faculty award for diversity enhancement. This award is evaluated on the basis of excellence in meeting the goals in the University and College strategic plans to enhance diversity. <http://www.hs.iastate.edu/awards/facstaff/faculty-award-for-diversity-enhancement/>.
- c. We are conducting a search for a new faculty position in the School of Education that would specifically focus on multicultural education.

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

- a. This fall we doubled the number of multicultural students in the College. The college currently has 554 undergraduate and graduate minority students increased from 277 when



the college was formed. CHS's minority enrollment has grown 58% faster than ISU's overall and, according to a recent report by the Food and Agricultural Education Information System (FAEIS), 49% faster than minority enrollments in similar colleges and departments nationwide. In addition, international student enrollment has grown by 46% in the same time period.

- b. Beginning this fall, Multicultural student recruitment has been tied to CHS Recruitment's collaboration with the Office of Admissions to utilize the Customer Relations Manager (CRM) client. After they are offered admission, each prospective multicultural student receives a personalized Email from our Multicultural Liaison Officer and personalized emails about multicultural clubs related to their major including the National Society of Minorities in Hospitality, ISU Leaders in Education and Diversity and the AMD Multi-Cultural Organization.
- c. For the third year, we will offer five \$2,000 scholarships to new multicultural students. For fall 2013, 33 students applied compared to 18 in fall 2012.
- d. We have a new Equity Advisor, Mary Lynn Damhorst, who has been very active in participating in faculty recruitment. She visited every department and distributed handouts pertaining to ways to attract and hire diverse candidates. She plans to meet with every faculty search committee in the College.
- e. We have created a Climate Survey with a focus on equity and diversity. The survey will be launched this fall.
- f. The department of Food Science and Human Nutrition has initiated the Cyclone Scholars Program. This is a new scholarship program to support undergraduate students who plan on majoring in food science. This was made possible through a grant from the U.S. Department of Agriculture. The department awards 5 scholarships to students who are Iowa residents and identify as members of an ethnic-minority group.
- g. We supported our Equity Advisor's attendance at the Keeping Our Faculty of Color Conference VI (<http://www.cce.umn.edu/Keeping-our-Faculty/>)

### **3. Diversity Programing**

- a. All new multicultural freshmen are offered a one on one meeting with a member of CHS Multicultural Programs staff during June orientation to review resources and begin making connections with the office. Seventy-eight students along with their families attended this year's meetings; 89% of the number of new freshmen who enrolled.
- b. The CHS MLO, Denise Williams, presented a session on diversity, bias and multicultural competence to all CHS orientation courses
- c. CHS Student Services presented the Connect Four Mentor/Mentee Social (25 students attended)
- d. Connect Four student meetings are conducted bi weekly (20 students participated, avg. Spring cumulative GPA was 3.21 compared with 2.21 for eligible non-participants)
- e. MLO Denise Williams provided diversity training for Alternative Spring Break Site Leaders through the office of Student Activities
- f. From November 2012 to date, CHS MLO has conducted 201 Individual student meetings with Multicultural Programs staff
- g. Faculty from the SOE working with CHS Student Services sponsored Latino Leadership Retreat (CHS students comprised 1/3 of the attendees) and Latino Heritage Month Activities
- h. CHS Student Services partnering with others, sponsored Womyn of Colour Retreat (CHS students comprised 46% of the 24 attendees)
- i. CHS Student Services partnering with others, presented Connect Four Kick-Off for students and mentors (CHS students comprised 26% of the 31 attendees)

- j. MLO Denise Williams conducts Bi-weekly Connect Four meetings with freshmen (38 participants) and transfer students [program formerly called Trans-Four] (15 participants)
- k. CHS Student Services conducted the 3<sup>rd</sup> Annual CHS Multicultural Mentor Leadership Retreat (45 students attended)
- l. MLO conducts monthly Leadership Series for Peer Mentors (50 upper-class multicultural peer mentors)
- m. MLO planned and presented the Fall Connect Four student and mentor social
- n. MLO provided Diversity training for 9 sections of the First year honors program freshman seminar
- o. MLO presented Diversity training for Alpha Gamma Delta sorority
- p. MLO provided diversity training for Student Activities Fall Leadership Retreat
- q. MLO provided Diversity workshop for the Writing and Media Center staff
- r. Multicultural Programs Staff conducted 152 Individual student meetings (As of October 11).
- s. CHS Student Services Welcome Back Event at the Black Cultural Center (20 students attended)
- t. Infused “Facing History and Ourselves: into courses: Multicultural Foundations of Schools and Society and Bilingualism, Bilingual Education, and US Mexican Youth
- u. CHS MLO Denise Williams provided Diversity training for Iowa State University Honors Program First-Year Honors Program Leaders
- v. Conducted a Multicultural Graduate Student Social (15 students attended)
- w. Conducted a self-evaluation of Multicultural Programs (50% response rate from undergraduate students)
- x. Co-Facilitated three Difficult Dialogue sessions for Faculty and Staff through CELT on building inclusive classrooms
- y. Conducted a meeting with student diversity leaders in response to racist tweets following the University of Kansas Basketball game
- z. Contributed and participated in the Iowa State Conference on Race and Ethnicity (21 CHS students presented)
- aa. Facilitated three pre-departure trainings for 2013 ISCORE Scholars (6 CHS students participated)
- bb. Co-Facilitated a session on Building Inclusive Classrooms for the New Faculty Scholars Program
- cc. Hosted Connect Four Poster Session (20-30 CHS and University Faculty and staff attended)
- dd. Sponsored Latino/a Graduation Ceremony (6 CHS students honored)
- ee. HDFS 270 Family Communications and Relationships course. Modified and requested US Diversity designation.

#### 4. Diversity Related Research

- a. Grants
  - i. HRI-2 preventing diabetes in African American adults: Identifying sustainable behavioral changes and understanding biological pathways. Principal Investigator: Carolyn Cutrona. **Co-investigators: Warren Franke, Tera R. Hurt Marian Kohut, Lorraine Lanningham-Foster, and Daniel Russell.** Award: \$50,000. Funded by: Health Research Initiative, Iowa State University. Project timeline: October 2012 – June 2013

- ii. **Karpova, E., & Marcketti, S.** (2013). Enhancing Women's Creative Thinking Potential at Iowa State University: Development of Case Studies and Workshop. Women and Diversity Grant Program, ISU. \$3,839.
- b. Publications
  - i. **Hurt, T.R.,** McElroy, S. E., Sheats, K. J., Landor, A., & Bryant, C. M. (in press). Married Black men's opinions as to why Black women are disproportionately single. *Personal Relationships*.
  - ii. **Hurt, T. R.** (2013). Toward a deeper understanding of the meaning of marriage among Black men. *Journal of Family Issues*, 34 (7), 859-884. doi: 10.1177/0192513X12451737
  - iii. **Hurt, T. R.,** Beach, S. R. H., Stokes, L. A., Bush, P. L., Sheats, K. J. & Robinson, S. G. (2012) Engaging Black men in empirically based marriage enrichment programs: Lessons from two focus groups on the ProSAAM project. *Cultural Diversity and Ethnic Minority Psychology*, 18 (3), 312-315. doi: 10.1037/a0028697
  - iv. Keist, C. N., & **Marcketti, S. B.** "The new costumes of odd sizes:" Plus-sized women's fashions, 1920-1929. *Clothing and Textiles Research Journal*, 31(4).
  - v. **Marshall, J. M.** and F. Hernandez (2013). "I Would Not Consider Myself a Homophobe": Learning and Teaching about Sexual Orientation in a Principal Preparation Program." *Educational Administration Quarterly* 49(3): 451-488.
- c. Scholarly Non-peer reviewed
  - i. **Hurt, T. R.** (2009). Connecting with African American families: Challenges and possibilities. *The Family Psychologist*, 25 (1), 11-13.
  - ii. **Hurt, T. R.** (2012). Dispelling the myth: Black couples are interested in marriage. Fact sheet developed for the National Resource Center for Healthy Marriage and Families, Office of Family Assistance, Administration for Children and Families, United States Department of Health and Human Services.
  - iii. **Schofield, T. J.,** Beaumont, K. M., Widaman, K. F., Jochem, R., Robins, R. & Conger, R. D. (2012). Parent and child fluency in a common language: Implications for the parent-child relationship and later academic success in Mexican American families. *Journal of Family Psychology*, 26, 869-887.
- d. Presentations
  - i. Beach, S. R. H., Brody, G. H., Kogan, S. M., **Hurt, T. R.,** Fincham, F. D., & Stanley, S. M. (2012). *Efficacy of the Promoting Strong African American Families (ProSAAF) program*. Paper presented at the Association for Behavioral and Cognitive Therapies, National Harbor, MD.
  - ii. **Hurt, T. R.,** Beach, S. R. H, Stokes, L. A., Bush, P. L., & Sheats, K. J. (2012, October – November). *Engaging African American men in empirically-based marriage enrichment programs: Lessons from a focus group on the ProSAAM Project*. Paper presented at the H2R 2012 Survey Methods for Hard to Reach Populations, New Orleans, LA.
  - iii. **Hurt, T. R.** (2012, February). Death of the African American family? Black History Month, African American Cultural Center, University of Georgia, Athens, GA.
  - iv. Hwang, J. & **Marcketti, S. B.** Stylistic elements of Asian dress as used in 20<sup>th</sup> century fashion design. Proceedings of the 69<sup>th</sup> Annual Conference of the International Textile and Apparel Association, November, Honolulu, HI, [www.itaonline.org](http://www.itaonline.org).
  - v. **Schofield, T. J.,** Robins, R. W., & Conger, R. D. (2013). Observed Parenting and Parent Personality Predict Adolescent Personality Development in a Mexican American Sample. Paper presented at the Biennial meeting for the Society for Research in Child Development in Seattle, Washington.

