

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, 2013, to September 30, 2014, 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, 2013, through October 31, 2014.

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>2004</u>	<u>2014</u>
Females	33.1%	42.4%

Faculty tenure track

Females	30.0%	34.7%
Minorities	15.4%	21.6%

Professional and Scientific		
Females	63.0%	66.8%
Minorities	8.8%	9.0%

Faculty non-tenure track		
Females	50.2%	54.2%

Technical/Paraprofessional		
Females	61.6%	74.9%

Employment in one POA reflected a decrease in females:

	<u>2004</u>	<u>2014</u>
Skilled Crafts	6.5%	5.2%

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

The recruitment for faculty is on a national or even international basis. The Board has asked in the past how institutions in the peer groups compare to the Regent universities. Comparison data on the percentages of women and minorities in the faculty ranks at peer institutions is provided below. This data originates from the Integrated Post Secondary Data System (IPEDS) and reflects only full-time faculty for Fall 2013; whereas, the data provided in Attachment A reflects faculty with 50% and greater appointments in Fall 2014. Workforce data as portrayed in Attachment A is not available for peer institutions.

Full-Time Tenured and Tenure Track
Fall 2013

	PERCENT FEMALE	PERCENT MINORITY
University of Iowa	32.0	18.7
Peer Group Average	32.7	21.2
Iowa State University	30.7	21.6
Peer Group Average	31.3	21.5
University of Northern Iowa	45.0	16.0
Peer Group Average	40.4	19.3

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

University of Iowa

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

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

The Office of Equal Opportunity and Diversity (EOD) reports to the chief diversity officer and associate vice president and is charged with the day-to-day implementation of affirmative action policies. The office supports the university by providing all members of the community with expert advice, education, and services which ensure the university's compliance with all applicable federal, state, and university equal opportunity, affirmative action, nondiscrimination, and civil rights laws, regulations, and policies.

During FY 2014, a total of 5,637 individuals completed one of the approved sexual harassment prevention courses; of these, 69 percent completed an online training and 31 percent attended in-person training. As of June 30, 2014, 99.9 percent of current covered employees were compliant with the mandate for periodic training on sexual harassment prevention.

From November 1, 2013, to November 1, 2014, the University of Iowa workforce increased by 267 individuals (1.7%), from 16,157 in 2013 to 16,424 in 2014.

- The faculty and staff increased by 200 women (1.9%).
- Racial/ethnic minority representation increased by 74 individuals (4.2%).
- There was a decrease of seven tenured/tenure track faculty (0.5%).
- The number of female faculty members on the tenure track decreased by 3 (0.6%), maintaining representation at 32.8%.
- The number of minority faculty members remained the same at 301, slightly increasing representation to 20.7%.
- Female representation among executive, administrative, and managerial staff increased by 8 (5.6%), from 38.8% in 2013 to 40.9% in 2014.
- The number of racial/ethnic minorities among executive, administrative, and managerial staff increased by one (5.0%), increasing representation from 5.4% in 2013 to 5.7% in 2014.
- Minority representation among professional and scientific staff increased by 36 individuals (5.2%), increasing representation from 8.1% to 8.2%.
- During the 2013-14 data year, the university hired or promoted 1,680 women and 352 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 404 women (2.5%) and by 297 minorities (1.8%).
- There was a net decrease of four individuals (4.7%) who self-reported having disabilities.
- There were decreases in the numbers of disabled veterans (one individual or 3.2%), Active Duty Wartime or Campaign Badge veterans (34 individuals or 6.7%), Armed Forces Service Medal veterans (four individuals or 5.5%), and recently separated veterans (two individuals or 20.0%).

Iowa State University

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

Iowa State University continues to hold sessions for faculty, staff, and graduate students regarding the Discrimination and Harassment policy and procedures. The participants learn what constitutes as discrimination and harassment, how to identify prohibited conduct, how to prevent, and how to report potential violations of University policy.

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

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

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

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

This report showcases 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 ISU	Percentage of underrepresented population in the state of Iowa*
Women	50.7	50.5
Minorities	13.0	10.1

*2010 United States Census Bureau

Iowa State University experienced an increase in total workforce from 2013 attributing to the actual number increases in most of the employment groups for female and minority employees.

Several groups within the total workforce at Iowa State University saw an increase in the number of female employees and an increase in percentage from 2013.

Executive/Administrative/Managerial female employees saw an increase of one female employee but saw a decrease of 1% from 2013. Tenure Track Faculty saw an increase of 15 female employees and an increase of .8% from 2013. Non-Tenure Track Faculty saw an increase of 23 female employees and an increase of .8% from 2013. The Professional and Scientific group saw an increase of 44 female employees and an increase of .7% from 2013. In the Secretarial/Clerical group there was an increase of four female employees and a .4% decrease from 2013. The Technical/Paraprofessional group also saw an increase of four female employees and an increase of .4% from 2013. The number of female employees in the Skilled Crafts group saw an increase of three female employees and an increase of 1.1% from 2013. The Service/Maintenance group saw an increase of 12 female employees and there was an increase of .6% increase from 2013.

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 2013.

Executive/Administrative/Managerial minority employees saw an increase of four employees and an increase of .7% from 2013. Tenured/Tenure Track Faculty saw an increase of 25 minority employees and an increase of 1.7% from 2013. Non-Tenure Track Faculty had an increase of five minority employees and an increase of .1% from 2013. There was an increase of one minority employee and an increase of .3% from 2013 for the Professional and Scientific group. The Secretarial/Clerical group saw an increase of four minority employees and an increase of .5 percent from 2013. The number of minority employees in the Technical/Paraprofessional group increased by four minority employee and an increase of 2.7% from 2013. The number of minority employees in Skilled Crafts increase three employees and saw a 1.1% increase from 2013. The Service/Maintenance group saw an increase of four minority employees and a .4% increase from 2013.

Iowa State University experienced a net increase of 98 female employees and a net increase of .4% from 2013.

Iowa State University experienced a net increase of 50 minority employees and a net increase by .5% from 2013.

University of Northern Iowa

As of October 1, 2014, the UNI workforce totals 1,860 non-temporary employees. This includes 1,042 (56%) female employees and 200 (10.8%) minority employees. One year ago, UNI employed 1,807 non-temporary employees, including 1,013 (56.1%) female employees and 189 (10.5%) minority employees. Total number of employees increased by 53 from last year (2.9%); the percentage of females remained constant, and the percentage of minorities increased slightly to 10.8%.

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 but compared to 2004 and 2009, the 2014 progress with female and minority hiring is significant. The total number of non-temporary employees working at UNI is down by 48 (2.5%) compared to ten 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 54.2% ten years ago. Females

are currently employed at a rate of 56% of total employment. The percentage of minority employees has increased over the ten-year period, from 9.7% in 2004 to 10.8% in 2014.

The tenured and tenure track employee group currently employs a total of 550 employees. This represents an increase of 29 (5.6%) 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. The overall number of employees in that job group has increased 3.2% from 533 to 550 over the past ten years. Female representation has increased from 40.2% to 46.4%. Minority representation in the tenured and tenure track employee group rose from 12.6% to 15.6% over the ten-year period.

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

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

REGENTS MINORITY AND WOMEN EDUCATORS ENHANCEMENT PROGRAM

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

University of Iowa

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. The following initiatives reflect the progress of that work during academic year 2013-2014.

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, 87 faculty, staff, and students have completed a three-day Train-the-Trainer workshop to gain skills for coalition building, prejudice reduction, conflict resolution, and educational outreach. This team offers a one-day workshop, *Leadership for Equity and Inclusion*, which has been attended by over 1,000 faculty, staff, and students, and an ongoing one-hour dialogue and discussion series on topics of prejudice reduction, coalition building, and conflict resolution.

Diversity Opportunity Programs

The Faculty Diversity Opportunity Program (FDOP), 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.

For FY 2014, the Office of the Provost budgeted FDOP funds totaling \$2,067,698 for partial salaries and other resources supporting 44 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.

The Staff Diversity Opportunity Program (SDOP) promotes employment of minorities and women in Professional and Scientific (P&S) classifications exhibiting underrepresentation. During FY 2014, 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 first-hand information about the University of Iowa campus and the Iowa City/Coralville community.

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).

New women and minority faculty members are encouraged to participate in the university community through associations with other faculty members across the university, with campus social life, and with student activities and organizations. The Chief Diversity Office provides support for several faculty and staff affinity groups, including the African American Council, the Council on Disability Awareness, the Council on the Status of Women, the Latino Council, the Native American Council, and the LGBTQ Staff and Faculty Association.

Workshops and Programs on Diversity

The university, through the chief diversity officer and associate vice president, regularly supports events that enhance dialogue and sensitivity about diversity issues. The Office of Equal Opportunity and Diversity, University Human Resources, the Council on the Status of Women, and the Charter Committee on Diversity partner with other units to conduct university, collegiate and departmental faculty and staff workshops and other programming designed to enhance the university's recruitment and retention of underrepresented minority and women faculty.

The university hosted the annual Iowa Regents Institutions Disability Awareness Summit in October 2013 to discuss issues related to accessibility on Iowa Regents Institutions campuses and other Iowa college and university campuses; the summit was attended by representatives from the Regents institutions and other Iowa colleges and universities.

Staff from the Chief Diversity Office and Equal Opportunity and Diversity Office 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.

Dual Career Services

The university's Dual Career Services assists the accompanying partners of new university faculty or staff members in locating and securing employment. Services include professional job search and career guidance; resume/CV and cover letter writing assistance; interviewing assistance, utilizing social media in the job search; up-to-date information about the local market and demographics; access to job openings with the university and other local employers, and introduction to local groups for networking. Dual Career Services has been successfully involved in helping to recruit and retain diverse faculty hires.

Women in Science and Engineering (WISE)

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

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. A summary of the report follows.

Emerging Leaders Academy. The Office of the Senior Vice President and Provost (SVPP) continues to support its leadership development program, the Emerging Leaders Academy, in place since January 2009. The program aims to develop depth of leadership skills among faculty and staff, as well as to diversify the potential pool of leadership candidates at ISU. Underrepresented and women faculty and staff are especially encouraged to apply. Presently, over 100 faculty and senior staff have been trained in leadership, teamwork, communication, fiscal responsibility, diversity, management and public accountability.

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

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

COACHE Survey of Faculty Satisfaction. The COACHE survey was administered during the AY2013-14. The goal is to survey all full-time faculty – regardless of appointment type or rank – every three to four years. This third administration of COACHE engaged 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 to enrich the experiences of women faculty, staff and students and people of color at ISU. Proposals 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 FY2014-15, 15 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 190 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 involves all first year faculty, the Provost supports college-level peer mentoring programs. Each college has appointed a senior faculty member to serve as a peer mentoring coordinator for the first-year faculty in the college. Programming throughout the semester on issues of mentoring, promotion, scholarship, and work-life management further builds a sense of community among the first-year cohort. The Provost's Office provides support for the New Faculty Scholars Program (in collaboration with the Center for Excellence in Learning and Teaching (CELT) and is piloting a virtual-mentoring program.

University Committee on Diversity. The University Committee on Diversity brings 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 which distributes \$50,000 as seed money for a range of diversity initiatives.

Women's Leadership Consortium (WLC). WLC brings 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 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. In the past year, the SVPP has supported the development and growth of several faculty and staff affinity groups, specifically the Black Faculty and Staff Association, the Latino Faculty and Staff Association, the LGBT Faculty and Staff Association, and the Asian American and Pacific Islanders Faculty and Staff Association. Discussion is currently underway to add a Veterans Faculty and Staff Association. These networks are designed to cultivate and connect Iowa State's diverse faculty and staff populations with the greater university community, and to support recruitment and retention by addressing social and professional components essential to an enhanced quality of life for faculty and staff. The faculty and staff diversity networks align with the university's strategic goals by tackling the ongoing effort to create and support a more diverse campus community.

University Committee on Women (UCW). The SVPP continues to support the work of the UCW, an active committee made up of faculty, staff, and students across the institution. Through its subcommittees, it has continued to assess the status of women by issuing a 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. NSF funding will be \$1.25 million over five years; ISU has also made significant commitments to support the program during the five years and beyond.

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

Faculty Fellowships. The Faculty Fellowship Program provides leadership and project management experience to faculty who are interested in, or aspire to, leadership positions at Iowa State. The Provost’s Office recently announced the appointment of Gloria Jones-Johnson as a new faculty fellow for AY2014-2016. Dr. Jones-Johnson will focus on supporting an Inclusive Culture in the academic departments and colleges. A second faculty fellow, Dr. Cinzia Cervato, is in the second year of a two-year term focusing on Early Career Faculty Development to further support mentoring and programming efforts.

University of Northern Iowa

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

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

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 2013 and FY 2014 are shown below:

	FY 2013	FY 2014
SUI	\$850,095	\$823,320
ISU	\$184,451	\$357,233*
UNI	\$336,245	\$353,556

*The increase due to filling two positions that had been vacant in the prior year.

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

**ANNUAL AFFIRMATIVE ACTION REPORT
UNIVERSITY OF IOWA**

POAGROUP	September 30, 2004					September 30, 2009					September 30, 2014				
	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	327	116	35.5%	23	35.5%	375	140	37.3%	31	8.3%	369	151	40.9%	21	5.7%
Faculty: Tenure Track	1,557	427	27.4%	227	14.6%	1,493	455	30.5%	269	18.0%	1,453	476	32.8%	301	20.7%
Faculty: Non-Tenure Track	537	238	44.3%	76	14.2%	719	343	47.7%	114	15.9%	967	483	49.9%	191	19.8%
Professional and Scientific	6,467	4,495	69.5%	427	6.6%	7,610	5,379	70.7%	525	6.9%	8,898	6,363	71.5%	728	8.2%
Secretarial/Clerical	2,676	2,276	85.1%	91	3.4%	2,402	2,041	85.0%	97	4.0%	1,773	1,488	83.9%	97	5.5%
Technical/Paraprofessional	472	292	61.9%	22	4.7%	562	395	70.3%	43	7.7%	685	532	77.7%	78	11.4%
Skilled Crafts	394	36	9.1%	22	5.6%	380	24	6.3%	22	5.8%	354	19	5.4%	17	4.8%
Service/Maintenance	1,769	950	53.7%	244	13.8%	1,735	908	52.3%	239	13.8%	1,925	1,024	53.2%	390	20.3%
TOTALS	14,199	8,830	62.2%	1,132	8.0%	15,276	9,685	63.4%	1,340	8.8%	16,424	10,536	64.2%	1,823	11.1%

IOWA STATE UNIVERSITY

POAGROUP	September 30, 2004					September 30, 2009					September 30, 2014				
	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	279	88	31.5%	25	9.0%	386	150	38.9%	36	9.3%	419	183	43.7%	34	8.1%
Faculty: Tenure Track	1,230	329	26.7%	218	17.7%	1,243	363	29.2%	260	20.9%	1,262	403	31.9%	318	25.2%
Faculty: Non-Tenure Track	314	170	54.1%	42	13.4%	387	215	55.6%	46	11.9%	681	383	56.2%	104	15.3%
Professional and Scientific	2,166	986	45.5%	333	15.4%	2,036	1,013	49.8%	232	11.4%	2,254	1,142	50.7%	280	12.4%
Secretarial/Clerical	1,139	1,029	90.3%	40	3.5%	1,043	943	90.4%	37	3.5%	889	786	88.4%	38	4.3%
Technical/Paraprofessional	147	77	52.4%	5	3.4%	157	96	61.1%	5	3.2%	138	94	68.1%	10	7.2%
Skilled Crafts	291	10	3.4%	5	1.7%	274	12	4.4%	4	1.5%	279	14	5.0%	7	2.5%
Service/Maintenance	604	335	55.5%	42	7.0%	555	291	52.4%	44	7.9%	302	299	99.0%	56	18.5%
TOTALS	6,170	3,024	49.0%	710	11.5%	6,081	3,083	50.7%	664	10.9%	6,224	3,304	53.1%	847	13.6%

UNIVERSITY OF NORTHERN IOWA

POAGROUP	September 30, 2004					September 30, 2009					September 30, 2014				
	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	98	28	28.6%	5	5.1%	112	47	42.0%	5	4.5%	99	43	43.4%	9	9.1%
Faculty: Tenure Track	533	214	40.2%	67	12.6%	544	235	43.2%	73	13.4%	550	255	46.4%	86	15.6%
Faculty: Non-Tenure Track	142	94	66.2%	9	6.3%	34	21	61.8%	4	11.8%	26	14	53.8%	2	7.7%
Professional and Scientific	509	272	53.4%	46	9.0%	577	316	54.8%	47	8.1%	622	360	57.9%	55	8.8%
Secretarial/Clerical	294	284	96.6%	14	4.8%	269	262	97.4%	12	4.5%	249	243	97.6%	12	4.8%
Technical/Paraprofessional	24	10	41.7%	5	20.8%	27	6	22.2%	4	14.8%	21	5	23.8%	3	14.3%
Skilled Crafts	76	4	5.3%	3	3.9%	61	6	9.8%	2	3.3%	59	3	5.1%	3	5.1%
Service/Maintenance	232	128	55.2%	36	15.5%	246	136	55.3%	33	13.4%	234	119	50.9%	30	12.8%
TOTALS	1,908	1,034	54.2%	185	9.7%	1,870	1,029	55.0%	180	9.6%	1,860	1,042	56.0%	200	10.8%

IOWA SCHOOL FOR THE DEAF

POAGROUP	September 30, 2004					September 30, 2009					September 30, 2014				
	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%			2				
Faculty: Tenure Track															
Faculty: Non-Tenure Track	44	37	84.1%			40	37	92.5%			34	31	91.2%		
Professional and Scientific	36	29	80.6%	1	2.8%	39	30	76.9%	1		37	25	67.6%	1	2.7%
Secretarial/Clerical	4	4	100.0%	1	25.0%	4	4	100.0%	1	25.0%	3	3	100.0%		
Technical/Paraprofessional	26	22	84.6%	2	7.7%	24	21	87.5%	2	8.3%	24	20	83.3%	1	4.2%
Skilled Crafts	6		0.0%			6		0.0%			4		0.0%		
Service/Maintenance	19	8	42.1%	4	21.1%	20	9	45.0%	3	15.0%	15	8	53.3%	2	13.3%
TOTALS	139	101	72.7%	8	5.8%	137	102	74.5%	7	5.1%	119	87	73.1%	4	3.4%

IOWA BRAILLE AND SIGHT SAVING SCHOOL

POAGROUP	September 30, 2004					September 30, 2009					September 30, 2014				
	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%			5	3	60.0%			4	2	50.0%		
Faculty: Tenure Track		26													
Faculty: Non-Tenure Track	37		0.0%			46	36	78.3%			48	40	83.3%		
Professional and Scientific	8	5	62.5%			7	6	85.7%			3	3	100.0%		
Secretarial/Clerical	7	7	100.0%			4	4	100.0%			5	5	100.0%		
Technical/Paraprofessional	32	31	96.9%			19	16	84.2%			1		0.0%		
Skilled Crafts															
Service/Maintenance	20	9	45.0%			19	17	89.5%	1	5.3%	11	5	45.5%	1	9.1%
TOTALS	109	81	74.3%	-		100	82	82.0%	1	1.0%	72	55	76.4%	1	1.4%

TOTAL -- REGENT INSTITUTIONS

POAGROUP	September 30, 2004					September 30, 2009					September 30, 2014				
	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	713	236	33.1%	53	7.4%	882	341	38.7%	72	8.2%	893	379	42.4%	64	7.2%
Faculty: Tenure Track	3,320	996	30.0%	512	15.4%	3,280	1,053	32.1%	602	18.4%	3,265	1,134	34.7%	705	21.6%
Faculty: Non-Tenure Track	1,074	539	50.2%	127	11.8%	1,226	652	53.2%	164	13.4%	1,756	951	54.2%	297	16.9%
Professional and Scientific	9,186	5,787	63.0%	807	8.8%	10,269	6,744	65.7%	805	7.8%	11,814	7,893	66.8%	1,064	9.0%
Secretarial/Clerical	4,120	3,600	87.4%	146	3.5%	3,722	3,254	87.4%	147	3.9%	2,919	2,525	86.5%	147	5.0%
Technical/Paraprofessional	701	432	61.6%	34	4.9%	789	534	67.7%	54	6.8%	869	651	74.9%	92	10.6%
Skilled Crafts	767	50	6.5%	30	3.9%	721	42	5.8%	28	3.9%	696	36	5.2%	27	3.9%
Service/Maintenance	2,644	1,430	54.1%	326	12.3%	2,575	1,361	52.9%	320	12.4%	2,487	1,455	58.5%	479	19.3%
TOTALS	22,525	13,070	58.0%	2,035	9.0%	23,464	13,981	59.6%	2,192	9.3%	24,699	15,024	60.8%	2,875	11.6%

**AFFIRMATIVE ACTION REVENUES AND EXPENDITURES
FY 2014**

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

	SUI Office of Equal Opportunity and Diversity	ISU Office of Equal Opportunity and Diversity	UNI Office of Compliance and Equity Management	Total
REVENUES				
STATE APPROPRIATIONS				
General Fund	823,320	331,573	353,556	1,508,449
Other		25,660		
OTHER REVENUES				
Federal Support				
Interest				
Tuition and Fees				
Reimb. Indirect Costs				
Sales and Services				
Other Income				
TOTAL REVENUES	823,320	357,233	353,556	1,534,109
EXPENDITURES				
Fac. & Inst. Off. Salaries	253,279		248,795	502,074
Prof. & Sci. Staff Salaries	456,841	292,632	53,181	802,654
General Service Staff Salaries	74,534	13,021	6,651	94,206
Hourly Wages	6,108			6,108
Labor in Transfers				
Vacancy Factor				
Subtotal - Salaries	790,762	305,653	308,627	1,405,042
Prof. And Scientific Supplies	32,558	51,580	44,929	
Library Acquisitions				
Rentals				
Utilities				
Building Repairs				
Auditor of State Reimb.				
Aid to Individuals				
Subtotal	32,558	51,580	44,929	129,067
TOTAL EXPENDITURES	823,320	357,233	353,556	1,534,109



REPORT TO THE BOARD OF REGENTS STATE OF IOWA

Annual Equal Employment Opportunity and Affirmative Action Workforce Report November 2014

Submitted by

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

Chief Diversity Office
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Annual Equal Employment Opportunity and Affirmative Action Workforce Report November 2014

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 2014 *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.¹ 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.²

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

² 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, 2013 to November 1, 2014, the University of Iowa workforce increased by 267 individuals (1.7%), from 16,157 in 2013 to 16,424 in 2014.
 - The faculty and staff increased by 200 women (1.9%).
 - Racial/ethnic minority representation increased by 74 individuals (4.2%).
 - There was a decrease of 7 tenured/tenure track faculty (0.5%).
 - The number of female faculty members on the tenure track decreased by 3 (0.6%), maintaining representation at 32.8%.
 - The number of minority faculty members remained the same at 301, slightly increasing representation to 20.7%.
 - Female representation among executive, administrative, and managerial staff increased by 8 (5.6%), from 38.8% in 2013 to 40.9% in 2014.
 - The number of racial/ethnic minorities among executive, administrative, and managerial staff increased by 1 (5.0%), increasing representation from 5.4% in 2013 to 5.7% in 2014.
 - Minority representation among professional and scientific staff increased by 36 individuals (5.2%), increasing representation from 8.1% to 8.2%.
 - During the 2013-14 data year, the university hired or promoted 1,680 women and 352 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 404 women (2.5%) and by 297 minorities (1.8%).³
 - There was a net decrease of 4 individuals (4.7%) who self-reported having disabilities.
 - There were decreases in the numbers of disabled veterans (1 individual or 3.2%), Active Duty Wartime or Campaign Badge veterans (34 individuals or 6.7%), Armed Forces Service Medal veterans (4 individuals or 5.5%), and recently separated veterans (2 individuals or 20.0%).

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

- **Five-Year Comparison of Workforce Categories.** From October 1, 2009 to November 1, 2014, the University of Iowa workforce increased by 1,148 individuals (7.5%), from 15,276 in 2009 to 16,424 in 2014.
 - The faculty and staff increased by 851 women (8.8%).
 - Racial/ethnic minority representation increased by 483 individuals (36.0%).
 - There was a net decrease of 40 tenured/tenure track faculty (2.7%). The number of female tenure track faculty increased by 21 (4.6%), and the number of minority faculty increased by 32 (11.9%).
 - The number of employees who self-reported having disabilities decreased by 12 (12.9%).
 - There were decreases in the numbers of employees who self-identified as disabled veterans (2 individuals or 6.3%) and Active Duty Wartime/Campaign Badge veterans (153 individuals or 24.4%). There were increases in the number of employees who self-identified as Armed Forces Service Medal veterans (14 individuals or 25.5%) and recently separated veterans (5 individuals or 166.7%).

- **Ten-Year Comparison of Workforce Categories.** From October 1, 2004 to November 1, 2014, the University of Iowa workforce increased by 2,225 individuals (15.7%), from 14,199 in 2004 to 16,424 in 2014.
 - The faculty and staff increased by 1,706 women (19.3%).
 - Racial/ethnic minority representation increased by 691 individuals (61.0%).
 - There was a net decrease of 104 tenured/tenure track faculty (6.7%). The number of female tenure track faculty increased by 49 (11.5%), and minority representation increased by 74 (32.6%).
 - There was a decrease of 15 individuals (15.6%) who self-reported having disabilities.
 - The number of self-identified disabled veterans remained the same.

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 reports⁴ 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

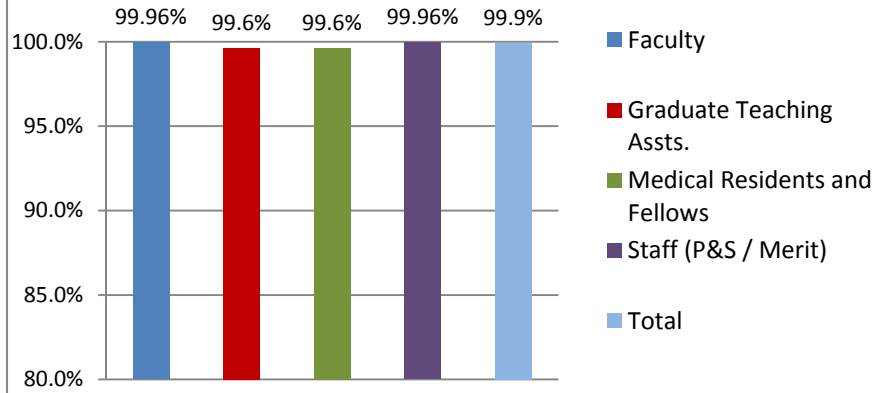
In addition to instructor-led courses, an online anti-harassment course, *Preventing Harassment on Campus* by Navex Global Compliance, is available to faculty and staff from the university's Employee Self Service website. Deans, directors, departmental administrative officers, and human resources representatives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

During Fiscal Year 2014, a total of 5,637 individuals completed one of the approved sexual harassment prevention courses; of these, 69 percent completed an online training and 31 percent attended in-person training. As of June 30, 2014, 99.9 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, 2014

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

**University of Iowa
Sexual Harassment Prevention Education
Completion Rates as of June 30, 2014**



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, 87 faculty, staff, and students have completed a three-day Train-the-Trainer workshop to gain skills for coalition building, prejudice reduction, conflict resolution, and educational outreach. This team offers a one-day workshop, *Leadership for Equity and Inclusion*, which has been attended by over 1,000 faculty, staff, and students, and an ongoing one-hour dialogue and discussion series on topics of prejudice reduction, coalition building, and conflict resolution. The NCBI also offers a half-day workshop, *Conflict and Controversial Issues*, attended so far by over 75 people, which gives participants a chance to practice navigating difficult conversations and coming together across differences. This year, the NCBI campus affiliate began offering monthly "Lunch & Learn Dialogues" on topics relevant to diversity, identity, inclusion, equity, power, and privilege. The work of the campus affiliate was featured in a chapter of a special issue of *New Directions for Student Services: Creating Successful Multicultural Initiatives in Higher Education and Student Affairs* (Watt & Linley, 2013).

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 fifteenth annual Diversity Catalyst Award reception was held on April 15, 2014. The 2014 Diversity Catalyst Award recipients were:

- Student Award: Senior Airman Michael Considine, President, University of Iowa Veterans Association
- Student Award: Anthony Ferguson Jr., Assistant District Director, Alpha Phi Alpha Fraternity; President and Founder, Young, Black, and Educated
- Faculty/Staff Award: Motier F. Haskins, MSW., Clinical Assistant Professor, School of Social Work
- Faculty/Staff Award: David M. Lubaroff, PhD, Associate Director, Holden Comprehensive Cancer Center; Professor of Urology and Microbiology
- Department/Group Award: Multicultural Work Group, Division of Student Life

Debra Schwinn, Dean of the Carver College of Medicine and Professor of Anesthesiology, Pharmacology, and Biochemistry, 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 2014 Diversity Catalyst Award Seed Grants were The Traveler's Nest Project, the Tippie College of Business Summer Bridge Program, and Collaboration Between the Lines: Connecting Cultures to Build Bridges Between Work Shifts, Management and Staff at the University of Iowa State Hygienic Lab in Ankeny. The Traveler's Nest Project is an online and offline international travel forum that encourages UI community members to share their travel experiences and inspire and attract students to explore and understand other cultures. The Summer Bridge Program's purpose is to introduce first-generation and underrepresented high school students to the Tippie College of Business and to the study of business. Collaboration Between the Lines aims to develop an ongoing multicultural awareness and diversity appreciation program and to improve communication between management and staff at the University of Iowa Hygienic Lab in Ankeny. The program offers English language learners opportunities to improve

speaking and listening skills, hosts multicultural events, offers services through Staff Language and Culture Services, and promotes recruitment and retention of international employees.

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 2014, the Office of the Provost budgeted FDOP funds totaling \$2,067,698 for partial salaries and other resources supporting 44 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 University Human Resources, SDOP allows opportunity for the development of talent through apprenticeships, internships, pipeline positions, and other hires that enable the university to bring on board high potential, diverse candidates who do not fill a specific, immediate need, as well as for development opportunities to increase the new employee's skill, knowledge, abilities, and likelihood of a successful candidacy for future P&S vacancies. During FY 2014, three P&S staff members were hired under SDOP.

IV. ONE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2013 - 2014

A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/ Ethnicity, 2013 – 2014

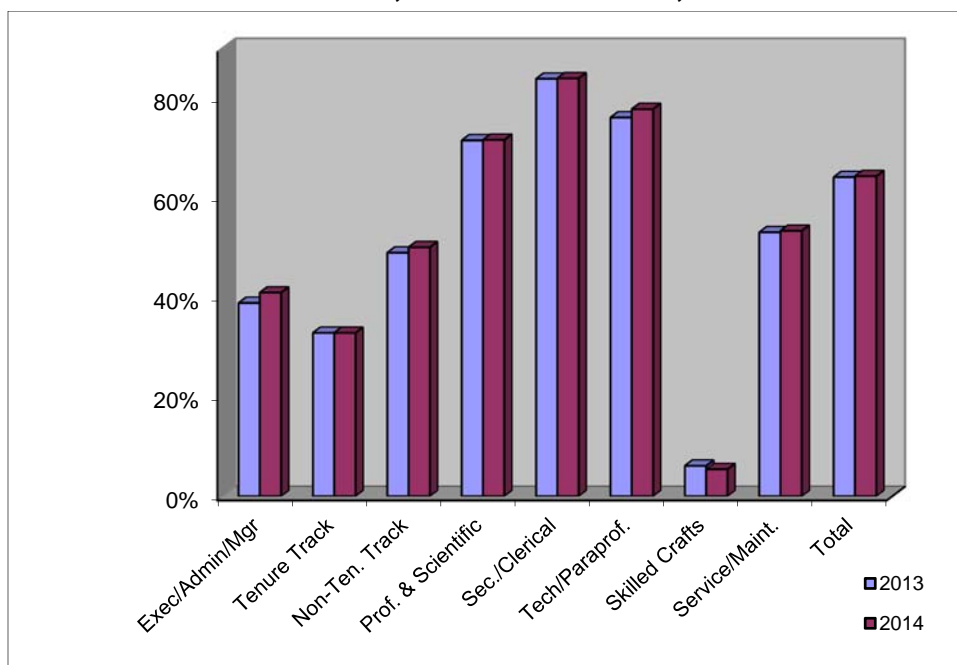
Overall Changes. The University of Iowa workforce increased by 267 employees (1.7 percent) during the 2013-14 data year, from 16,157 in 2013 to 16,424 in 2014. For analytical purposes, job titles have been categorized into Primary Occupational Activity (POA) groups based on job content, salary, and opportunities. The POA group with the greatest proportional increase was Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease occurred among Secretarial and Clerical Staff.

Sex. The number of women in the workforce increased by 200 (1.9 percent). The largest proportional increase was among Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff. The largest proportional decrease was in Skilled Crafts Staff, and the largest net decrease was in Secretarial and Clerical Staff. The following table and chart compare the composition of the university's workforce on November 1, 2013 to that on November 1, 2014 by Primary Occupational Activity group and sex.

Table I
Faculty and Staff by Primary Occupational Activity Group and Sex
November 1, 2013 – November 1, 2014

Primary Occupational Activity Group	2013		2014		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	369	143 38.8 %	369	151 40.9 %	0	+ 8 + 5.6 %
2 Tenured/Tenure Track Faculty	1,460	479 32.8 %	1,453	476 32.8 %	- 7 - 0.5 %	- 3 - 0.6 %
3 Non-Tenure Track Faculty	931	454 48.8 %	967	483 49.9 %	+ 36 + 3.9 %	+ 29 + 6.4 %
4 Professional & Scientific Staff	8,585	6,133 71.4 %	8,898	6,363 71.5 %	+ 313 + 3.6 %	+ 230 + 3.8 %
5 Secretarial and Clerical Staff	1,922	1,611 83.8 %	1,773	1,488 83.9 %	- 149 - 7.8 %	- 123 - 7.6 %
6 Technical and Paraprofessional Staff	667	507 76.0 %	685	532 77.7 %	+ 18 + 2.7 %	+ 25 + 4.9 %
7 Skilled Crafts Staff	358	22 6.1 %	354	19 5.4 %	- 4 - 1.1 %	- 3 - 13.6 %
8 Service and Maintenance Staff	1,865	987 52.9 %	1,925	1,024 53.2 %	+ 60 + 3.2 %	+ 37 + 3.7 %
Total	16,157	10,336 64.0 %	16,424	10,536 64.2 %	+ 267 + 1.7 %	+ 200 + 1.9 %

Figure 2
Female Faculty and Staff by Primary Occupational Activity Group
November 1, 2013 – November 1, 2014



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

The total number of racial/ethnic minorities increased by 74 (4.2 percent) from 2013 to 2014. The largest proportional increase was in Service and Maintenance Staff, and the largest net increase was in Professional and Scientific Staff. The only decrease was in Secretarial and Clerical Staff (4 individuals or 4.0 percent). There were increases in the total numbers of Asians/Native Hawaiians or Other Pacific Islanders,⁵ Blacks/African Americans, Hispanics/Latinos, and individuals who self-identified as two or more races. The number of American Indians/Alaska Natives decreased by 2 (3.6 percent). Changes in the racial/ethnic composition of the University of Iowa's workforce from November 1, 2013 to November 1, 2014 are detailed in the table and charts on the following pages.

⁵ 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, 2013 – November 1, 2014

Primary Occupational Activity Group	2013							2014							Net Change						
	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races
1 Executive, Admin., & Managerial Staff	369	20 5.4%	3 0.8%	8 2.2%	6 1.6%	1 0.3%	2 0.5%	369	21 5.7%	3 0.8%	7 1.9%	7 1.9%	1 0.3%	3 0.8%	0	+1 +5.0%	0	-1 -12.5%	+1 +16.7%	0	+1 +50.0%
2 Tenured/ Tenure Track Faculty	1,460	301 20.6%	194 13.3%	34 2.3%	59 4.0%	7 0.5%	7 0.5%	1,453	301 20.7%	193 13.3%	35 2.4%	61 4.2%	4 0.3%	8 0.6%	-7 -0.5%	0	-1 -0.5%	+1 +2.9%	+2 +3.4%	-3 -42.9%	+1 +14.3%
3 Non-Tenure Track Faculty	931	184 19.8%	120 12.9%	21 2.3%	38 4.1%	3 0.3%	2 0.2%	967	191 19.8%	125 12.9%	23 2.4%	35 3.6%	4 0.4%	4 0.4%	+36 +3.9%	+7 +3.8%	+5 +4.2%	+2 +9.5%	-3 -7.9%	+1 +33.3%	+2 +100%
4 Professional & Scientific Staff	8,585	692 8.1%	371 4.3%	116 1.4%	164 1.9%	14 0.2%	27 0.3%	8,898	728 8.2%	376 4.2%	134 1.5%	170 1.9%	16 0.2%	32 0.4%	+313 +3.6%	+36 +5.2%	+5 +1.3%	+18 +15.5%	+6 +3.7%	+2 +14.3%	+5 +18.5%
5 Secretarial & Clerical Staff	1,922	101 5.3%	21 1.1%	39 2.0%	31 1.6%	7 0.4%	3 0.2%	1,773	97 5.5%	21 1.2%	34 1.9%	33 1.9%	6 0.3%	3 0.2%	-149 -7.8%	-4 -4.0%	0	-5 -12.8%	+2 +6.5%	-1 -14.3%	0
6 Technical & Paraprofessional Staff	667	76 11.4%	20 3.0%	19 2.8%	28 4.2%	5 0.7%	4 0.6%	685	78 11.4%	23 3.4%	19 2.8%	29 4.2%	4 0.6%	3 0.4%	+18 +2.7%	+2 +2.6%	+3 +15.0%	0	+1 +3.6%	-1 -20.0%	-1 -25.0%
7 Skilled Crafts Staff	358	17 4.7%	1 0.3%	7 2.0%	4 1.1%	5 1.4%	0	354	17 4.8%	1 0.3%	7 2.0%	3 0.8%	6 1.7%	0	-4 -1.1%	0	0	0	-1 -25.0%	+1 +20.0%	0
8 Service & Maintenance Staff	1,865	358 19.2%	72 3.9%	163 8.7%	101 5.4%	14 0.8%	8 0.4%	1,925	390 20.3%	76 3.9%	178 9.2%	109 5.7%	13 0.7%	14 0.7%	+60 +3.2%	+32 +8.9%	+4 +5.6%	+15 +9.2%	+8 +7.9%	-1 -7.1%	+6 +75.0%
Total	16,157	1,749 10.8%	802 5.0%	407 2.5%	431 2.7%	56 0.3%	53 0.3%	16,424	1,823 11.1%	818 5.0%	437 2.7%	447 2.7%	54 0.3%	67 0.4%	+267 +1.7%	+74 +4.2%	+16 +2.0%	+30 +7.4%	+16 +3.7%	-2 -3.6%	+14 +26.4%

* In 2014, eight employees self-identified as Native Hawaiian or Other Pacific Islander (two Non-Tenure Track Faculty, four 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, 2013 – November 1, 2014

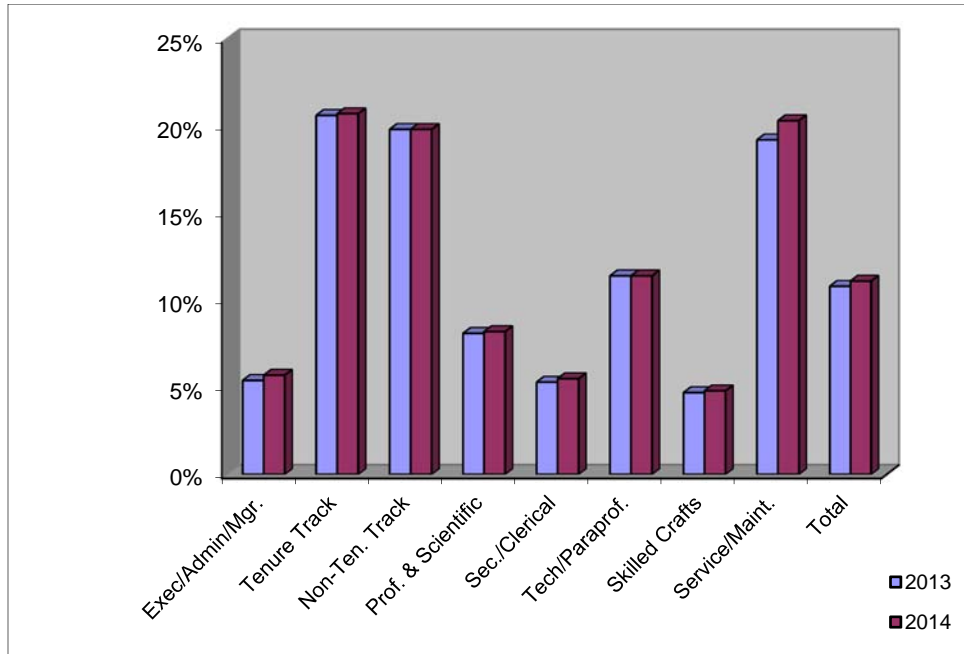
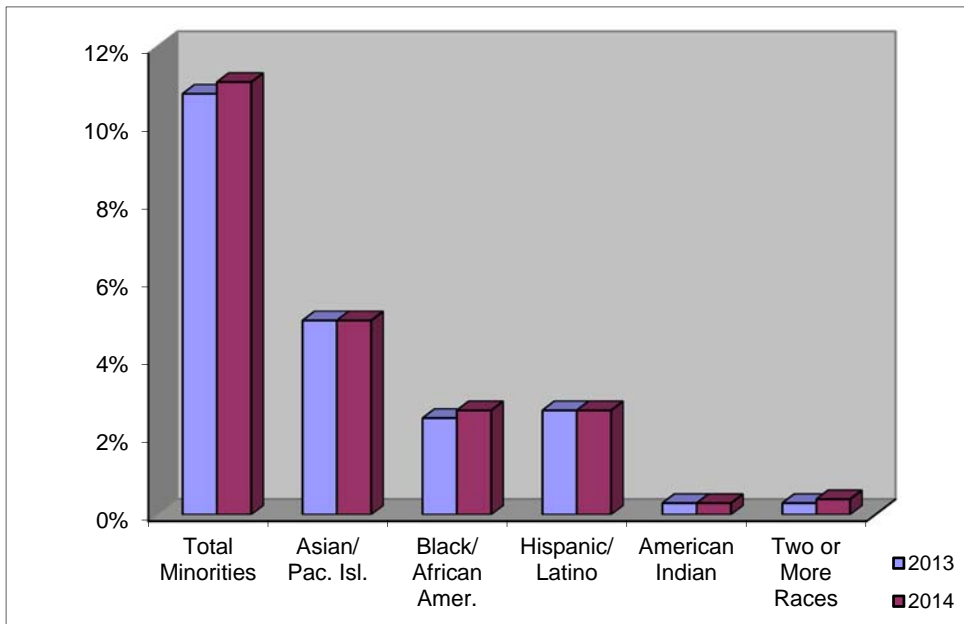


Figure 4
Total Workforce by Race/Ethnicity
November 1, 2013 – November 1, 2014



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, 2013 – November 1, 2014

Primary Occupational Activity Group	Gains			Losses			Net Change		
	Total	Women	Minorities	Total	Women	Minorities	Total	Women	Minorities
1 Executive, Administrative, & Managerial Staff	57	25	3	57	17	2	0	+8	+1
2 Tenured/Tenure Track Faculty	96	37	24	103	40	24	-7	-3	0
3 Non-Tenure Track Faculty	161	79	43	125	53	36	+36	+26	+7
4 Professional & Scientific Staff	1,506	1,113	153	1,193	880	117	+313	+233	+36
5 Secretarial and Clerical Staff	137	115	17	286	238	21	-149	-123	-4
6 Technical and Paraprofessional Staff	107	82	14	89	57	12	+18	+25	+2
7 Skilled Crafts Staff	35	0	2	39	3	2	-4	-3	0
8 Service and Maintenance Staff	380	229	96	320	192	64	+60	+37	+32
Total	2,479	1,680	352	2,212	1,480	278	+267	+200	+74

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 150 employees (1.5 percent). UI Health Care administration reports that 92% of this staffing increase occurred in the Department of Nursing due to ongoing high patient census and acuity and continued emphasis on quality, safety, and accessibility for patients. The remaining increase in staffing was attributable to efforts in support of Child Health Specialty units and preparation for the opening of the UI Children's Hospital.

B. Faculty and Staff by Disability and Veteran Status, 2013 – 2014

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

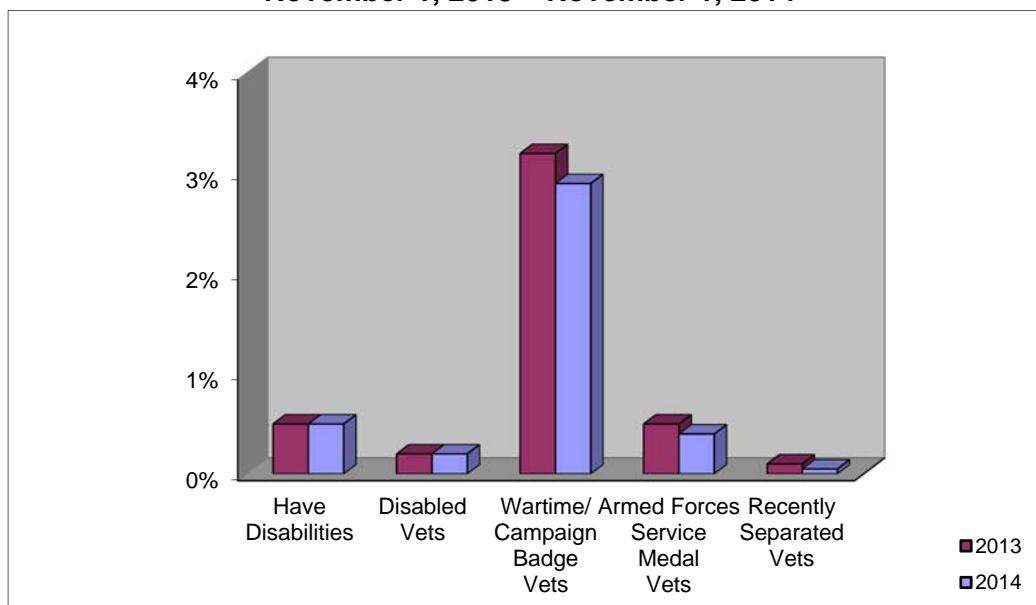
The number of faculty and staff who reported having a disability decreased by 4 individuals (4.7 percent) over the past year. The number of faculty and staff who self-identified as disabled veterans decreased by 1 (3.2 percent), Active Duty Wartime/Campaign Badge veterans decreased by 34 (6.7 percent), and Armed Forces Service Medal veterans decreased by 4 (5.5 percent). There was a decrease of 2 (20.0 percent) in the number of veterans whose discharge date from military service was within the three years prior to the data snapshot date.

The following table and chart indicate the number of faculty and staff who self-reported disability and veteran status in 2013 and 2014.

Table IV
Faculty and Staff by Disability and Veteran Status
November 1, 2013 – November 1, 2014

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2013	16,157	85 0.5 %	31 0.2 %	509 3.2 %	73 0.5 %	10 0.1 %
2014	16,424	81 0.5 %	30 0.2 %	475 2.9 %	69 0.4 %	8 < 0.1 %
Net Change	+ 267 + 1.7 %	- 4 - 4.7 %	- 1 - 3.2 %	- 34 - 6.7 %	- 4 - 5.5 %	- 2 - 20.0 %

Figure 5
Faculty and Staff by Disability and Veteran Status
November 1, 2013 – November 1, 2014



C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2013 – 2014

The number of tenured/tenure track faculty decreased by 7 (0.5 percent) in the last year. The number of female tenured/tenure track faculty decreased by 3 (0.6 percent), and the total number of minority faculty members did not change. The following table and charts present the sex and race/ethnicity of tenured/tenure track faculty in 2013 and 2014.

Table V
Tenured/Tenure Track Faculty by Sex and Race/Ethnicity
November 1, 2013 – November 1, 2014

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2013	1,460	479 32.8 %	301 20.6 %	194 13.3 %	34 2.3 %	59 4.0 %	7 0.5 %	7 0.5 %
2014	1,453	476 32.8 %	301 20.7 %	193 13.3 %	35 2.4 %	61 4.2 %	4 0.3 %	8 0.6 %
Net Change	- 7 - 0.5 %	- 3 - 0.6 %	0	- 1 - 0.5 %	+ 1 + 2.9 %	+ 2 + 3.4 %	- 3 - 42.9 %	+ 1 + 14.3%

Figure 6
Tenured/Tenure Track Faculty by Sex
November 1, 2013 – November 1, 2014

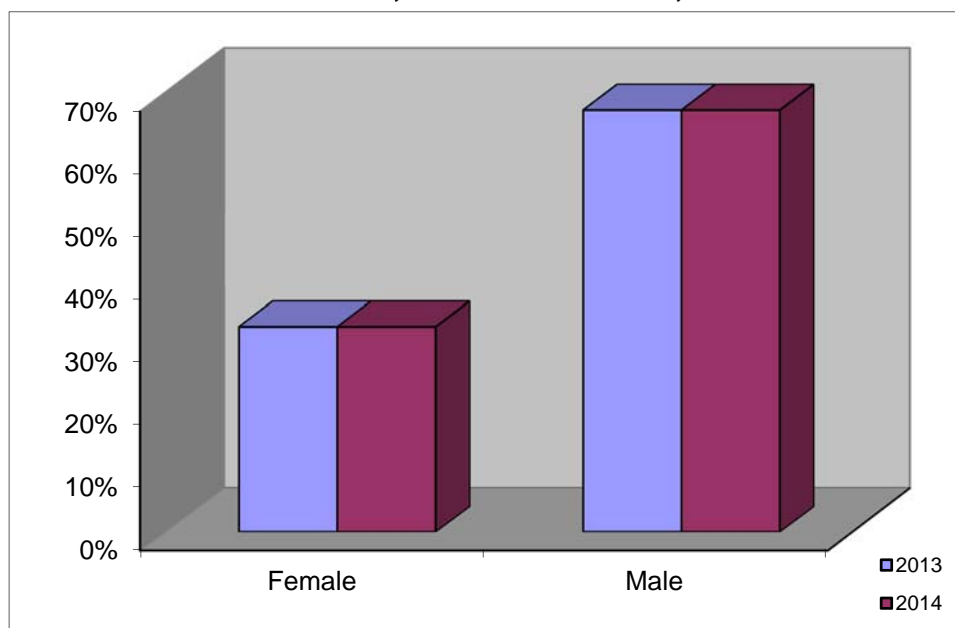
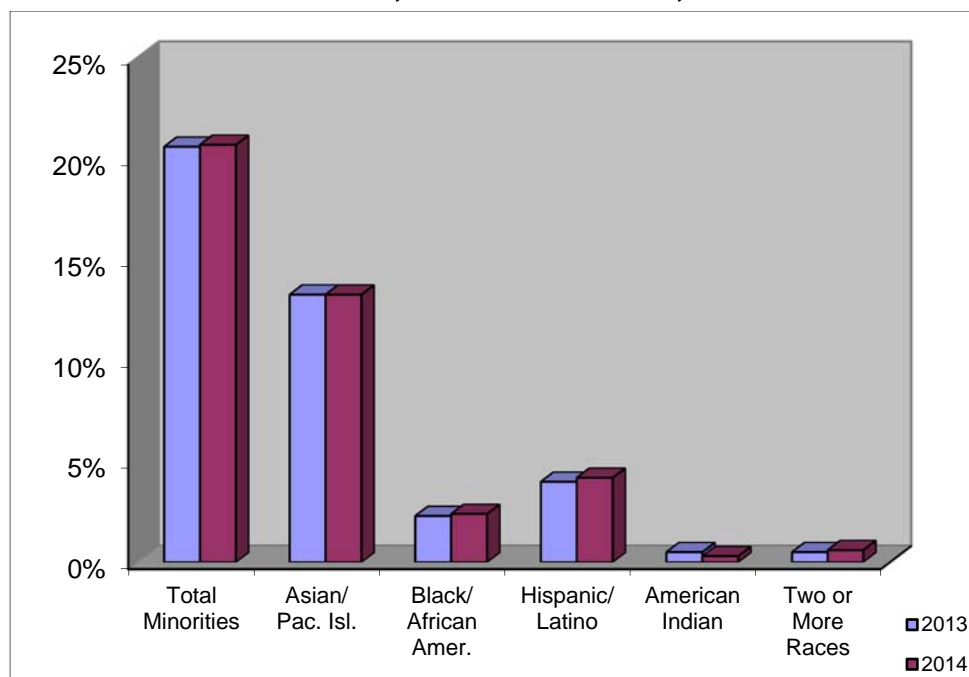


Figure 7
Tenured/Tenure Track Faculty by Race/Ethnicity
November 1, 2013 – November 1, 2014



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

A total of 66 tenure track faculty were granted promotions effective Academic Year 2014-15, of whom 20 were women. This rate of promotion (30.3 percent) approximates the percentage of women on the tenure track faculty, now at 32.8 percent. Minorities received 13 of the 66 promotions (19.7 percent); this representation also approximates the representation of minorities on the tenure track faculty (20.7 percent).

Thirty-nine tenure track faculty members were granted tenure effective Academic Year 2014-15, of whom 11 (28.2 percent) were women. As of November 2014, women represented 41.4 percent of the untenured faculty on the tenure track. Among the 39 tenure track faculty members who received tenure, 9 (23.1 percent) were members of minority groups. As of November 2014, minorities represented 31.2 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 2014-15 Academic Year

	Total	Women	Minorities
PROMOTIONS			
Number on Tenure Track	1,453	476	301
Percentage of Total on Tenure Track		32.8%	20.7%
Sought Promotions	69	20	15
Percentage of All Faculty Who Sought Promotions (n = 69)		29.0%	21.7%
Percentage of Subgroup (Total, Women, or Minorities)	4.7%	4.2%	5.0%
Granted Promotions	66	20	13
Percentage of All Faculty Who Were Granted Promotions (n = 66)		30.3%	19.7%
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Promotions	95.7%	100.0%	86.7%
TENURE			
Number of Untenured Faculty on Tenure Track	372	154	116
Percentage of Total Untenured on Tenure Track		41.4%	31.2%
Sought Tenure	41	11	10
Percentage of All Faculty Who Sought Tenure (n = 41)		26.8%	24.4%
Percentage of Subgroup (Total, Women, or Minorities)	11.0%	7.1%	8.6%
Granted Tenure	39	11	9
Percentage of All Faculty Who Were Granted Tenure (n = 39)		28.2%	23.1%
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Tenure	95.1%	100.0%	90.0%

E. Clinical Track Faculty by Sex and Race/Ethnicity, 2013 – 2014

The university experienced a net increase of 24 clinical track faculty (3.9 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 17 (5.9 percent), and the number of minorities on the clinical track increased by 24 (22.2 percent).

Carver College of Medicine continues to employ the majority of the clinical track faculty (81 percent), followed by the College of Dentistry (7 percent). The remaining clinical track faculty are employed in the colleges of Liberal Arts and Sciences, Pharmacy, Education, Nursing, Public Health, Law, or the Tippie College of Business.

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

Table VII
Clinical Track Faculty by Sex and Race/Ethnicity
November 1, 2013 – November 1, 2014

Year	Clinical Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2013	609	286 47.0 %	108 17.7 %	65 10.7 %	16 2.6 %	24 3.9 %	1 0.2 %	2 0.3 %
2014	633	303 47.9 %	132 20.9 %	86 13.6 %	17 2.7 %	25 3.9 %	1 0.2 %	3 0.5 %
Net Change	+ 24 + 3.9 %	+ 17 + 5.9 %	+ 24 + 22.2 %	+ 21 + 32.3 %	+ 1 + 6.3 %	+ 1 + 4.2 %	0	+ 1 +50.0 %

Figure 8
Clinical Track Faculty by Sex
November 1, 2013 – November 1, 2014

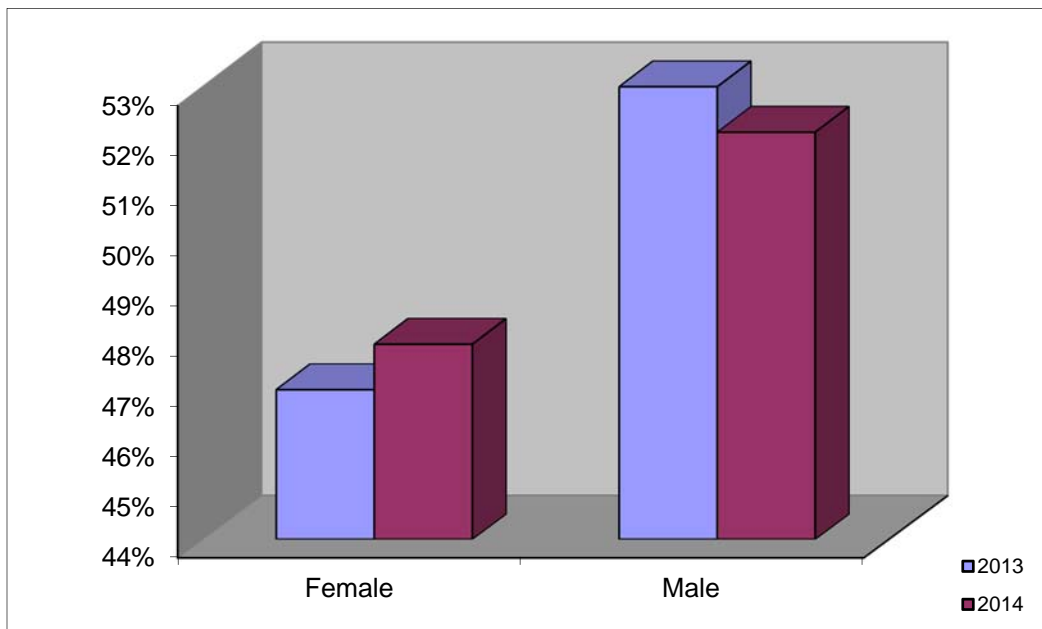
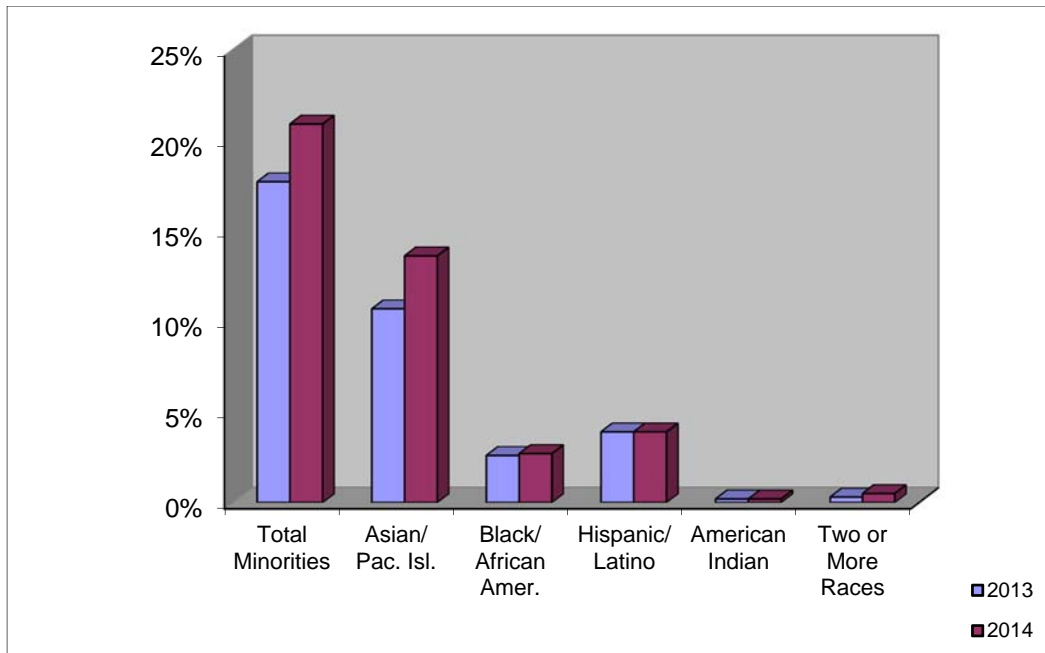


Figure 9
Clinical Track Faculty by Race/Ethnicity
November 1, 2013 – November 1, 2014



F. Research Track Faculty by Sex and Race/Ethnicity, 2013 – 2014

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 decreased by 7 individuals (21.9 percent) in the last year. The number of women on the research track decreased by 5 (35.7 percent), and the number of racial/ethnic minorities decreased by 4 (33.3 percent).

As of November 1, 2014, 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, 2013 and November 1, 2014.

Table VIII
Research Track Faculty by Sex and Race/Ethnicity
November 1, 2013 – November 1, 2014

Year	Research Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2013	32	14 43.8 %	12 37.5 %	10 31.3 %	0	2 6.3 %	0	0
2014	25	9 36.0 %	8 32.0 %	8 32.0 %	0	0	0	0
Net Change	- 7 - 21.9 %	- 5 - 35.7 %	- 4 - 33.3 %	- 2 - 20.0 %	0	- 2 - 100.0 %	0	0

Figure 10
Research Track Faculty by Sex
November 1, 2013 – November 1, 2014

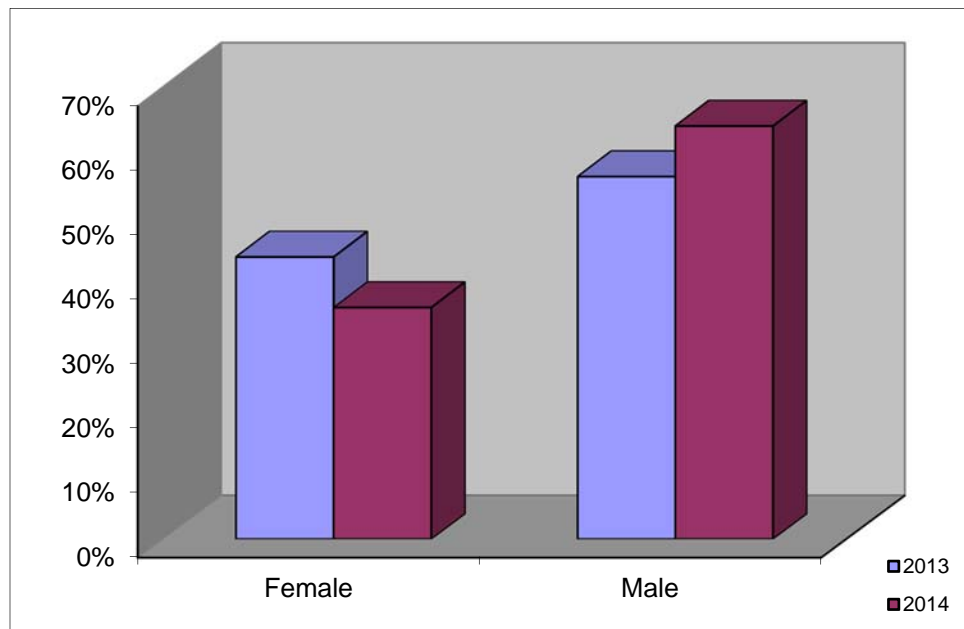
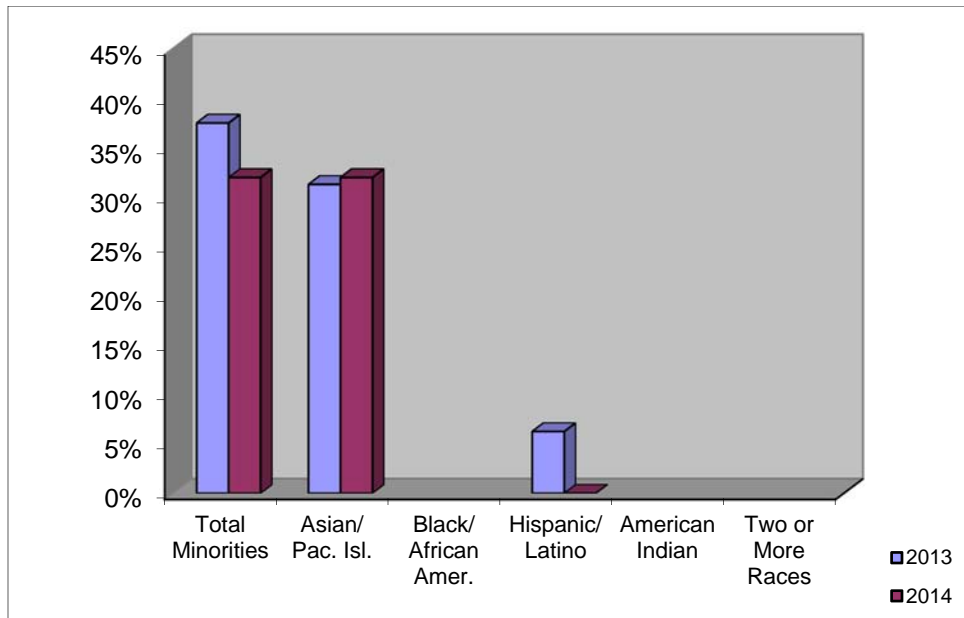


Figure 11
Research Track Faculty by Race/Ethnicity
November 1, 2013 – November 1, 2014



V. ANNUAL HIRING GOALS: 2013-14 AND 2014-15

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.⁶ 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 2013-14 Data Year

After adjusting to reflect the actual rate of hiring, annual hiring goals for the 2013-14 data year totaled 203 women and 82 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 404 women (2.5%) and by 297 minorities (1.8%) as of November 1, 2014.

The following tables show departments/job groups in which underrepresentation was identified as of November 1, 2013; the hiring goals in those departments/job groups (as adjusted to reflect the actual rate of hiring) for 2013-14; and whether these goals were met.

⁶ 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 2013-14

Progress toward Annual Hiring Goals for Faculty, Data Year 2010-11								
College	Department	Number of New Hires	Women			Minorities		
			Hiring Goal for Women	Total Women Hired	Was Goal Met?	Hiring Goal for Minorities	Total Minorities Hired	Was Goal Met?
POA 2: Tenured/Tenure Track Faculty								
Education	Psychological and Quantitative Foundations	1	1	0	No			
Liberal Arts & Sciences	Health and Human Physiology	2	1	2	Yes			
	Psychology	0	0	0	n/a			
Carver College of Medicine	Anatomy & Cell Biology	1	0	1	Yes			
	Internal Medicine	5	1	1	Yes			
	Pediatrics	2	1	1	Yes			
Pharmacy	Pharmacy	0	0	0	n/a *			
Public Health	Biostatistics	1	1	0	No			
	Health Management & Policy	1	1	0	No			
	Occupational & Environmental Health	1				0	0	n/a *

* 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 2013-14

Job Group	Number of New Hires	Women			Minorities		
		Hiring Goal for Women	Total Women Hired	Was Goal Met?	Hiring Goal for Minorities	Total Minorities Hired	Was Goal Met?
1A	6				1	0	No
1B	22	14	10	Partially			
1C	8				2	1	Partially
1D	17	5	10	Yes	3	1	Partially
3B	53	42	41	Partially			
3E	9				1	4	Yes
3G	8				2	1	Partially
3I	50	38	25	Partially			
3J	19				2	1	Partially
3K	8	5	0	No	1	0	No

Table X (continued)

Job Group	Number of New Hires	Women			Minorities		
		Hiring Goal for Women	Total Women Hired	Was Goal Met?	Hiring Goal for Minorities	Total Minorities Hired	Was Goal Met?
3L	88				8	4	Partially
3N	6	3	3	Yes	2	0	No
3P	33	11	4	Partially	5	6	Yes
3Q	72				13	9	Partially
3S	35				5	2	Partially
3T	22	13	17	Yes			
4B	20				1	1	Yes
4C	17	14	14	Yes			
4H	0				0	0	n/a *
4I	0	0	0	n/a *	0	0	n/a *
4J	6				1	3	Yes
4K	8	3	4	Yes			
5A	2	1	0	No	0	0	n/a *
5C	0				0	0	n/a *
5E	11	7	8	Yes			
5G	22	16	18	Yes			
6C	11	1	0	No	1	0	No
6D	4	0	0	n/a *	0	0	n/a *
6F	1	0	0	n/a *			
7B	8	4	2	Partially	1	1	Yes
7D	132				25	19	Partially
7F	0				0	0	n/a *
7I	6	1	1	Yes			
7J	9	6	6	Yes			
7O	20	13	10	Partially			
8A	30				2	2	Yes
8D	37				4	1	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 2014–15 Data Year

Anticipated hiring goals for women and minorities for 2014-15, aggregated by Primary Occupational Activity group, are shown in the table below.

Table XI
Annual Hiring Goals for Data Year 2014-15

Primary Occupational Activity Group	Women Total Hiring Goals	Minorities Total Hiring Goals
1 Executive, Administrative, and Managerial Staff	18	6
2 Tenured/Tenure Track Faculty	11	
4 Professional & Scientific Staff	121	42
5 Secretarial and Clerical Staff	17	3
6 Technical and Paraprofessional Staff	1	
7 Skilled Crafts Staff	2	1
8 Service and Maintenance Staff	24	29
Total	194	81

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: 2009 - 2014

A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity, 2009 – 2014

Overall Changes. The University of Iowa workforce increased by 1,148 individuals (7.5 percent) over the last five years, from 15,276 in 2009 to 16,424 in 2014. 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.

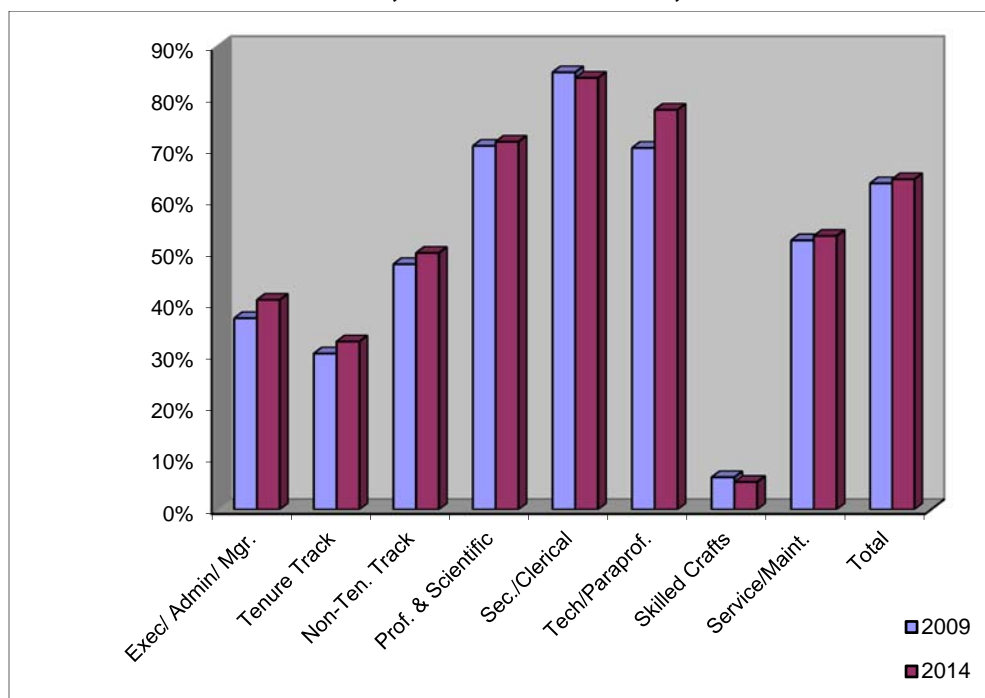
Sex. The number of women in the workforce increased by 8.8 percent over the five-year period, with the largest proportional increase in Non-Tenure Track Faculty and the largest net increase in Professional and Scientific Staff. The largest proportional and net decrease was among Secretarial and Clerical Staff.