- vi. Scanlan, M., **Marshall, J.** et al. (2012). Critical Conversation: Inclusive Schooling and Leadership for Social Justice. Presentation at the annual meeting of the University Council for Educational Administration, Denver.
- vii. **Marshall, J. M.** (2013 ). Religious Tolerance In/Through Education. Panel discussion at annual meeting of the American Educational Research Association, San Francisco.
- viii. **Bruna, K. R.** Panel Speaker for Women's Extension and Outreach Staff Field Day presenting on the value of diversity and equity.
- ix. **Bruna, K. R.** "Working Diversity" Workshop for NSF EPSCoR. This workshop-involved science faculty across all Iowa regents institutions (at invitation of VPRED's office)
- x. **Bruna, K. R.** Webinar for ISU Agricultural and National Resources Extension and Outreach Staff on Inclusive Excellence in Extension and Outreach.
- xi. **Bruna, K. R.** diversity related to teacher education. ISU Education Association Conference.
- xii. **Williams, D.** The Hidden Secrets of Soul food at *I'll Make Me a World in Iowa* (Community event in Des Moines, current students developed and helped present the session).
- xiii. **Williams, D.** Diversity presentation for Learning Community peer mentors, staff and faculty at the ISU mid-year Learning Community Institute.
- xiv. **Purdy, M.** Keynote address: Virginia Equality Symposium (March, 2013).
- xv. **Purdy, M.** Ally is a Verb, Do Something. Presentation to the University of Michigan Dearborn - Coming Out Week (October 2013)
- xvi. **Purdy, M.** Ally is a Verb, Do Something. Presentation to the Texas A&M University – Corpus Christi - Coming Out Week (October 2013)

## 5. Study Abroad

- a. CHS sponsored Study Abroad Programs:
  - i. A new study abroad program in South Africa was developed and approved: The courses are: (a) AESHM 281/581 Orientation to International Field Trip offered Spring 2014 for 1 cr. and (b) AESHM 382/581 International Field Trip offered Summer 2014 for 2 cr
  - ii. Spanish Cuisine: From the Old World to the New Cuisine.
  - iii. Community Dietetic Internship Rotation in Rural Ghana.
  - iv. Soonchunhyang University Student Exchange Program.
  - v. Multidisciplinary Experiential Study of International Nutrition in Peru.
  - vi. Cuba: History, Art, and Education.
  - vii. International Student Teaching in Italy, New Zealand, Norway, Spain, and Indonesia.
- b. Partnered Study Abroad programs; Results from institutional agreements between ISU and the partner institutions. Individual student attend the Institutions as an international student
  - i. Paris American Academy: Semester Program.
  - ii. London College of Fashion: Semester program.
  - iii. London College of Fashion: Footwear Summer School.
  - iv. London College of Fashion: Fashion and Merchandising Summer School.
  - v. Accademia Italiana: Design and Fashion/Apparel Merchandising.
  - vi. Lorenzo de Medici.
- c. Collaborated Program; Program was officially sponsored by Study Abroad Center, but was successful due to CHS collaboration. We provided faculty and the students for the program
  - i. Study Abroad Shorts: Introduction to the Bahamas.

## 6. Committees and Organizations; Offices Held.

- 1. The CHS hosts the CHS Diversity, Equity, and Community Standing Committee

2. **Tera Jordan**, Assistant Professor in HDFS, serves as the chair of the Welcome Committee for the Black Faculty and Staff Association.
3. **Port, Nicci**, Administrative Assistant in the Dean's office, serves as Co-Chair of ISU's LGBT Faculty & Staff Association.
4. **Marshall, Joanne**, Associate Professor in the SOE, serves as the Communications Chair of the Leadership for Social Justice Special Interest Group of the American Educational Research Association
5. **Purdy, Marcia**. Campus Pride Summer Leadership Camp Faculty and Presenter (July 2012)
6. **Marshall, Joanne**, Associate Professor in the SOE, serves as Assistant Program Chair of the Religion and Education Special Interest Group of the American Educational Research Association.
7. **Fiihr, Dawn**, Academic Adviser in AESHM, serves as the Faculty adviser for the National Society of Minorities in Hospitality (NSMH). (NSMH, [www.nsmh.org](http://www.nsmh.org)).
8. **Purdy, Marica**. Advisory Board for the Lavender Umbrella Project. Mission: To assist all people in developing healthy and positive concepts of gender identity and sexual orientation through education of service providers and direct service to youth.

### **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**

Joel Geske, Associate Professor of the Greenlee School, and Luiza Dreasher, Multicultural Liaison Officer, gave a presentation at the *Iowa Governor's Conference on LBGT youth*. The Conference is the largest event of its kind nationally and brought together over 700 Iowa educators, administrators, high school students, college students, social workers, counselors, policy makers, parents, faith leaders, and others concerned about the safety and well-being of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth. The focus of the presentation was on the intersectionality of identities for LGBT students who are also from an ethnic minority group.

A series of diversity workshops within several LAS departments is being piloted to address issues of an inclusive climate, which has become an urgent priority for the Graduate College. The goal of the workshops is to start the conversation about the climate some graduate students experience in their research groups. These workshops will be conducted beginning this fall and departments will develop action plans to try to improve the experience of all our graduate students.

A grant-funded lecture on "Emerging Powers and the Responsibility to Protect," by Professor Ramesh Thakur, former assistant secretary-general of the United Nations, a principal author of the *Responsibility to Protect* Report, Director of Nuclear Non-Proliferation Centre, Australian National University was sponsored by Political Science in October 2013.

Her Excellency Nirupama Rao, Ambassador of India to the United States, lectured on U.S.-India cooperation at the Manatt-Phelps Lecture in Political Science in October 2013.

Through the Mary Louise Smith Chair in Women and Politics lecture series, the Catt Center has brought 24 nationally known women leaders to campus, including CNN's Candy Crowley in November 2012 and

former Ambassador Karen Hughes in October 2013, to speak about politics, public service and women's leadership.

More than 90 women, including women of color, attended the Ready to Run Iowa Campaign Training for Women, a series of six workshops designed to recruit and train women to run for elected office, seek appointed office, or become more involved in community leadership.

The Asian American Studies Program redesigned and implemented a new version of LAS 325: Introduction to Asian American Studies incorporating more course content on transnationalism which links Asian America with Asia.

World Languages and Cultures began teaching American Sign Languages courses fall semester 2012, all of which have strong components regarding the deaf community in the U.S.

Political Science offered an experimental course, Democracy and Diversity in America, in spring 2012 and the course is now incorporated into the University catalog.

The Catt Center staff taught 10 sections of four leadership courses with a diversity emphasis to 246 students from fall 2012 through fall 2013. They include Campus Leadership Development, Leadership Styles and Strategies in a Diverse Society, Women and Leadership, and Interdisciplinary Research on Women and Leadership.

The American Indian Studies Program has taught an average of 10-12 American Indian Studies courses per semester.

The Mathematics Department started MOCA (Mathematicians of Color Alliance), which is dedicated to the continued success of students from underrepresented groups in the ISU Math Department.

The Department of English has conducted several initiatives surrounding diversity and inclusion in the last year. The 9<sup>th</sup> annual Wildness Symposium in March 2013 focused on Diversity and featured American Indian poet Joy Harjo. Additionally, in seeking to recruit qualified graduate students to the multiple graduate programs in the English department, faculty members have worked to broaden the promotional mailings to include tribal colleges and HBCU institutions. Learning community coordinators within the department have created an LGBT learning community with links to English 150 and 250, and are also seeking to establish learning communities that focus on academic success for Hispanic and African American students who appear to have a lower graduation rate.

### **Research on Diversity-Related Topics**

Valerie Hennings, Adjunct Assistant Professor of Political Science and scholar-in-residence at the Carrie Chapman Catt Center for Women and Politics, is involved in assessing the compliance by counties of the Iowa law requiring gender balance on boards and commissions. In partnership with the Friends of the Iowa Commission on the Status of Women, the Gender Balance Project tracks the gender composition of municipal and county boards and commissions in each of Iowa's 99 counties. It seeks to understand the extent to which Iowa's gender balance policy for appointed municipal and county boards has been implemented throughout the state. Hennings also coordinates The Women in Iowa Politics database, which is a comprehensive resource that systematically collects and archives the political status of Iowa's women. The information from this database is available to the public through more than 20 online fact sheets, graphs and reports published on the Catt Center's website.

Valerie Hennings and Robert Urbatsch, Associate Professor of Political Science, are jointly doing research that looks at whether and why a party's nominating a woman for one office seems to diminish the likelihood of the party's simultaneously nominating a woman to other offices. A second research topic by

these colleagues considers ideological differences in parties' probabilities of choosing women candidates depending on whether candidates are selected by election (e.g., a primary) or appointment.

### **Awards, Grants, and Scholarships Promoting Diversity**

A Diversity Grant from the Office of the Senior Vice President and Provost to conduct the ***Inclusive Classroom Project*** was awarded to Joel Geske and Luiza Dreasher. The goal of the project is to develop materials and conduct a pilot workshop for approximately 30 faculty members from every department in the College of Liberal Arts and Sciences to help participants expand their pedagogical tools and learn effective strategies to positively and respectfully deal with cultural differences in the classroom. After the pilot, the intent is to sponsor similar workshops in other colleges and to “institutionalize” the materials in new faculty (and graduate student) trainings.

A 2010-2014 Howard Hughes Medical Institute grant involved bringing 12 students of color (mostly Hispanic) from Iowa community colleges to campus in the summer to get them involved in research projects.

Joel Geske was recognized for his work in diversity issues by receiving the university's MLK One Community Award in 2013.

Michael Dahlstrom, Assistant Professor of the Greenlee School, and Joel Geske are part of a consortium that has received over \$600,000 in federal grants aimed at encouraging aging female landowners in Iowa to adopt environmental farming practices.

The Greenlee School worked with the Scripps-Howard Foundation to establish Scripps Diversity Scholarships. Students produced materials regarding diversity that brought the school national distinction, including a Most Promising Minority Student Citation and top photojournalism awards.

Psychology created a new graduate student award, the Diversity in Psychological Science Graduate Research Award, to recognize high-quality research that adds to the understanding of issues relevant to diverse populations.

Through the Legacy of Heroines Scholars program, 16-20 undergraduate students receive scholarship and leadership development and mentoring opportunities through the Catt Center each year. The Catt Center organized the scholars to attend the “Bully” documentary lecture in January. The Center also selected a diverse group of recipients for the 2013-2014 scholarships.

### **International Activities**

The Director of Asian American Studies developed a Study Abroad Program in Sri Lanka. Twelve students participated in a three-week summer trip to explore Sri Lankan agriculture, religion, labor relations, and environmental sustainability all from a cultural perspective. This trip created relationships with government officials and members of the business community thereby creating new research and grant opportunities for both ISU faculty and students.

The Greenlee School has developed collaborative partnerships or has conducted research in China, Korea, Bulgaria, Swede, Romania, the Netherlands and Lebanon, among other countries.

James McCormick, Professor of Political Science, presented four lectures in Australia and New Zealand on the 2012 American election results and American foreign policy in November 2012. He also traveled to University College, Cork, Swansea University, Wales, and Edinburgh University, Scotland to consult about study abroad programs.

## **THE UNIVERSITY LIBRARY**

In January 2013, the Library Diversity Committee, with approval from the Library's Dean's Council, implemented new internal and external diversity statements.

### **University Library Internal Diversity Statement**

- The Iowa State University Library promotes a diverse and open environment through collegial respect, equality and engagement.
- The University Library recognizes the value of diverse perspectives in our workplace and our community.
- The University Library provides a fair and equitable environment and is dedicated to nurturing the opportunity for success through education, resources and development for staff.

### **University Library External Diversity Statement**

- The Iowa State University Library promotes an inclusive community through tolerance, openness, and equality.
- The University Library recognizes the importance of exposure to a variety of perspectives through access to a diversity of collections and services.
- The University Library provides digital and physical resources to support and nurture a welcoming learning environment for all.

## **Learning and Teaching**

One of the University Library's priorities is that all Iowa State students, regardless of their learning location, will enjoy productive gatherings or solitary work in a technologically advanced, safe and trusted library environment that serves as their intellectual, cultural and social center for efficient academic work and personal success.

An avenue of assisting the campus is through Library Guides. Subject Librarians have regular contact with faculty liaisons, sharing information about resources available as well as soliciting feedback and suggestions. Another means of communicating with the campus community is through our monthly *Your Library-Newsletter*. The newsletter is used to reach out to the campus community on new services, resources and other pertinent information. Lastly, our ultimate communication channel is the e-Library, which provides resources and information in support of research and scholarship.

The University Library, in collaboration with the ISUCard Office, also ensures that all visiting faculty and scholars have the same access to library collections and services as ISU faculty. This includes remote access to all licensed electronic content (e-journals and e-books, online indexes and abstracts, etc.) and interlibrary loan.

## **Research and Access**

The University Library plan states that Iowa and global community members will enjoy welcoming access to a research library environment that may serve as an intellectual and cultural center for their efficient research and personal success.

Access for researchers, regardless of location, includes broad interdisciplinary and basic research collections with rapid and easy access to broad array of research materials. Access also includes a digital repository and publishing infrastructure that ensures global awareness and access to Iowa State Research.



An array of research support tools that provide and promote individual and institutional awareness of research success and creative impact.

To expand the diversity, multiculturalism, and globalization of its collections and services the Library has assigned Subject Librarians for specific subject areas. Subject Librarians are responsible for building the collections, providing classroom and online instruction, and in-depth research assistance to ISU faculty and students. The Library also has a wide variety of online class and research guides related to diverse classes and subject areas to assist researchers in identifying the best resource materials for their specific needs.

Regarding access, from the physical building perspective, the University Library offers a variety of services for patrons with either temporary or permanent disabilities, and works closely with staff in the university's Disability Resources Center to continuously improve these services.

### **Outreach and Extension**

The University Library can also reach Iowa and global community members on or off campus. All members can discover and access unique and nationally important research materials held and preserved by the ISU Library.

A number of the Library Faculty and staff also serve on various University Committees with diversity-related missions as well as external committees related to diversity. We continue to encourage our faculty and staff to continue or enroll in such committees and bring related materials back to the library to help enhance our diversity efforts.

### **Community of Faculty and Staff**

The University Library supports the retention of outstanding faculty and staff internally and externally to the library. Staff members of the library are welcomed to join our Library Staff Association (LSA) whose mission states, "The Library Staff Association (LSA) is a non-profit social organization, which promotes and enhances the well-being of Iowa State University library staff." The Library Staff Association also provides service opportunities throughout the year to support the Ames and Story County community. They regularly hold food drives and support local families in need through an annual giving tree.

Another approach of pursuing this goal is through the Library Diversity Committee. This is a long-standing library committee, which consists of six members representative of faculty, P&S staff and merit staff.

The Library Diversity Committee allows student groups to present diversity displays in a central location on the main level. The goal was to highlight material available within the Library's collection on the selected diversity related topics.

Student employees also play a valuable role in our organization. Library student employees add a significant level of diversity to our organization joining us from various countries and cultures.

## **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 and that of the college. As a four-year professional program, efforts to increase diversity numbers are somewhat tempered compared to undergraduate programs by highly competitive enrollment requirements, a tightly regimented four-year professional curriculum, and the number of diverse candidates applying for faculty and administrative positions. 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 mission and vision statements and our core values speak to our commitment to support diversity and outreach efforts. The statements are inclusive, sustainable, and intended to support all who teach, learn, conduct research, and provide support services within it.

In an effort to place greater emphasis on the everyday interactions and acceptance between colleagues, the annual performance evaluation was updated to tie into the college's core value statement. The format now 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/Retention Strategies**

Dr. Catherine Logue was appointed to the Interim Faculty and Staff Advancement and Equity (EA) director in the spring of 2013. In support of equity and diversity, Dr. Logue has been involved in educating and training six faculty search committees to understand unintentional biases and prevention strategies. These training activities have been carried out using the ISU ADVANCE recommended training approach. To ensure continued, added value, Logue is developing a feedback survey on the success/failure of the training and strategies of the search committees.

As the EA officer for the college, Dr. Logue meets monthly with all the EA officers across campus. Discussions include new activities and information that will further support the training and promotion of the ADVANCE program. Dr. Logue has also attended fellow EAs training activities to ensure the program in the CVM is aligned with the training presented in different colleges/units on campus.

The college hosted a faculty and staff advancement activity this year. The lunch and learn program was designed to meet and discuss the promotion and tenure process with pre-tenure faculty. This outreach effort assisted pre-tenure faculty with understanding the process, a venue to have their questions answered, an opportunity to network with their colleagues, and a feeling of support; therefore increasing their engagement and our retention abilities. Many of our departments have re-energized their formal mentoring programs for tenure track faculty to assist in the promotion and tenure process and the retention of all faculty members in the college.