The following table and chart provide more details of the university's workforce on October 1, 2009 and on November 1, 2014 by POA group and sex.

Table XII
Faculty and Staff by Primary Occupational Activity Group and Sex
October 1, 2009 – November 1, 2014

Primary Occupational Activity Group	2009		2014		Net Change	
	Total	Women	Total	Women	Total	Women
Executive, Administrative, & Managerial Staff	375	140 37.3 %	369	151 40.9 %	- 6 - 1.6 %	+ 11 + 7.9 %
2 Tenured/Tenure Track Faculty	1,493	455 30.5 %	1,453	476 32.8 %	- 40 - 2.7 %	+ 21 + 4.6 %
3 Non-Tenure Track Faculty	719	343 47.7 %	967	483 49.9 %	+ 248 + 34.5 %	+ 140 + 40.8 %
4 Professional & Scientific Staff	7,610	5,379 70.7 %	8,898	6,363 71.5 %	+ 1,288 + 16.9 %	+ 984 + 18.3 %
5 Secretarial and Clerical Staff	2,402	2,041 85.0 %	1,773	1,488 83.9 %	- 629 - 26.2 %	- 553 - 27.1 %
6 Technical and Paraprofessional Staff	562	395 70.3 %	685	532 77.7 %	+ 123 + 21.9 %	+ 137 + 34.7 %
7 Skilled Crafts Staff	380	24 6.3 %	354	19 5.4 %	- 26 - 6.8 %	- 5 - 20.8 %
8 Service and Maintenance Staff	1,735	908 52.3 %	1,925	1,024 53.2 %	+ 190 + 11.0 %	+ 116 + 12.8 %
Total	15,276	9,685 63.4 %	16,424	10,536 64.2 %	+ 1,148 + 7.5 %	+ 851 + 8.8 %

Figure 12
Female Faculty and Staff by Primary Occupational Activity Group
October 1, 2009 – November 1, 2014



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

- There are now two separate questions regarding race and Hispanic/Latino ethnicity. Employees who indicate that their ethnicity is Hispanic/Latino are reported as Hispanic/Latino, regardless of the race category or categories they indicate, and are included among racial/ethnic minorities for analytical purposes.
- Employees may select one or more of the following race categories: American Indian/Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White. Formerly, Asian/Pacific Islander had been a single category.⁷ Employees who select two or more races are included among racial/ethnic minorities for analytical purposes.

From October 1, 2009 to November 1, 2014, overall racial/ethnic minority representation increased by 36.0 percent, with notable gains among Technical and Paraprofessional Staff, Non-Tenure Track Faculty, and Service and Maintenance Staff. The number of minorities among Executive, Administrative, and Managerial Staff decreased by 10 (32.3 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 8 (12.9 percent). Changes in the racial/ethnic composition of the workforce from October 1, 2009 to November 1, 2014 are detailed in the following table and charts.

⁷ Due to small numbers of employees who self-identified as Native Hawaiian or Other Pacific Islander in 2014, 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, 2009 – November 1, 2014

Primary Occupational Activity Group	2009							2014							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	375	31 8.3%	8 2.1%	16 4.3%	6 1.6%	1 0.3%		369	21 5.7%	3 0.8%	7 1.9%	7 1.9%	1 0.3%	3 0.8%	- 6 - 1.6 %	-10 -32.3%	-5 -62.5%	-9 -56.3%	+1 +16.7%	0	+3 n/a
2 Tenured/Tenure Track Faculty	1,493	269 18.0%	177 11.9%	38 2.5%	46 3.1%	8 0.5%		1,453	301 20.7%	193 13.3%	35 2.4%	61 4.2%	4 0.3%	8 0.6%	- 40 - 2.7%	+32 +11.9%	+16 +9.0%	-3 -7.9%	+15 +32.6%	-4 -50.0%	+8 n/a
3 Non-Tenure Track Faculty	719	114 15.9%	73 10.2%	16 2.2%	23 3.2%	2 0.3%		967	191 19.8%	125 12.9%	23 2.4%	35 3.6%	4 0.4%	4 0.4%	+ 248 + 34.5 %	+77 +67.5%	+52 +71.2%	+7 +43.8%	+12 +52.2%	+2 +100.0%	+4 n/a
4 Professional & Scientific Staff	7,610	525 6.9%	323 4.2%	88 1.2%	100 1.3%	14 0.2%		8,898	728 8.2%	376 4.2%	134 1.5%	170 1.9%	16 0.2%	32 0.4%	+ 1,288 + 16.9 %	+203 +38.7%	+53 +16.4%	+46 +52.3%	+70 +70.0%	+2 +14.3%	+32 n/a
5 Secretarial & Clerical Staff	2,402	97 4.0%	30 1.2%	34 1.4%	25 1.0%	8 0.3%		1,773	97 5.5%	21 1.2%	34 1.9%	33 1.9%	6 0.3%	3 0.2%	- 629 - 26.2 %	0	-9 -30.0%	0	+8 +32.0%	-2 -25.0%	+3 n/a
6 Technical & Paraprofessional Staff	562	43 7.7%	9 1.6%	16 2.8%	15 2.7%	3 0.5%		685	78 11.4%	23 3.4%	19 2.8%	29 4.2%	4 0.6%	3 0.4%	+ 123 + 21.9 %	+35 +81.4%	+14 +155.6%	+3 +18.8%	+14 +93.3%	+1 +33.3%	+3 n/a
7 Skilled Crafts Staff	380	22 5.8%	1 0.3%	7 1.8%	7 1.8%	7 1.8%		354	17 4.8%	1 0.3%	7 2.0%	3 0.8%	6 1.7%	0	- 26 - 6.8 %	-5 -22.7%	0	0	-4 -57.1%	-1 -14.3%	0 n/a
8 Service & Maintenance Staff	1,735	239 13.8%	67 3.9%	97 5.6%	56 3.2%	19 1.1%		1,925	390 20.3%	76 3.9%	178 9.2%	109 5.7%	13 0.7%	14 0.7%	+ 190 + 11.0 %	+151 +63.2%	+9 +13.4%	+81 +83.5%	+53 +94.6%	-6 -31.6%	+14 n/a
Total	15,276	1,340 8.8%	688 4.5%	312 2.0%	278 1.8%	62 0.4%		16,424	1,823 11.1%	818 5.0%	437 2.7%	447 2.7%	54 0.3%	67 0.4%	+ 1,148 + 7.5 %	+483 +36.0%	+130 +18.9%	+125 +40.1%	+169 +60.8%	-8 -12.9%	+67 n/a

* In 2014, eight employees self-identified as Native Hawaiian or Other Pacific Islander (two Non-Tenure Track Faculty, four Professional and Scientific Staff, and two Service and Maintenance Staff); in 2009, 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, 2009 – November 1, 2014

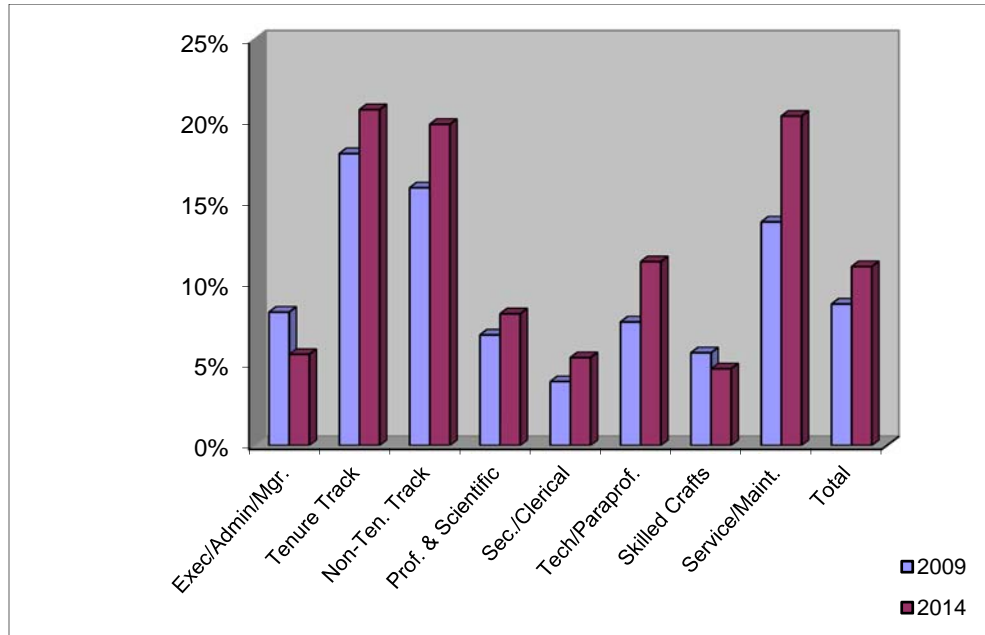
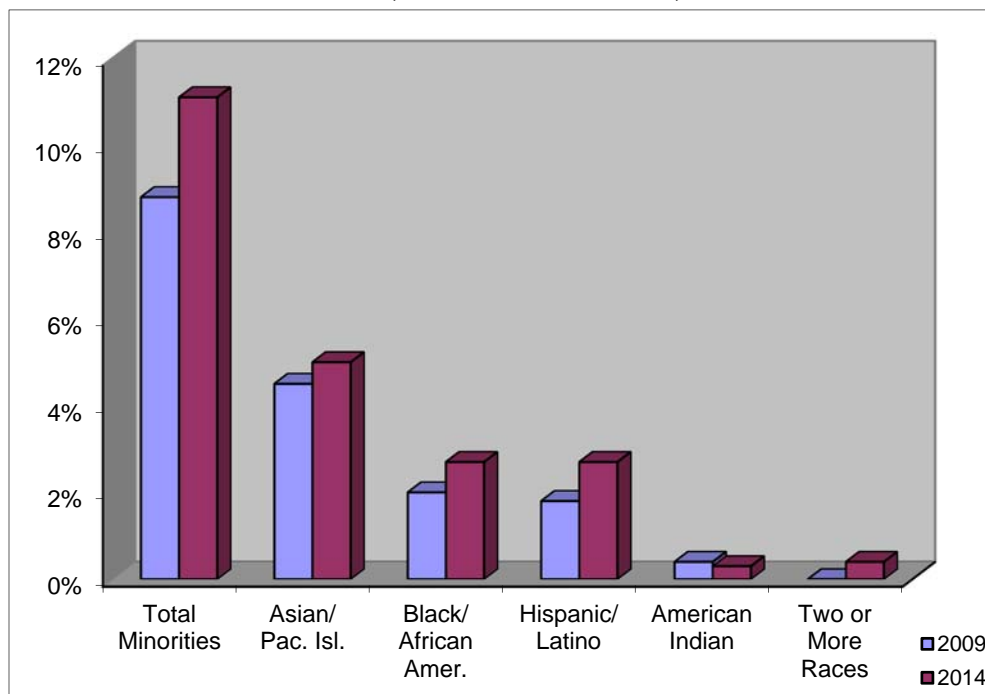


Figure 14
Total Workforce by Race/Ethnicity
October 1, 2009 – November 1, 2014



B. Faculty and Staff by Disability and Veteran Status, 2009 – 2014

Employees may self-report disability and veteran status to the university at the time of appointment, and may update or correct this information at any time. During the five-year period, the number of employees who reported having disabilities decreased by 12.9 percent.

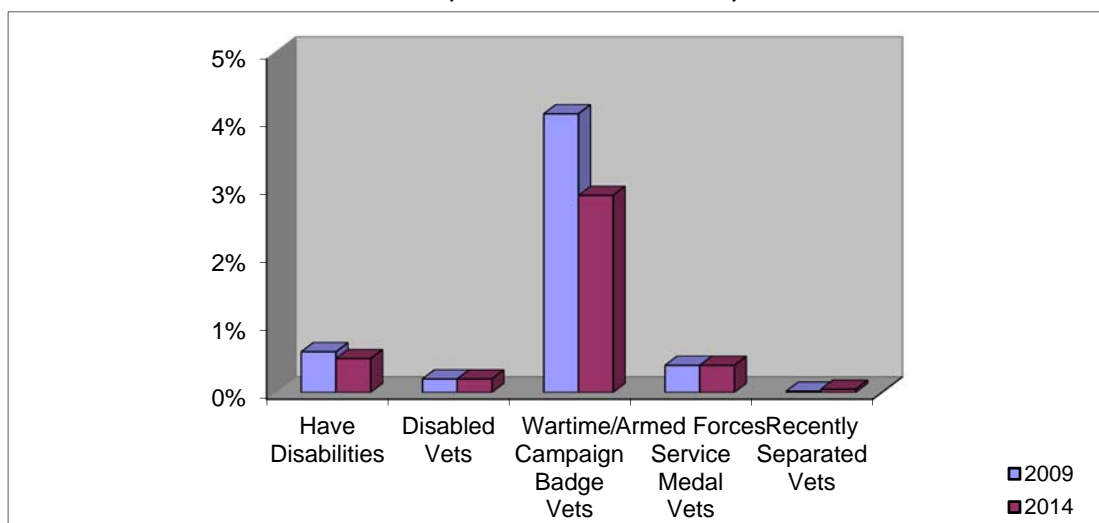
The number of faculty and staff who self-identified as disabled veterans decreased by 2 (6.3 percent). The number of faculty and staff who self-identified as disabled veterans decreased by 1 (3.2 percent). The number of Active Duty Wartime/Campaign Badge veterans decreased by 153 (24.4 percent), and the number of Armed Forces Service Medal veterans increased by 14 (25.5 percent). There was an increase of 5 (166.7 percent) in the number of veterans whose discharge date from military service was within the three years prior to the data snapshot date.

The following table and chart indicate the number of faculty and staff who self-reported disabilities and veteran status in 2009 and 2014.

Table XIV
Faculty and Staff by Disability and Veteran Status
October 1, 2009 – November 1, 2014

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2009	15,276	93 0.6 %	32 0.2 %	628 4.1 %	55 0.4 %	3 <0.1 %
2014	16,424	81 0.5 %	30 0.2 %	475 2.9 %	69 0.4 %	8 < 0.1 %
Net Change	+ 1,148 + 7.5 %	- 12 - 12.9 %	- 2 - 6.3 %	- 153 - 24.4 %	+ 14 + 25.5 %	+ 5 + 166.7 %

Figure 15
Faculty and Staff by Disability and Veteran Status
October 1, 2009 – November 1, 2014



C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2009 – 2014

The university has experienced a net decrease of 40 tenured/tenure track faculty (2.7 percent) since October 1, 2009. During this five-year period, the number of female tenured/tenure track faculty increased by 21 (4.6 percent) and the number of minorities increased by 32 (11.9 percent). The largest net gain in the minority tenure track faculty was among Asians/Pacific Islanders (16 faculty or 9.0 percent) and the largest proportional gain was among Hispanics/Latinos (15 faculty or 32.6 percent).

The following table and charts indicate the sex and racial/ethnic representation among the tenured/tenure track faculty in October 2009 and in November 2014.

Table XV
Tenured/Tenure Track Faculty by Sex and Race/Ethnicity
October 1, 2009 – November 1, 2014

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2009	1,493	455 30.5 %	269 18.0 %	177 11.9 %	38 2.5 %	46 3.1 %	8 0.5 %	n/a
2014	1,453	476 32.8 %	301 20.7 %	193 13.3 %	35 2.4 %	61 4.2 %	4 0.3 %	8 0.6 %
Net Change	- 40 - 2.7 %	+ 21 + 4.6 %	+ 32 + 11.9 %	+ 16 + 9.0 %	- 3 - 7.9 %	+ 15 + 32.6 %	- 4 - 50.0 %	+ 8 n/a

Figure 16
Tenured/Tenure Track Faculty by Sex
October 1, 2009 – November 1, 2014

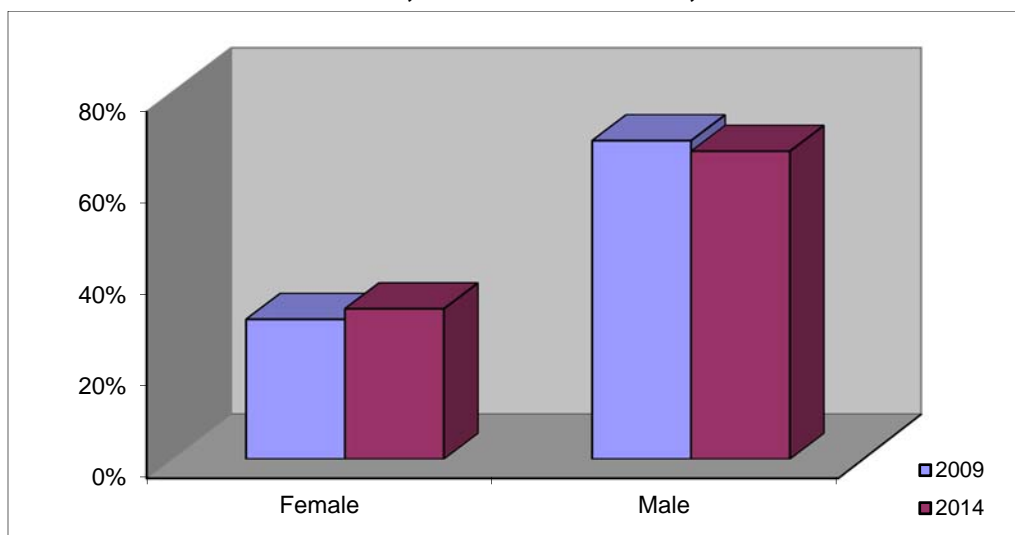
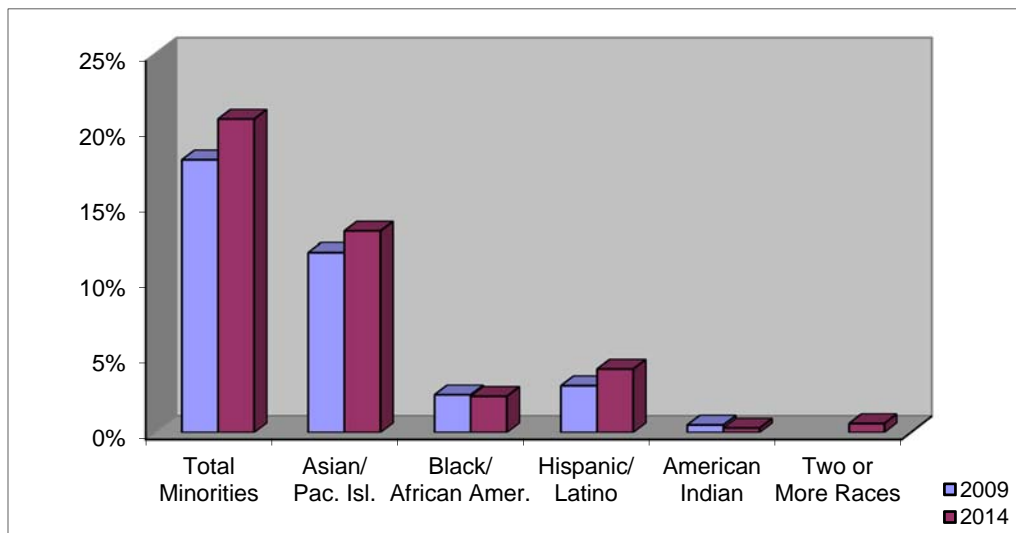


Figure 17
Tenured/Tenure Track Faculty by Race/Ethnicity
October 1, 2009 – November 1, 2014



D. Clinical Track Faculty by Sex and Race/Ethnicity, 2009 - 2014

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 477 in 2009 to 633 in 2014, an increase of 32.7 percent over the five-year period. The number of women on the clinical track increased by 40.3 percent, and the number of minorities increased by 83.3 percent.

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

Table XVI
Clinical Track Faculty by Sex and Race/Ethnicity
October 1, 2009 – November 1, 2014

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2009	477	216 45.3 %	72 15.1 %	47 9.9 %	12 2.5 %	12 2.5 %	1 0.2 %	n/a
2014	633	303 47.9 %	132 20.9 %	86 13.6 %	17 2.7 %	25 3.9 %	1 0.2 %	3 0.5 %
Net Change	+ 156 + 32.7 %	+ 87 + 40.3 %	+ 60 + 83.3 %	+ 39 + 83.0 %	+ 5 + 41.7 %	+ 13 + 108.3 %	0	+ 3 n/a

Figure 18
Clinical Track Faculty by Sex
October 1, 2009 – November 1, 2014

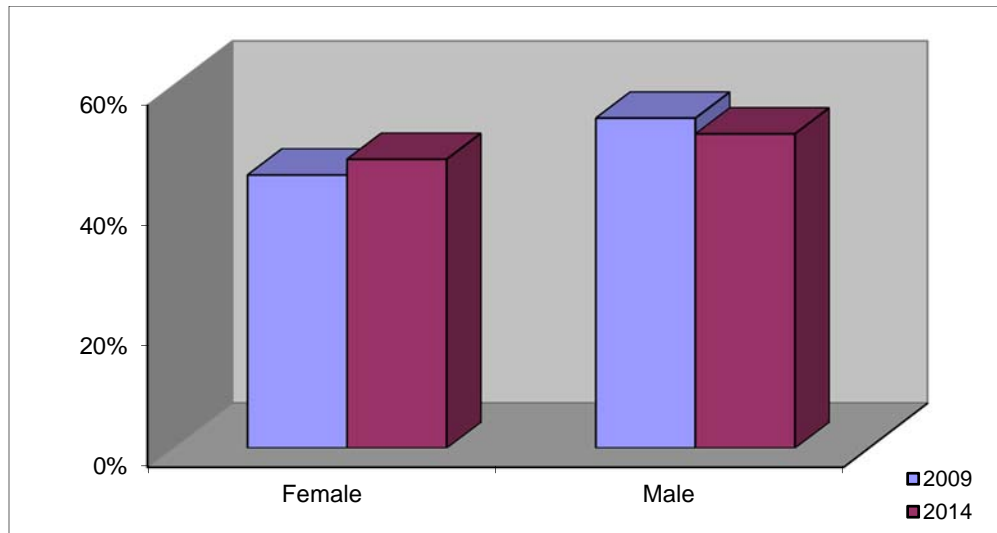
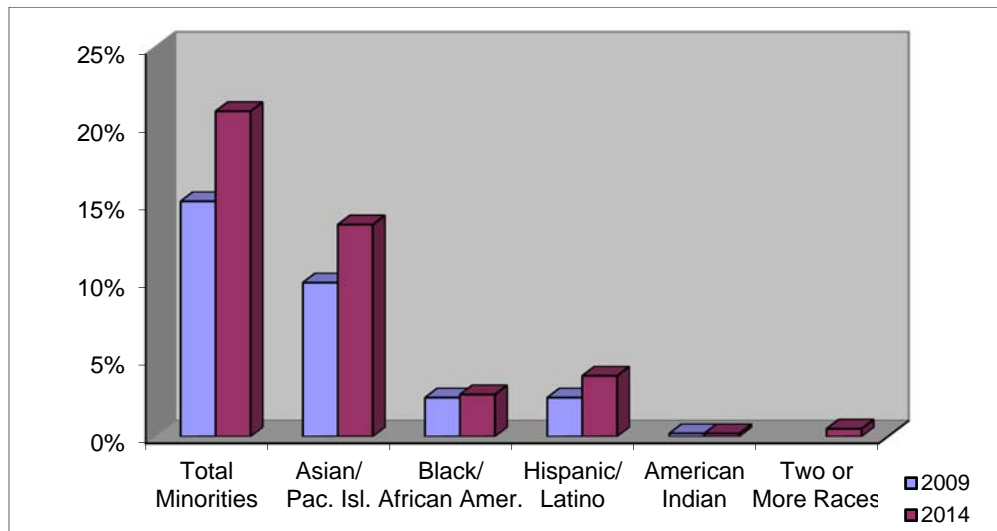


Figure 19
Clinical Track Faculty by Race/Ethnicity
October 1, 2009 – November 1, 2014



E. Research Track Faculty by Sex and Race/Ethnicity, 2009 – 2014

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

The research track has increased by 10 individuals (66.7 percent) over the past five years. The number of women on the research track increased by 4 (80.0 percent), and the number of racial/ethnic minorities increased by 2 (33.3 percent).

The following table and charts show the sex and racial/ethnic composition of the research track faculty on October 1, 2009 and November 1, 2014.

Table XVII
Research Track Faculty by Sex and Race/Ethnicity
October 1, 2009 – November 1, 2014

Year	Research Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2009	15	5 33.3 %	6 40.0 %	6 40.0 %	0	0	0	n/a
2014	25	9 36.0 %	8 32.0 %	8 32.0 %	0	0	0	0
Net Change	+ 10 + 66.7 %	+ 4 + 80.0 %	+ 2 + 33.3 %	+ 2 + 33.3 %	0	0	0	n/a

Figure 20
Research Track Faculty by Sex
October 1, 2009 – November 1, 2014

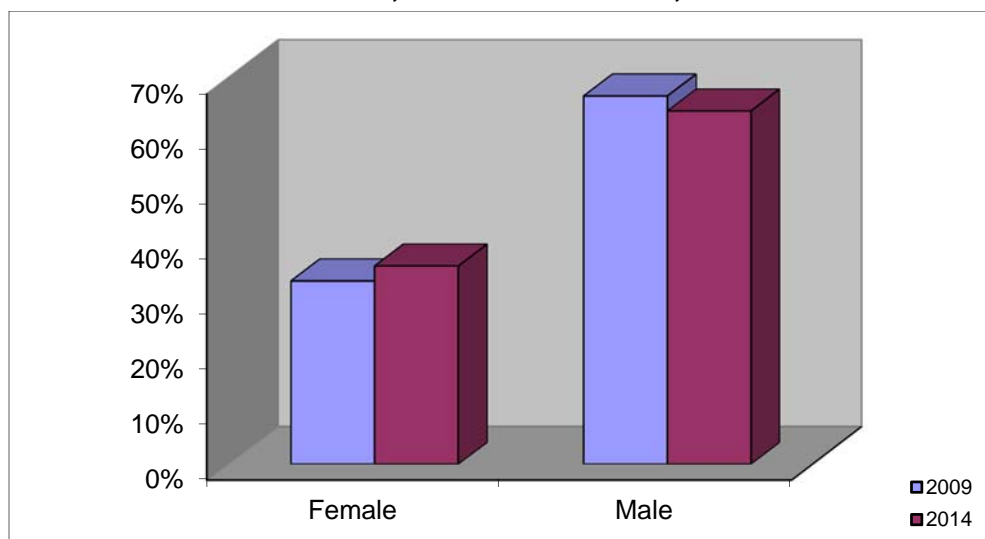
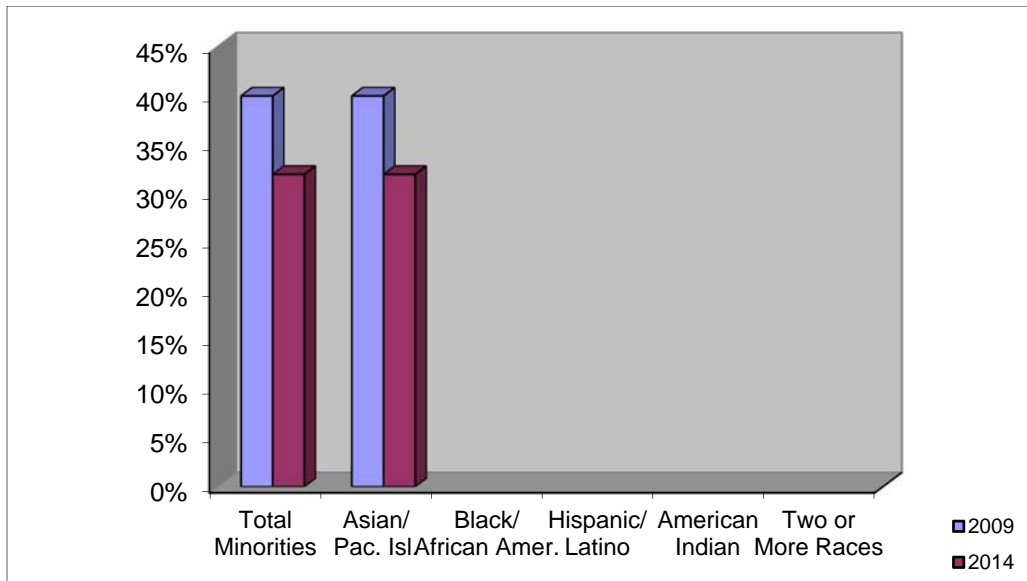


Figure 21
Research Track Faculty by Race/Ethnicity
October 1, 2009 – November 1, 2014



VII. TEN-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2004 - 2014

A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity, 2004 - 2014

Overall Changes. Over the last ten years, the University of Iowa workforce has increased by 15.7 percent, from 14,199 in 2004 to 16,424 in 2014. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was among Professional and Scientific Staff. The greatest proportional and net decrease was in Secretarial and Clerical Staff.

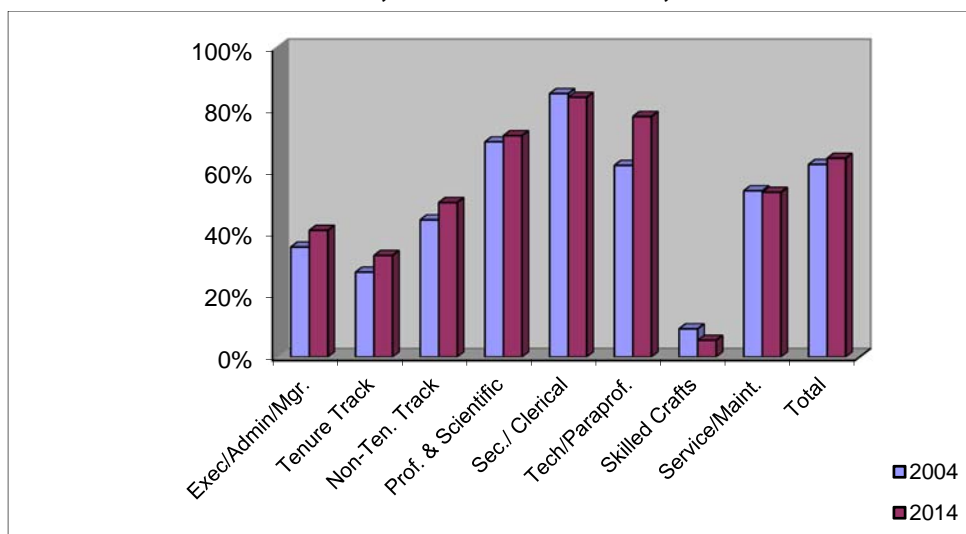
Sex. The number of women in the workforce increased by 19.3 percent overall, with the largest proportional increase in Non-Tenure Track Faculty and the largest net increase in Professional and Scientific Staff. The POA group with the largest proportional decrease was Skilled Crafts Staff and the largest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

The following table and chart compare the university's workforce on October 1, 2004 to that on November 1, 2014 by POA group and sex.

Table XVIII
Faculty and Staff by Primary Occupational Activity Group and Sex
October 1, 2004 – November 1, 2014

Primary Occupational Activity Group	2004		2014		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	327	116 35.5 %	369	151 40.9 %	+ 42 + 12.8 %	+ 35 + 30.2 %
2 Tenured/Tenure Track Faculty	1,557	427 27.4 %	1,453	476 32.8 %	- 104 - 6.7 %	+ 49 + 11.5 %
3 Non-Tenure Track Faculty	537	238 44.3 %	967	483 49.9 %	+ 430 + 80.1 %	+ 245 + 102.9 %
4 Professional & Scientific Staff	6,467	4,495 69.5 %	8,898	6,363 71.5 %	+ 2,431 + 37.6 %	+ 1,868 + 41.6 %
5 Secretarial and Clerical Staff	2,676	2,276 85.1 %	1,773	1,488 83.9 %	- 903 - 33.7 %	- 788 - 34.6 %
6 Technical and Paraprofessional Staff	472	292 61.9 %	685	532 77.7 %	+ 213 + 45.1 %	+ 240 + 82.2 %
7 Skilled Crafts Staff	394	36 9.1 %	354	19 5.4 %	- 40 - 10.2 %	- 17 - 47.2 %
8 Service and Maintenance Staff	1,769	950 53.7 %	1,925	1,024 53.2 %	+ 156 + 8.8 %	+ 74 + 7.8 %
Total	14,199	8,830 62.2%	16,424	10,536 64.2 %	+ 2,225 + 15.7 %	+ 1,706 + 19.3 %

Figure 22
Female Faculty and Staff by Primary Occupational Activity Group
October 1, 2004 – November 1, 2014



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

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

Since 2004, racial/ethnic minority representation in the workforce has increased by 61.0 percent overall, with increases in the numbers of Asians/Pacific Islanders, Hispanics/Latinos, and Blacks/African Americans. The number of American Indians decreased by 14 individuals or 20.6 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, 2004 and November 1, 2014.

⁸ Due to small numbers of employees who self-identified as Native Hawaiian or Other Pacific Islander in 2014, this racial/ethnic category is combined with the Asian category in this report.

Table XIX
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity
October 1, 2004 – November 1, 2014

Primary Occupational Activity Group		2004						2014							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	327	23 7.0%	10 3.1%	7 2.1%	4 1.2%	2 0.6%	369	21 5.7%	3 0.8%	7 1.9%	7 1.9%	1 0.3%	3 0.8%	+42 +12.8%	-2 -8.7%	-7 -70.0%	0	+3 +75.0%	-1 -50.0%	+3 n/a
2	Tenured/ Tenure Track Faculty	1,557	227 14.6%	148 9.5%	32 2.1%	42 2.7%	5 0.3%	1,453	301 20.7%	193 13.3%	35 2.4%	61 4.2%	4 0.3%	8 0.6%	-104 -6.7%	+74 +32.6%	+45 +30.4%	+3 +9.4%	+19 +45.2%	-1 -20.0%	+8 n/a
3	Non-Tenure Track Faculty	537	76 14.2%	46 8.6%	13 2.4%	12 2.2%	5 0.9%	967	191 19.8%	125 12.9%	23 2.4%	35 3.6%	4 0.4%	4 0.4%	+430 +80.1%	+115 +151.3%	+79 +171.7%	+10 +76.9%	+23 +191.7%	-1 -20.0%	+4 n/a
4	Professional & Scientific Staff	6,467	427 6.6%	251 3.9%	84 1.3%	77 1.2%	15 0.2%	8,898	728 8.2%	376 4.2%	134 1.5%	170 1.9%	16 0.2%	32 0.4%	+2,431 +37.6%	+301 +70.5%	+125 +49.8%	+50 +59.5%	+93 +120.8%	+1 +6.7%	+32 n/a
5	Secretarial & Clerical Staff	2,676	91 3.4%	32 1.2%	31 1.2%	16 0.6%	12 0.4%	1,773	97 5.5%	21 1.2%	34 1.9%	33 1.9%	6 0.3%	3 0.2%	-903 -33.7%	+6 +6.6%	-11 -34.4%	+3 +9.7%	+17 +106.3%	-6 -50.0%	+3 n/a
6	Technical & Paraprofes- sional Staff	472	22 4.7%	8 1.7%	6 1.3%	8 1.7%	0	685	78 11.4%	23 3.4%	19 2.8%	29 4.2%	4 0.6%	3 0.4%	+213 +45.1%	+56 +254.5%	+15 +187.5%	+13 +216.7%	+21 +262.5%	+4 n/a	+3 n/a
7	Skilled Crafts Staff	394	22 5.6%	0	8 2.0%	7 1.8%	7 1.8%	354	17 4.8%	1 0.3%	7 2.0%	3 0.8%	6 1.7%	0	-40 -10.2%	-5 -22.7%	+1 n/a	-1 -12.5%	-4 -57.1%	-1 -14.3%	0 n/a
8	Service & Maintenance Staff	1,769	244 13.8%	64 3.6%	102 5.8%	56 3.2%	22 1.2%	1,925	390 20.3%	76 3.9%	178 9.2%	109 5.7%	13 0.7%	14 0.7%	+156 +8.8%	+146 +59.8%	+12 +18.8%	+76 +74.5%	+53 +94.6%	-9 -40.9%	+14 n/a
Total		14,199	1,132 8.0%	559 3.9%	283 2.0%	222 1.6%	68 0.5%	16,424	1,823 11.1%	818 5.0%	437 2.7%	447 2.7%	54 0.3%	67 0.4%	+2,225 +15.7%	+691 +61.0%	+259 +46.3%	+154 +54.4%	+225 +101.4%	-14 -20.6%	+67 n/a

* In 2014, eight employees self-identified as Native Hawaiian or Other Pacific Islander (two Non-Tenure Track Faculty, four Professional and Scientific Staff, and two Service and Maintenance Staff); in 2004, Asian/Pacific Islander was collected as a single category. For these reasons, these racial/ethnic categories are combined in this report.