The college admissions committee continues to implement member changes to include diverse backgrounds, interests, and gender. The committee make-up consists of veterinarians from governmental, research, and private sectors to increase the understanding of diverse careers available to our professional students.

Opportunities to further diversify our incoming classes have opened up discussions with the ISU Foundation in the form of a request for student scholarships to enhance veterinary student diversity and providing financial opportunities for under-represented/minority students.

Departments are advertising open positions with the National Registry of Diverse and Strategic Faculty at Texas Tech University. The registry aims to be the singular resource for current and prospective faculty from underrepresented groups and for institutions of higher education seeking to hire highly accomplished and qualified candidates for open faculty positions.

### **Programming/Presentations**

Dr. Logue, EA director has worked with Dr. Sue Lamont (CALS EA) to develop a proposal for “Inspiring Diverse and Excellent Future Leaders in Health Disciplines”. This proposal was submitted through the SVPP’s office and was selected for funding. The goal of the funds is to invite speakers to campus that will give their views on leadership in the health sciences and their experiences. The program is aimed at all faculty, staff, and graduate students and will help enhance women’s and diversity issues in both colleges. Five speakers have been identified for the program including Ellinor Karlsson, Broad Institute, MIT and Harvard, Don Smith and Julie Kumble from Cornell University and Women’s Fund of Massachusetts, Cindy Nakatsu, and Lisa Greenhill, AVMA .

CVM partnered with LGBTSS to offer Safe Zone 101 training to our staff and faculty in support of raising awareness of issues facing members of the LGBTIQA community. Through this opportunity, a number of individuals in our college have become allies and are able to promote a supportive and safe environment for our students, staff, and faculty identifying with this community. This training opportunity will continue to be offered on an annual basis to grow the number of people who openly advocate for the inclusion and diversity of others in the college.

In student communication classes, we are using diverse students and role playing with a pool of volunteer participants from the general public and the theater department. The intent is to further educate our students and increase their awareness of and interactions with a diverse population when engaging in service.

College recruiting personnel participate in a career fair at the Association of American Veterinary Medical College (AAVMC) meetings. Approximately 200 students attend this event each year with demographics of approximately 30% students of the students representing an ethnic background. Members of the college’s Office of Academic and Student Affairs (OASA) attended the AAVMC where the symposium focus was “Diversity and Multicultural Awareness in Food Animal Medical Education” and “Leading Change- Programs through Enhanced Diversity and Inclusion”. OASA continues to participate in the AAVMC DiVersity Matters Culture and Climate Initiative.

Our veterinary clinical sciences department and teaching hospital host continuing education activities that attract veterinarians internationally. The result of these courses many times leads to international faculty, intern, and resident candidates for open faculty vacancies.

### **Programming/Courses**

In collaboration with the college human resource coordinator, Dr. Logue is developing a new ADVANCE type training activity for CVM search committees that will incorporate more of the EO and HR issues that are currently not covered under the EA overview. This will ensure a more streamlined approach to training committees and assist with ensuring more compliance in open searches. The updated program is planned for a rollout in the spring of 2014.

## **Programming/Inclusion**

The student club, SPECTRUM, supports diversity and inclusion in the CVM. SPECTRUM is a professional organization for members of the CVM community that identify as lesbian, gay, bisexual, transgender, and straight allies. The organization is open and welcoming to all staff, professional students, graduate students, undergraduate students, faculty, and technicians. This club sponsors presentations at the college to educate and gain understanding of their mission.

## **Programming/International Activities**

CVM faculty is supportive of activities that recognize and celebrate cultural differences. Between November 2012 and August 2013, the college engaged in numerous international activities that resulted in increased technical knowledge and cultural understanding; not only for its own students and faculty, but for students and scholars from all over the world. The college received four international students for learning experiences in its clinical rotations. These students came from Norway (2), Spain (1), and Hungary (1) and studied small animal medicine, production animal medicine, and equine medicine. They visited under Memoranda of Understanding with the Norwegian School of Veterinary Science, the Universidad Complutense de Madrid, and Szent Istvan University in Budapest. While the college was receiving students, it was also sending its students on international experiences. During this time period, 40 Iowa State veterinary students traveled to eight different countries on seven different group study abroad programs. The college is in the process of establishing a Memoranda of Understanding with veterinary schools in Thailand and New Zealand to enhance our student's cultural experiences.

The International Programs office has record of 10 international trips made by faculty this year. Their travel included conference presentations, trainings, site visits, and guest lecturing. Countries visited include Portugal, Pakistan, Spain, Brazil, Serbia, Russia, and The Netherlands. As a professional program, veterinary medicine provides a unique opportunity for students to experience their four year education as a cohort and relationships developed through this four-year environment are based on experiencing ethnic, gender, and geographic diversity. Students from other non-U.S. veterinary colleges also participate in training sections of our curriculum during year four.

Dr. Mark Ackermann established a research project with Ablynx of Belgium; he participated in meetings at Nanjing University and Yangling University in China for the purpose of recruiting graduate students to CVM.

Outreach and educational opportunities include faculty members that have coordinated international experiences for veterinary students to Thailand this year and summer training provided by The Institute for International Collaboration in Animal Biologics (IICAB) that attracts participants from all over the world which brings exposure to diverse, ethnic, and geographic backgrounds to the college.

## **Committees/Organizations/Memberships**

The CVM representative to the University Committee on Diversity (UCD) is Dr. Wilson Rumbeiha. Efforts are underway to re-establish a CVM committee to communicate information and implement best practices learned from the UCD.

## **ADA**

The Lloyd Veterinary Medical Center has newly renovated hospital facilities that are ADA compliant in terms of physical construction and practical application. The hospital not

uncommonly receives and handles clients with special needs but also handles nearly every type of physical disabilities in their animals.

OASA and college administration personnel provide assistance to students and employees in need of accommodations by sharing resources and coordinating with the Disabilities Resources Office, the academic department, and the individual making a request. We have integrated personnel from the Dean of Students Office/Student and Outreach Program into our first year student orientation program. During this time, professional students who have documented disabilities are enrolled in the program. All impacted students received or are continuing to receive accommodations while enrolled in the curriculum.

Our departments also make accommodations for students, interns, residents, technicians, faculty, and staff in terms of office space for special needs as they arise.

## **PERSPECTIVE: TEN YEARS OF AFFIRMATIVE ACTION: 2003-2013**

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The total workforce increased by 117 employees, from 2003 to 2013. 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 five of the POA groups from 2003 to 2013. The largest increase in workforce for females from 2003 to 2013 was in the POA groups Faculty: Non-Tenure Track and Professional and Scientific. The number of females in the workforce had an overall increase of 142 female employees, an increase of 1.4% in this ten-year period. Female employees in 2013 are 50.2% of the total workforce compared to 48.8% in 2003.

The minority workforce has experienced growth in five of the POA groups 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 98 employees, an increase of 1.4% in this ten-year period. In 2003, minority employees were 11.1% of the total workforce compared to 12.5% of the total workforce in 2013.



**University of Northern Iowa**  
Office of Compliance and Equity Management

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

**October 2013**

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**Annual Report on Affirmative Action  
To the Board of Regents, State of Iowa  
University of Northern Iowa (UNI)  
October 2013**

**I. INTRODUCTION.**

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

This report presents recent employment activities at UNI. The data in this report are compiled according to Board of Regents, State of Iowa guidelines, and include all non-temporary, full-time, and part-time employees working 50 percent time or more as of October 1, 2013. 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.**

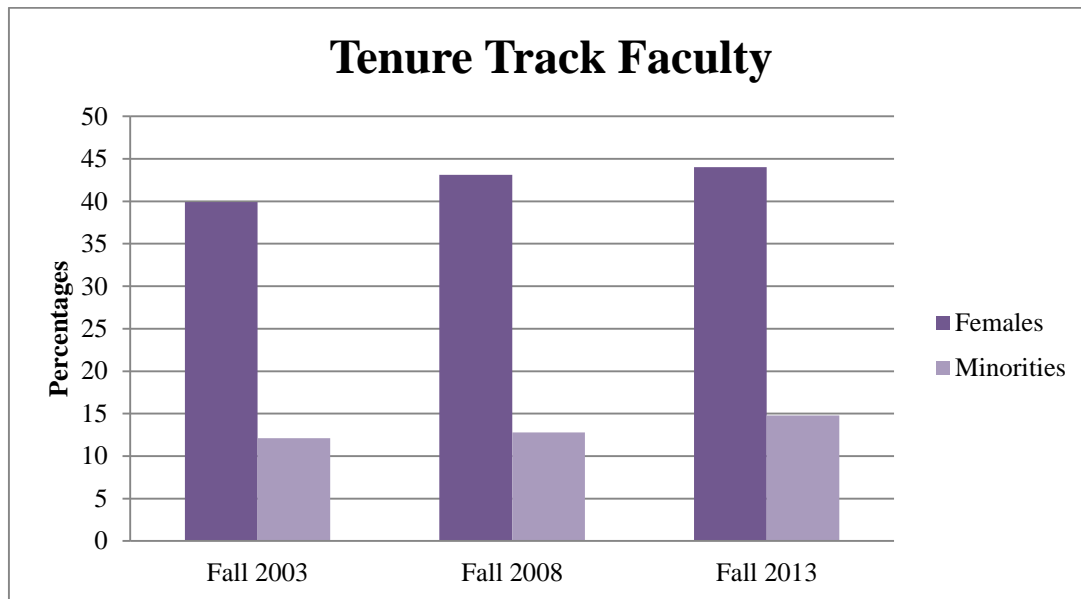
As of October 1, 2013, the UNI workforce totals 1807 non-temporary employees. This includes 1013 (56.1%) female employees and 189 (10.5%) minority employees. One year ago, UNI employed 1788 non-temporary employees, including 1002 (56.0%) female employees and 187 (10.5%) minority employees. After seeing a 4% decline in the number of employees reported between 2011 and in 2012, we saw a slight (1%) increase this year, with the percentages representing female and minority employment remaining stable.