Figure 23
Minority Faculty and Staff by Primary Occupational Activity Group
October 1, 2004 – November 1, 2014

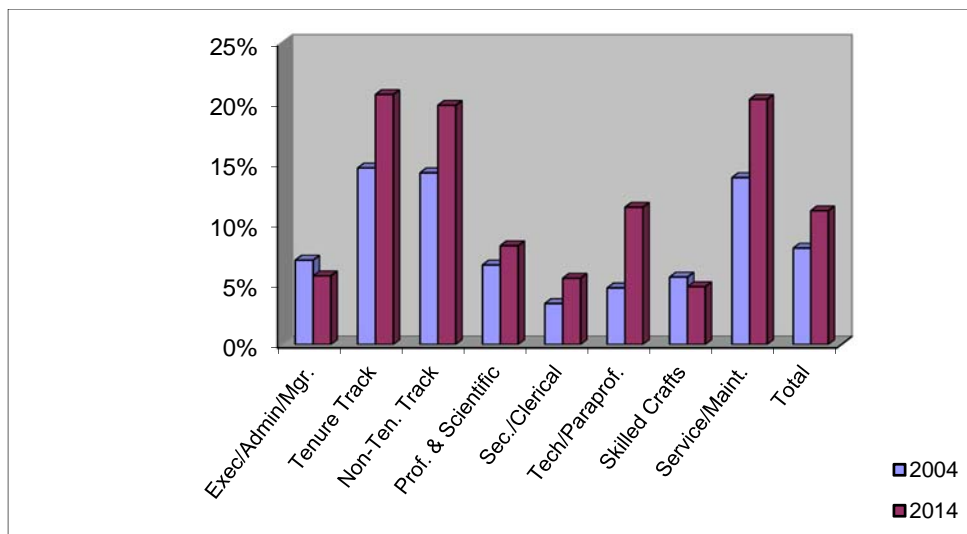
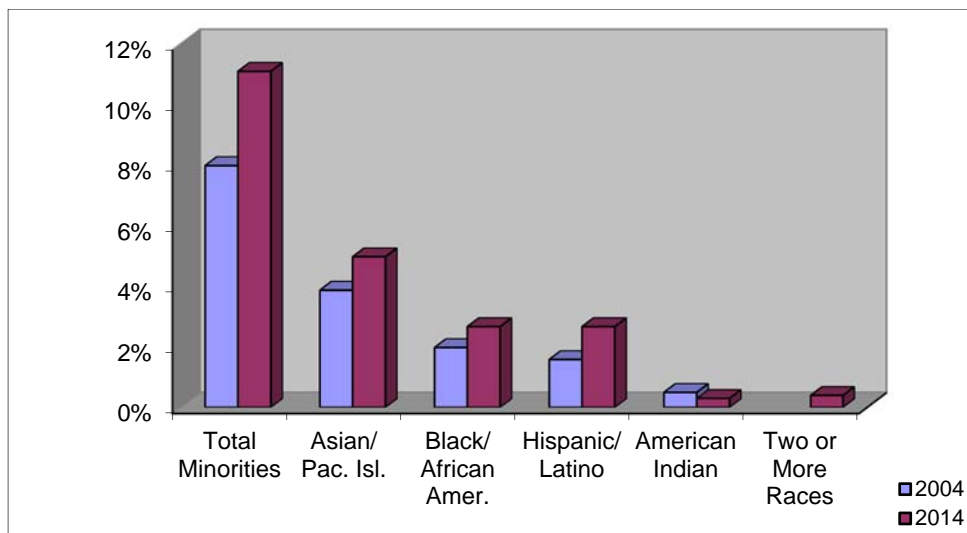


Figure 24
Total Workforce by Race/Ethnicity
October 1, 2004 – November 1, 2014



B. Faculty and Staff by Disability and Veteran Status, 2004 – 2014

Employees may self-report disability and veteran status to the university at the time of appointment, and may update or correct this information at any time. Since 2004, the number of faculty and staff who reported having a disability has decreased by 15 individuals (15.6 percent).

There was no change in the number of faculty and staff who self-identified as disabled veterans. 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 2004 and 2014 data are not possible for several of the veteran categories. The changes are as follows:

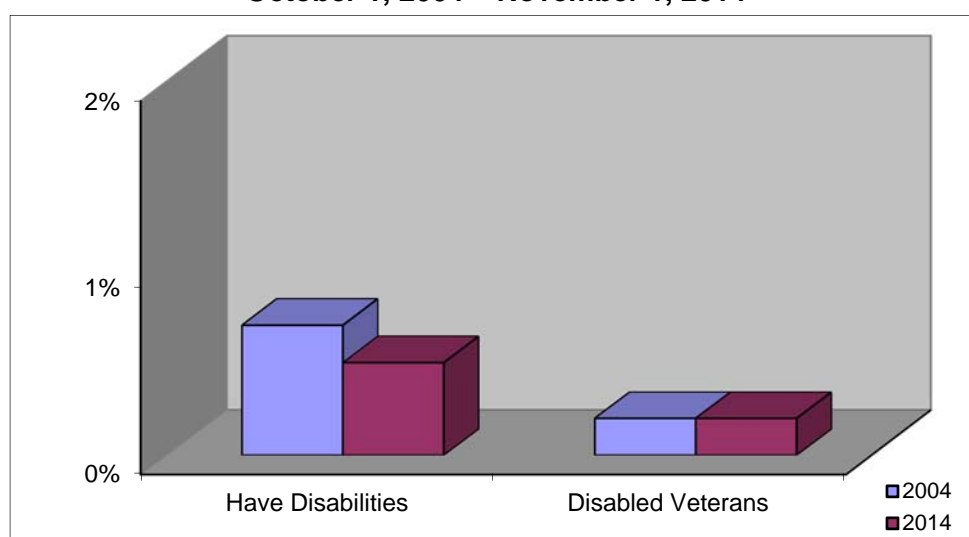
- “Vietnam-Era Veteran” is no longer collected
- “Active Duty Wartime/Campaign Badge Veteran” has been expanded and now includes many veterans previously reported as Vietnam-era veterans
- “Armed Forces Service Medal veterans” has been added
- “Recently Separated Veterans” includes those individuals whose discharge date from military service was in the previous three years

The following table and chart indicate the number of faculty and staff who self-reported disabilities and veteran status in 2004 and 2014.

Table XX
Faculty and Staff by Disability and Veteran Status
October 1, 2004 – November 1, 2014

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Vietnam-Era Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2004	14,199	96 0.7 %	30 0.2 %	355 2.5 %	307 2.2 %	n/a	n/a
2014	16,424	81 0.5 %	30 0.2 %	n/a	475 2.9 %	69 0.4 %	8 < 0.1 %
Net Change	+ 2,225 + 15.7 %	- 15 - 15.6 %	0	n/a	+ 168 + 54.7 %	n/a	n/a

Figure 25
Faculty and Staff by Disability and Veteran Status
October 1, 2004 – November 1, 2014



C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2004 - 2014

The number of tenured/tenure track faculty decreased by 104 (6.7 percent) over the ten-year period, from 1,557 in 2004 to 1,453 in 2014. However, the numbers of female and racial/ethnic minority tenured/tenure track faculty increased over this time period, women by 11.5 percent and minorities by 32.6 percent.

The following table and charts indicate the sex and racial/ethnic representation among the tenured/tenure track faculty in October 2004 and in November 2014.

Table XXI
Tenured/Tenure Track Faculty by Sex and Race/Ethnicity
October 1, 2004 – November 1, 2014

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2004	1,557	427 27.4 %	227 14.6 %	148 9.5 %	32 2.1 %	42 2.7 %	5 0.3 %	n/a
2014	1,453	476 32.8 %	301 20.7 %	193 13.3 %	35 2.4 %	61 4.2 %	4 0.3 %	8 0.6 %
Net Change	- 104 - 6.7 %	+ 49 + 11.5 %	+ 74 + 32.6 %	+ 45 + 30.4 %	+ 3 + 9.4 %	+ 19 + 45.2 %	- 1 - 20.0 %	+7 n/a

Figure 26
Tenured/Tenure Track Faculty by Sex
October 1, 2004 – November 1, 2014

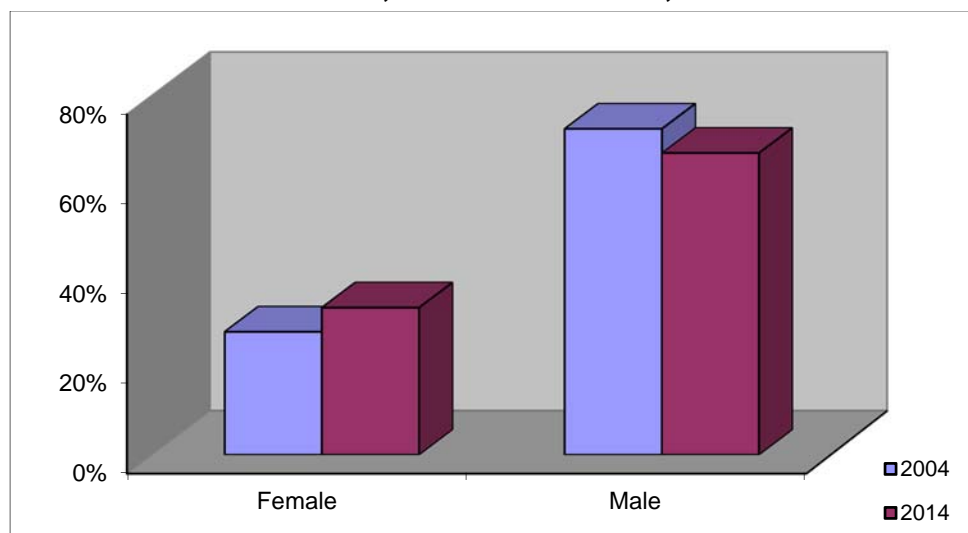
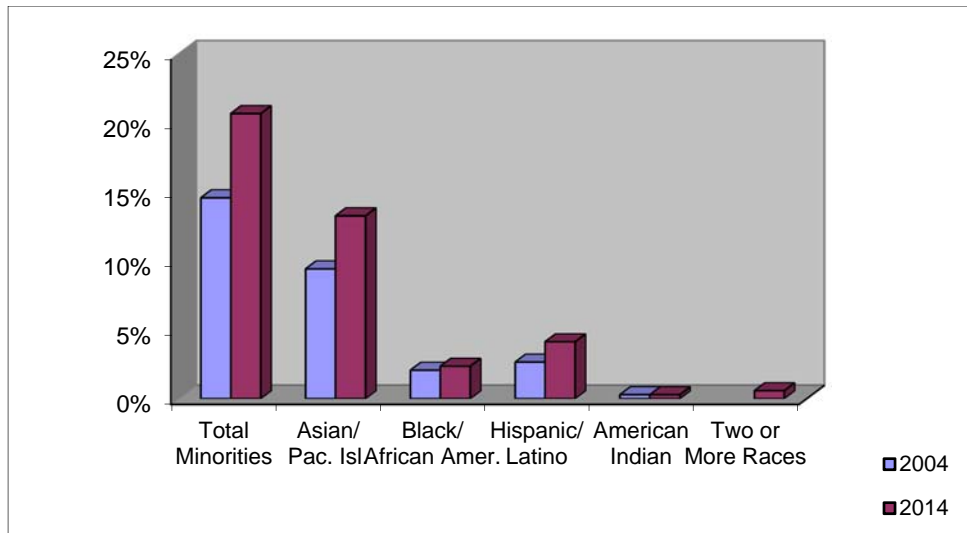


Figure 27
Tenured/Tenure Track Faculty by Race/Ethnicity
October 1, 2004 – November 1, 2014



D. Clinical Track Faculty by Sex and Race/Ethnicity, 2004 - 2014

The clinical track faculty has grown by 76.8 percent in the last ten years, from 358 in 2004 to 633 in 2014. 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 147 (41.1 percent) in 2004 to 303 (47.9 percent) in 2014. Over the ten-year period, the number of minorities on the clinical track increased from 45 (12.6 percent) to 132 (20.9 percent). The following table and charts illustrate the representation of women and minorities on the clinical track.

Table XXII
Clinical Track Faculty by Sex and Race/Ethnicity
October 1, 2004 – November 1, 2014

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2004	358	147 41.1 %	45 12.6 %	25 7.0 %	9 2.5 %	8 2.2 %	3 0.9 %	n/a
2014	633	303 47.9 %	132 20.9 %	86 13.6 %	17 2.7 %	25 3.9 %	1 0.2 %	3 0.5 %
Net Change	+ 275 + 76.8 %	+ 156 + 106.1 %	+ 87 + 193.3 %	+ 61 + 244.0 %	+ 8 + 88.9 %	+ 17 + 212.5 %	- 2 - 66.7 %	+ 3 n/a

Figure 28
Clinical Track Faculty by Sex
October 1, 2004 – November 1, 2014

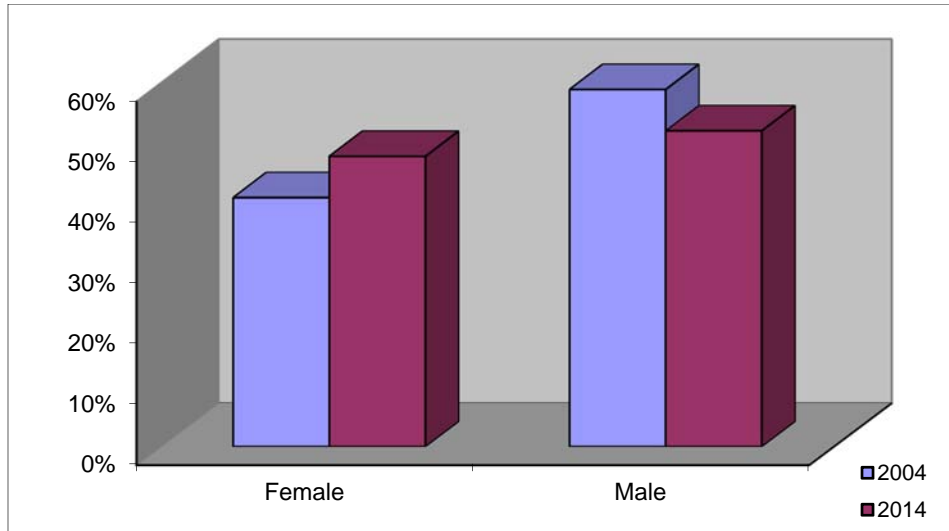
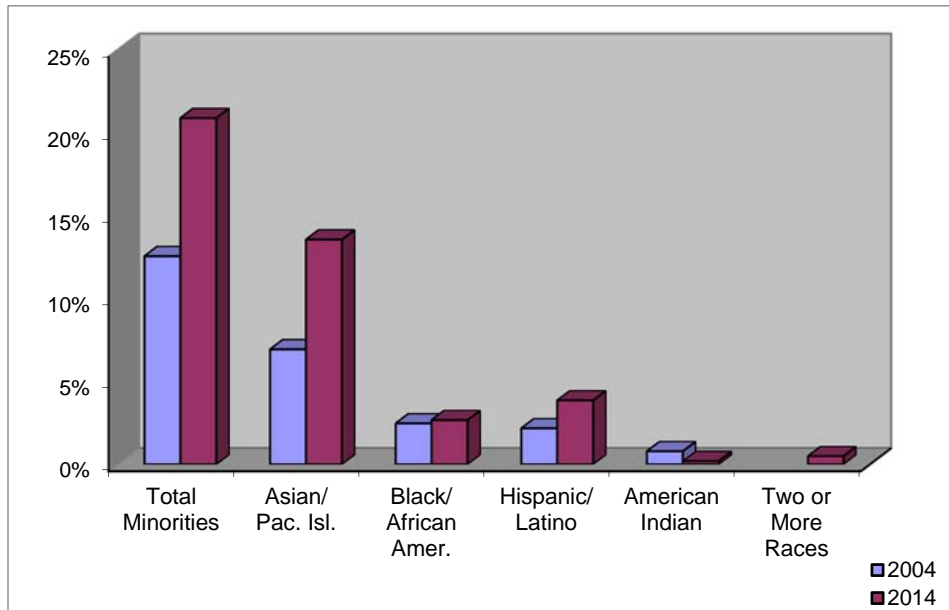


Figure 29
Clinical Track Faculty by Race/Ethnicity
October 1, 2004 – November 1, 2014



VIII. FIVE-YEAR AND TEN-YEAR COMPARISON SUMMARY

Table XXIII

va Workforce by Primary Occupational Activity Group, Sex, and Minority Status in 2004, 2009, and 2014

September 30, 2004				September 30, 2009					October 31, 2014				
% of Women Total		% of Minorities Total		Total Work- force	% of Women Total		% of Minorities Total		Total Work- force	% of Women Total		% of Minorities Total	
116	35.5%	23	7.0%	375	140	37.3%	31	8.3%	369	151	40.9%	21	5.7%
427	27.4%	227	14.6%	1,493	455	30.5%	269	18.0%	1,453	476	32.8%	301	20.7%
238	44.3%	76	14.2%	719	343	47.7%	114	15.9%	967	483	49.9%	191	19.8%
4,495	69.5%	427	6.6%	7,610	5,379	70.7%	525	6.9%	8,898	6,363	71.5%	728	8.2%
2,276	85.1%	91	3.4%	2,402	2,041	85.0%	97	4.0%	1,773	1,488	83.9%	97	5.5%
292	61.9%	22	4.7%	562	395	70.3%	43	7.7%	685	532	77.7%	78	11.4%
36	9.1%	22	5.6%	380	24	6.3%	22	5.8%	354	19	5.4%	17	4.8%
950	53.7%	244	13.8%	1,735	908	52.3%	239	13.8%	1,925	1,024	53.2%	390	20.3%
8,830	62.2%	1,132	8.0%	15,276	9,685	63.4%	1,340	8.8%	16,424	10,536	64.2%	1,823	11.1%

IOWA STATE UNIVERSITY

OF SCIENCE AND TECHNOLOGY

REPORT TO THE BOARD OF REGENTS STATE OF IOWA

Annual Affirmative Action Progress
and Diversity Report
November 2014

Submitted by:

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EXECUTIVE SUMMARY

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, 2013 to September 30, 2014.

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

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

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

The Division of Student Affairs continues its effective recruitment and retention strategies. In fall 2014, Iowa State University once again enrolled its most diverse student body ever. A record number of international students (3,980) are now enrolled, an increase of 183 students from last fall's record of 3,797. The overall number also reflects a record in the number of international undergraduates: 2,202. Total U.S. multicultural and international enrollment is 8,045, or 23.16 percent of the student body. (The previous record set in fall 2013 was 7,486, or 22.52 percent of the student body.)

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

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

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

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

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

Underrepresented group	Percentage of underrepresented faculty and staff at Iowa State University	Percentage of underrepresented population in the state of Iowa ¹
Women	50.7	50.5
Minorities	13.0	10.1

Iowa State University experienced an increase in total workforce from 2013 attributing to the actual number increases in most of the employment groups for female and minority employees.

Several groups within the total workforce at Iowa State University saw an increase in the number of female employees and an increase in percentage from 2013.

Executive/Administrative/Managerial female employees saw an increase of 1 female employee but saw a decrease of 1% from 2013. Tenure Track Faculty saw an increase of 15 female employees and an increase of .8% from 2013. Non-Tenure Track Faculty saw an increase of 23 female employees and an increase of .8% from 2013. The Professional and Scientific group saw an increase of 44 female employees and an increase of .7% from 2013. In the Secretarial/Clerical group there was an increase of 4 female employees and a .4% decrease from 2013. The Technical/Paraprofessional group also saw an increase of 4 female employees and an increase of .4% from 2013. The number of female employees in the Skilled Crafts group saw an increase of 3 female employees and an increase of 1.1% from 2013. The Service/Maintenance group saw an increase of 12 female employees and there was an increase of .6% increase from 2013.

¹ Information provided by the 2010 United States Census Bureau.

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 2013.

Executive/Administrative/Managerial minority employees saw an increase of 4 employees and an increase of .7% from 2013. Tenured/Tenure Track Faculty saw an increase of 25 minority employees and an increase of 1.7% from 2013. Non-Tenure Track Faculty had an increase of 5 minority employees and an increase of .1% from 2013. There was an increase of 1 minority employee and an increase of .3% from 2013 for the Professional and Scientific group. The Secretarial/Clerical group saw an increase of 4 minority employees and an increase of .5 percent from 2013. The number of minority employees in the Technical/Paraprofessional group increased by 4 minority employee and an increase of 2.7% from 2013. The number of minority employees in Skilled Crafts increase 3 employees and saw a 1.1% increase from 2013. The Service/Maintenance group saw an increase of 4 minority employees and a .4% increase from 2013.

Iowa State University experienced a net increase of 98 female employees and a net increase of .4% from 2013.

Iowa State University experienced a net increase of 50 minority employees and a net increase by .5% from 2013.

BUSINESS UNITS

OFFICE OF THE PRESIDENT

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

The study consists of three key components:

- Asset inventory: A comprehensive look at all diversity-related programs, initiatives and resources on campus.
- Audit: In-depth interview with individuals and groups to assess how they perceive the climate for diversity and how it might be improved. Interviewees included individuals and groups, such as students, faculty, administrators, staff, alumni and community representatives. Dr. Jackson spent three days on campus in March, meeting with a variety of individual and groups as part of the auditing process. Following the campus visit, a telephonic automated interview system was implemented to provide an opportunity for those that didn't participate in the on-campus interviews to also have input.

Final report: The final report was submitted to the Office of the President in spring of 2014 that noted "current practices of excellence" on campus as well as recommendations. President Leath read and considered both the diversity report and a recently released report – the "Status of Women at Iowa State University, 2014." He appointed a working group, with representatives from each division, to study both reports, consider the recommendations and come up with a plan for implementation. One of the recommendations included the creation of a chief diversity officer position. A search committee was recently appointed to conduct a national search for the new position.

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

- Funding for Martin Luther King "Advancing One Community" awards
- Table sponsorship for university leaders to attend the NAACP Ames Branch Freedom Fund Banquet on February 7, 2014
- Sponsorship of Big XII Council on Black Student Government
- Sponsorship of Iowa Latino Conference
- Program support for the Science Bound Program, a pre-college program to increase the number of ethnically diverse Iowa students who pursue ASTEM (agricultural, scientific, technical, engineering and mathematics) degrees. The program draws students with potential from middle and high schools in Des Moines, Denison and Marshalltown, Iowa.
- Program support for the Program for Women in Science and Engineering (PWSE) to increase the participation of women in science, technology, engineering and math (STEM) fields.

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 over 650 employees and graduate/professional students have visited the Ombuds Office for assistance with conflict management.

Every year the protected class status of Ombuds Office visitors is informally monitored via observation or voluntary self-identification. During FY 2014, women visitors (66%) continued to outnumber men visitors (34%), and were overrepresented when compared to their general populations on campus. In addition, 21% of all Ombuds Office visitors appeared to be members of a protected class (other than gender), and 17% of all Ombuds Office visitors felt that their conflict included an issue related to diversity. Over the past five years the number of visitors who appeared to be in a protected class has ranged from 15 to 25 percent. There have been no identifiable trends reported or identified regarding diversity-related issues or the protected class status of Ombuds Office visitors.

The Ombuds Officer continues to provide the University community with online resources related to “Diversity and Conflict Management” as part of the online Ombuds Office Resource Guide. During most of her outreach presentations she is able to encourage participants to recognize the role that diversity and culture can play in interpersonal conflict. During FY 2014 the Ombuds Officer attended the Safe Zone training presented by Lesbian, Gay, Bisexual and Transgender Student Services as well as a CELT seminar entitled “Creating an Inclusive Classroom: What Men of Color Have to Say.”

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 and maintains the "Diversity" website for the Office of the President.
- Assists the Office of Equal Opportunity in communicating with the university community.
- Publicizes articles and announcements on such topics as: ombuds office, STEM activities, 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.
- Is responsible for biannual campus photo shoots to be used campus-wide and incorporate diverse populations throughout each shoot.
- Developed and maintains a campus banner program on University Boulevard and Beardshear Hall. The welcome banners on University Boulevard are written in the six most popular languages of our students. Beardshear banners reflect the diversity of our alumni and friends.

Department of Athletics (DA):

- Certified by the NCAA since 2011 following an extensive evaluation and detailed written report in which a large emphasis was placed on gender and diversity initiatives for student-athletes and staff.
- The department's mission statement has included a statement on diversity since 2010.
- Continue to evaluate head coaches on their efforts to promote diversity among student-athletes and staff.
- Continue to provide paid memberships to NACWAA (National Association of Collegiate Women Athletics Administrators) for many of our female staff, coaches, and designated administrators.
- A staff member serves on the ISU Sexual Misconduct Planning and Programming Subcommittee, which focuses on sexual misconduct prevention.
- A staff member is designated to oversee the Diversity & Inclusion efforts for student-athletes, which is part of the reorganized Student-Athlete Affairs (previously known as Life Skills).
- A member of the department's senior staff teaches a gender issues in sport class.
- A member of the department's senior staff has served on the University Committee on Diversity since 2012.
- A member of Senior Staff serves as Deputy Title IX Coordinator on campus.
- Two members of senior staff were chosen to serve on the working group for the search process for the newly formed Chief Diversity Officer position.
- Revised Athletics Council Committee structure to incorporate new elements of NCAA Institutional Performance Program – 1) Student-athlete Well-Being and 2) Inclusion
- Minority member(s) continue to serve on the Athletics Council.
- Mandated that all Athletics staff complete the on-line Unlawful Harassment Prevention, and Title IX, Violence Prevention and Campus Save Act Training provided by OEO. Communicate to all new coaches and staff that they complete the on-line training within 60 days of receiving the training link from OEO.
- Hosted an Athletic Department SafeZone training in September 2014 presented by the Coordinator of LGBTSS in the Dean of Students Office. We have roughly 40 athletics department staff members SafeZone certified.
- Post coach/staff job vacancies on national recruitment sites to attract a more diverse applicant pool.
- The Student-Athlete Advisory Committee (SAAC) participates annually in ISU's Martin Luther King Day observance, since at least 2008.
- SAAC has a committee that works to address and communicate any student-athlete well-being issues, which would include any diversity and inclusion concerns.
- Student-athletes participate in ISCORE (Iowa State Conference on Race and Ethnicity) annually since at least 2006.
- Hold a Student-Athletes of Color Recognition Banquet each fall since 2009. Staff from ISU Office of Multicultural Affairs typically attend this event.

- Sponsor a social outing for Student Athletes of Color each summer since July 2011.
- Sponsor an orientation/social with the International Students and Scholars Office for all international students each fall since 2011.
- All freshman student-athletes participate in a sexual assault prevention course (MVP).
- 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 (available 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.
- Sponsored four student-athletes to attend the Big 12 Conference on Black Student Government hosted by ISU.
- A faculty mentoring program was piloted for multicultural football student-athletes in fall 2012, which includes faculty/staff from ISU. This program has continued to grow and now includes an International student-athlete mentoring piece.
- As part of our After ISU career programming, a Ladies Night was held in fall 2013 and will also be held in fall 2014, which will allow female student-athletes to make connections with women in the ISU/Ames communities.
- During October 2014, the athletics department has chipped in to financial sponsor the LGBTSS and LGBT student organization's fall speaker and will be promoting the event to student-athletes.

ISU Alumni Association (ISUAA):

- Participated in the following Graduation receptions: International Students, Minority Students, Latino, and Lavender Students.
- An ISUAA staff member serves on the university's Office of Equal Opportunity Information Advisors group.
- Ethnic diversity represented in individuals chosen for VISIONS magazine, ISU News Flash, Merchandise catalogue, and on our website.
- 82% of ISUAA staff is female, 3.6% minority.
- ISU Alumni Association Board consists of 41% female and 11% minorities.
- Diversity represented in awards presented to 47 people. There were 27 males and 20 females, five multicultural, and one African American.
- Of the known ISU alumni minorities, 7% are members of the ISU Alumni Association (1070 individuals).
- 44.6% of ISUAA members are women (21,665 individuals).
- 2.4% of individuals listed on the Wall of Alumni and Friends are minorities (120 individuals).
- 36.6% of individuals listed on the Wall of Alumni and Friends are women (1797 individuals).
- 1.7% of SAA members are minorities (94).
- 43.4% of SAA members are women (2698).
- Of the 56,517 ISU young alumni, 9.7% are listed as minorities (5,504).
- Visions Across America featured diversity in alumni:
 1. Total alumni featured = 129
 2. 73 were male, 56 were female
 3. Ethnic minorities = 13
 - a) African American = 6
 - b) Asian = 2
 - c) Hispanic = 1
 - d) Other (Trinidad/Panama, Turkey, Egypt, Jordan, India) = 4

4. Identified openly as LGBT = 3
5. Disabilities (blind, rare form of muscular dystrophy) = 2
6. Past retirement age = 19

Office of Equal Opportunity (OEO):

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

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

Affirmative Action and Equal Opportunity Compliance:

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

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

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

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

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

Affirmative Action under-utilization goals: OEO is responsible for disseminating the Affirmative Action Plan under-utilization goal information to colleges and business units. The efforts made to increase diversity at ISU can be measured by the proportion of underrepresented faculty and staff as compared to the proportion of the state of Iowa's underrepresented population. The Office of Equal Opportunity has provided training and education across campus on such topics as Affirmative Action, Equal Employment Opportunity (EEO), diversity and inclusion, and recruiting excellent and diverse faculty.

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

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

Discrimination and Harassment

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

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

Office of Equal Opportunity Advisors Program: In FY14, the office of equal Opportunity established a program which would help the office ensure a campus free from discrimination and harassment. The program entitled the Office of Equal Opportunity Advisors includes members of the university community who have received extensive discrimination and harassment training, conducted by the Director of the Office of Equal Opportunity (OEO) or designee, to act as information advisors on topics pertaining to discrimination and harassment and have general knowledge about applicable laws, university policies and procedures. Members of the information advisors group were appointed by university administrators last spring to represent Iowa State's colleges and other departments across campus.

Office of Equal Opportunity website: The Office of Equal Opportunity revised the Office of Equal Opportunity website to include more information on equity, affirmative action, diversity, and inclusion as well as to inform the campus about OEO training opportunities, resources, and applicable compliance policies and procedures. There are several newly created pages such as the Title IX page, Recruitment Resources page, Diversity page, and the University OEO Bulletin page. Many other web pages have been updated with resources and information. The website has seen an increase in activity with the current visits to the website averaging 24,744 per month.

Training, Development and Education

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

In FY14, the Office of Equal Opportunity implemented a new online training program designed to strengthen Iowa State University's ongoing efforts to ensure everyone understands and follows the university's non-discrimination policies and procedures. The training program was implemented to the entire campus community including faculty, staff, and students. The training program includes two courses: Unlawful Harassment Prevention, and Title IX, Violence Prevention and Campus Save Act for faculty, staff, and students. The courses are customized specifically for Iowa State University. Each course is approximately 45 minutes in duration. Supervisors received a supplemental supervisory course which is approximately 15 minutes in duration. The courses are interactive and include examples of many challenging and interesting real-life workplace, classroom and higher education situations. The training program resulted in over 29,000 undergraduate and graduate student participation, and over 6,500 faculty and staff participation.

The Office of Equal routinely conducts in person facilitated training sessions on discrimination and harassment prevention, Title IX and sexual misconduct, sexual harassment, Affirmative Action and equal opportunity, diversity and inclusion, and best practices in diversity recruitment of faculty and staff. This year, approximately 2350 faculty, staff, and graduate students participated in person 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 approximately 160 faculty and staff. OEO was invited to provide training to student athletes and academic units on the Iowa State University Discrimination and Harassment policy and ISU's Sexual Misconduct policy.

The Office of Equal Opportunity Participation on University Committees:

Student Experience Enhancement Council

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

Iowa Regents Institutions Disability Awareness Summit: The Office of Equal Opportunity and Student Disability Resources collaborated to host the 2014 Iowa Regents Institutions Disability Awareness Summit for Iowa State University. The day-long event included a keynote session entitled Accessibility: Not Just Technology and Curb Cuts in the morning focusing on Accessible/Assistive Technology, and a variety of break-out sessions in the afternoon, covering topics such as Student Disability Services, Web Accessibility, and Text-to-speech software. Faculty, staff and students are all invited from the three Regents Institutions.

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 2013 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:

Iowa State University Extension and Outreach Human Resources completed guidelines and process/procedure documents for the establishment and operation of search committees, based upon the Provost's Office guidelines for same. These documents include clearly articulated processes for

diversifying search committees, as well as for interviewing and hiring candidates from diverse backgrounds. The creation of these documents and broad sharing of the information contained within will ensure that candidates are not exposed to differential treatment during the review, selection, or hiring process. Extension and Outreach Human Resources will consult with the Office of Equal Opportunity and/or University Human Resources for guidance when questions or issues arise.

Extension and Outreach Human Resources is making every good-faith effort to achieve diverse pools in current and future searches, and with review of those pools by the Office of Equal Opportunity and/or University Human Resources.

Extension and Outreach Human Resources has revamped the ISUEO HR Diversity/Civil Rights website to include more training opportunities, resources for staff to utilize, and compliance policies.

Extension and Outreach employees have completed the Title IX and Harassment EO trainings for FY14.

Extension and Outreach sponsored a table at the Ames NAACP Dinner in February 2014; nearly twenty Extension and Outreach staff and faculty attended the event.

Extension and Outreach Human Resources prepared an action plan to respond to forty items cited in Extension and Outreach's Civil Rights Review for review of action. The Action Plan will be completed with input from smaller Extension and Outreach teams, composed of faculty and staff throughout the Organization. A copy of the Civil Rights Review Executive Summary and completed Action Plan was provided to the Provost's Office and Extension and Outreach faculty and staff on June 30, 2014.

Three proposals have been accepted for 2014 funding through the Vice President for Extension and Outreach Strategic Initiatives process. All three of the Strategic Initiatives focus on diverse audiences, K-12 students of color, Latinos, and youth, all in our increasingly diverse state:

The project team for "Gateway to STEM -- Collaborations to Enhance STEM Education" will build a state-of-the-art STEM learning center on the Iowa State campus for K-12 youth, ISU students, ISU faculty/staff, and the public, with a focus on engaging students of color in STEM activities.

"Integrated Latino Youth, Family, Community, and Business Development" will build on Human Sciences and Community and Economic Development Extension and Outreach programming focused on Latino populations in Sioux City, Perry and West Liberty.

"Art Extension 2015-17" includes a new tenure-track arts extension position and incorporates art as a means of broader community development for youth and adults.

A Human Sciences Extension and Outreach (HSEO) Diversity committee was established and provided feedback on diversity issues.

HSEO managers' report on actions taken on individual and unit diversity goals are part of performance review.

Justice for all statement placed on all printed educational and marketing materials.

Job announcements were placed in various job sites to increase under-represented populations such as veterans, people with disabilities, minorities, and males (traditionally not many in the area of family and consumer sciences.) The following were some of the sites where job announcements were posted:

- Hero to Hire - <https://h2h.jobs/>
- Iowa Employer's Disability Resource Network- <http://www.edrnetwork.org/index.html>

- Recruit Disability - <http://recruitdisability.org/>
- Iowa Vocational Rehabilitation Services <http://www.ivrs.iowa.gov/ContactUs/maincontact.html>
- North Central Region Family & Consumer Sciences Assistant Directors (NCRFCSA) –
- Veterans Center - Jathan A. Chicoine, Veterans Services Coordinator, Veterans Center, Iowa State University
- Employment Transition Coordinator for Iowa veterans

In two Iowa communities (Sioux City, West Liberty), Human Sciences Extension and Outreach staff have promoted position openings in local Spanish newspapers, as well as specifically asked organizations that serve Spanish speaking families to help recruit a bi-lingual (Spanish/English) and bi-cultural extension educator.

The Strengthening Families Program: For Parents and Youth 10-14 employed and trained Master Trainers who are African American (2) and Puerto Rican (2). There are currently eight ISU Master Trainers (four are male and underrepresented in the human sciences field).

A Family Nutrition Program Assistant with bi-lingual skills was hired to work with minority populations in Wright and Hamilton counties.

The EFNEP and FNP programs hired paraprofessional educators with direct experience with living in poverty. Positions were advertised in locations and among groups to yield a diverse applicant pool that mirrors the priority participant population. 30% of EFNEP and FNP educators are bilingual. 33% are racial or ethnic minorities.

As part of the VPEO Latino initiative, an individual was hired to serve as the Latino Community Liaison in West Liberty. This individual is also serving as the director of the West Liberty Chamber of Commerce.

VPEO hired a community development specialist based in Des Moines to work with the African-American community. Her areas of expertise include school-college-community partnerships, leadership development, academic success, and African-American youth development.

VPEO also hired a diversity officer for ISU Extension and Outreach and the associate director of ISU Extension Community and Economic Development.

The Extension and Outreach 2014 Annual Conference hosted facilitated discussions on the following topics:

Based on Iowa's workforce, demographics, and the seven dimensions of organizational culture, how might we shape the culture of our organization to meet the challenges of educational leadership, as well as economic and community development?

Diverse and meaningful partnerships

Iowa's aging population

Iowa's urban population

Iowa's young adults as community leaders

Demographics, Economics, and Change

Diverse Iowa

Urban and Rural Iowa

Data from the Conference breakouts listed above will be compiled and analyzed as part of the Annual Conference 2014 report. This document was complete May 1, 2014, and was shared with the Provost's Office and all Extension and Outreach faculty and staff. These findings will contribute context and direction to Extension and Outreach planning for diversity programming over the next two to three years.

Dr. Cathann Kress, VPEO, attended the Cornell University ILR School Human Capital Development Program, for two courses: 1) Strategic Diversity Recruiting and Retention Workshop, April 30-May 1, 2014 and 2) Fundamentals of Diversity Initiatives, September 29-30, 2014. Kaela Black, Extension Human Resources, attended the National Extension and Research Administrative Officers' Conference (NERAOC) in Indianapolis, with a focus on Diversity/Civil Rights in April 27-30, 2014. Lyn Brodersen, Vice President Organizational Development, attended the Iowa State University Conference on Race and Ethnicity on March 7, 2014, and the Society of Human Resource Management (SHRM) Workplace Diversity Conference in New Orleans, October 13-15, 2014. Information and recommendations from the conferences will be compiled and shared with the Extension and Outreach Leadership Team, for context in planning diversity programming over the next two to three years.

Extension and Outreach Human Resources collaborated with the College of Human Sciences during fall semester 2014 to develop an organizational climate survey. The survey will be administered to all Extension and Outreach employees in early 2015. The results will provide baseline information about organizational climate that will be used to help shape and plan diversity programming throughout 2015-2017.

Extension and Outreach Human Resources staff has recommended the creation of a cultural competency and leadership development program, modeled on a program delivered through the Chancellor's Diversity Initiative at the University of Missouri. The program provides opportunities for faculty and staff to become culturally-competent leaders.

Creation of the proposed model diversity programming in Extension and Outreach will be accomplished through strong partnership and close consultation with EO and UHR throughout the 2014-2015 academic year. An implementation pilot is planned for the fall of 2015. Any unit or individual at the University of Missouri may request these professional development opportunities. Extension and Outreach will accommodate such requests for diversity and cultural competency programming through its Organizational Development unit.

Programming Actions:

A learning exchange on Race: The Power of Illusion was held at the Mesquakie settlement with participation by the Mesquakie tribe and community in Tama. The program brought together professionals for conversations about the intersections of race, equity and child welfare and to build capacity to reduce disproportionality and disparity in the Iowa child welfare system.

Region 13 Human Sciences staff (state and county) are part of a Health and Well Being committee. One of the goals of the committee is to insure that Human Sciences Extension and Outreach programs reach a diverse audience. The plan is to pool resources to increase contacts with underserved audiences such as African Americans and Spanish speakers.

The Mid Life & Beyond: the Whole Picture team, led by Human Sciences Extension and Outreach, focuses on the concerns of underserved older Iowans and the communities in which they live. New 'mini mod' presentations posted on the web site are available to all Iowans.

Partnership efforts with AARP and several other agencies and groups in the Des Moines metro area were supported to launch the age friendly community effort.

Needs assessments were conducted with low resource families, minority business owners, and nonprofit organizations serving underserved audiences.

In five communities (Des Moines, Muscatine, Perry, Sioux City, West Liberty), advisory committees consisting of local residents and members of community organizations are being formed to inform Extension programming with Latino (and African American in Des Moines) families.

Familias Fuertes, the Spanish adaptation and translation of the Strengthening Families Program: For Parents and Youth 10-14, sponsored by Pan American Health Organization, went into dissemination this year.

The Strengthening Families Program: For Parents and Youth 10-14 curriculum was adapted for use with the Lakota tribe at Pine Ridge.

A Spanish promotional video using Latino families, Master Trainers, and facilitators was produced, and other curricula supplies were disseminated for the Strengthening Families Program: For Parents and Youth 10-14 program

The ISU Extension and Outreach Heartland Family Child Care Handbook / Manual Heartland para el Cuidado Familiar de Niños was used in partnership with Iowa Child Care Resource and Referral in outreach and training to Latinos to train and recruit child care providers in Latino communities.

One childcare training was translated into Spanish and interpreters were used in other childcare training sessions.

Funds were secured to pilot test a diabetes education program for rural-residing Latinos in 10 Iowa counties.

Funds were received to expand the Wellness and Independence through Nutrition Program (WIN) for Latino adults who are 50 years of age or older.

A focus group composed of Spanish speaking mothers was utilized to provide input into the curriculum design of a wellness/nutrition program.

Funds were received to pilot a program, currently in process, to recruit and mentor Spanish speaking ServSafe® instructors to more effectively reach new Iowans.

Four Spanish-speaking food service workers were recruited to develop more effective ServSafe® workshops in Spanish.

Books and exams for the ServSafe® program are available in English, Spanish and Chinese.

A Safe Food training was held at HACAP (Hawkeye Area Community Assistance Program) with partner agencies, including local food banks or pantries in eastern Iowa serving low-resource individuals and families.

The Food Safety training was adapted for Mount Pleasant Foods to meet the needs of Latino workers.

In the Smart Choice Pilot, data demonstrated that the program was delivered to participants from several under-represented or under-served populations:

- Ethnic/minority (30 participants)
- Uninsured (99 participants)
- Low-Income <\$25,000 (118 participants)
- Over 65+ Years of Age (69 participants)
- Female (355 participants)
- Sexual Identity Not Male or Female (5 participants)

Human Sciences Extension and Outreach partnered with agriculture and used an interpreter to host money management/spending plans workshop for Spanish speaking employees.

The Iowa College Aid Commission engaged with Extension to explore feasibility of demonstration sites that will implement child savings accounts in the schools coupled with financial literacy education for students and parents. The initial focus is on rural, underserved communities.

The needs of diverse program participants (particularly recent immigrants) are considered as recipes are developed and selected for use in EFNEP and FNP programming. EFNEP and FNP met with faculty in global nutrition about a potential collaborative project to better understand the needs of recent West African immigrants.

HSEO program specialists trained agency partners who work with parents who are single and have young children to implement Together We Can, a workshop series designed to strengthen co-parenting skills among parents who are in unstable relationships.

The Strengthening Families Program: For Parents and Youth 10-14 was exhibited at multiple national conferences including the American Parole and Probation Association which targeted professionals who work with families who are high risk and often represent minority populations.

ISU Extension CED, in cooperation with Indian Hills Community College, held five JUNTOS session in Ottumwa. JUNTOS is an activity-based program in which Latino youth and their parents learn strategies for succeeding in school and for setting goals following high school. Sixty-five Latinos (parents and youth) attended these sessions.

Together for a Better Education, a series of workshops for middle school youth and their parents that focuses on helping Latino youth at-risk of not graduating from high school, successfully complete high school and pursue higher education, is being implemented throughout Iowa.

A planning committee was formed in Cascade to implement the Juntos program. Members include bi-lingual community members and school staff. In three other Iowa communities (Perry, Sioux City, West Liberty), specific efforts are taking place to provide culturally relevant Extension programs to Latino youth, families and businesses. In addition to Juntos: Together for a Better Education, programs being implemented include: Exitos en el Norte, and technical assistance to Latino businesses.

The Juntos program (Latino audience) is being expanded into Woodbury and Buena Vista Counties in NW Iowa.

The seven-member Dubuque team received Juntos training in June 2014. Three of the trainees were bi-lingual. Five series of Juntos were conducted in Council Bluffs through two faith based organizations and

the Centro Latino. About 40 families have participated in the program to date. A standing committee plans each series. The committee members are from Area Education Agency, ISU Extension & Outreach, including the 4-H program, two large faith-based organizations that serve Latinos, the Council Bluffs School District, Centro Latino, Iowa Western Community College, the library, and three trained bilingual facilitators. Evaluation data continues to inform program development.

The whole-person wellness program, Living (well through) Intergenerational Fitness and Exercise, was offered in 21 rural Iowa counties. To date, 260 older adults (age 60+) and 79 younger adults (age 16+) enrolled in the program. The goal is to improve wellness and physical activity adherence in older adults while reducing ageism in younger adults living in rural areas.

Food assistance outreach education through the Wellness and Independence through Nutrition (WIN) program was implemented in 10 counties reaching approximately 300 adults, 50 years of age and older, and 8 new outreach volunteers.

Nutrition education was provided to Polk County Commodity Supplemental Food Program via the Nutrition Education with Seniors (NEWS) You Can Use program. In FY 2014, approximately 3,200 older adults received the NEWS newsletter while about 1,300 attended the monthly recipe demonstrations. The goal of the program is to enhance participant: (1) knowledge of the relationship between good nutrition and health and to make dietary changes and (2) ability to alter present food habits to include supplement foods along with other nutritious foods to improve their overall diet.

An online course and program model developed by ISUEO, Smart Investing, was shared with two rural states—Utah and Nebraska—to reach underserved rural residents desiring investment education.

For the new retirement lesson Writing Your Retirement Paycheck, intentional efforts were made to include ethnically-diverse photos of individuals/couples to represent the scenarios discussed in the lesson.

The ISUEO Hotlines employs a bi-lingual Spanish speaker to answer and interpret calls. The hotline also subscribes to Language Line which can translate any language of a caller that might access the lines. Relay Iowa is also used for deaf persons to access our hotline services.

African-Americans and Native Americans were engaged in a learning exchange on Race: The Power of Illusion. The program brings together professionals to have conversations about the intersections of race, equity and child welfare and to build capacity to reduce disproportionality and disparity in the Iowa child welfare system.

A Human Sciences Specialist served on the United Way Health solutions team to support community organizations reaching underserved populations including older adults, low resource families, minority youth and adults, and female heads of household.

A Human Sciences Specialist served on the advisory team for a parenting education coalition to serve single parents, grandparents raising grandchildren, low resource families and fathers.

A Human Sciences Specialist partnered with a number of non-profits that serve a diverse population: Lutheran Social Services Refugee Program, Children and Families Urban Movement, Oakridge Neighborhood, and the Bidwell Riverside Center.

A Human Sciences Specialist served on the Milestones Area Agency on Agency advisory council which works with the agency leadership to help provide programs and resources for older adults in a multi county area.

A Human Sciences Specialist participated in Active Aging Fair to collaborate with community partners in providing a wellness series for the older adult to include spiritual, intellectual, social, vocational, physical, and emotional wellness.

Franklin county partnered with La Luz (The Light) Hispana to offer a Spanish speaking SFP 10-14 as part of PROSPER.

Strengthening Families Program: For Parents and Youth 10-14 continued to deliver facilitator training and implemented family programs on a monthly basis to diverse audiences such as Native Americans, Latinos, African Americans, high risk families, foster families, families where grandparents are raising grandchildren, court mandated families, and families who have a member re-entering society after prison. Some of these trainings are to agencies that participate in the National Network for Eliminating Disparities.

Strengthening Families Program: For Parents and Youth 10-14 conducted recertification training in Spanish for Master Trainers in Latin America which was sponsored by the Pan American Health Organization.

Human Sciences Extension and Outreach is working with Capetown, South Africa on their implementation of SFP 10-14 with indigenous families. Conversations are underway with Croatia and Kenya for their possible adaptation of SFP 10-14 for populations in their country.

Strengthening Families Program: For Parents and Youth 10-14 is working with the Bowery Mission in New York City to bring programming to their families who are homeless. The New York Department of Education is helping sponsor this programming.

Continuing conversations are occurring with Diversity Focus staff in Cedar Rapids regarding partnerships to implement Juntos. The Area Education Association is exploring diversity study circles with education professionals to better understand the increasing diversity in the school system.

The Growing Strong Families program served Hispanic, mixed race, limited resource, and fathers for this program effort.

The Together We Can series participants included fathers and people from ethnic diverse backgrounds.

Hamilton County conducted Exito En El Norte (Success in the U.S.) which included specialists from the community on a variety of topics to share with the Latino population.

The Family Child Care Environmental Rating Scale classes around the state provided opportunities for owners (primarily women) to assess the quality of their child care program while earning points and bonuses through the Iowa Quality Rating Scale system. Improved care means more earning potential for these female small business owners.

Let's Talk...Child Care blog uses photographs of children from diverse backgrounds in order to appeal to a wide audience.

A Human Sciences Specialist provided leadership for Pick a Better Snack nutrition education program and coordinated grants with two Johnson County school districts. During the 2013-2014 school year, the programs reached 3,414 K-6 grade students with ethnicities estimated at 60% Caucasian, 20% African American, 9% Hispanic American, 5% Asian American, 1% Native American, and 5% other.

Staff partnered with the Growing Wapello Together working group to explore access to food and food insecurity in Wapello County. Eight study circle groups consisting of a diverse group of individuals met to explore their views of access to food and made recommendations for action steps which were shared at a Community Forum. Individuals who represented all income and cultural backgrounds of Wapello County selected three action items: walking trails, improvements in transportation to major grocery stores, and education and outreach about food selection and nutrition. This group continues to meet and take steps that address access to food.

A Food Safety program in Henry County trained 64 Spanish speaking individuals in Food Safety principles supports eligibility for employment in a local Henry County food processing plant.

Spanish speaking individuals in rural areas were recruited for Dining with Diabetes classes that were offered in Spanish.

Your Money Your Future educational program was provided to participants of Bank on Program – unbanked or under banked clients (1/3 minorities).

A Financial Coaching class was conducted for four Pathways navigators who work with at-risk students at Indian Hills Community College.

Four Certified Application Counselors who work with low income, Hispanic and other diverse audiences participated in a training class to help them understand health insurance and become better prepared to assist individuals in selecting appropriate health insurance policies.

Community and Economic Development (CED) specialists had contact with 3,565 Latinos and 1,188 people in other minority groups (African-American, Bosnian, Sudanese, Laotian).

CED specialists trained 111 business leaders and entrepreneurs, 34 community leaders, and 328 citizens who are members of underserved populations.

Forty-six 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 US, providing critical life skills information and tools, and promoting community involvement, self-sufficiency and overall contribution to local communities across the United States.

During the past year, CED specialists assisted with starting or improving 53 minority businesses and with the creating or retaining approximately 80 jobs for minority employees. Community development specialist Himar Hernández met with 65 leaders and business owners from Howard and Mitchell Counties to discuss the option of inviting international workers to the area to alleviate the labor shortage.

In December 2013, the ISU Community Design Lab conducted a workshop for 300 students and their parents on designing a school garden at Carver Elementary School in the Capital East neighborhood in Des Moines. The workshop included a bilingual survey (English and Spanish) to increase participation by Latino residents.

Nineteen local and regional housing trust funds started with assistance from former community development specialist Frank Owens received nearly \$6 million from the Iowa Finance Authority in FY2013–14 for new and rehabilitation housing construction. The housing trust fund initiative was supported by the Iowa Finance Authority, which funded roughly half of Owens' salary for three years.

The populations impacted include Hispanic, African-American, Native American, Asian, and low-income.

In an effort to understand how much Iowa Latinos know about its services and resources, Alliant Energy sponsored a pilot project by ISU Extension CED titled “Energy Efficiency Research and Programming for Latinos.” Extension CED staff conducted focus groups with Latino residents, business owners, and landlords/contractors in four Iowa communities with significant Latino populations served by Alliant Energy. As part of the focus group workshops, CED staff instructed Latino participants on taking advantage of the energy-efficiency programs available.

The next phase of this project will be developing energy-efficiency related programming and best practices for reaching the growing immigrant population in Iowa. This project integrates Community and Economic Development and Human Sciences Extension and Outreach programming on Latino populations in Sioux City, Perry, and West Liberty across two colleges, nonprofit partners, and county extension districts with significant Latino populations. The goal of the project is to expand ISU Extension and Outreach’s Latino-focused programming in a place-based fashion and identify, further develop, coordinate, implement and evaluate ISUEO programs that effectively promote Latino youth, families, community, and business development.

A total of 4.95 FTEs of CED, Human Sciences Extension and Outreach, and Regional Director staff time is allocated to this project over three years, and two additional field specialists will serve as Latino community liaisons in West Liberty and Sioux City. A liaison has been hired for West Liberty and a search for a Sioux City liaison is currently under way.

County Services unit has a system to connect participant special assistant requests for appropriate accommodation.

Currently the Midwest Grape and Wine Industry Institute (MGWII) advisory board includes two female board members. Approximately 45% of participants of MGWII educational activities have been women.

Program Specialist presented at Women Land and Legacy workshops on land ownership, soil conservation, agronomic management and the Iowa Nutrient Reduction Strategy.

The Beginning & Young Livestock Producer Network is a collection of local peer groups facilitated by ANR livestock specialists. Forty percent of the participants are women. Amish families are involved as is a Latino employee that has interest in livestock production.

Three ANR staff direct Annie’s Project both at the administrative level by being on the state advisory committee and the national leadership board.

Annie’s Project®, Six-week program for women farmers focusing on key risk management areas in agriculture – human resources, marketing, production, financial and legal.

Northwest Iowa during, 40 women in two locations Cherokee and Graettinger

Northeast Iowa Annie’s Project in Dyersville, full class of 26

Central Iowa Kossuth County and Webster County.

Annie’s Project® Managing For Today & Tomorrow. Five-part series program which focuses on business, transition, estate and succession planning. Two locations (Cherokee and Graettinger) and 32 women

Farmland Leasing & Land Value meetings across the state: Women in the audience that is women has increase to represent much as 50% of the attendees. Some of these are actively engaged in farming, others are women landowners.

Women Ag/Grain Marketing Program at multiple locations across Iowa.
Moving Beyond the Basics – Financial Course for Farm Women (5 in New Hampton and a class in SW IA)

Included female speakers at events; Driftless Region Beef Conference, Certified Grazer's programs,

Organized and hosted field day for NE Iowa women on our Ag Team.

Partnered with the Women Food & Ag Network and NRCS to put together a Women Caring for the Land Soil Health Conservation Seminar in Creston on May 13, 2014. The programs are designed to serve female non-operator landowners who are interested in learning more about conservation and empowering them to have discussions about conservation with their farmer tenants. Approximately 20 Women landowners that represented over 10,000 acres attended.

Via resource recommendations from Women Land and Legacy meetings, program specialist has had numerous one-on-one consultations with women regarding various agronomic issues.
24% of the attendees and 23% of the presenters at the 2014 Ag Credit School were female, probably the highest ever.

High tunnel workshops are roughly ½ female participants. Many participants are classified as beginning farmers.

Presentations at multiple Women, Land, and Legacy programs focusing on Ag Decision Maker and the Farm Management Resources available to women from Iowa State University Extension and Outreach.

Program Leader for ANR spoke at a women's landowner meeting in Nashua on September 9th 2014. There were 4 women landowners in attendance. The Iowa Nutrient Reduction Strategy, in-field and edge of field practices that improve water quality, cover crops, and state and federal cost-share program topics were covered.

Northeast Iowa Farm Crawl had a grant that funded a bus to take at-risk youth from the Multicultural Family Center in downtown Dubuque around to the farms (the first time many of them had ever been to a farm).

Dairy programming to reach Mennonite farmers including: Dairy Days Program in Riceville and farm visits for education/consultation on calf housing/facility assessment.

Educational program on vegetable production for the Mennonite community in Kalona, IA including workshops, Field Walks, and answered phone calls and letters. The February 2014 cover crop workshop in Kalona was attended by 42 growers.

Pork Quality Assurance Plus certification to Hispanic employees is provided by request with a prerecorded presentation and test material that are in Spanish.

Dairy Program Specialist provided training manual resources, milking terms in Spanish resources to a farm employing Hispanic Labor.

The private pesticide applicator program address and provides resources for employers to train and maintain Hispanic and other minority group employees for their operation (e.g. Worker Protection Standard).

Meat Science Extension continues to offer Food Safety Training for West Liberty Foods Employees in Spanish. The October 13-15, 2014 Pork 101 program was simultaneously translated into Spanish so that all attendees could fully participate. During the summer of 2014 a

George Washington Carver Hispanic intern worked at the Meat Laboratory with Meat Science Extension.

Campus food safety specialist hosted four students in her laboratory to conduct fruit and vegetable research and assist with extension programming as part of the George Washington Carver internship program:

- 1: African American woman high school,
- 2: Indian American woman high school student,
3. Native American man high school student,
4. Caucasian woman undergraduate student.

Work with Chinese population in Iowa City area on growing niche crops such as Asian vegetables, pawpaw, chestnut, and toon tree.

Our AmeriCorps and FoodCorps members worked hard to increase a 4-H presence in under-served neighborhoods. We are still developing relations with the youth, parents and staff at Unity Square housing complex. Extension hosts a monthly radio program on KBBG, Iowa's only African American-owned/operated station in the state. Each month, 4-H programs and activities are highlighted. Our Extension council now includes 4 females, including 3 African Americans, a first in recent history.

Boone County 4-H has two members with selective mutism that are active 4-H members in multiple clubs and leadership opportunities and are thriving. 14% of 4-H Club members received financial assistance for the 4-H program development fee. We have several youth with ADHD. Boone County 4-H has one youth that is wheel-chair bound with limited use of her hands. She has to count on others to get her around. Her 4-H Club members have welcomed her and 4-H has given her opportunities that she hasn't had before. Her grandmother who cares for her and homeschools her appreciates what 4-H has to offer and 4-H has helped her have more independence. She is currently a freshman in High School and this is her first year in 4-H.

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

Continued to support K-1 Clover Kids Winter 2014 for 21 youth living in identified 5 low-income rural communities. This program reached low-income and racially diverse youth participants. (9.5% of the group was racial diverse)

Summer 2014 Robotics Camps attracted 53% female youth which also is an under-represented participation group.

Strong connections to the 4-H Food and Fitness Initiative has been our strongest point of outreach to the underserved populations of our community. Through this program we are able to reach 100% of our Hispanic youth in our catholic school. We are hoping to translate these results into other schools within the district and county as well. Last year alone, we reached an additional 19 Hispanic youth through the FFI program. Considering our county population, this is an exponential number.

In 2012/2013 Clarke Counties 4-H program was only reaching 65 in town/ non-rural 4th through 12th graders. In 2013/2014 we increased that number to 77 in town/non-rural youth reached. We continue to promote 4-H to all youth by offering more diverse clubs such as Robotics and Dog Obedience.

In an effort to reach new audiences, the summer day camp program was expanded by offering camps in geographic locations throughout the county, opening camps to all youth within specific grades, and designing a wide-range of camp educational experiences to pique youth interests. As a result, 73 youth participated in day camps, 40 youth (55%) were non-4-H members and of those 40, 10% were non-Hispanic/Asian.

Three educational days were planned in conjunction with the Central Iowa Fair; STEM, Ag, and Art Day. These days were open to the public and partnerships were made with Roger's University, a summer program from an elementary school with a high percentage of minority youth and 94% youth on Free and Reduced Lunches and the Community Y of Marshalltown. This was the first year this program was done and over 400 youth attended.

By keeping program costs low, we make our programs accessible to all. MaxYield Cooperative pays a portion of the program development fee for all our youth. Our local 4-H Foundation gave scholarships to 2 families to cover the program fees to allow their children to participate. This year we had 3 4-Hers who were Hispanic, 4 who were Asian, and 2 who were a combination.

Clover Kids has been marketed heavily in areas of Le Mars with higher poverty rates and has been successful in recruiting children to join. A scholarship was offered for children who cannot pay the Clover Kids fee. Special needs children with physical, emotional, and mental disabilities have been active members of Clover Kids groups throughout the county.

We are up 75% in our contact with Hispanics/Latinos in two years.

An increased effort was made to attract girls into STEM programming. Numerous STEM events were held and accomplishments celebrated. 137 girls in grades 2-9 participated in STEM programming. We also have translated all promotional information to Sioux Center schools to better communicate with the Latino population in that community. Number of Hispanic or Latino youth reached is in grades K-12 is 69. Number of youth reached of other minority groups is 35.

This year, the County Youth Coordinator partnered with the Drake Public Library during the Summer Reading Program. The CYC was able to do a STEM Program with 52 young people. 90% of these young people reside in town and were from low-income families.

Every year we coordinate with many different community partners to hold two Outdoor Classrooms (one for all 3rd graders and one for all 4th graders in Boone County). All the schools (Public, Private and home school) in Boone County are invited to spend the day outside learning about local Environmental

topics. This is a free event where youth of any ethnicity, gender, economic status, and disabilities are able to participate. While the activities are located outdoors, they are still accessible for wheel chair bound youth. This year we had 473 youth participate with their teachers.

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

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

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

Through the 4-H afterschool program funded by the 21st Century Learning Grant to the Iowa City Schools, the Big Brothers Big Sisters School and Community Based programming, the Pick a Better Snack nutrition education program with a focus on schools with a higher percentage of families receiving free/reduced lunch, and additional grants to serve Hispanic youth at a local elementary school, and a summer program reaching minority youth at Pheasant Ridge Neighborhood program, the parity of minority youth is reached.

Partnered to provide cooking method learning to 14 minority youth who prepared monthly community dinners serving around 500 participants during the school year (Food Corps member led)

This year the Extension Office and RSVP decided to start a Community Youth Teaching Garden. Many grants from the community and outside the community were written and awarded to offer hands-on gardening program. County Extension Youth Coordinator, summer Extension staff, and the RSVP director and volunteers were trained by the regional youth development specialist on Growing in the Garden lessons. A cooking component was incorporated, sponsored and taught by the Hy-Vee dietitian. Roger's Elementary School, an elementary school with a high minority population and 94% of youth on Free and Reduced Lunches, was approached about bringing youth each week for 6 weeks to participate in the program along with the Community Y of Marshalltown. The Community Youth Teaching garden helped expand our programming to group that have cultural and/or social differences. Programming was brought to 94 Latinos and 32 youth with Asian and African backgrounds. This increased our programming to these youth by 100%.

We offered two sessions of Juntos - a program for Latino youth and parents. We had 14 families participate; approximately 75 people (including younger siblings and volunteers). Juntos is a six week class - 2.5 hours/week. The families are our best recruiters for the next session. Our facilitators are bilingual and also recruit participants. The Latino Club from TJ High School provided evening care with the Trio students from Iowa Western Community College. The churches provided the venue and assisted with meals for families. Partners helped promote the program and attended planning meetings.

Through a partnership with City of Davenport and Davenport Schools, we are able to offer out of school time programs with a sliding fee scale, some grant-funded programs for those schools with highest poverty levels, and some scholarships through pre-tax donations to the United Way and the Davenport Schools Foundation. In addition, our coalition recently received a 21st Century Community Learning Center grant serving the school with the largest Hispanic population in Scott County.

To help meet the needs of families with limited income, summer day camps were offered free of charge. Additionally the County Extension Council and other community entities pay 2/3 of youths' 4-H club enrollment fee.

Program offerings and job openings were promoted through agencies who serve the historically underrepresented population. Our partnership with Mercy Hospital and the Sioux City Schools assisted us in promoting programs.

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 and growth of several faculty and staff affinity groups, specifically the Black Faculty and Staff Association, the Latino Faculty and Staff Association, the LGBT Faculty and Staff Association, and the Asian American and Pacific Islanders Faculty and Staff Association. Discussion is currently underway to add a Veterans 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 85 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 \$8.0 million invested in such efforts, we recognize the need to send a strong message about diversity and life choices for the newest generation of faculty.

Department Chair Curriculum

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

Iowa Network for Women in Higher Education

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

Way Up Conference

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

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. The management of this committee is transitioning to Julie Nuter, the Associate Vice President of University Human Resources. The SVPP Office continues to partner with UHR and this committee during the transition program and will support its efforts in the future.

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 finalized work on a ten-year Status of Women report. The report was presented to the President and aided him in his decision to appoint a Chief Diversity Officer for Iowa State University. The report continues to be accessible on the President's website. 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 developed "Department Enhancement" program for departments preparing to undergo program review. The program assists department faculty with identifying and addressing barriers to transparency within department culture. During 2013 – 2014, ADVANCE conducted assessments on two departments. The university depends on the quality of the materials and programming that ADVANCE has produced to define diversity conversations among ISU faculty.

Strengthening the Professoriate at ISU (SP@ISU)

"Strengthening the Professoriate at ISU" allows ISU to continue efforts to strengthen and diversify faculty and senior scholars, by building on good diversity programs around the campus as well as strong policies and central support. The long-term goal is to develop a faculty who integrate their broader impacts efforts with their research enterprise. The program is a collaboration of the SVPP, the Graduate College, and the Vice President for Research. NSF funding 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 2013-2014, there were over 4240 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. CELT continues to offer a program strand focused on diversity.

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 working towards a study abroad experience in Brazil.

Graduate College

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

Program for Women in Science and Engineering (WiSE).

The Program for Women in Science and Engineering (WiSE) focuses on increasing the enrollment and success of undergraduate women in science, technology, engineering, and mathematics (STEM) degree programs. From a diversity perspective, women continue to be underrepresented in many of the STEM disciplines. Therefore WiSE's mission is in direct alignment with increasing diversity on the ISU campus. To achieve its mission, WiSE provides both outreach programs to K-12 students and programs for undergraduate women majoring in STEM fields at Iowa State. Key outreach programs are the Taking the Road Less Traveled Career Conferences (hosted on six dates each year on the ISU campus and that reaches 32,500 6-12th grade girls each year) and the WiSE Student Role Model Program (where undergraduate students visit classrooms across the state facilitating hands-on STEM for 10,000 students each year). Both of the outreach programs have been in existence for over twenty years and demand and program evaluations by participants and teachers remains strong. Our WiSE Learning Communities, a living-learning program for undergraduate women in STEM majors, supports over 450 women each year and focuses on academic success, social integration and leadership development. Finally, a new study abroad program offers an international experience for undergraduate students in to explore the global nature of STEM. Over the past five years, these programs have impacted students in all 99 of Iowa's counties.

Recognition:

Martin Luther King, Jr. Advancing One Community Awards

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

INFORMATION TECHNOLOGY SERVICES

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

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

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

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

We support the educational goals of the university by providing teaching and learning accommodations to faculty, staff, and students. Further, we support the diversity goals of the university through the understanding and application of federal, state, and local laws and the policies of Iowa State University.

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

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

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

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

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

Other appropriate functions that we perform include:

- A major part of the diversity efforts that ITS engages in involves assisting faculty, staff, and students who have special technology needs for learning and teaching;
- Websites are developed and maintained by ITS in a manner consistent with Section 508 of the Americans with Disabilities Act (ADA);
- Several areas within ITS maintain a close working relationship with the Student Disability Resources Office (SDR);
- Short-term checkout of laptop computers containing assistive technology software, as well as training and troubleshooting, on request from SDR;

- Fifteen closed-caption decoding units are available for temporary installation in campus classrooms;
- Closed captioning transmitters and decoders are installed in all new and remodeled large classroom facilities;
- Provide assistive technology in computer labs across campus. This includes not only ITS labs, but also the Parks Library and the Athletic Success Center;
- We also loan laptop computers and media equipment to all students for up to five days at no charge. During the last fiscal year, there were 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.

During Disability Awareness Week in 2014, ITS staff were actively involved in planning and presenting various events, including a tour of the Assistive Technology Lab. In addition, members of the ITS Diversity Committee participated as presenters in several breakout sessions for the annual Board of Regents Disability Summit that was the capstone for the week.

Several ITS staff members also sit on the newly-formed Web and Technology Accessibility Committee, which has been charged with developing a comprehensive plan to ensure that the University community is aware of disability requirements, provide resources to meet those requirements, and monitor the technology disability environment across campus.

One of the members of the ITS Diversity Committee also participated in developing the article “7 Things You Should Know About IT Accessibility”, which has been published by EDUCAUSE.
<https://net.educause.edu/ir/library/pdf/EST1403.pdf>

ITS has taken an active role in providing information about accessibility to the campus as a whole. However, as a support department, our opportunities for racial ethnic, and lifestyle diversity programming are perhaps a bit more limited. Given that, 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.

Ames Laboratory

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

- Ames Laboratory has instituted a process where a member of the Ames Laboratory Human Resources Office serves on screening/selection committees, and participates in the interview process for Professional and Scientific position. This ensures that diversity considerations are made during the recruitment and selection of candidates for open position.
- Ames Laboratory has a formal mentoring program which partners employees with more experienced professionals. All Ames Laboratory employees are eligible to participate in the mentoring program. One measure of success of the program is the evaluation of mentees that the program provides a sounding board for career development, ideas, and concerns. Although this is not a new program since November, 2013, participation in the program continues to grow, and all new employees are offered participation. We believe this program has a positive impact on employee retention.