Five- and ten-year comparisons for the overall workforce show progress in female and minority representation. Over the ten-year history, total employment numbers varied in response to budget fluctuations. The total number of non-temporary employees working at UNI is down by 140 (7%) compared to 10 years ago, yet the percentage of female and minority employees has made steady gains over the same period. Females were employed at a rate of 54.1% ten years ago. Females are currently employed at a rate of 56.1% of total employment. The percentage of minority employees has increased over the ten-year period, from 9.6% in 2003 to 10.5% in 2013.

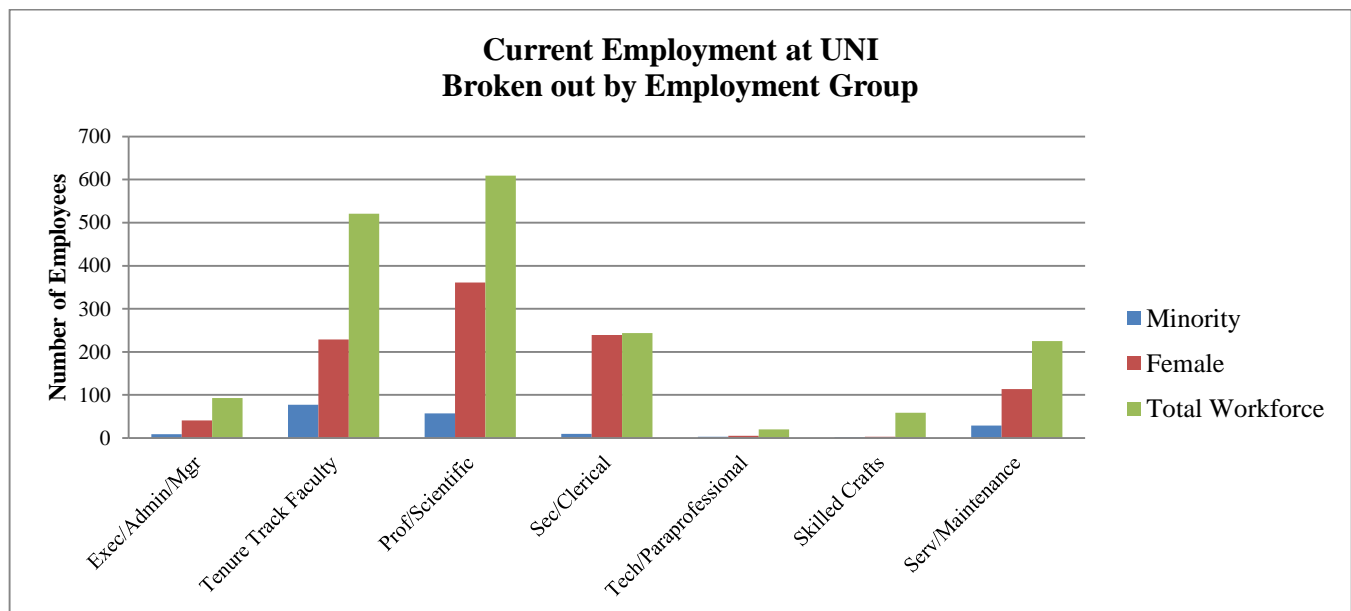
The tenured and tenure track employee group currently employs a total of 521 employees. This represents an increase of five faculty employees from last year. The five- and ten-year comparisons reflect overall gains in the proportion of both females and minorities in the tenured and tenure track faculty group. While the overall number of employees in that job group has actually decreased by 40 employees over the past ten years, female and minority representation has increased from 39.9% and 12.9%, to 44.0% and 14.8%, respectively.



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 FY13, a total of 228 employment searches were initiated. This number was 30 more than the FY12 count and marks a 13% increase in search activity from the previous fiscal year.

**Faculty Searches.** Seventy-six (76) faculty searches were initiated in FY13:

- 10 academic administrators;
- 52 tenure-track appointments;
- 6 term appointments;
- 5 renewable term appointments;
- 2 course release appointments; and
- 1 temporary appointment.

The number of faculty searches initiated in FY13 increased by a total of twenty-eight (28) searches over the previous year, which is a 37% increase from FY12.

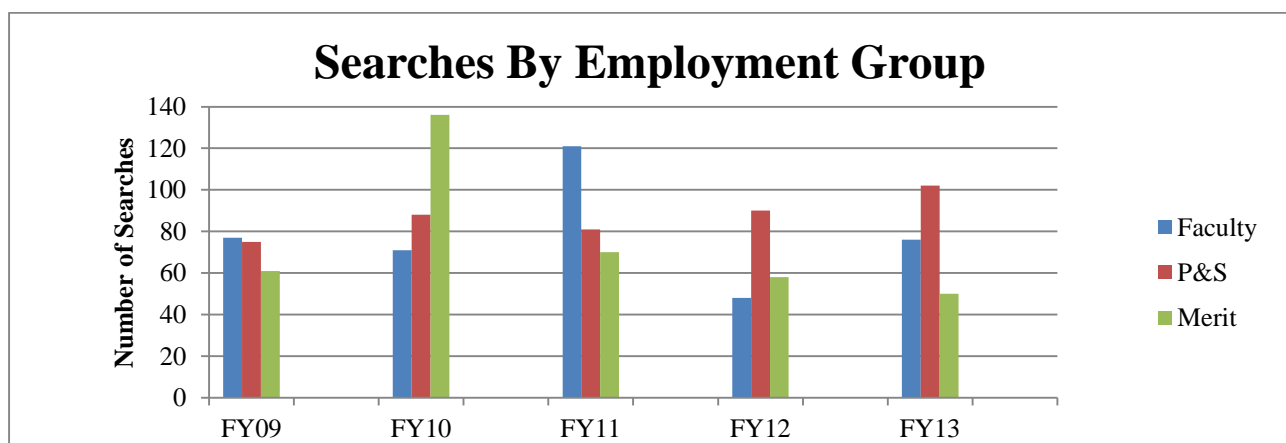
**P&S Searches.** One hundred and two (102) P&S searches were initiated in FY13:

- 51 probationary appointments;
- 42 term appointments;
- 7 contract (coach) appointments; and
- 2 annual appointments.

The number of P&S searches initiated in FY13 increased by a total of ten (10) searches over the previous year, which is an 11% increase from FY12.

**Merit Searches.** Fifty (50) Merit searches were initiated in FY13 as compared to 58 in FY12. Merit search activity in FY13 decreased by 14% from the previous fiscal year.

Searches Initiated	FY09	% of Total	FY10	% of Total	FY11	% of Total	FY12	% of Total	FY13	% of Total
Faculty	77	36%	71	24%	121	45%	48	24%	76	33%
P&S	75	35%	88	30%	81	30%	92	46%	102	45%
Merit	61	29%	136	46%	70	25%	58	30%	50	22%
	213		295		272		198		228	



**Internal Searches.** Twenty (20) or 9% of the 228 searches initiated in FY13 were internal searches with the bulk (15) of those from the Merit system. Five (5) or 2% of the internal searches conducted were faculty searches.

**Search Waivers.** The Office of Compliance and Equity Management received 25 requests for search waivers during FY13. From those requests, 16 internal promotions without searches were approved, six transfers without searches were approved, and three search waiver requests were denied.

### **Geographic Origin of New Hires.**

Faculty. Seventy-four (74) faculty searches were completed or closed within the fiscal year. Twenty-five (25) searches were closed without making a hire and two were not yet completed at the end of the fiscal year. Forty-nine (49) successful applicants from the following geographic areas were hired as a result of searches that were initiated and completed within FY13:

- 27% originated from within UNI
  - 6% temporary employees
  - 6% term employees
  - 15% internal promotions/transfers;
- 2% from Black Hawk County;
- 14% originated from other parts of Iowa;
- 27% from the Midwest region; and
- 30% from other parts of the United States.

Compared to last year, significant gains were made in moving away from “local” recruiting to more far-reaching searches. This has helped to broaden applicant pools. In FY12, 41% of new hires came from the Midwest or other parts of the United States. In FY13, that number increased to 57%.

P&S. One hundred (100) P&S searches were completed or closed within the fiscal year. Twelve (12) searches were closed without making a hire and two were not yet completed at the end of the fiscal year. Eighty-eight (88) successful P&S applicants from the following geographic areas were hired as a result of searches that were initiated and completed within FY13:

- 44% originated from within UNI
  - 40% temporary employees
  - 4% internal promotions/transfers;
- 23% originated from Black Hawk County;
- 17% originated from other parts of Iowa;
- 9% from the Midwest region;
- 6% from other parts of the United States; and
- 1% from outside of the United States.

Merit. Fifty (50) Merit searches were completed or closed within the fiscal year. Four (4) searches were initiated but later closed. Forty-six (46) successful Merit applicants came from the following sources:

- 18% filled through internal searches;
- 39% filled by contract transfers;
- 2% filled by reassignments;
- 4% filled by demotion;
- 4% filled by recall from layoff; and
- 33% filled by outside applicants through external searches.

#### IV. 2012-13 HIRING GOAL ATTAINMENT BY EMPLOYMENT GROUP.

The following table shows 2012-13 hiring goals for women and minorities by job groups. Actual numbers hired are shown in parentheses in the ‘Achieved’ columns. *Numbers do not reflect any losses experienced during the same time period.*

Employment Group (with total number hired)	2012-13 Goal		Achieved?	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial (5)	2	-	No (0)	
Faculty (Tenured and Tenure Track) (40)	-	-	-	-
Professional/Scientific (74)	5	-	Yes (16)	-
Secretarial/Clerical (4)	-	1	-	Yes (4)
Technical/Paraprofessional (0)	-	-	-	-
Skilled Craft (3)	1	-	No (0)	-
Service/Maintenance (12)	1	2	Yes (2)	Yes (6)
Total (138)	9	3		

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

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. The icon and link also appear on divisional, college, and other primary web sites.

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. Effort to incorporate the Merit System will begin in 2014.

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 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 activities to and receive feedback from the campus.

2010 marked the first year of the annual Diversity Matters award program. In this program, individuals from across campus are recognized for their outstanding contributions to enhancing diversity at UNI.

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 has worked 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.

## **VI. LOOKING AHEAD: 2013-14 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

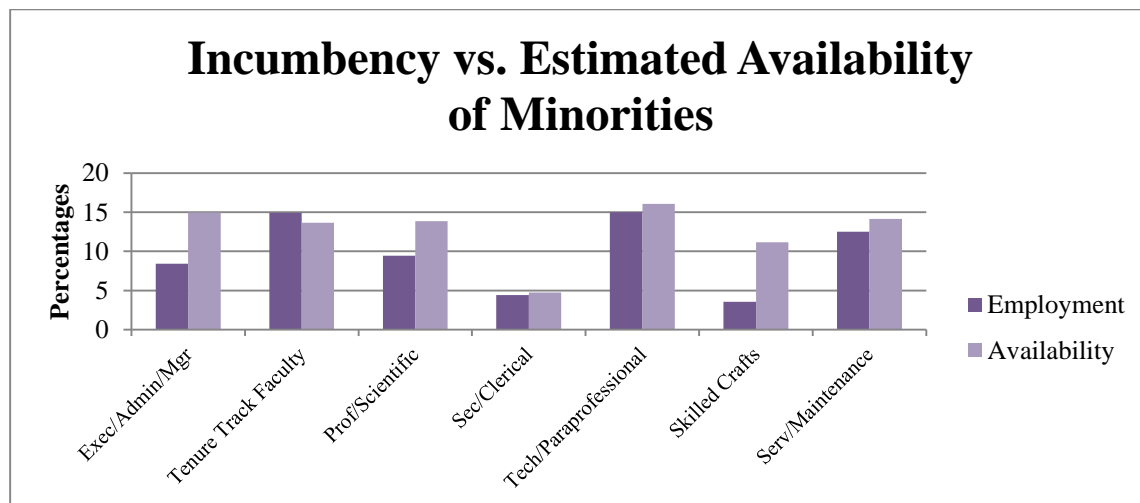
group, but are determined by a combination of national, state, and local census data, as well as internal feeder positions and reasonable paths of progression. Finally, where a job group is composed of different job titles that carry different availability rates, a composite availability figure is calculated and then weighted accordingly.

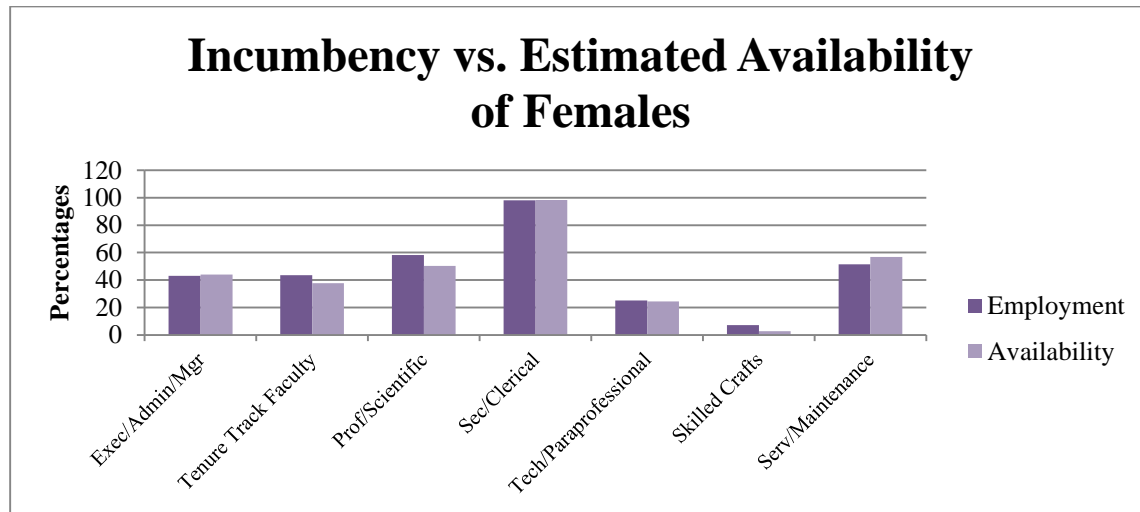
The representation of minorities and women in each job group is compared with the availability analysis of the respective job group. Where actual representation is less than the calculated availability, a statistical test identifies whether the difference is greater than could reasonably be expected. 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.





The factors described previously are reflected in the goals established for the 2013-14 hiring year, as well as five-year goals, as shown in the following table.

Employment Group	2013-14 Goals		Five Year Goals 2018-19	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial	2	1	7	4
Faculty (Tenured and Tenure Track)	1	0*	3	0*
Professional/Scientific	9	0*	46	0*
Secretarial/Clerical	1	1	1	1
Technical/Paraprofessional	1	0*	4	0*
Skilled Craft	2	0*	9	0*
Service/Maintenance	1	2	4	8
Total	17	4	80	13

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

**Iowa School for the Deaf  
Annual Diversity Report  
October 1, 2012 – September 30, 2013**

The Iowa School for the Deaf employed 119 full-time and part-time employees on September 30, 2013. This is a reduction of 2 since September 30, 2012 when there were 121 total employees.

The September 30, 2013 breakdown of ISD employees compared to September 30, 2012, is as follows:

CATEGORY	# EMPLOYEES		% OF POPULATION		2013
	2013	2012	2013	2012	% CHANGE
<b>Male-Majority</b>	26	28	21.8%	23.1%	-1.3%
<b>Female-Majority</b>	89	88	74.8%	72.7%	2.1%
<b>Male-Minority</b>	3	3	2.5%	2.5%	0.0%
<b>Female-Minority</b>	1	2	0.8%	1.7%	-0.8%

The following are the goals ISD established for the October 1, 2012, to September 30, 2013 period:

**Iowa School for the Deaf  
Affirmative Action Hiring Goals  
October 1, 2012 – September 30, 2013**

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



**Executive/Administrative/Managerial:**

This group lost one male majority employees. There were no hires to this group. During the past two years, two positions in this group became shared positions with Iowa Educational Services for the Blind and Visually Impaired (IESBVI). These positions currently are on IESBVI's payroll system, so they both are documented on IESBVI's Diversity Report and are not listed here.

**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 one female majority member by resignation. One male majority employees was hired to this group.

**Professional and Scientific:**

Over the course of this year, 5 majority members left employment. Six majority members were hired into this group.

**Secretarial/Clerical:**

This group lost one female minority and hired one female majority employee.