- Ames Laboratory Human Resources was active in promoting the on-line training provided through the Office of Equal Opportunity. Reminders were regularly sent to individuals who had not completed training. Ames Laboratory provided a list of supervisors, who then received the invitation for the supervisor supplement.
- Educational Programs
 - Ames Laboratory sponsored both High School and Middle School Science Bowl programs in 2014. Forty (40) teams (200 students) plus coaches made up the High School Science Bowl competition and 24 teams (120 students) participated in the Middle School Science Bowl. Our Middle School Science Bowl has been expanded to include eight more teams of students to further reach out to students of diverse backgrounds across the state of Iowa. We bring together 150+ volunteers to support our yearly Science 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 2014 included Admissions, College of Design and LAS.
 - In 2014 Ames Laboratory personnel participated in the DOE National High School and Middle School Science Bowl competition held in Washington, D.C. Two teams from Iowa participated in the event. One representative from Public Affairs/Education Programs served on the Media team. Two other Ames Laboratory staff members served on the Logistics team.
 - Ames Laboratory partners with the ISU Graduate College in order to disseminate information regarding our Community College Internship Program (CCI), our Student Undergraduate Leadership Program (SULI), and our Visiting Faculty Program (VFP). When the Graduate College attends conferences, schools, and organizational meetings, the Graduate College staff member distributes information regarding Ames Laboratory educational programs. Events attended during the 2013-2014 year included: GEM Conference, Autopista Americas, 2013 AGMUS Research Symposium, Colorado State University, Society of Mexican American Engineers and Scientists, Spelman College Summer Undergraduate Research Fair, University of Arkansas – Pine Bluff, SACNAS, HENAAC Conference, Peach State LSAMP – National Symposium and Research Conference, Latinos in Agriculture, Tuskegee University, Chicago Graduate and Professional School Fair, Society of Women Engineers, Fall California Forum for Diversity, Tau Beta Pi, Society of Hispanic Professional Engineers, Field of Dreams – MCMSC Conference (Mathematical, Computational & Modeling Sciences Center), Luther College, Wartburg College, Big Ten+ Graduate Exposition, Morningside College and Briar Cliff University, University of South Dakota, Bradley University, Tri College

Career Fair (Clarke University/Loras, College/Northeast Iowa, and CC/University of Dubuque), Simpson College Graduate School Fair, Grinnell College, North Carolina AT&T State University, Bennett College, National Conference on Undergraduate Research – University of Kentucky, and Spring California Forum for Diversity. This provides a broad base from which to obtain applicants for our programs described below.

- Ames Laboratory sponsored the 2014 Community College Internship (CCI) program in 2014. Four students participated in the 10-week summer CCI internship at the Lab. Students work with scientist mentors in a 10-week internship in this program. Our summer 2014 program included one female and three males. Program includes one male Hispanic.
- Ames Laboratory sponsors three separate sections of the Student Undergraduate Leadership Program (SULI) program. Thirty students worked with scientists/mentors in 10-week internships in the summer 2014 SULI program. Four students participated in spring 2014 SULI, of which one was an African American female, and four are participating in the fall 2014 SULI. The 2014 spring semester SULI program included five students, three females and two males. The 2014 summer program included 16 females and 14 males. Of those students, three are African American, two are Asian, one is Native American, and one is Hispanic.
- Ames Laboratory sponsored the Visiting Faculty Program in 2014. The VFP program consists of a 10-week internship at the Lab in summer 2014. Three teams of students/faculty participated in this summer internship. Student/faculty representation is from Historically Black Colleges and Universities from around the country. Members of the VFP teams included a faculty member and two students from the University of Texas-Pan American in Edinburg, Texas; a faculty member and one student from LeTourneau University in Longview, Texas; and a faculty member from Jackson State University in Jackson, Mississippi. This year's VFP faculty included two Asian males. The student population includes one Hispanic female.
- Community outreach programs:
 - Approximately 350 students visited Ames Laboratory displays at local Elementary School Science Night.
 - Ames Laboratory opens its doors to student groups for tours and talks. One example of this type of activity would be a tour and presentation to a group of AP chemistry students from Mason City High School.
 - Ames Laboratory is involved in the Making Stuff campaign again in 2014. The campaign targets all ages of students in an effort to generate interest in science through interactive activities.
- Lynnette Witt, Assistant Manager of Ames Laboratory Human Resources, attended the Department of Energy National Laboratory Diversity and Inclusion Forum held in Washington D.C. on September 30 and October 1, 2014. One outcome of this meeting was for the national laboratories to come together to represent a united front at conferences for underrepresented groups. The group will look at purchasing one or more booths/tables at these conferences to present information regarding employment opportunities at all of the national laboratories. All national laboratories will have the opportunity to prepare and submit materials for distribution at these conferences, whether or not a laboratory representative is present at the conference. 2015 conferences being considered for participation include: Black Engineer of the Year STEM Awards Conference, Emerging Researchers National Conference in STEM, HENAAC – Hispanic

Engineer National Achievement Awards Corporation and AISES – American Indian Science and Engineering Society.

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 2014, Iowa State University once again enrolled its most diverse student body ever. A record number of international students (3,980) are now enrolled, an increase of 183 students from last fall's record of 3,797. The overall number also reflects a record in the number of international undergraduates: 2,202. Total U.S. multicultural and international enrollment is 8,045, or 23.16 percent of the student body. (The previous record set in fall 2013 was 7,486, or 22.52 percent of the student body.) U.S. multicultural enrollment is 4,065 (11.7 percent of total enrollment), a new record and an increase over last fall's 3,689 students. Record U.S. multicultural enrollment among new freshmen: 802 students, up from last year's record of 782. Multicultural students represent 13.3 percent of new freshmen at Iowa State.

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

The Division's commitment to diversity is infused into the programs and services we offer. Selected programs from 2013-2014 that supported diversity goals include:

Conferences:

- Student Disability Resources staff attended the Regents University Disability Awareness Summit at Iowa State University (October 2014).
- Student Disability Resources hosted its annual Disability Awareness Week (October 13-17, 2014). The Regents Summit took place the last day with Dr. Nancy Evans as the Keynote Speaker. Dr. Evans presentation entitled "Accessibility: Not Just Technology and Curb Cuts" discussed a social justice approach to servicing students within higher education with disabilities.
- Students Affairs employees attended the 2014 National Conference on Race and Ethnicity (NCORE) in Indianapolis. Dr. Harmon- Associate Vice President served as a team leader to an

NSCORE student group, and assisting Jannah Kellogg and Dawn Bratsch-Prince to develop a newly enhanced faculty NCORE group. The Department of Residence, Student Financial Aid, Dean of Student staff and Student Counseling Services also sent professionals to attend the conference.

- Several Students Affairs employees attended Iowa State Conference on Race and Ethnicity (ISCORE) 2014— Iowa State University’s own conference focused on promoting diversity education and celebrating diversity in the university community.
- The Director of Hixson/NSE served on ISCORE Planning Committee and the Director of Recreation Services, Interim Director of the Margaret Sloss Women’s Center, Assistant Dean/Director of MSA, and Hixson/NSE Assistant Director served as team leaders for the NCORE/ISCORE project.
- Through a partnership in Student Affairs, Iowa State was the host site for the Dungy Leadership Institute, creating pathways to student affairs careers for students from historically marginalized groups. This year the Department of Residence provided funding to sponsor the event here at ISU.
- Roberta Johnson, Maura Flaschner, Carmen Flagge, and former Admissions Counselor Audrey Kennis presented ESCORE: Enrollment Services Communicating on Race and Ethnicity at the ISCORE Conference on March 7.

Staff training:

- Student Disability Resources facilitated numerous presentations to campus departmental staff regarding services/resources to students with disabilities.
- The Department of Residence conducted a two-day workshop for the Residence Life staff. Guest Speakers included Keri Dejong, EdD and Chris Hughbanks, MEd. The training explored topics with students related to individual, group and system levels of oppression.
- 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. This year 11 SafeZone trainings were completed for 98 faculty, staff, and graduate assistants.
- LGBTSS also conducted 7 Out3Lunch 90 minute workshops. The Out2Lunch series features 90-minute programs focusing on specific topics aimed at expanding knowledge of information covered in Safe Zone 101.
- Student Counseling staff have instituted a monthly diversity seminar for professional staff and has always provided regular training seminars in diversity for interns.
- Residence Life staff engaged in a 15 hour, two-day training that utilized storytelling and community development practices to explore social group membership and facilitation techniques in order to prepare staff to effectively explore topics with students related to individual, group and system levels of oppression. Specifically, the training was organized around the following outcomes:
 - Identify elements of their identities that shape their experiences at work
 - Be able to describe IGD
 - Differentiate between being a participant and a facilitator
 - Identify how multiple layers of facilitation frame their participation
 - Determine benefits of self-awareness and growth

Student training & programming:

- Multicultural Student Affairs’ Academic Program for Excellence (APEX)—an eight-week academic summer program for first year multicultural students.

- The Office of Greek Affairs created a multicultural Greek brochure to aid in the recruitment efforts of Iowa State's multicultural fraternities and sororities.
- Margaret Sloss Women's Center:
 - coordinated programs related to gender and students' with multiple identities.
 - collaborated with Veterans Center and Committee on Lectures in showing "The Invisible War," a documentary about sexual violence in the military.
 - collaborated with the Office of Greek Affairs and the Student Activities Center to coordinate the Iowa State Leadership Experience.
 - along with staff from Multicultural Student Affairs, and the Lesbian Gay Bisexual Transgender Student Services Center participated in a resource panel to increase Community Adviser awareness of the resources and services available across campus.
 - interim Director advises three student organizations (Asian American Pacific Awareness Coalition, Pearl: Asian American Interest Sorority, Gamma Rho Lambda: LGBTA sorority). She is also the Multicultural Greek Council Staff representative on the University Committee on Fraternities and Sororities.
- 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.
- Multicultural Student Affairs presented information to the 2014 Cyclone Aide Leadership Seminar Course.
- Office of Greek Affairs Staff Members traveled to Indianapolis Indiana on February 6th with 35 students for the Association of Fraternal Leadership and Values Central and National Black Greek Leadership Conference. Students represent council leaders, chapter presidents, and emerging leaders.
- LGBTSS Staff (Brad Freihoefer) and Multicultural Student Affairs staff (Ebony Williams) conducted a Community Adviser (CA) workshop on "Becoming an Ally" as part of the Department of Residence's Spring CA Training.
- Silas Pippitt was hired as the International Student and Scholars Office (ISSO) Diversity and Retention Coordinator. This is a new position to oversee programming in support of diversity and retention efforts as well as to oversee the ISSO Orientation.
- Student Counseling offers a successful, students-of-color therapy group, and works to create strong liaisons with the International Students and Scholars office.
- Financial aid programs such as the Multicultural Vision Program, George Washington Carver, and Science Bound provide funding for diverse student populations to attend Iowa State University by offering full tuition awards.
- Student Union Board (SUB) Multicultural Awareness:
 - *The Latin American Film Festival* – 5 nights of documentary film screenings & discussions co-sponsored with the ISU Dept. of World Languages & Cultures and the ISU World Film Studies Program
 - *NWC: The Race Show* – comedy theatre production on race & racial stereotypes
 - *International Music Night w/ The Farshid Etniko Trio* – multi-instrumentalist Iranian music performance
 - *Salsabrosa* – a night of interactive Latin dancing, performance & instruction with the popular Afro-Cuban dance group
 - *9th Annual Global Gala* – annual SUB cultural awareness celebration (w/ six (6) student organizations & 53+ student performers participating)
 - *The Act of Killing* – screening of the award-winning 2012 documentary film
- The Memorial Union provides space, venues, forums, and staff support for diverse social, cultural, entertainment and educational programs for students.
- The Registrar created systems for better tracking of student Veterans and those connected to the military experience. These systems will allow for improved tracking of Veteran and military student academic performance for the purpose of assessing opportunities to improve recruitment,

retention, and on-time graduation; and to comply with required reporting to the Board of Regents, State of Iowa, and the Iowa General Assembly, per the Governor's Home Base initiative. Creating a system for tracking the acceptance of military credit and the application of that credit towards degree requirements.

- The LGBTSS Director provides support to four gathering groups who help create safe, inclusive communities for students (Gay-Bi Men's Group; Les Bi Real Queer Group, Fluidity, and Queer People of Color).
- The Outdoor Recreation program, in partnership with the International Students and Scholars Office, provided several custom trips and rentals for various groups such as SIE, REU's, SPEED, OPPTAG, George Washington Carver Group
- Fitness and Wellness provided special programs for events such as Latino Heritage Month and for other individual groups or student organizations.

Other public and community programs:

- The Society of Hispanic Professional Engineers (SHPE) hosted their Region 6 Leadership Conference at Iowa State from March 13 – 16, 2014. The purpose of the Regional Leadership Development Conference is to provide aspiring leaders with the skills necessary to effectively manage the operation of their chapters, while instilling in them the core values of SHPE (excellence in education, integrity, diversity, and continuous self-improvement). Ana Ramos Gonzalez and Sylvester Gaskin served as Advisors for the Conference.
- Culture Corps Program - This grant funds ISU departments, faculty, and staff to hire international students and/or American students with study abroad experience to work on projects aiming at promoting and infusing international knowledge and experience to the university and its members.
- Iowa State recently signed a MOA/MOU with Sunway University in Malaysia to further our collaboration with our long-standing partner. Every year Iowa State hosts dozens of Sunway students who are starting their college degree in Malaysia, and then finishing their degree here.
- I'll Make Me a World in Iowa (IMMAWII) is Iowa's African American Festival. Held at Hy-Vee Hall in Des Moines, the two-day celebration includes Education Day (February 14) and Celebration Day Saturday (February 15). Student Affairs had representatives at the event.

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

- Pamela Anthony (Dean of Students) chairs the SVPSA Diversity Committee. The SVPSA Diversity committee addressed two priorities in FY14: 1) Multicultural Competencies and 2) Recruitment and Retention of Diverse Staff.
- Kenyatta Shamburger participated as a member of the Herta David Minority Scholarship selection committee.
- Iowa State University received a 2014 MAP-Works Excellence Award based on a project submitted by Sylvester Gaskin entitled *Mapping and Designing Success for Men of Color with MAP-Works*.
- Sylvester Gaskin and Ana Ramos Gonzalez were a part of a presentation team during ISCORE 2014. The session was entitled: *Ties that Bind our Students of Color: The Influence of Student-Faculty / Staff Interactions on Multicultural Students' Persistence*.
- Adele Lozano presented a session during ISCORE 2014 entitled *Re-Imaging Latina/o Student Success at ISU: Student Perspectives on Leadership*.
- Sylvester Gaskin presented a session during ISCORE 2014 entitled *Designing our Destiny: Using Appreciative Inquiry to Serve Men of Color*.
- Kenyatta Shamburger presented a session during NASPA 2014 with colleagues from North Carolina State University and University of the Arts entitled *Multicultural Affairs: A Campus to Campus Interpretation*.
- Ikea Tucker presented at the February ISU Leadership Experience on "Leadership for Minority Students."

- Raquel Botello-Zamarron, SCS clinical graduate assistant, received the 2014 Student Change Agent award from the Office of Multicultural Student Affairs.
- Rachel Lake was awarded the Division of Student Affairs Outstanding Challenger Award for her efforts to challenge Wallace Hall residents to attend an LGBT panel, hosted by LGBTSS in Wallace and Wilson communities.
- Kurt Earnest served on a panel for the Dare to be King program which serves multicultural and middle and high school males from Waterloo.
- Mary Beth Golemo received an award from the International Student Council as the ISU Staff Member Most Supportive of International Education for her work with International Student Council over the past several years.
- Rachel Wagner was appointed to the 2015 Men and Masculinities Institute planning committee sponsored jointly by NASPA and ACPA and appointed to coordinate sponsored programming for the Standing Committee for Men and Masculinities at the 2015 ACPA Convention in Tampa.
- Ali Soltanshahi co-presented at the NAFSA Annual conference regarding “Taboo Talk: The Terrain International Student Advisers Navigate.”
- Jamie Lenz attended a tour of Hy-Vee warehouse in Clarion, Iowa with the International Association of Students in Agriculture and Related Sciences (IAAS) during their annual World Conference.

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 2013 to the present are noted below as outlined in the communication request of September 22, 2014:

- 1. A description of changes or modifications to vision or mission statements by your college or department, if any**
- 2. A brief summary of changes or modifications to your recruitment and retention strategies for faculty, staff and students, if any**

- a. *The Department of Public Safety continues to develop recruitment objectives and actively participates in career fairs and initiatives to increase the pool of women and minority candidates. Their recruitment literature depicts women and minorities in key roles.*
- b. *In EH&S, there are currently two females in management positions versus seven males. Regarding ethnicity, EH&S has a mix of ethnic groups represented in the department.*
- c. *The applications and application process were modified to meet new hiring procedures at the Iowa State Center. All open positions, full-time and part-time, MUST be advertised through the Iowa Workforce Development website for two weeks. Part-time jobs can also be advertised through Student Employment. All ads must include the EOE tag line: SMG is an Equal Opportunity Employer M/W/V/D. Hiring CANNOT take place unless a position is posted as open.*
- d. *No changes to recruitment and retention strategies have occurred in Business Services; however strategies previously in place to assist with student retention are as follows:*
 - *The cost of attending ISU is a significant factor in student retention. At the University Book Store (UBS), students are not required to pay sales tax on their textbook purchases, which saves them 7% on their course materials. For students opting to rent textbooks, UBS provides over 1,100 titles each semester for rent, which reduces overall textbook costs to students by nearly 35%. Additionally, to assist in lowering textbook costs for all students and help ISU retain its students, UBS offers the author and ISBN information for all textbooks on its website, so students can compare prices on a global level.*
 - *Supporting the activities of student organizations also contributes to student retention. UBS supports student organizations throughout the year by donating items to be used for door prizes at student organization fund raisers.*
 - *Transportation Services supports student organizations by providing 15-passenger van training to enable student organization participants to use these vehicles to travel to various conferences and events.*
- e. *To assist with faculty retention, the Purchasing Department's research liaison continues to work with new faculty members to assist them with lab start-up and their acclimation to the university's business culture environment.*
- f. *Child Care and Family Resources works with students who are parents that have financial need through child care scholarships and supports which help them be successful in completing their education at Iowa State University. Child Care and Family Resources received a 4 year grant totaling just over \$900,000 from the Department of Education's Child Care Access Means parents in School (CCAMPIS) program.*
- g. *Faculty and staff employees are welcomed through the new employee orientation program (day long) University Human Resources offers which highlights our heritage as a land grant institution where access, affordability and quality are valued. The orientation program also provides employees with an overview of their rights and responsibilities, the university's commitment to diversity and equity, and the culture of excellence, integrity, the free exchange of ideas and collaboration.*
- h. *University Human Resources' Community Building Group creates monthly team building opportunities that promote social and volunteer opportunities for all UHR staff. The group's work includes opportunities to support area social service agencies that assist those in need in the Story County area.*
- i. *UHR Employee and Labor Relations ensures that policies and procedures are applied fairly and equitably across the workplace by consulting and counseling managers and*

employees on: performance management, leave management, worker's compensation, the grievance process, risk management, and workplace accommodation processes.

- j. UHR's PeopleAdmin implementation ensures best practice processes and system infrastructure for application tracking and disposition of candidates. UHR ensured managers and administrators working in the PeopleAdmin system were trained on how to use the system.*
- k. UHR Recruitment ensures affirmative practices are in place and consistently applied including:*
 - i. all job applicants have access to the jobs portal,*
 - ii. all jobs are posted except for those granted the Open Search Waiver administered by the EO Office,*
 - iii. the application process is clearly communicated and applicants have access to a frequently asked questions (FAQ) on the job portal,*
 - iv. applicants who need assistance (accommodation) in the application or interview process are supported appropriately,*
 - v. applicants from various advertising sources can self-identify the source to inform effectiveness of general and targeted sourcing strategies,*
 - vi. ensuring that appropriate disposition codes are applied to our applicant pool, and*
 - vii. job postings accurately reflect the job duties and qualifications.*
- l. UHR Recruitment ensures that the job portal, www.iastatejobs.com includes the communication of ISU's Affirmative Action and Equal Opportunity statement as well as the link to the Non-Discrimination & Affirmative Action Statement.*
- m. UHR Recruitment and Records Management provides reporting for the Iowa Business Council and the Home Base Iowa initiative for Veterans to show our quarterly progress in hiring veterans*
 - i. UHR Recruitment and Facilities Planning and Management participated in a Veteran Job Fair sponsored by the Iowa Business Council and Home Base Iowa on April 24 to attract veterans to the opportunities available at the University.*
 - ii. UHR Recruitment ensures that the veterans preference as required by Iowa Code Chapter 35C is implemented consistently.*
- n. UHR Operations and Records Management evaluated the updating of voluntary self-identification form to include race/ethnicity, sex, and veteran status. The form will be implemented online in February 2015.*
- o. UHR Records Management supports the data reporting for the compilation of the affirmative action report conducted by the EO Office.*
- p. UHR Benefits provides for access to health benefits that is inclusive of domestic partners.*
- q. UHR Benefits administers the Student and Scholar Health Insurance Program ensuring that their access to medical and dental insurance is effectively managed.*
- r. UHR Classification and Compensation provides guidance on pay decisions across performance, retention, market and internal equity perspectives.*

3. A brief summary of your diversity programming for faculty, staff and students, which may include

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

- i. *EH&S employs, interacts with and learns from staff and students of the following diverse backgrounds: African-American, Latino, Asian and Caucasian*
- ii. *Employees at UBS are trained and encouraged to embrace the rich differences and characteristics of age, cultural, ethnicity and gender differences. The UBS new employee orientation includes the required viewing of customer service videos which model and promote diversity in a variety of customer service situations.*
- iii. *At the University Book Store (UBS), displays are created in the general book department for African American History Month, Hispanic Month, and Women's Month. Additionally, UBS 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.*
- iv. *The Purchasing Department implemented the "Procurement Process Certification" learning initiative in 2008, which is offered to all ISU staff with delegated procurement authority. One learning session is devoted to explaining the Vendor Diversity Initiative and other social responsibility initiatives.*
- v. *Purchasing Department staff participates in workshops sponsored by the Center for Industrial Research and Service for women and minority-owned businesses seeking federal business opportunities.*
- vi. *Several staff in the Accounts Receivable Office attended the LGBTQA Safe Zone training.*
- vii. *University Human Resources (UHR) provides funding for the Professional & Scientific Professional Development conference held in Spring 2014. The annual conference showcases training and development opportunities for a broad range of topics applicable to early career, mid-career and late career staff. The conference attracts over 380 participants each year.*
- viii. *UHR provides 2 leadership development programs (12+ Leadership and Leadership at any Level) that are founded on an inclusive perspective to empower individuals at all levels of the organization. UHR held cohort programs for the Library and for the Information Technology Services teams.*

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

- i. *All sworn personnel in the Department of Public Safety attended two diversity related in-service training sessions during the past year. Advocacy training involved both presenters from Assault Care Center Extending Shelter and Support (ACCESS) and Monsoon United Asian Women of Iowa (Monsoon). ACCESS provided training on understanding victim behavior, the dynamics of domestic abuse, and how trauma affects an individual's brain. There was also discussion on how, by altering an officer's interview style, more information may be obtained from a victim. The Monsoon training provided not only cultural sensitivity training regarding Asian victims, but also insight into how the Asian population views law enforcement. Monsoon addressed stereotypes, answered officers' questions and provided insight and response strategies. Given that the Asian population is the largest international population on Iowa State University's campus, this training was highly relevant.*

- ii. *EH&S Learning Center accommodates participants in wheel chairs.*
- iii. *EH&S provides alternative, healthy training refreshments for diabetics and vegetarians.*
- iv. *EH&S Diversity Committee plans activities to promote diversity and maintains a diversity web page to post activities and information.*
- v. *An EH&S staff member attended an international university safety conference.*
- vi. *EH&S hosted a Brazilian Ph.D. student for four months as he gathered information for his dissertation research.*
- vii. *Reiman Gardens provided weekly educational programming for six weeks of summer programs in the Little Cyclone Club for the Ames School District in collaboration with United Way of Story County, Raising Readers, and the Rotary of Ames. The program ran from June 9 to July 24, 2014 and served primarily low socioeconomic status students.*
- viii. *University Museums presents 6-8 cultural diverse exhibitions a year targeted to students, faculty, staff and visitors.*

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

- i. *The Department of Public Safety has actively promoted an environment supportive of the LGBT community. They have designated an officer who has been acting as a liaison to the LGBT student services office on Iowa State University's campus. This officer is in frequent contact with Brad Freihoefer, the director of LGBT student services. The LGBT office conducted a department-wide training in the Fall of 2013. This training was mandatory for all sworn personnel. ISU PD officers again participated in the LGBT back to school ice cream social. ISU PD officers attended this social in uniform, mingled with students and answered questions. Their presence at such functions encourages this population to trust and reach out to police more readily*
- ii. *EH&S has helped improve the work-life balance of its staff members by allowing flex time to attend graduate school, to deal with family hardships and life changes, and to deal with medical needs.*
- iii. *54 FP&M employees attended VIRT training, 14 employees attended a brown bag presented by EAP; Dealing with a Traumatic Event, 12 employees attended a brown bag; what to Expect When Preparing your Child for College. Campus Diversity related announcement/events are posted on the FP&M internal web page for easy access to information to our staff*
- iv. *The Treasurer's Office continues to partner with the MSA Office to assist in their retention efforts of minority students.*
- v. *Business Services units offer employees the opportunity to work flexible schedules to support work/life balance. For example, the age diversity of employees in the Purchasing Department has made it important to provide more flexibility in the workplace due to the demands of young families and caring for aging parents. Management has been consistent in providing the necessary flexible time to address these situations, while maintaining consistency of service to the university.*

- vi. *Students of all backgrounds are encouraged to apply for student positions in Business Services units.*
- vii. *Central Stores staff continues to work in concert with the Space Management unit of Facilities Planning and Management to move wheelchair accessible student work stations quickly upon request. Central Stores staff also assists other departments with ADA issues. All of the Central Stores facilities are accessible to persons with physical disabilities and are designated as safe zones.*
- viii. *At the start of the semester, extra staffing is provided in the English aisle of the UBS textbook department to assist international students. Many of these students are new to campus and enrolled in the English 10 course, which is the intensive English program for speakers of other languages. By making this effort, UBS helps ensure students have the correct materials needed for their coursework.*
- ix. *UBS and representatives from Information Technology Services, Student Disability Resources, Purchasing, Business Services, and University Counsel continue to meet and work to develop digital platforms through publishing companies. This group helps ensure that all students will be treated equally and alternative formats will be made available to students with disabilities or those who cannot learn in an online environment.*
- x. *Because the UBS retail operation is on one level, it allows the store to be more accessible to those with physical disabilities. UBS monitors inventory levels as a means of controlling and maintaining open aisles and unrestricted access to all customer areas, easing navigation throughout the store.*
- xi. *The Small Business Coordinator within the Purchasing Department works with researchers to identify and purchase from minority-owned and women-owned businesses to comply with federal requirements.*
- xii. *The Purchasing Department began a Vendor Orientation Program in 2007 to assist newly identified minority-owned and women-owned businesses. During fiscal year 2014, this program provided orientation/training to 122 businesses, many of which were minority-owned or women-owned.*
- xiii. *To support students, faculty and staff, visitors to campus, and diversity related events Transportation Services offers a handicap assessable van for all departments and student organizations to rent. In addition, the van is available to Public Safety for use in the Help Van program.*

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

- i. *Campus Organizations Accounting advises many diverse student groups. They continue to work very closely with the International Student Council on budgetary issues concerning international student groups who request funds from the Government of the Student Body and provided one-on-one assistance to students groups as requested.*
- ii. *Payroll assisted over 653 international students with completion of paperwork necessary to claim tax treaty benefits. Special signage exists in the building in order to direct these students to the right place.*
- iii. *The Purchasing Department supports study abroad activities and other international projects. One staff member participated in an exploratory trip to China to better understand cultural differences and assist in facilitating university partnerships with Chinese educational institutions.*
- iv. *The Office of Risk Management (ORM) continued contract/services administration and coordination of ISU's international health insurance and emergency medical and evacuation services plan through Cultural Insurance*

Services International. ORM collaborated with University Counsel and High Street Partners/Radius Worldwide regarding ISU international programs and travel. Additionally, ORM provided risk consultation for Global Extension programs and ISU Global Programs.

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

- i. The Department of Public Safety has encouraged an environment supportive of the international student population. Officers received culture-specific training through Monsoon. In addition to discussing techniques to better serve victims, bystander intervention and perpetrator mentalities were discussed. It is hoped that within the next year, DPS's domestic violence grant can be used to help provide training and resources to international populations on campus.*
- ii. Individual staff activities in EH&S include:*
 - 1. Participation in ISCORE*
 - 2. Chapter Advisor for the Multicultural Greek Sorority Sigma Lambda Gamma*
 - 3. Campus Advisor for the Sorority Kappa Alpha Theta*
 - 4. Member of the Ames International Partner City Association*
 - 5. Members of Lions Club with one individual routinely making trips to Iowa City Hospital to delivery eye tissue for transplant*
 - 6. Staff members who have recently hosted an exchange student*

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

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

OFFICE OF THE VICE PRESIDENT FOR RESEARCH AND ECONOMIC DEVELOPMENT

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

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

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

Researchers in departments and colleges across the university often investigate topics that include questions of diversity and fairness in workplace settings and other environments. For example, ISU's News Service recently posted a story on Stacy Tye-Williams, an assistant professor of communications studies and English at Iowa State University, whose recent research on bullies in the workplace points to ways that managers can help to change that culture (see the story at <http://www.news.iastate.edu/news/2014/10/15/workplacebullies>).

Described below are the equal opportunity and diversity-related efforts for the VPR Office and the units that report to this office for the period November 2013 to October 2014.

Research Support Units

Office for Responsible Research (ORR)

ORR provides administrative support and leadership for Iowa State University's research compliance program. The department works closely with faculty, staff, and students 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 staff members are trained in diversity issues and that their interactions with others are supportive and respectful. ORR compliance committees include men and women, as well as members of various ethnic/cultural backgrounds. Work/life balance is highly valued and actively supported by ORR leadership and staff.

Office of Sponsored Programs Administration (OSPA)

OSPA is the central point of coordination for sponsored programs and the university's authorized representative for grants, contracts, and other agreements from external sponsors. OSPA is dedicated to providing a just environment on campus where everyone feels welcomed, respected, and safe. OSPA tries to increase the representation of historically underrepresented populations in several ways. An OSPA staff person serves on the Black Faculty Staff Association (BFSA) Events/Social Networking committee. 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 African American, American Indian, and Hispanic backgrounds.)

Laboratory Animal Resources (LAR)

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

Office of Biotechnology

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

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

National Science Foundation Funded Projects Managed by the OVPR

NSF EPSCoR and SP@ISU Programs

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

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

Centers and Institutes Reporting to the OVPR

The following centers and institutes provided a report to the OVPR on their diversity efforts for the recent period. Other reporting centers and institutes, while not providing a detailed report, conveyed that they continue to follow best practices in recruitment and retention under the policies and guidelines of the

university and Office of Equal Opportunity, and that they support a welcoming environment in the workplace and in all of their interactions outside of the university.

The Bioeconomy Institute (BEI)

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

In its educational programming, 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 the research arena, BEI has successfully obtained research funding from several industries (Archer Daniels Midland, Advanced Renewable Technologies, Inc., Avello, Boeing, Cargill, Catchlight, Ecoengineers, ExxonMobil, Kiverdi, MeadWestvaco Corp., Phillips 66, Toyota), 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, Petrobras, Cluster Industrielle Biotechnologie, 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.

Iowa Energy Center (IEC)

The IEC offers funding on the scientific merits of proposals without regard to the non-academic background or ethnicity of the principal investigators or the members of their teams. The IEC's mission is to serve all of the citizens of Iowa as a resource for research and information regarding energy usage and development.

Institute for Transportation (InTrans)

The research, education, and outreach efforts at InTrans focus on transportation systems related topics. The institute has teams of diverse individuals participating in sponsored research—including some with topics related to equity and accessibility—and other educational and service-related activities. InTrans values the diversity of opinions and approaches that the team members bring in the conduct of all work.

In its programming, InTrans encourages students in the K-12 system as well as undergraduates to pursue studies and careers related to transportation. For example, *Go! Magazine*, an online e-zine, and its Spanish version, called *¡Vamos!* inform teens about the variety of educational and career opportunities available in transportation. InTrans also offers a Study Abroad opportunity in Istanbul, Turkey, through a Midwest Transportation Center grant. Transportation engineering is an increasingly global profession. In a new course titled “Advanced Topics in Transportation Engineering,” students gain an understanding of the impacts of different engineering, historical, cultural, social, economic, ethical, environmental, and political conditions on the design and construction of various infrastructure projects outside the United States.

In February 2013, Dr. Shauna Hallmark was named director of InTrans, becoming the first woman to lead the institute. In addition, women lead 3 of the 12 centers and programs at InTrans.

Midwest Forensics Resource Center (MFRC)

The MFRC has included Dr. Connie Hargrave and her Science Bound program as an integral part of the newest research and education effort. Science Bound programs will be a key component in the research and education programs of a proposed National Science Foundation Industry & University Cooperative Research Center (NSF I/UCRC) being developed by the MFRC (lead-PI, Professor Chris Meissner, Psychology). The proposed forensic science I/UCRC being led by ISU has been awarded a planning grant by NSF. The NSF center is called the Center for Advanced Research in Forensic Science (CARFS). From the planning grant proposal:

“CARFS will also coordinate the development of our research programs with the activities of the ISU Science Bound program (<http://www.sciencebound.iastate.edu>). This program has successfully developed an ethnically diverse student body in the STEM disciplines at ISU through programs that begin in urban middle and high schools and culminates in full-tuition scholarships and enrichment programs for minority students in science and math undergraduate programs at ISU. Based on the popularity of forensic science, the integration of CARFS research programs will contribute to the attraction of minority students to STEM education and careers. We have initiated efforts to coordinate with Science Bound program staff to develop integrated programs for high school introduction to forensic science, including the mentoring circles program that familiarizes students with the people who do science as well as dispelling myths and stereotypes about these careers, and the earn to learn classroom experiences that strengthen math and science foundations for the students heading into college. Faculty, staff, and graduate students in CARFS research projects will be required to participate in the programs that support this important outreach and enrichment element of the Center. Over the coming year of the planning grant period, the PIs will work with Science Bound staff to formalize plans for incorporating these programs into our Center portfolio.”

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 or postdoctoral student assistants through senior-level researchers. In addition, PPSI has several ethnicities represented on its staff, including individuals from Korea and Taiwan. PPSI also has hosted visiting scholars and students from Korea. In addition, the director of PPSI has served on United Nations Panels concerning extending the reach of evidence-based prevention to more international communities (for example, International Drug Control Prevention Standards) in other countries.

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 dissemination projects includes states in each geographical area of the United States, 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 for the institute's centerpiece research project. 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 other participants. Finally, PPSI collaborates with John-Paul Chaisson-Cárdenas, 4-H Youth Development Program Leader for ISU Extension and Outreach, to implement the PROSPER Dissemination Model to improve positive outcomes for underserved and minority youth in Iowa.

Plant Sciences Institute (PSI)

The Plant Sciences Institute is dedicated to enhancing Iowa State University's international prominence in the plant sciences. The institute's new focus on predictive phenomics with its cross-disciplinary approach brings together faculty, post-doctoral research associates, and graduate students with gender, racial, and ethnic diversity and encourages them to build cultural bridges as well as scientific research bridges. The faculty, staff, and students associated with the institute represent gender, racial, and ethnic diversity, including Asians, Hispanics, Pacific Islanders, and African Americans. Several PSI-affiliated faculty members participate in various undergraduate internship programs geared to diverse participation such as the George Washington Carver Summer Research Internship Program.

Since 2002, PSI has sponsored the Norman Borlaug Summer Internship Program. Each year, one or two ISU undergraduate students have gone to international research institutes for hands-on laboratory or field research experiences. In the summer of 2014, the institute's minority intern went to the International Crops Research Institute for the Semi-Arid Tropics in Patancheru, Telangana, India.