**Technical/Paraprofessional:**

This group lost two majority members, and gained two majority members.

**Skilled Crafts:**

This group lost one employee who moved to the service/maintenance group.

**Service Maintenance:**

We had a goal to hire a male minority member in this category. While two majority members have left this group, the one position was replaced by a male majority member who transferred from the skilled crafts group and the other position was not replaced.

**Summary:**

The Iowa School for the Deaf established one affirmative action goal for the October 1, 2012 – September 30, 2013 time period. One goal was to add a male minority to the Service/Maintenance category. This goal was not met as the only hire to the group was an internal move.

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. 24 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 decreased by one this year due to a retirement. With budget limitations, staff has been downsized which has limited hiring opportunities. 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, 2013 – September 30, 2014**

<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 /  
Iowa Braille and Sight Saving School  
DIVERSITY ANNUAL REPORT  
October 1, 2012 - September 30, 2013**

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-handicapped with a visual impairment, from birth through age twenty-one. Most services are provided throughout Iowa in the local school districts using an itinerant teaching model. 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, 2013, the Iowa Braille and Sight Saving School employed 45 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 is taking part in 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, 2013, there were a total of 75 permanent employees. Of those, 74 were non-minority, 56 were female and 1 female was Hispanic. We have not asked our staff to disclose any physical disabilities, however, we are aware that five faculty are blind or visually impaired. Three were female and two 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 not met in 2012/13. Moderate hiring activity was conducted due to regular retirements and voluntary resignations. Since October 1, 2012, a total of five employees were hired through competitive searches. These hires included two faculty positions and three merit positions. None of the new hires were of minority status and four were female. Faculty recruitment continued to include postings with over twenty colleges and universities in the United States that focus on special education and/or vision. Recruitment postings were also advertised throughout 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 two individuals in the program, one of whom is of minority status. This competitive scholarship program, in collaboration with the teacher preparation program at the University of Northern Iowa, 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, 2013 through September 30, 2014.

**DIVERSITY ACTION GOALS**  
**October 1, 2012 - September 30, 2013**

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 )		
<u>08 Service/Maintenance</u>	<u>1</u>	<u>0</u>	<u>1</u>
TOTAL	3	0	2

## APPENDIX A: Section 504 Compliance

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

The Iowa Braille School will not discriminate in its educational activities on the basis of: race, color, national origin, religion, sex, 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	OR	Director of Human Resources
Iowa Braille School		Iowa Braille School
Old Main, Room 132		Old Main, Room 107
1002 G Avenue		1002 G Avenue
Vinton, IA 52349		Vinton, IA 52349
319/472-5221, ext. 1132		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,ext. 1132

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  
2012-2013**

**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  
2012-2013**

### **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 2012-2013.

### **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, 55 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 800 faculty, staff, and students, and an ongoing one-hour dialogue and discussion series on topics of prejudice reduction, coalition building, and conflict resolution. This year the NCBI team piloted a new half-day workshop, *Conflict and*

*Controversial Issues*, which gives participants a chance to practice navigating difficult conversations and coming together across differences. The UI was also chosen to host the 20<sup>th</sup> Annual NCBI Campus Conference, which brought 50 leaders from NCBI teams on campuses across the country and in Canada together for three days of advanced skill-building sessions.

### **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 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 2013, the Office of the Provost budgeted FDOP funds totaling \$2,025,568 for partial salaries and other resources supporting 48 faculty members. These positions are in the University Library, the Graduate College, and the Colleges of Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, and Public Health.

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 fifteen-year period ending 2013.

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

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 2013, three P&S staff members were hired under SDOP.

### **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 "insider" 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 Diversity Charter Committee serve as *ex officio* members. Consideration of diversity issues in the collegiate academic environment, curricula, and programming are also important foci of the Associate Deans for Academic Programs group convened by the associate provost for undergraduate education.

### **Minority and Women Faculty Development**

The Office of the Provost, through the associate provost for faculty, sponsors faculty development programs for junior faculty members. These programs include a new faculty orientation, a seminar on promotion and tenure, workshops and resources on effective writing habits and time management, and a faculty-led monthly networking group. The Office of the Provost also publishes a comprehensive calendar of faculty development programs offered across campus (e.g., research support, teaching skills and innovation, instructional technology, student success).

In academic year 2012-13, the Office of the Provost and the Chief Diversity Office established 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 tele-workshops, special guest expert workshops, a private online networking forum, and moderated monthly writing challenges, and the option to be matched with accountability faculty partner to establish and meet individual writing goals. The president and CEO of NCFDD, Kerry Ann Rockquemore, has facilitated three faculty development workshops on the UI campus in February 2013: "Re-Thinking Mentoring: How to Build Communities of Inclusion, Support, and Accountability" for campus administrators, "Writing Your Next Chapter: How to Find

Your Mojo and Move Forward at Mid-Career” for associate professors, and “Mentoring Networks 101: How to Get What You Need to Thrive in the Academy” for faculty of color. The Office of the Provost and Chief Diversity Office have renewed the institutional membership for AY 2013-14. The partnership with the NCFDD enables the offices to provide early career faculty members access to high quality national expertise in an efficient and cost-effective manner.

Additionally, the offices sponsor 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 of Color Reception, New Faculty Breakfast with the Provost, and New Faculty End of Semester Reception. The Office of the Provost also supports a faculty-led social group that meets monthly to provide an opportunity for networking and cohort building among early career faculty members.

New minority faculty members are also encouraged to participate in the university community through associations with other faculty 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.

### **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 develop a workshop that presents research on unconscious bias, how it can impact search and hiring processes, and strategies for minimizing the impact of bias. This workshop has been offered for several campus groups, including staff in the Division of Student Life.

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 participated in the fourth annual Iowa Regents Institutions Disability Awareness Summit in October 2012 to discuss issues related to accessibility on Iowa Regents Institutions campuses; the summit was hosted by the University of Northern Iowa and was attended by representatives from the Regents institutions. 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 started in those sessions 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.

### **Celebration of Excellence and Achievement Among Women**

The Office of the Provost and the Chief Diversity Office, among other campus units, sponsor the Council on the Status of Women's annual tribute to the accomplishments of all women at the University of Iowa, which began in 1982 when the university community gathered to award the Jane A. Weiss Memorial Scholarship. The event has expanded in scope, recognizing 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 Distinguished Achievement Award, 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 participated in the Committee on Institutional Cooperation (CIC) Summer Research Opportunities Program (SROP) to recruit, support, and assist talented underrepresented undergraduate students interested in pursuing graduate studies and collegiate faculty careers. Beginning in 2007, a five-year Department of Education grant funded the University of Iowa's Ronald E. McNair Scholars Program, which emphasized STEM fields and partnered with SROP to provide one-on-one research experience and extensive professional development programming for participants. The last cohort of nine UI McNair scholars was supported through spring semester 2013. To date 731 students have participated in these programs.

The Graduate College Dean's Graduate Research 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, and approximately 25 Dean's Graduate Research Fellows matriculate annually. While making good progress towards their degrees, Fellows receive generous financial support (doctoral students are supported for four years; master's students, for two years).

The primary goal of the National Science Foundation (NSF) Alliance for Graduate Education and the Professorate (AGEP) program is to increase the number of doctoral degrees awarded to underrepresented U.S. minority students in science, technology, engineering, and math (STEM) fields. Iowa's three Regent universities have jointly run an AGEP program to support minority graduate students and to provide summer research opportunities for undergraduates considering graduate education. Although formal NSF funding for this program ended several years ago, the Graduate College has continuously supported past AGEP scholars through the completion of their graduate degrees. In addition, the Graduate College had awarded targeted Dean's/AGEP Graduate Fellowships to the top recruits from AGEP-participating programs during a no-cost extension period of the AGEP grant. The four current UI AGEP scholars are being supported through the

Dean's Graduate Research Fellowship program; in this way, the goals of AGEF are institutionalized and made sustainable, with scholars receiving meaningful support. Currently, two of the four are receiving their dissertation year fellowship toward completing their degree by July 2014. The Graduate College was awarded an AGEF follow-up research grant by the NSF to assess the Iowa Regents' AGEF program. This assessment is ongoing and will be combined with the results of the CGS DIMAC project (described below) to develop best practices to improve completion of doctoral degrees.

The Graduate College was one of 21 schools selected nationally to participate in the Council of Graduate Schools (CGS) Doctoral Initiative on Minority Attrition and Completion (DIMAC) assessment of STEM programs, examining patterns of student completion and attrition over the last 20 years and what department-level policies and practices might impact student success. Current underrepresented doctoral students will have an opportunity to relate their experiences via an anonymous survey and focus groups with CGS staff. The research portion of the assessment concluded in spring 2013. This fall the Graduate College hosted a successful two-day site visit for CGS project staff to conduct focus groups with students and interviews with graduate deans, faculty, and other university personnel. Results will be combined with those of other participating graduate schools to produce a best practices white paper on the factors that promote underrepresented students' academic success and that may lead them to enter the professoriate.

In 2005, the Graduate College established an office to serve all diverse graduate students and to consult with departments and programs seeking to diversify their graduate student communities. The Office of Graduate Inclusion 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 in which students can safely share their particular strategies, concerns and encounters regarding the challenges and successes of negotiating graduate education.

In June of 2013, the College of Engineering established a new Associate Dean for Diversity and Outreach role to enhance and leverage programs that promote inclusion throughout the science, technology, engineering and mathematics (STEM) pipeline. The Diversity and Outreach (DO) group provides strategies and support for creating a welcoming environment for learning and scholarship within the college and across campus as well as for emerging STEM participants from the K-12 sector. In supporting these efforts, the college welcomed Women in Science and Engineering, Project Lead the Way, First Tech Challenge, Admissions, and First Year Experience into this group. In addition, with some reorganization of Engineering Student Services, two coordinator positions were newly defined for scholarships and recruitment and diversity and K-12 outreach. The DO

group will enable the College of Engineering to address critical issues of increasing the pathways for students into STEM with the sustainable support systems that enable participants of all ages (pre-K-12, college, graduate students, and beyond) to thrive.

The Ethnic Inclusion Effort for Iowa Engineering (|eI|<sup>2</sup>) is celebrating 10 years of providing integrative programs to establish a welcoming and inclusive environment in the college. These activities serve to build and nourish our community, to recruit students of ethnically diverse backgrounds, to award fellowships for graduate studies, and reach out to ethnically diverse communities. |eI|<sup>2</sup> accomplishes objectives with support from federal, state, and corporate funds and from institutional diversity resources.

The College of Engineering welcomed the Women in Science and Engineering (WISE; see below in this report) program into the Seamans Center in July 2013. The college has taken on the role of stewardship and advocacy as WISE continues to serve the broader STEM disciplines across campus by providing academic support, promoting professional development, and facilitating research opportunities. WISE also maintains K-12 community outreach and encourages global cooperation.

The Iowa Biosciences Advantage 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, 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 what is now known as the Division of Training, Workforce Development, and Diversity (TWD).

## **Gender Equity**

In 2005, the Provost appointed the Gender Equity Task Force to “take a broad look at the status of women faculty at the University of Iowa and recommend changes and programs to increase the number of women faculty and improve their quality of life.” In response to the task force report, several of its recommendations related to faculty gender diversity have been implemented, including an enhanced parental leave policy and an automatic extension to the tenure-clock for faculty members who add a child to the family. The Office of the Provost conducted a campus-wide study of gender salary equity among faculty in 2012. Results indicate 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 works with the collegiate dean offices to determine whether or not there are satisfactory reasons for these lower than expected salaries.

### **Dual Career Network**

In 1994, the University of Iowa established 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, introduction to local groups for networking; and social gatherings to meet other new people. The Dual Career Network has been successfully involved in helping to recruit and retain diverse faculty hires.

### **Women in Science and Engineering (WISE)**

The 2013-2014 academic year marks the 20th year of WISE at the University of Iowa, the 19th year of the WISE Peer Mentoring Program (the longest-running peer mentoring program at the University of Iowa), and the 18th year of the WISE Living-Learning Community (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 chief diversity officer and associate vice president serves as a member of the Diversity Focus Board. Diversity Focus plans events, such as conferences, training sessions, and social activities intended to support diversity in the corridor.

\* \* \*

The University of Iowa continues to work towards its primary goals of achieving educational excellence through diversity; promoting a supportive and welcoming environment for all faculty, staff, and students; and recruiting and retaining a critical mass of faculty, staff, and students from communities underrepresented in higher education.

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

**Iowa State University  
October 2013**

Iowa State University continues to support several key programs to cultivate the hiring, retention, mentoring, satisfaction, advancement, promotion, and leadership of underrepresented minority and women educators. The following list details a representative group of institutional programs; it is not all inclusive. Many academic colleges, departments, and vice-presidential units have developed local programming to support underrepresented minority and women educators. The following information represents key programming that cuts across colleges and units to impact a broad cross-section of faculty and staff:

1. **Emerging Leaders Academy.** The Office of the Senior Vice President and Provost continues to support its leadership development program, the Emerging Leaders Academy, in place since January 2009. The 2013-2014 cohort brings total participation in this program to 100 faculty and staff. 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.
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. ADVANCE is piloting a "Collaborative Transformation" (CT) program for departments preparing to undergo program review. The CT 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. The Office of the Senior Vice President and Provost sponsors a Work/Life website which combines existing policies and resources so that the information can be accessed more efficiently and utilized more effectively. The Work/Life Advisory Committee is charged with reviewing current university policies, benchmarking best practices, and identifying gaps. This year we have added multiple workshops for all faculty on "Flexible Faculty Policies," "Stress Management", and "Work-Life Balance" as a result of feedback we received from faculty who participated in our mentoring program as well as non-tenure-eligible faculty.
4. **COACHE Survey of Faculty Satisfaction.** The COACHE survey is being 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. This third administration of COACHE will engage the campus in identifying areas of strength and areas for improvement in support of faculty success. 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 we expect that the current administration of the COACHE survey will aid us in identifying issues on which there are significant differences by gender or minority status.

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 FY2013-14, ten 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 160 faculty couples has been supported through this program in its ten-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 has appointed a Faculty Fellow for Early Career Faculty Development to further support mentoring and programming efforts, including support for the New Faculty Scholars Program (in collaboration with the Center for Excellence in Learning and Teaching, CELT). This year the Provost is piloting a virtual-mentoring program as an enhancement of its efforts. Institutional membership in the National Center for Faculty Development and Diversity 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. ISU continues to play an important role in the leadership of the Iowa Network.

11. **Child Care Resources.** This unit within University Human Resources (UHR) 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.** Faculty and staff affinity groups are now formalized through collaboration between the Provost's Office and UHR. These networks are designed to cultivate and connect Iowa State's diverse faculty and staff populations with the greater university community. These groups 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 diversity networks align with the university's strategic goals by tackling the ongoing effort to create and support a more diverse campus community. The three active groups (Black Faculty and Staff Association, Latino Faculty and Staff Association, and LGBT Faculty and Staff Association) have begun to host networking opportunities, to engage with graduate and undergraduate student affinity groups, and to work with the Provost's Office and UHR to identify challenges and opportunities in improved recruitment, retention, and advancement of our underrepresented faculty and staff talent.
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 report every two years on the status of female faculty, staff, and students in one of the academic college. The UCW is finalizing work on a ten-year Status of Women report. The UCW meets each semester with the Provost, and 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 and Economic Development. NSF funding will be \$1.25 million over 5 years; ISU has also made significant commitments to support the program during the 5 years and beyond.

October, 2013

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 also serves as a senior analyst for the State Department and Department of Defense's Trans-Saharan Security Symposium.
2. To provide funding for a minority student to attend a business conference to enhance his doctorate aspirations.
3. To provide partial funding for a minority recruitment and retention coordinator in the College of Education. This individual recruits students to all majors in the College of Education with an emphasis on students of color throughout Iowa and surrounding areas. Provides direct service to teacher education students of color through participation in retention activities and promotes scholarship opportunities.

The University of Northern Iowa continues to encourage search committees to have a diverse pool of applicants and to seriously consider hiring qualified candidates.



# AFFIRMATIVE ACTION REVENUES AND EXPENDITURES FY 2013

**Department Name:** Board of Regents  
**Person Completing Report:** Marcia Brunson  
**E-mail Address:** [mbruns@iastate.edu](mailto:mbruns@iastate.edu)

	SUI Office of Equal Opportunity and Diversity	ISU Office of Equal Opportunity and Diversity	UNI Office of Compliance and Equity Management	Total
<b>REVENUES</b>				
<b>STATE APPROPRIATIONS</b>				
General Fund	850,095	311,578	336,245	1,497,918
Other				
<b>OTHER REVENUES</b>				
Federal Support				-
Interest				-
Tuition and Fees				-
Reimb. Indirect Costs				-
Sales and Services				-
Other Income				-
<b>TOTAL REVENUES</b>	850,095	311,578	336,245	1,497,918
<b>EXPENDITURES</b>				
Fac. & Inst. Off. Salaries	249,721			249,721
Prof. & Sci. Staff Salaries	490,047	149,770	242,254	242,254
General Service Staff Salaries	64,515		52,920	491,975
Hourly Wages	5,476	19,466	2,627	
Labor in Transfers				
Vacancy Factor				
Subtotal - Salaries	809,759	169,236	297,801	1,276,796
Prof. And Scientific Supplies	40,336	15,216	38,444	93,996
Library Acquisitions				
Rentals				
Utilities				
Building Repairs				
Auditor of State Reimb.				
Aid to Individuals				
Subtotal	40,336	15,216	38,444	93,996
<b>Total</b>	850,095	184,452	336,245	1,370,792