Survey and Behavioral Research Services (SBRS)

SBRS provides a wide range of research services for researchers, including proposal development, survey design, data collection, and budget management. Data collection involves research participants from all social, economic, and race/ethnic groups. Depending on 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 nationally.

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.

Virtual Reality Applications Center (VRAC)

VRAC 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 Human Computer Interaction (HCI) Graduate Program focuses on diversity when inviting students to participate and uses this program to recruit minority students to the program at Iowa State. Of the Research Experience for Undergraduates program students who have participated in the program, the center has accepted six into the HCI Graduate Program and four of these were minority students. This program is funded by the National Science Foundation, along with VRAC, HCI, the Graduate College, College of Liberal Arts and Sciences, and College of Engineering.

COLLEGES

THE COLLEGE OF AGRICULTURE AND LIFE SCIENCES

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

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

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

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

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

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

New CALS Policy: Effective July 1, 2014, all search committees involving faculty positions and certain executive, administrative and managerial and P&S positions (generally P37 and above) that the search committees are now required to submit, along with their request to interview applicants, a brief description (report) of the specific steps that the committee has taken to attract applicants that are female and under-represented minorities”.

This new policy is a follow up step to our successful 2013 Civil Rights review, our “Response and Implementation Plan” indicates that our unit leaders (department chairs, center directors, and central administrators) will recruit and retain a diverse workforce. Further, in our response to recruit and retain a diverse workforce a new policy was implemented.

New Undergraduate Recruitment: New to the CALS recruitment effort during Fall 2014 is an effort to increase recruitment students of color beyond the predominate recruiting grounds of HBCUs and HSIs. This has been done by attending agricultural-specific career fairs at predominately white institutions (PWIs) with high populations of students of color and women. This has been done in an effort to increase the potential recruiting class for CALS graduate programs and participants in the George Washington Carver Summer Research program. When queried, more than one-half of our 15 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.

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

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

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

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

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

In April 2014, CALS hosted the George Washington Carver Life and Legacy Symposium. The symposium was led by Assistant Dean Theresa Cooper with the support of committee members from across CALS. The symposium focused on developing and nurturing future "George Washington Carver" students through an integrated vision of recruiting and retaining diverse students in the agricultural sciences. The event was open to community members, faculty, staff, industry and governmental representatives from all across the U.S.

- CALS supports a CALS-specific Faculty Research Exchange Visit Program for faculty to travel to minority-serving institutions or to host faculty from those institutions. The program has resulted in several graduate enrollments. The College encourages faculty to include a diversity component in grant proposals, particularly to include opportunities for graduate student funding. The College funds selected faculty to attend conferences that promote diversity or that have a diverse population of students participating.
- An important component of our CALS diversity effort is CALS ADVANCE, an outgrowth of the NSF-funded program which focused on recruitment, retention and advancement of faculty women and minorities.

The CALS Equity Advisor (EA), Dr. Sue Lamont, CF Curtiss Distinguished Professor of Animal Science, coordinates the CALS ADVANCE activities, programs, and services

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

The CALS Equity Advisor (EA) led workshops to

- Train CALS faculty search committees on best practices, including attracting a diverse and excellent pool of applicants, and avoiding unintentional bias.
- Developed and delivered workshops on graduate mentoring to two departments.
- Coordinated with Assistant Deans for Diversity and for Graduate Programs to assure program coherence in student recruitment and related activities.
- Mentored female faculty member in LEAD21 leadership training and development.
- Received Safe Zone training to better support the LGBTQA community members at ISU.
- Worked with ADVANCE Professors and other members of ADVANCE to summarize and widely share the lessons learned through the Collaborative Transformation process.
- Along with C. Logue, Equity Advisor from Vet Med, the CALS EA organized and hosted a series of campus visits from four health-related scientists of underrepresented groups to deliver seminars and meet with students and faculty (supported by grant from ISU Women's and Diversity Grant program).
- Served as a member of the Planning Committee for the George Washington Carver Sesquicentennial celebration year.
- Developed and hosted three networking events for CALS women each semester (3 groups: tenured/tenure-eligible; non-tenure eligible; postdoc/grad student).
- Co-PI on USAID-supported research and development project that partners with universities in Tanzania and Ghana, and held multiple training sessions with faculty and students on-site at African universities.
- Coordinated Cyclone research partnership grant-supported mentorship at ISU of undergraduate students from NC A&T in summer internships with ISU research faculty.

By department:

- **The Genetics, Development, and Cell Biology:**
 - Funding has been made available to encourage staff and teaching-intensive faculty to attend meetings, workshops, or classes that contribute to professional development. Previously, there was no formal mechanism to encourage staff and teaching-intensive faculty to participate in these opportunities.
- **Biochemistry, Biophysics & Molecular Biology:**
 - To increase the retention of URM students in our programs through a pier support system, and to provide them with career development opportunities that can increase their chances to achieve success in STEM careers, Dr. Gustavo MacIntosh started the ISU-SACNAS chapter. The chapter was approved by ISU in 2013 and it was recognized by the national organization this October 2014.

- **Sociology:**
 - **Deborah Tootle**, Associate Professor in Sociology and Leadership Specialist for ISUEO Community and Economic Development (CED), worked with the Fort Des Moines Museum and Education Center to help their Board develop strategic, funding and operating plans for the Museum. Fort Des Moines is acknowledged as one of the first military sites in the United States to train African American men and women in WWI and WWII. As such, it is recognized as a leader in promoting racial and gender equality in the military. (11/2013-3/2014).
- **Economics:**
 - **Cathy Kling**, Professor, has been invited to be a mentor for junior female faculty as part of CSWEs (the Committee on the Status of Women in the Economics Profession) formal mentoring program.

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

By department:

- **Economics:**
 - **Keri Jacobs**, Assistant Professor, was involved in the spring of 2014 with a semester-long course headed by Stacey Noe and Kevin Kimle where students investigated the opportunities for soy-protein products from a local cooperative in Africa; this included a trip to Tanzania to meet with potential partners in that country. They met with USAID, leaders in agriculture, and leaders of major food processors.
- **Horticulture:**
 - The Global Resource Systems program has academic programs whose implementation is in partnership with Makerere University in Uganda. A critical piece of this program is the global internship experience students take to diverse destinations globally, which exposes them to various cultures, races, and beliefs.
- **Sociology:**
 - No new classes, but most courses are primarily or significantly focused on teaching students how to think critically about social problems, especially inequality. Courses include: Soc 327 Sex and Gender in Society, Soc 328 Sociology of Masculinities and Manhood, Soc 330 Ethnic and Race Relations, Soc 331 Social Class and Inequality, Soc 332 Latino/Latina Experience in U.S. Society, Soc 345 Population and Society, Soc 411 Social Change in Developing Countries.

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

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

- Partnership with the Lesbian Gay Bisexual Transgender Student Services hosted a CALS – college wide safe zone training during the spring of 2014.
- Facilitated a “diversity and inclusion 101” workshop for student – peer mentors in the animal science department during the fall of 2014

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

By department:

- **Economics:**
 - **Kevin Kimle**, Senior Lecturer, initiated several partnerships with organizations abroad:
 - One intern placed for summer 2014 with Mano Julio Farms in Brazil.
 - Two interns placed with Kilombero Plantations Limited in Tanzania, Africa.
 - One intern with entrepreneur from Malawi, Africa to develop business plan for a new agribusiness.
 - One intern with Danish company for development of export program to U.S.
 - **Kwan Choi**, Professor,
 - Presented the Keynote speech titled, “Unemployment and Optimal Currency Intervention in an Open Economy,” at the European Economics and Finance Society meeting, Thessaloniki, Greece, June 12-15, 2014.
 - Presented the same paper at the First Henan Symposium of Development and Institutional Economics, Kaifeng, China, June 29-30, 2014.
 - Awarded “Honorary Professorship” at Henan University by Dean Bingtao Song, Henan University, June 29, 2014
 -
- **Food Science and Human Nutrition:**
 - Conducted a Hazard analysis and critical control points (HACCP) workshop in Haiti’s for 45 food manufacturers.

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

- Food Science and Human Nutrition Department:
 - Angela Shaw, assistant professor, and Aubrey Mendonca, associate professor are working jointly with faculty from the University of Arkansas Pine Bluff

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.

- **2014-15 CALS Diversity Committee Members:**
 - Michelle Soupir, Agricultural and Biosystems Engineering
 - Awoke Dollisso, Agricultural Education and Studies
 - Andrew Manu, Agronomy

- Joan Cunnick, Animal Science
- Linda Ambrosio, Biochemistry, Biophysics & Molecular Biology
- Brent Danielson, Ecology, Evolution & Organismal Biology
- Terry Alexander, Economics
- Greg Courtney, Entomology
- Diane Birt, Food Science & Human Nutrition
- Clark Coffman, Genetics, Development & Cell Biology
- Dorothy Masinde, Global Resource Systems
- Rajeev Arora, Horticulture
- TBD, Natural Resource Ecology and Management
- Alison Robertson, Plant Pathology
- J. Arbuckle, Sociology
- Heike Hofmann, Statistics
- Theresa Cooper, administration liaison

By department:

- **Biochemistry, Biophysics & Molecular Biology:**
 - Gustavo MacIntosh - member of the Minority Affairs Committee (MAC) of the American Society of Plant Biologists (ASPB). Chair and organizer of the MAC-sponsored symposium at the ASPB Meeting (July 2014)
- **Genetics, Development and Cell Biology** faculty are members in the Partnership for Undergraduate Life Sciences Education (PULSE) and participate in the National Academies Summer Institutes on Undergraduate Education. Both PULSE and the Summer Institutes

THE COLLEGE OF BUSINESS

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

No additions or modifications have been made to the college's vision or mission statements since the last report of diversity efforts by the college in fall 2013.

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

Since the last report of progress on diversity, the College of Business has taken the initiative to invest in student recruitment efforts with the intention of increasing diversity amongst the student body. As part of the college's accreditation renewal, a survey was conducted to determine diversity within the student body for the college. The data concluded, in general, the undergraduate student population of the College of Business is more diverse than that of the university on the basis of race and ethnicity. However, the statistics for graduate level students the college is slightly below the university's student population.

Therefore, in spring of 2014, the college hired a Director of Graduate Marketing and Alumni Relations to further coordinate the recruitment efforts for full- and part-time MBA students. Within this role, the director was tasked with increasing diversity within the graduate student body by developing and implementing a strategy to increase the recruitment of underrepresented student diversity groups. A second employee, Recruiter and International Programs Coordinator, was hired in the summer of 2014 to conduct similar recruitment efforts for undergraduate students. This employee's recruitment efforts are primarily focused on the college's targeted diversity recruitment of women and minorities. Along with

increasing diversity within the undergraduate student body, this position was also tasked with the coordination of the college's study abroad programs, which gives students the opportunity to see firsthand diversity within different business industries.

The below chart represent the information gathered for the accreditation report on diversity within the College of Business' student body:

Table 3: University and College of Business Fall 2013 versus Fall 2008 Diversity Statistics (2008 Statistics Shown in Parentheses)

	American Indian or Alaskan	Asian	Black or African American	Hispanic	International	Multiple	Native Hawaiian or Pacific Islander	White	Male	Female
ISU Undergrad	0.2% (0.3%)	2.7% (N/A) ¹	2.5% (2.8%)	4.3% (2.8%)	7.9% (4.6%)	1.9% (N/A) ²	0.1% (N/A) ¹	76.6% (86.4%)	56.6% (56.3%)	43.4% (43.7%)
College of Business Undergrad	0.2% (0.2%)	3.5% (N/A)	2.7% (3.1%)	2.7% (2.3%)	14.2% (7.5%)	1.6% (N/A)	0.1% (N/A)	71.4% (82.6%)	64.4% (64.5%)	35.6% (35.5%)
ISU Graduate	0.1% (0.3%)	2.2% (N/A)	2.6% (3.1%)	3.0% (1.7%)	34.5% (31.9%)	0.6% (N/A)	0.0% (N/A)	53.0% (60.8%)	56.4% (59.6%)	43.6% (40.4%)
College of Business Graduate	0.0% (0.0%)	0.9% (N/A)	0.5% (2.1%)	2.7% (1.4%)	35.7% (25.2%)	1.4% (N/A)	0.9% (N/A)	55.7% (68.1%)	64.7% (54.6%)	35.3% (45.4%)
¹ In 2008, Asian, Native Hawaiian, and Pacific Islander were grouped together.										
² In 2008, Multiple did not exist as a category.										

Along with student recruitment and retention, the college continues to strive for increasing the diversity of new faculty and staff members. The college's equity advisor continues to meet with faculty search committees to discuss how to conduct an equitable search. In the fall of 2013 the college also hired a shared Human Resource Coordinator to be the primary contact for search committees, and assist on making sure the University's policies on conducting an open/equitable search are being followed. This includes reviewing all position descriptions for the college and reporting units to ensure the use of inclusive language and ensuring the updated Equal Opportunity Statement is included on position advertisements.

With such a great amount of effort being put into the recruitment of new faculty, staff, and students the college is also investing in retention strategies. By increasing the new-faculty mentoring program during a new faculty members' first years at Iowa State, provides guidance and support while the new faculty members become accustom to ISU's campus, policies and procedures, etc. Plans are also being discuss to being creating a college specific, new-hire orientation checklist to welcome and inform new staff members. The goal of this check-list is to inform new hires of the expectations of the College of Business, and make them feel welcome within their department to create a sense of unity, intern increasing retention rates.

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

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

1. Course related to diversity include: BusAd 203X – Business Careers and Employment Preparation, which contains a component introducing students to cultural differences in the workplace. Diversity content is included in some of the 300 and 400-level business courses. In MGMT 367/567 - International Entrepreneurship, MGMT 414 - International Management, MGMT 472 - Management of Diversity, and MKT 448 – Fundamentals of International

Marketing, the majority of the content is related to diversity (multicultural, gender, and international cultural differences).

2. The continuation of the COB's Diversity Committee that addresses diversity issues in the College related to the recruitment and retention of faculty, staff, and students; fosters an environment that welcomes different perspectives, backgrounds, and life experiences; encourages all members of the College community to develop mutual respect and appreciation for multiple viewpoints; and promotes the principle of equal opportunity in both the educational and work environments.
3. The Gerdin Citizenship Program includes a requirement for participants to engage in at least two activities where they will interact with others who are different from them. The purpose is for students to learn to appreciate and respect diversity through experience rather than lecture.
4. The Multicultural Business Network is a COB student organization with the specific purpose of providing support, networking opportunities, and professional development for multicultural business students. Minority students also receive support with respect to career development and placement services. Each semester, in conjunction with the Business Career Fair, the Multicultural Business Network co-hosts a networking breakfast with the Career Services Office. A resume book for minority students is put together and made available to all recruiters attending this event. Student support for minority students is also specifically provided by the college's multicultural liaison officer (MLO).
5. Our Young Women in Business Conference (YWIB) continues to be a success with the number of high school girls attending increasing each year.

In order to meet accreditation requirements and the expectations of the university, the College of Business continues to make progress on enhancing and embracing diversity among our faculty, staff, and students. We will continue to monitor our progress and make necessary changes in the future to continue these efforts.

THE COLLEGE OF DESIGN

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

In March of 2014 the College voted and approved updates to its strategic plan detailing improved diversity within the College of Design. Encouraging collaboration and diversity to fuel innovation and creativity; promoting a collegiate culture that nurtures the success and well-being of students, faculty and staff through supporting diversity of background and perspectives; and increasing the diversity of backgrounds and perspectives. To work towards meeting these goals, the college plans to assess the extent the college's culture contributes to the success for students, faculty, and staff.

In addition, the college is developing a plan to further increase the diversity of undergraduate/graduate students, faculty and staff through recruitment and retention with particular emphasis on racial and ethnic groups in Iowa and the nation that are currently underrepresented within the college.

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

The fall semester of 2013 marked the inaugural year for the college's Equity Advisor playing a larger role in the faculty hiring process. The equity advisor is invited to participate in a majority of tenure/tenure-eligible search committee's first meetings to provide a thirty minute (approximate) presentation and provide hand-outs on creating an equitable and diverse search. The equity advisor also reviews the position descriptions of new tenured/tenure eligible faculty positions to ensure inclusive language and proper disclosure of the University and College's goals for diversity are highlighted within the announcement.

In the fall of 2013 the college also hired a shared Human Resource Coordinator to be the primary contact for search committees, and assist on making sure the University's policies on conducting an open/equitable search are being followed. This includes reviewing all position descriptions for the college and reporting units to ensure the use of inclusive language and ensuring the updated Equal Opportunity Statement is included on position advertisements.

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

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

Below, please find the College's complete log of significant international activities for the last academic year.

College of Design - Summary of Significant International Activity by Country 2013-2014 Academic Year

Country	Partner Institution	MOU/ MOA	Study Abroad	Faculty Exchange	Articulation*	Future Plans
Australia	University of Western Australia at Perth	MOA			Student exchange	Resolve imbalance
China			"Field Studies in Chinese Architecture" 2-week summer program			
China	Beijing University of Technology	MOA				In progress
China	Lanzhou Jiaotong University	MOA		COD Faculty member to China each fall	Dual degree	
China	Southeast University	MOA			Student exchange	
China	Tongji University at Shanghai	MOA			Dual degree; student exchange	
France			"Senior Interior Design Workshop in Paris" 1-week program in January			
France			Portion of "Graphic Design in Europe" 3-week summer program			
Germany	Beuth Hochschule für Technik Berlin		"Summer Academy Berlin" 4-week summer program			
Italy			"College of Design Rome Program" features year-round offerings based on major at ISU-leased facility			
Italy			Portion of "Graphic Design in Europe" 3-week summer program			
Italy	Università degli Studi Roma Tre at Rome	MOA			Student exchange	
Italy	Istituto Europeo di Design at Rome	MOU				
Netherlands			Portion of "Graphic Design in Europe" 3-week summer program			
Peru			"Interventions in the Informal Andean City" 10-day Spring Break program			
Spain	IE University at Madrid	MOA			Student exchange	
Spain	University of Las Palmas de Gran Canaria, Canary Islands	MOU				In progress
South Korea	Konkuk University at Seoul	MOU				
South Korea	Sangmyung University at Seoul	MOU				
South Korea	Yeungnam University at Gyeongsan	MOA			Dual degree	Renewal in progress
Switzerland			Portion of "Graphic Design in Europe" 3-week summer program			
Turkey	Bilkent University at Ankara	MOA			Student exchange	

* Articulation means some form of systematic transfer or dual degree program in collaboration with the partner institution.

Red text indicates a new relationship was developed during the 2013-2014 academic year.

Additionally, locally a number of courses and presentations incorporate diversity into their offerings. Including:

1. In LA 274 social & behavioral landscapes class focuses heavily on diversity and exposure to other cultures. This course is open to all majors across campus.
2. The speaker for the Contemporary Issues in Planning and Design lecture series this fall addressed issues of race and class in his presentation earlier this month about Ferguson and St. Louis.
3. Jane Rongerude, Assistant Professor in Community and Regional Planning, addressed diversity issues in her graduate planning studio class (CRP 532) as well as the undergraduate planning theory (CRP 383) and graduate planning theory (CRP 561).

4. Jane Rongerude, Assistant Professor in Community and Regional Planning also gave a presentation related to fair housing at the Latino Professional Development Institute meeting in Iowa City last month. Jane also gave a presentation about housing need and access to affordable housing in Polk County in Des Moines as part of their affordable housing week events last spring.

5. Keynote presentation “The Art of Caring: Diversity, Connection and Compassion” was given on the opening day of the Art Educators of Iowa State Conference. The keynote presentation featured photography, pluralistic art education teaching methods, and multicultural student work of Dr. Barbara Caldwell, Associate Professor in Art and Visual Culture. She invited three diverse art and museum education professionals committed to sharing multicultural education through art and cultural perspectives of Meskwaki to join her for this conference opening presentation. The conference was held at Pilgrim Heights Conference Center and Meskwaki Settlement Tama, Iowa 10/10-10/12 2014.

6. Dr. Barbara Caldwell, Associate Professor in Art and Visual Culture, was awarded the Ziegfeld Service Award by the United States Society for Education through Art (USSEA) at their International Award Ceremony held March 30, 2014 at the San Diego Convention Center, San Diego, Ca. This national award is given to at most one art educator per year for exceptional service to national and international art education and to USSEA. Dr. Caldwell serves as Secretary on the Board of Directors of The United States Society through Art, founded by the United Nations. USSEA is committed to art education and research that supports cultural and cross-cultural understanding through art.

7. “Global Connections: Whole Self, Whole World Digital-Darkroom Photography” was presented at the National Art Education Association Annual Convention, held March, 29-31, 2014. Dr. Barbara Caldwell, Associate Professor in Art and Visual Culture, shared her original photography and images of student work created in her beginning and advanced photography classes that infuse themes related to diversity, identity, creativity and personal and cultural transformation.

8. “The Spirit of Holistic Art Education: It’s Elementary”, was also presented by Dr. Barbara Caldwell, Associate Professor in Art and Visual Culture, at the National Art Education Association Annual Convention, March 29-31, 2014. The illustrated presentation shared a pluralistic, multicultural approach to teaching education courses that builds community and creative expression in diverse populations of future elementary education teachers.

9. The MLO for the College of Design coordinates monthly workshops to assist first-year multicultural students with the process of applying for the enrollment managed programs. It provides students the tools and knowledge to assemble high-quality portfolios.

10. 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.

11. In September 2014, the MLO hosted the second annual Multicultural Welcome Reception for students, faculty, and staff within the College of Design. Dean Luis Rico-Gutierrez welcomed 43 attendees and shared the college’s goals and commitment to diversity. The program helped welcome, connect and build community for multicultural students. It also highlighted resources within the college and allowed students to connect with upper-class students in their current and intended programs.

12. The Multicultural Peer-Mentorship Program is a formalized one-on-one program where first-year multicultural design students are paired with upper-class students in their intended major. Students are required to attend a mandatory training and meet bi-weekly with their mentor/mentee to discuss academic and social development. The program is coordinated by the MLO in the College of Design.

13. Iowa State Conference on Race & Ethnicity (ISCORE) - Two students and the multicultural liaison officer (MLO) presented at the 2014 Iowa State Conference on Race and Ethnicity. The MLO facilitated a session on creating inclusive campuses through faculty and staff affinity groups and students conducted a semester long research project on a specific racial classification.

14. I'll Make Me a World in Iowa (IMMAWII) - The annual two-day celebration recognizes African-American contributions in various historical categories. The MLO hosted a table where multicultural design students led art related activities i.e., face painting, mask making, and collage creations for families and children of all ages at the annual event.

15. In collaboration with the Multicultural Student Affairs Office, the MLO sponsored a tailgate for multicultural design students during homecoming weekend. Students were provided free food, beverage, and the opportunity to attend the football game.

16. The College of Design's Multicultural Liaison Office has sponsored numerous cultural and leadership events for students throughout the year. They include, Big 12 conference, Latino Student Initiatives (LSI), Asian Pacific American Heritage Week, Puerto Rican Culture Night, and the Womyn of Colour Network Retreat.

17. Academic Program for Excellence (APEX)- The MLO coordinates several sessions for participants during the eight-week program. The sessions allow students to engage with one another socially and academically, as well as providing opportunities to interact with professionals in their field of interest. During the summer, students took trips to the Des Moines Arts Festival and Meredith Corporation, where they met with professionals in design.

18. Hometown Design- The MLO is in the process of implementing a multicultural leadership/recruitment program for design students. These students will host workshops in their high schools during Thanksgiving and winter break to expose students to design majors.

19. Ferguson Moment Reception- The MLO's in all six-undergraduate colleges sponsored a reception for the Ferguson lecture hosted by the Department of Community and Regional Planning.

20. Equity Visit with Department of Education- the Multicultural Liaison Officer (MLO) in the College of Design helped conduct an equity visit with consultants from the Department of Education at Northeast Iowa Community College. She reviewed documents and conducted interviews with staff to assess compliance with federal protected classes including, Title VI, IX, section 504, Age Discrimination Act, and Guidelines for Eliminating Discrimination in Vocational Education Program.

21. Recruiting historically underrepresented populations has been a priority for the College of Design. The multicultural liaison officer (MLO) has participated in various recruitment events such as, the Multicultural Breakfast, a morning breakfast host by the Office of Admissions for multicultural prospective students and families to highlight resources available to students. She also conducted interviews for the Multicultural Vision Program (MVP) scholarship and sit on the committee, reviewing and awarding scholarships to incoming students. The MLO, has participated in the Latino Family Visit Day, answering questions and sharing resources available to students. She has also created targeted

mailings and e-mails for the customer relationship management system (CRM), designed to communication with prospective multicultural students.

22. The MLO facilitated workshops on student success and deciding a major with students in the Early Outreach Program (EOP), a week-long residential summer program for motivated Iowa resident multicultural students and potential first-generation college students entering the 9th, 10th, 11th and 12th grades.

23. Diversity in the Dark- The MLO participated in the Tunnel of Oppression series host by the Department of Residence. She sat on a panel discussing topics of diversity and the historical ramifications of oppression.

24. At the university level, the Design MLO continues to serve as a member of the Multicultural Student Services Coordinated Team (MSSCT), Iowa State Conference on Race and Ethnicity (ISCORE), I'll Make Me a World in Iowa (IMMAWII)-Education Day Committee, the Iowa State Faculty and Staff Affinity Council (FSA), co-chair of the Black Faculty and Staff Association (BFSA), and the Martin Luther King Convocation Planning Committee.

THE COLLEGE OF ENGINEERING

Preface: Diversity as a Core Value

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

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

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

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

Diversity Mission/Vision Statement

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

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

Business and social responsibility

We will embrace the philosophies of shared governance and open communication among faculty, staff, students, and stakeholders. The college will strive to be known for modeling efficiency and collaboration, and for having a public-private partnership approach to its business. Our culture of inclusion and diversity will promote creative thought and quality decisions that are grounded to the best interests of our customers.

Diversity Efforts

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

In that view, each academic department maintains department-level diversity initiatives, as best suited to the needs of the department. These initiatives are directed at the recruitment, retention, and academic success of women and underrepresented minority students. Department chairs have also identified a faculty member to serve as lead of the departmental program, and these responsibilities are included in the faculty member's Position Responsibility Statement so that the faculty member is duly recognized for advancing the college's diversity mission. Collaboration among departments and their faculty and staff members to improve the diversity of our student body is encouraged. Each chair has established goals, benchmarked relative to their peer programs, with key performance indicators including enrollment, retention, and success to graduation. As part of the college's overall strategic approach to improvement, the college has developed diversity-focused key performance indicators that are defined at both the college and departmental levels.

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

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

Faculty Recruitment and Development. It is well established that a diverse faculty is one of the best predictors of recruitment and success of diverse students. The college is committed to increasing the diversity of its faculty and its leadership. It is notable that 37% of the department chairs in the engineering college are women. Search committees engage the equity adviser during the search process to inform committees of best practices related to broadening the pool and mitigating factors such as unconscious bias, that may adversely impact diversity. The equity adviser continues to attend national conferences on gender diversity (e.g. Women in Engineering Pro-Active Network, ASEE – women in engineering division, NSF ADVANCE annual conference) to keep up with evidence based practices to improve gender diversity in engineering. We have continued our policy of formal training of departmental search committees with respect to cognitive errors and unintended bias in the faculty search process. The college continues its tradition of a strong emphasis on mentoring. New faculty in the college meet with the peer mentoring coordinator at faculty orientation to discuss the assignment/selection of mentor(s) and the development of Position Responsibility Statements. Mentoring activities continue throughout the year to provide encouragement and support to these new faculty members. The associate dean of the college participates fully in these events to allow for a transparent and easy communication on the important topics of expectations, mentoring, and the promotion and tenure process. We also actively engage in the dual career program available through the Office of the Provost. The College also relays information on work-life balance policies to all faculty candidates visiting campus. This continues to help recruit excellent faculty as well as enhance the diversity of our faculty.

Student Recruitment. Efforts are ongoing focusing on recruitment of diverse student populations. The college conducted an “Experience Engineering” event in February that brought prospective minority engineering students on campus. Students visiting campus often have higher yield rates to enrollment, thus affording an opportunity for students to experience the ISU campus, explore opportunities in Engineering, and understand the services and programs available to foster academic success are continued goals of the program. In fall 2014, the college is joining the ISU Office of Admissions to conduct high school visits in the Dallas and Houston Texas areas. We are also introducing an additional campus visit day for minority Iowa high school seniors to engage students about the unique educational opportunities at ISU. Under the leadership of Dr. De Leon Mendoza, the Society of Hispanic Engineering has engaged high schools in the Des Moines and Marshalltown communities to engage in a SHPE junior chapters, bringing peer mentoring to engineering fields to Sophomores-Seniors in high school in these communities. Finally, we continue to utilize Hobson’s Naviance Software system for high school seniors, targeting 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. During the past year engineering college representatives attended the AGMUS Research Symposium in Puerto Rico, the Hispanic Engineer National Achievement Awards Corporation (HENAAC) National Conference in New Orleans, LA, the Mexican American Engineers and Scientists (MAES) National Conference in Houston, TX, the Society of Hispanic Professional Engineers (SHPE) National Conference in Indianapolis, IN, the Society of Women Engineers (SWE) National Conference in Baltimore, MD, Peach State LSAMP National Symposium and Research Conference in Marietta, GA, American Indian Science and Engineering Society (AISES) in Denver, CO, and the National Society of Black Engineers (NSBE) National Conference in Nashville, TN.

The college collaborated with the Women in Science and Engineering Program (WISE) to conduct an intensive two-day visit opportunity for women interested in STEM fields, with an emphasis on engineering. This includes close partnership with our Society of Women Engineers. The goal of this program is to introduce women to the field of Engineering and educational opportunities in our college.

Student Retention. Students arriving at ISU find specific retention programs and services available to assist with their academic, professional, and social success. For a second year, the college collaborated with the Dean of Students Office to host the Academic Program for EXcellence for Engineers (APEX^E), a summer bridge program that provides students the opportunity to experience college life in the summer before their first fall semester. The goal of the transition program is to provide intensive academic and personal support while allowing students to enroll in up to eight ISU credits. Via a set of structured academic and professional activities, students are prepared for the rigors of studying engineering, develop relationships with fellow peers, faculty, and staff, develop a great sense of self-efficacy, and build a familiarity with academic and personal resources available to assist in their academic, professional, and social success at Iowa State. Faculty members from each department participate along with campus-based research centers and industry partners. In 2014, we had 22 incoming first year students participate in the APEX^E program.

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

In addition to the LEAD Learning Community, the Program for Women in Science and Engineering (WiSE) provides the WiSE living-learning program for undergraduate women in STEM majors. Currently 78% of all first-year women in engineering majors participate in the WiSE Learning Community. In addition to living together, students participate in activities focused on academic success, social integration and leadership development. The College of Engineering provides over 250 women in engineering students with free tutoring each academic year. This spring, the College of Engineering will provide a new recruitment program for 75 high school juniors and seniors to spend two days exploring engineering at Iowa State University.

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 students
- University of Southern Denmark (Denmark) – sent/received students
- University of Birmingham (U.K.) – sent/received students
- University of Edinburgh (U.K.) – sent/received students

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

Departmental Initiatives & Successes.

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

The Department of Agricultural and Biosystems Engineering (ABE)’s commitment to diversity and inclusion are reflected in its research enterprise, teaching and outreach activities. A number of Research Experiences for Undergraduate (REU) programs, administered by ABE, provide STEM research training and professional development for students from traditionally underrepresented groups. Grant funding from USDA-NIFA Multicultural Scholars Program 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 several Historically Black Colleges and Universities (notably Jackson State University, Alabama A&M University, North Carolina A&T University, and Alcorn State University) both for the recruiting of students and for research and teaching partnerships. Several outreach activities are planned to reach out to community colleges and K-12 schools in Iowa with increasing minority student enrollment.

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

The 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) 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 23 underrepresented minority and female students. Three students from HBCU Savannah State who participated in the program have joined ISU graduate programs including one 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. A graduate student learning community also is in place to provide peer mentoring of incoming students to enhance student success and the notion of community. In addition the department has added two women to our faculty ranks through our 2013-14 search process. While the department continues to actively participate in partner accommodation efforts, a lack of partner accommodation resulted in one of our faculty accepting an offer from Purdue University.

The Department of Civil, Construction and Environmental Engineering hired seven new faculty members this past year, 3 of whom represent minority groups and one of whom is female. The department's newly hired undergraduate academic advisor is also a woman from an underrepresented minority. Women currently account for 21% of the department's faculty members and 17% of the undergraduate student population. The department's domestic underrepresented minority student population is at its highest level ever, at 10%. In addition, international students comprise over 12% of undergraduates. The department actively fosters international student exchanges with universities in China, Turkey, Scotland, and India with over 100 of such students currently studying in Ames. Both the construction and civil engineering programs have active student professional organizations for women that support opportunities for career development. The department is now searching for 3 faculty members for this coming academic year and is specifically targeting underrepresented minorities in its recruitment activities to further enhance diversity in the department.

The Department of Industrial and Manufacturing Systems Engineering successfully conducted another faculty search resulting in one female hire bringing the IMSE faculty to 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. Although we have room to continually improve, we are proud that our faculty percentage women now closely matches our student percentage women of 31%. The IMSE Department hosts APEX students giving them the opportunity to see faculty research labs and experience the Industrial Engineering program. During the fall and spring semester we also host three sessions of Taking the Road Less Traveled sponsored by The Program for Women in Science & Engineering. This program hosts girls in grades 6-12 career exploration conferences and we have 132 students that attend our session a year. 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. This year we have restructured these nights to provide assistance to students Sunday-Thursday evenings to promote student academic success.

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. Professor Larry Genalo teaches Toying with Technology, a program that teaches pre-service elementary school teachers to bring engineering and technology into their classrooms. These students are predominantly women who go on to serve as positive role models for students' interested science, technology and engineering. Additionally, the MSE department Chair, Kristen Constant, attended the TMS Diversity Summit on Creating and Sustaining in Materials Science and Engineering in Washington DC to begin a national conversation about identifying and developing best practices to support inclusion in materials engineering education. Finally, Kristen Constant was also named to the ABET Board of Directors where she will represent WEPAN (Women in Engineering ProActive Network)). This is a new position in which she is expected to explore the addition of inclusion and diversity into accreditation criteria.

THE COLLEGE OF HUMAN SCIENCES

Diversity is very important to the College of Human Sciences. Social Justice is one of our key initiatives. Diversity is emphasized in almost everything we do. The Director of the School of Education, Dr. John Schuh believes that the SOE "has more activities related to diversity infused in our curriculum and student experiences for which we provide oversight as virtually any unit in the university." All education undergraduates take the course CI 406, Introduction to Multicultural Foundations of School and Society. We offer a certificate in Social Justice which has just been expanded by vote of our faculty to the Social Justice in Education certificate and now covers grades P-20.

We are deeply involved in a number of initiatives designed to provide enriched experiences for students from historically underrepresented groups:

- The King and Moulton Schools Pathways Initiative. A presidential initiative to provide support for students from the Drake neighborhood of Des Moines. The initiative also includes scholarships.
- Science Bound—A program for inner city junior high students of color to promote science and technology for future college majors.
- Carver Academy program to enhance, encourage and support students of color in academic, social, and cultural activities throughout their college experience.

CHS Diversity, Equity, and Community Committee (DEC) The primary focus of the Committee this year was the creation and distribution of the CHS diversity climate survey. The committee selected and adapted items from scholarly literature and previous surveys conducted at ISU, designed the Qualtrics format of the survey applied for IRB approval so that college and research reports would be allowed, pretested the survey, and administered the survey. Analysis of qualitative and quantitative data are in progress.

Any new changes or modifications to our recruitment for students.

- Beginning last fall, Multicultural student recruitment is now tied into CHS Recruitment's collaboration with the Office of Admissions to utilize the Customer Relations Manager (CRM) client. With this, each prospective students received a personalized e-mail from the MLO, a letter once they are offered admission 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 A M D Multi-Cultural Organization. In spring 2014, we developed three videos to use with the recruitment of out of state students of color—these videos will be sent electronically to prospective students from Chicago, Illinois, Puerto Rico and Texas.
- For the fourth year, we will offer five \$2,000 scholarships to new multicultural students.
- All new freshmen are offered a one on one meeting with a member of the CHS Multicultural Programs staff during the June orientation to review resources and begin making connections with the office. Sixty-seven students along with their families attended the meetings; 72% of the number of new freshmen who enrolled.

A summary of your diversity programming for students. Beginning October 2013 and continuing to November 2014

Fall 2013

- Presented session on diversity, bias and multicultural competence to all CHS orientation courses
- Hosted information session about the Summer Medical and Dental Education Program for students of color (10 students attended)
- ISU Leaders in Education and Diversity created posters about Martin Luther King's words to be used in partnership with the MLK celebration activities at King and Moulton Elementary schools.
- 236 Individual student meetings with Multicultural Programs staff

Spring 2014

- Connect Four student meetings bi weekly (29 students participated, 1 year retention for participants was 96% compares to 79.2% for eligible non-participants)
- MLO Presented session on diversity, bias and multicultural competence to all CHS orientation courses

- MLO and ISU Leaders in Education and Diversity hosted two dinners with Ames Community School District Leaders and education majors of color about professional development and diversity issues within education.
- Multicultural Programs staff presented 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 to K-12 students).
- College of Human Sciences sponsored a table of 10 for the Ames NAACP Banquet
- MLO held Diversity training for Iowa State University Honors Program First-Year Honors Program Leaders
- 21 CHS students, faculty and staff at the Iowa State Conference on Race and Ethnicity
- MLO Facilitated three pre-departure training sessions for 2014 ISCORE/NCORE Scholars, staff and faculty
- Multicultural Programs Hosted Connect Four Poster Session (approx. 100 CHS and University Faculty, staff and students attended)
- College sponsored Asian American and Pacific Islander Awareness Week activities
- College sponsored Latino/a Graduation Ceremony
- College sponsored the Big XII Conference on Black Student Government and funded registration for 5 students
- 197 Individual student meetings with Multicultural Programs staff

Summer 2014

- Diversity presentation for Learning Community coordinators at the Annual Learning Community Institute
- MLO facilitated a small group for the National Conference on Race and Ethnicity student delegation
- MLO met weekly with 8 CHS students participating in the Academic Program for Excellence (APEX). Sessions included goal setting, career planning and resources, international opportunities, leadership and StrengthsQuest, and presentation skills)
- 10 CHS students, faculty and staff attended the Iowa African American Hall of Fame Induction Banquet
- Diversity Training for ISU Learning Community Peer Mentors

Fall 2014

- Presented session on diversity, bias and multicultural competence to all CHS orientation courses
- Sponsored Latino Leadership Retreat
- Sponsored “The Ferguson Moment: Poverty, Politics and Planning in the Suburbs of St. Louis” lecture and reception; MLO assisted with facilitated discussion opportunity following session
- Sponsored Womyn of Colour Retreat
- Connect Four Kick-Off for students and mentors (107 students attended)
- Bi-weekly Connect Four meetings with freshmen (35-45 participants)
- 3rd Annual CHS Multicultural Mentor Leadership Retreat (45 students attended)
- Monthly Leadership Series for Peer Mentors (60 upper-class multicultural peer mentors)
- Created 2 new student leader positions to assist with the coordination of the CHS Multicultural Mentors Program.
- Developed partnership with Dream to Teach, a Des Moines Schools initiative to encourage more students of color to pursue teaching. CHS students and staff attended a Saturday workshop for the group and hosted approximately 50 middle and high school students on campus.
- Diversity training for 9 sections of the First year honors program freshman seminar
- MLO providing diversity and inclusion session for the Women’s Leadership Retreat

- Denise Williams chaired inaugural campus-wide DiverCYty Network planning committee to prepare campus staff and graduate students to provide diversity trainings for campus (initial cohort of
- 162 Individual student meetings with Multicultural Programs staff (As of October 31)

Selected Presentations:

- Giles, M., Kellogg, J., & **Williams, D.** (2014, May). *Bringing NCORE home: The Iowa State University Conference on Race and Ethnicity*. National Conference on Race and Ethnicity, Indianapolis, IN.
- Chicoine, J. & **Williams, D.** (2014, April). *The Importance of Feedback: Collaborating to provide the best support possible to Veterans, military personnel and their families*. Iowa State University Student Success Summit, Ames, IA.
- Ancar, L., Kennis, A., & **Williams, D.** (2014, April). *Engaged. Connected. Retained: Strategies for influencing the success of multicultural students*. Iowa State University Student Success Summit, Ames, IA.
- Ancar, L., **Salinas, C.** & **Williams, D.** (2014, February). *Creating an Inclusive Classroom: What our Latino/a students have to say*. Leveraging Diversity in STEM Teaching. Center for the Integration of Research, Teaching and Learning (webinar).
- Ancar, L., **Salinas, C.** & **Williams, D.** (2013, October). *Creating an Inclusive Classroom: What our Men of Color Have to Say*. Leveraging Diversity in STEM Teaching. Center for the Integration of Research, Teaching and Learning (webinar).
- Starobin, S. S., **Hagedorn, L.S.**, & Chen, Y. (in press). STEM student success literacy as a social cognitive construct among Latino students in urban community colleges: An application of SEM second-order factor model. *Community College Journal of Research and Practice*.
- Hurt, T. R.**, Shirley, M., Hemesath, C. A. (2014). *Black men and the decision to marry*. Paper to be presented at the annual National Council on Family Relations conference, Baltimore, MD.
- Williams, D.** (2014, September). *1st annual state survey of military and Veteran student findings*. 2014 Iowa Statewide Veterans Conference, Iowa City, IA.
- Williams, D.** (2014, May). *Boots on the ground: Starting the conversation about serving student Veterans of color*. National Conference on Race and Ethnicity, Indianapolis, IN.

Selected Publications

- Beach, S. R. H., Barton, A., Lei, M. K., Brody, G. H., Kogan, S. M., **Hurt, T. R.**, Fincham, F. D., & Stanley, S. M. (2014). The effect of communication change on long-term co-parenting: Impact of the Promoting Strong African American Families (ProSAAF) Program. *Family Process*, *x* (x), 1-16. doi: 10.1111/famp.12085
- Hurt, T. R.** (2014). Black men and the decision to marry. *Marriage & Family Review*, *50* (6), 447-479. doi: 10.1080/01494929.2014.905816
- Richardson Bruna, K. (2014). Transcultural Sensitivity, Transnationalization, and the Global Soul. In Hamann, Harklau, & Murillo (Eds.), *Revisiting Education in the New Latino Diaspora*.

Selected GRANTS

- 2013 – 2015 An Exploration of Multigenerational Legacies of Diabetes Within African American Families. Applied to College of Human Sciences, Intramural Collaborative Seed Grant program by **principal investigator Tera R. Jordan** and co-investigators Lorraine Lanningham-Foster, Daniel Russell, and Carolyn Cutrona. Award: \$22,173. Project timeline: January 2014 – December 2014

2013 - 2014 Immune-mediated Mechanisms of Insulin Resistance in Obese African Americans. Applied to College of Human Sciences, Intramural Collaborative Seed Grant by principal investigator Marian Kohut and **co-investigators Tera R. Hurt** and Lorraine Lanningham-Foster. Award: \$25,000. Project timeline: April 2013 – April 2014

2013-2016 USDA Multicultural Scholars grant that funds 4 years of tuition for 5 under-represented minority undergrads in Food Science. Students are closely mentored.

Selected Appointments

Linda Serra Hagedorn (Assoc Dean and Professor) serves on the National Board of Directors for the *National Action Council for Minorities in Engineering* (NACME) 2009-present

THE COLLEGE OF LIBERAL ARTS AND SCIENCES

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

Diversity Efforts and Initiatives

This summer the College of Liberal Arts and Sciences hosted 19 multicultural students for the Academic Program for EXcellence (APEX) program, which is designed for incoming multicultural freshmen. APEX helps multicultural students transition to ISU during the summer prior to their first semester.

The Bridging Opportunities in Leadership and Diversity (BOLD) Program is a new first-year academic, social, and professional success program designed to support the diverse representation and retention of undergraduate multicultural students in the College of LAS. Currently, 42 new first-year students are participating in the program and 40 students serve as peer mentors.

LAS requested and received financial support from SVPP to hire Michael Young as an Assistant Professor in Mathematics in support of diversity initiatives. Dr. Young is a promising, African-American mathematician in a field with very little representation from African Americans. While he was a postdoc in mathematics he proved to be a great asset as a role model for graduate students and a recruiter for the graduate program. He has great potential to attract external funding and be a productive researcher.

Gustavo MacIntosh, associate professor of BBMB, started the ISU-Society for the Advancement of Chicanos, Latinos and Native Americans in Science (SACNAS). The chapter was approved by ISU in 2013 and was recognized by the national organization this month. He is a member of the Minority Affairs Committee (MAC) of the American Society of Plant Biologists (ASPB).

As a result of the University Diversity Grant received last year by Joel Geske and Luiza Dreasher, a training workshop on inclusive classrooms was held in January of 2014 with 16 units within the college attending. Trainees were responsible for teaching or overseeing classes of over 11,000 students per year.

In response to the climate survey performed by the Graduate College, the Math department held a faculty workshop aimed at improving the climate for students. They have several ongoing mentoring clusters: MOCA (Mathematicians of Color Alliance) and EDGE@ISU, a cluster for women in the mathematical sciences. EDGE members hosted a table of activities at the Girls in Science Festival at the Iowa Science Center.

The Carrie Chapman Catt Center for Women and Politics developed several resources that promote understanding of the representation of Iowa women in elected and appointed office, private business and non-profits. These resources include: the *Women in Iowa Politics* database, the *Gender Balance Project*, and the *Women in Business* project.

The English department sponsored a reading by Mojave Indian poet Natalie Diaz who was a featured poet at the 10th annual Wildness Symposium in March 2014. The Women's and Gender Studies Program sponsored two public lectures: Melissa Harris-Perry and Dr. Kesho Scott, associate professor of sociology from Grinnell College and financially supported its honorary club, Tri-Iota, to bring to campus an international poet, Andrea Gibson. Gloria Jones-Johnson participated in a panel to discuss eating disorders and participated in a panel discussion on global issues related to the education of women based on the viewing and discussion of a popular global film on gender inequality in education. The world languages and cultures department sponsored a campus-wide talk by Anthony Appiah on the topic of justice, culture and globalization and sponsored "African Difference" with writer Justo Bolekia.

The physics and astronomy department hosted several events with the aim to increase diversity in the physical sciences: Out of 18 colloquium speakers during the academic year, four were female scientists. They also hosted a panel discussion on "Women in Physics and Astronomy: Past, Present, and Future." Bill Simpkins, chair of geological and atmospheric sciences, became chair of the Geological Society of America's committee charged with selecting the recipient of the Subaru "Outstanding Women of Science Award," which recognizes excellence in research and service among women in the geosciences.

Amy Erica Smith, assistant professor of political science, published a paper on at-risk youth and sexual risk-taking among at-risk youth in Brazil, and an online research note on attitudes toward programs preventing child servitude in Haiti. Robert Urbatsch, associate professor of political science, is the author of a new book, *Families' Values: How Parents, Siblings, and Children Shape Political Attitudes*, which addresses origins of the diversity of political tastes and opinions in the everyday behaviors of family members and in family structures that systematically and unconsciously influence political preferences.

Dianne Bystrom, director of the Carrie Chapman Catt Center, published two journal articles and four book chapters that examined the use of social media by female and male voters in the 2012 Iowa Republican Caucuses. Bystrom is also lead co-editor of the 2014 book, *alieNATION: The Divide and Conquer Election of 2012*, which included chapters focused on women, Latino, African-American and youth voters. She also gave numerous presentations to local and state organizations, including women's groups and organizations assisting disabled citizens in becoming more politically active.

Cameron Beatty, leadership lecturer in the Catt Center, is the 2014-15 scholar-in-residence for the Standing Committee on Men and Masculinities with the College Student Educators International where he offers research on best practices with working with college men from an intersectional identity approach. Another leadership lecturer, Clinton Stephens, presented a workshop for 75 students in Iowa State's George Washington Carver Scholars program at their spring 2013 retreat. He also serves on the university-wide Martin Luther King Jr. Day planning committee. Kelly Winfrey, also a leadership lecturer and Bystrom gave a presentation on the status of women in Iowa politics in October 2014 to a group of African women from Zambia participating in the International Visitor Leadership Program. Most departments have intensified efforts in promoting and advertising open positions to diverse markets.

New Courses Aimed at Diversity

The Catt Center coordinates ISU's 21-credit-hour *Community Leadership and Public Service* certificate program. In fall 2014, two new courses which have a diversity component – Leading with Purpose and Campus Leadership Development – were added to the leadership curriculum. Outreach efforts for the leadership certificate program include targeted advertising and workshops for underrepresented students.

The Women's and Gender Studies Program (WGS) offered two new courses: Gender and Popular Culture and Gender and Business.

Alex Tuckness, professor of political science, recently developed a course, Democracy and Diversity in America that in Spring moved out of the experimental stage and became a regular course offering.

Tessa Ditonto, assistant professor of political science, developed and taught a mini-course on Women and Public Policy in Spring 2014, focused on policy issue areas that affect women exclusively or differentially as well as women's contributions to the public policy process.

Awards and Fellowships Promoting Diversity

The Greenlee School of Journalism and Communication won the Diversity Award for the top school in the country for its efforts in equity and diversity, as judged by the Association for Education in Journalism and Mass Communication.

Javier Vela, assistant professor of chemistry and associate of the Department of Energy's Ames Laboratory, received the Midwest American Chemical Society (ACS) Stanley Israel Award for Advancing Diversity in the Chemical Sciences. The award recognizes individuals and/or institutions that have advanced diversity in the chemical sciences and significantly stimulated or fostered activities that promote inclusiveness within the ACS Midwest region.

Amy Erica Smith, assistant professor of political science, received a Fulbright Fellowship to conduct research in Brazil on political attitudes, voting patterns, and political processes in that country. Saulo Orizaga, mathematics Ph.D. 2014, was awarded an Alliance for Building Faculty Diversity Fellowship to the University of Arizona.

Nell Gabiam, assistant professor of political science and anthropology, received a Woodrow Wilson National Fellowship Foundation 2014 Career Enhancement Fellowship for Junior Faculty award for June 2014 to June 2015. This award provides the opportunity to further her research on the Middle East, forced migration, Palestinian refugees, humanitarianism, international development, and race identity.

International Activities

James McCormick, professor of political science, visited the University of Ottawa to make arrangements to offer a course on Canadian politics to students from both Canada and the U.S., allowing students to exchange views of politics and government in Canada and the U.S. Kelly Shaw, lecturer of political science, took eight students on a study abroad experience in Europe, focused on the European Union in Brussels, Belgium, in the summer of 2014.

During the summer of 2014, ISU ROTC had 26 cadets travel to the following countries: Bulgaria, Burkina Faso, Chile, Croatia, France, Germany, Kosovo, Moldova, Mongolia, USA-PACOM, and Thailand as part of Cultural Understanding and Language Proficiency (CULP) program, which allows cadets from the military sciences to immerse in foreign cultures learning about everyday life and intensive language study.

THE UNIVERSITY LIBRARY

Building and Promoting Diversity and Multicultural Collections

General Collections

The University Library continues to develop its collections supporting diversity, multiculturalism and globalization, with subject librarians assigned to diversity-related areas, including African and African American Studies; American Indian Studies; Asian American Studies; Diversity; Latino/a Studies; LGBT Studies; Religious Studies; Women's and Gender Studies; and World Languages and Cultures.

Significant additions to the library's general and media collections include:

- American Revolutionary: The Evolution of Grace Lee Boggs (film)
- Journal of Bisexuality (journal)
- Latino-Hispanic American Experience: Arte Público Hispanic Historical Collection, Series 1 (database)—*Digitized version of the nationally renowned "Recovering the U.S. Hispanic Literary Heritage Project," an archival and rediscovery project for preserving US Latino history and culture.*
- Latino-Hispanic American Experience: Leaders, Writers, and Thinkers, Series 2 (database)—*Digitized version of the "Arte Público Hispanic Historical Collection," focusing on prominent Latino civil rights leaders, women writers, religious thinkers, and other historic US Latino leaders.*
- LGBT Thought and Culture (database)
- Media Education Foundation (streaming media)—*Educational documentaries on gender, race, and politics.*
- Middle Sexes: Redefining He and She (film)
- People of a Feather (film with public performance rights)—*Documentary of the Inuit and the environmental challenges faced due to hydroelectric dams interfering with traditional ways of life. Requested by American Indian Studies faculty for American Indian Studies Movie Night.*
- Winter in the Blood (streaming rights)—*Streaming video version of James Welch's well-known novel, used heavily in American Indian Studies courses.*
- Women Make Movies (streaming video)—*Fourteen high usage titles, including a number of feminist films with race and ethnic studies topics.*
- Your Day is My Night (film)

Special Collections

The library's Special Collections Department identifies, selects, preserves, and provides access to rare and unique research materials that support major research areas of the university. In March 2014, the Special Collections Department acquired the letters of Carrie Chapman Catt, women's suffragist and Iowa State alumna, and correspondence between her family and friends. Other diversity-related acquisitions include a photograph of Jack Trice as a child and the records of Iowa State's LGBTQA Alliance.

Digital Collections (<http://www.add.lib.iastate.edu/preserv/cdm/digital.html>)

The library makes materials from its general and special collections available online through its Digital Collections. A selection of Mary Newbury Adams materials concerning women's suffrage, improving education for women, and other women's rights issues, was digitized and added to the Digital Collections for Women's History Month.

Digital Repository @ Iowa State University (<http://lib.dr.iastate.edu>)

Digital Repository @ Iowa State University provides free, public access to the research and scholarship of Iowa State's faculty, students and staff. It also serves as a publishing venue for journals and conference proceedings. The *Journal of Critical Thought and Praxis*, a graduate student-run journal covering social justice and education, is the first peer-reviewed journal published through the repository.

LibGuides (<http://instr.iastate.libguides.com/>)

Library staff in the Reference and Instruction Division create Library Guides (LibGuides) to assist students and faculty in locating information resources provided by the library. LibGuides have been created in several subjects related to diversity, including:

- African and African American Studies Research Guide
- American Indian Studies Research Guide

- Asian American Studies Research Guide
- Chinese Research Guide
- French Research Guide
- German Research Guide
- Latino Studies Research Guide
- Online Encyclopedias—Diversity Studies
- Religion Research Guide
- Russian Research Guide
- Spanish Research Guide
- World Languages and Cultures Research Guide
- Women and Gender Studies Research Guide

Providing Diversity Programming and Services for Faculty, Staff, Students and the Public Year-round

Library staff in the Reference & Instruction Division continue to be involved in teaching library research/course-related instruction sessions to students enrolled in a number of diversity-related courses, including classes in race and ethnic studies areas; ISU's ISCORE Program; Women's and Gender Studies; and World Languages and Cultures.

April 2014

Becky Jordan, from the Special Collections Department, participated in the George Washington Life and Legacy Symposium, promoting collections related to diversity and George Washington Carver. Digital Collections promoted Carver's 150th birthday on its website.

June 2014

The Library streamed the Colorado Academic Library Association Summit—Educating in a World of Diversity, featuring librarians describing diversity initiatives at their institutions.

July 2014

The Library hosted a Safe Zone 101 Training for Library faculty and staff, provided by LGBT Student Services. The Library Committee on Diversity also held listening sessions to gather staff input on the direction of the library's diversity efforts.

September 2014

The Library Committee on Diversity, with assistance from Susan Vega Garcia, partnered with Multicultural Student Services to organize a book display to celebrate Latino Heritage Month.

October 2014

The Library Committee on Diversity partnered with LGBT Student Services to organize a book display on "coming out and coming of age in the LGBT community" to commemorate Coming Out Week.

Changes or Modifications to Recruitment Strategies for Staff

All search committee members get training from the Library's Equity Advisor on best hiring practices and developing a diverse applicant pool. Topics covered include unconscious bias and questions that can and cannot be asked during interviews. This training applies to searches at all levels, including P&S and Merit. The Library has also been bringing in more non-librarian candidates for on-campus interviews, expanding the geographic diversity of our job candidates.

Research Initiated, Continued and Completed on Diversity-related Topics

Research initiated or in progress

Kelly Thompson is conducting research on how gender identity is reflected in library cataloging.

Completed publications and presentations

- Harrison W. Inefuku, “Putting the Tiles Together: Building Diversity in the Archival Profession,” *Synergy: News from the ARL Diversity Programs* 11 (2014): 4–6, http://lib.dr.iastate.edu/digirep_pubs/2/.

Library Faculty and Staff Memberships on Diversity-related Committees

In October 2014, the Library Committee on Diversity updated its charge to include a new focus on providing programming and services that celebrate and promote diversity at Iowa State University. The membership of the committee was also amended to include four appointed Library faculty and staff, with the Library’s Head of Human Resources, Equity Advisor, Disability Services Coordinator and Office of Equal Opportunity Information Advisor serving in ex-officio capacities.

A number of library faculty and staff also serve on diversity-related committees, both on campus and in regional and national professional organizations. These service activities are listed below.

Library Committees and Roles

Diversity Committee

Harrison W. Inefuku (chair), Stephanie Bennett, Hilary Deike, Norma Dowell, Tobie Matava, Kathy A. Parsons, Hilary Seo, Steve Shuman, Chris Sweet

Subject Librarians for Diversity-related Areas

- Dan Coffee (Religious Studies and World Languages and Cultures)
- Susan Vega Garcia (African and African American Studies; American Indian Studies; Diversity; and Latino/a Studies)
- Tobie Matava (Asian American Studies; LGBT Studies; and Women’s and Gender Studies)

Disability Services Coordinator: Kathy A. Parsons

Equity Advisor: Hilary Seo

Office for Equal Opportunity Information Advisor: Tobie Matava

University Committees

<i>Name</i>	<i>Committee</i>	<i>Role</i>
Hilary Deike	University Committee on Diversity	University Library Representative (through September 2014)
Harrison W. Inefuku	University Committee on Diversity	University Library Representative (beginning October 2014)
Tobie Matava	Asian American Studies Advisory Committee	Member
	University Committee on Women	Member
	Women’s and Gender Studies Advisory Committee	Member
Emma Molls	LGBTQA Faculty Staff Association Leadership Team	Member
Kathy A. Parsons	Student Disability Resources Office	University Library Liaison

	University Disability Committee	University Library Representative
Laura Sullivan	Archives of Women's Political Communication Internal Review Board	Member
	Women's Leadership Consortium	Member
Kelly Thompson	LGBTQA Faculty Staff Association Leadership Team	Member

Regional and National Committees

<i>Name</i>	<i>Committee</i>	<i>Role</i>
Harrison W. Inefuku	Asian/Pacific American Librarians Association, Publicity Committee	Member
	Society of American Archivists, Archivists and Archives of Color Roundtable	Webmaster
	Society of American Archivists, ARL/SAA Mosaic Program Advisory Group	Member
	Society of American Archivists, ARL/SAA Mosaic Program Selection Committee	Chair
Laura Sullivan	Midwest Archives Conference, Archie Motley Memorial Scholarship Committee	Member

THE COLLEGE OF VETERINARY MEDICINE

The College of Veterinary Medicine (CVM) is committed to fulfilling the University's goals of increasing its diversity and inclusion awareness 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's 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.

To tie into the college's core value statement, the annual performance evaluation includes competencies such as fostering a work environment characterized by mutual respect, acting with integrity, demonstrating flexibility and receptiveness to new ideas and approaches, and establishing and maintaining collegial relationships that foster a positive, inclusive work environment.

Recruitment/Retention Strategies

Dr. Catherine Logue was appointed as the Director of Faculty and Staff Advancement and Equity (EA) in the winter of 2014. To complement our equity and diversity efforts, Dr. Logue has been involved in educating and training 18 faculty search committees to better understand unintentional biases and prevention strategies in the recruitment process. These training activities have been carried out using the ISU ADVANCE recommended training approach. Dr. Logue has also served as a resource for the search committees by directing individuals to websites that point to best search practices, other available

resources, and suggestions for interview components geared towards diverse candidates. She attends monthly EA group meetings with campus colleagues, as well as, other advisory committees related to EA activities.

In support of faculty advancement, Dr. Logue hosted a question and answer session between early career faculty and the various departmental P&T chairs and the chair of the CVM P&T committee. She also created a workshop held this fall for junior faculty working towards promotion and tenure. The workshop was designed to provide insight and guidelines for best practices for a successful dossier as faculty begin working towards P&T. The workshop will be repeated again in the spring and then on a semi-annual basis thereafter. The college has also secured an agreement with the Provost's office to house sample dossiers from previous faculty who were successful in the P&T process. Dossiers will be made available by appointment and can be viewed for various ranks – assistant to associate, associate to full, and clinician to senior clinician.

Departments continue to broaden their search pools by advertising open positions with the National Registry of Diverse and Strategic Faculty. 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. Departments are also utilizing resources from ISU ADVANCE in their recruitment efforts to encourage full participation of women faculty in science, technology, engineering, and math fields in the university. The college continues to build relationships with faculty by offering continuing education activities, seminars, and courses that attract veterinarians internationally.

Programming: Presentations and Grantsmanship

Through the Women's and Diversity program of the Provost's office (2013 funding cycle) Drs. Catherine Logue and Sue Lamont (CALS) secured funds to bring in speakers as part of our program inspiring women leaders in our respective colleges. CVM hosted Dr. Don Smith (Cornell University) and Ms. Julie Kumble (Massachusetts Women's Fund) in the fall of 2013 to discuss women in leadership in the veterinary medicine profession. While visiting ISU, Smith and Kumble had an opportunity to visit with students. That interaction has resulted in the formation of a women's leadership group among the female students (WVLDI) which is advised by female faculty members in the CVM. Their first leadership conference was held in September 2014 and the turnout and feedback was positive. Smith and Kumble revisited the CVM to train veterinary students in leadership techniques and qualities.

The second speaker that was invited to CVM under this program was Dr. Lisa Greenhill of the AVMA. During her visit in the spring of 2014, she presented information on the current climate and diversity among colleges of veterinary medicine nationally. Her visit yielded the development of a grant application to the Provost Office's Women's and Diversity Program by Drs. Catherine Logue and Wilson Rumbelha. As a result, funding was obtained to carry out a climate and diversity survey in the CVM. The survey is in the process of being approved through IRB and will be launched later this fall semester.

Drs. Catherine Logue and Claire Andreasen launched a *12 books for 12 women leaders* program this fall. This 12 month program, funded through the Provost's Office and CVM's Dean's office, results in 16 women leaders in the college participating in a book club to explore leadership through readings and networking with women leaders on our campus. The program will continue through the summer of 2015.

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.

Due to the dedication of the organization's members, the following individuals have been nominated and/or recognized for their outstanding contributions and impact: Cindy Hall, the SPECTRUM student president, has been nominated for the National Patricia M. Lowrie Diversity Scholarship (pending award); Dr. Monica O. Howard received the W. Houston Dougharty Ally Award May 2014 at the ISU Lavender Graduation; and graduating CVM senior, Uri Donnett, received the LGBT Award for Student Service.

The number of individuals who have completed the Safe Zone 101 training continues to grow and as a result the number of registered allies is increasing at CVM as well.

Programming/International Activities

CVM faculty is supportive of activities that recognize and celebrate cultural differences. The college again engaged in numerous international activities that resulted in increased cultural understanding and technical knowledge; not only for its own students and faculty, but for students and scholars from all over the world. The college received two visiting scholars under MOU's. One under the auspices of an MOU with the Norwegian Veterinary School and one from a long-standing MOU with the Universidad Complutense de Madrid in Spain. Additionally, the college has had visiting scholars from Argentina, Brazil, Chile, China, India, Slovenia and Turkey. The college is also pleased to have robust graduate, post-doctoral, and research programs that include professionals from Argentina, Brazil, China, India, Nepal, Pakistan, Thailand, Turkey, and Vietnam.

58 Iowa State veterinary and pre-veterinary students studied abroad on five study abroad programs in China, Ecuador, Guatemala, South Africa, and Thailand. Dr. Wilson Rumbelha and coordinator of international study programs, Katie Davidson, are investigating a site visit to Uganda with the intention of offering a study abroad opportunity entitled "One Health Uganda: the Human, Livestock, and Wildlife Interface". Additionally, Drs. Renee and Grant Dewell are working on study abroad trip to Brazil that is focused on beef cattle and nutrition.

The CVM has renewed its MOU with the ONIRIS School of Veterinary Medicine in Nantes, France. Dr. Matthew Ellinwood and Katie Davidson will be conducting a site visit to Nantes in January 2015 to visit the school, meet with officials, and determine an itinerary for a 2016 veterinary study abroad opportunity.

The CVM International Programs office has record of 24 international trips made by faculty and staff during the reporting period. Travel activities included conference presentations, trainings, site visits, and guest lecturing. Countries visited included Russia, Canada, Guatemala, Uganda, Spain, South Africa, China, Mexico, Cameroon, Denmark, Antarctica, Australia, and India. CVM faculty are encouraged to present at and attend international conferences to build sustainable relationships within the international community.

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

Committees/Organizations/Memberships

The college is pleased to recognize Melody Gustafson as the CVM Equal Opportunity Information Advisor. This position enhances the support and resources for our faculty and staff in

the areas of discrimination and harassment. Melody is gaining knowledge through campus training and colleague support and resources.

Dr. Claire Andreassen is a member of the University Council on International Programs and is a member of the Diversity Committee of the Association of American Veterinary Medical Colleges.

ADA

The CVM has undertaken a number of initiatives to adapt the professional curriculum to comply with the Americans with Disabilities Act (ADA) and additional Equal Opportunity Awareness; including Title IX compliance via training and processes. The CVM's Office of Academic and Student Affairs (OASA) and college administration personnel provide assistance to students and employees in need of accommodations by sharing resources and coordinating with the Office of Student Disability Resources, the academic department, and the individual making a request. We have had a number of college-wide faculty training sessions from the Office of Student Disability Resources and developed college documents, templates, and processes to document and assure ADA compliance.

To obtain a deeper understanding of the complexity of the ADA, the OASA staff attended the ISU Board of Regents Disability Summit in October 2014. We have also integrated personnel from the Dean of Students Office, Student and Outreach Program and Office of Student Disability Resources into our first year student orientation program and additionally at presentations in our Year 1 student seminar series.

For ADA infrastructure, regarding compliance with examinations, a room in the college was evaluated by the Office of Student Disability Resources and has been assigned and scheduled for accommodation testing and make-up examinations. The rooms are needed at the college due to the distance from testing rooms on campus. Additional examples of measures implemented are captioning of teaching videos, availability of recommended devices such as ear plugs to markedly minimize distractions, and signage. During this time, professional students who have documented disabilities are enrolled in the program with increasing numbers. All impacted students received or are continuing to receive accommodations while enrolled in the curriculum. All of 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: 2004-2014

The total workforce increased by 354 employees, from 2004 to 2014. 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 all eight POA groups from 2004 to 2014. The largest increase in workforce for females from 2004 to 2014 was in the POA group Professional and Scientific. The number of females in the workforce had an overall increase of 280 female employees, an increase of 1.6% in this ten-year period. Female employees in 2014 are 50.6% of the total workforce compared to 49% in 2004.

The minority workforce has experienced growth in has experienced growth in all eight POA groups from during this ten-year period. The largest increase in workforce for minorities was in the POA group Faculty: Tenure Track. The minority workforce had an overall increase of 137 employees and had an increase of 1.5% in this ten-year period. In 2004, minority employees were 11.5% of the total workforce compared to 13% of the total workforce in 2014.

University of Northern Iowa
Office of Compliance and Equity Management

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

October 2014

Submitted by Leah Gutknecht
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**Annual Report on Affirmative Action
To the Board of Regents, State of Iowa
University of Northern Iowa (UNI)
October 2014**

I. INTRODUCTION.

The University of Northern Iowa is committed to a policy of equal opportunity in employment, retention, and advancement of employees without regard to age, color, creed, disability, gender identity, national origin, race, religion, sex, sexual orientation, veteran status, or any other basis protected by federal and/or state law, except in rare instances where sex may be a bona fide occupational requirement of the applicant, and to a policy of affirmative action for protected classes. Affirmative action entails special efforts by the University community to recruit and hire protected class members throughout the University, proportionate to their availability in the relative labor market. This includes the provision of a campus environment that is free from illegal discrimination and harassment, and applies to the recruitment, appointment, and promotion of persons in all employment groups.

This report presents recent employment activities at UNI. The data in this report are compiled according to Board of Regents, State of Iowa guidelines, and include all non-temporary, full-time, and part-time employees working 50 percent time or more as of October 1, 2014. 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.

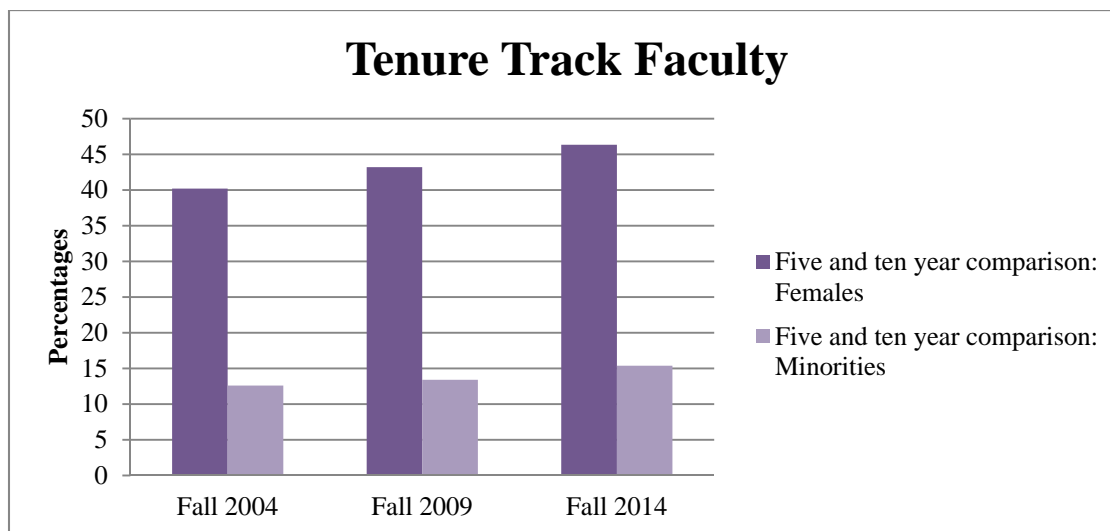
As of October 1, 2014, the UNI workforce totals 1860 non-temporary employees. This includes 1042 (56%) female employees and 200 (10.8%) minority employees. One year ago, UNI employed 1807 non-temporary employees, including 1013 (56.1%) female employees and 189 (10.5%) minority employees. Total number of employees increased by 53 from last year (2.9%); the percentage of females remained constant, and the percentage of minorities increased slightly to 10.8%.

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 but compared to 2004 and 2009, the 2014 progress with female and minority hiring is significant. The total number of non-temporary employees working at UNI is down by 48 (2.5%) compared to ten 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 54.2% ten years ago. Females are currently employed at a rate of 56% of total employment. The percentage of minority employees has increased over the ten-year period, from 9.7% in 2004 to 10.8% in 2014.

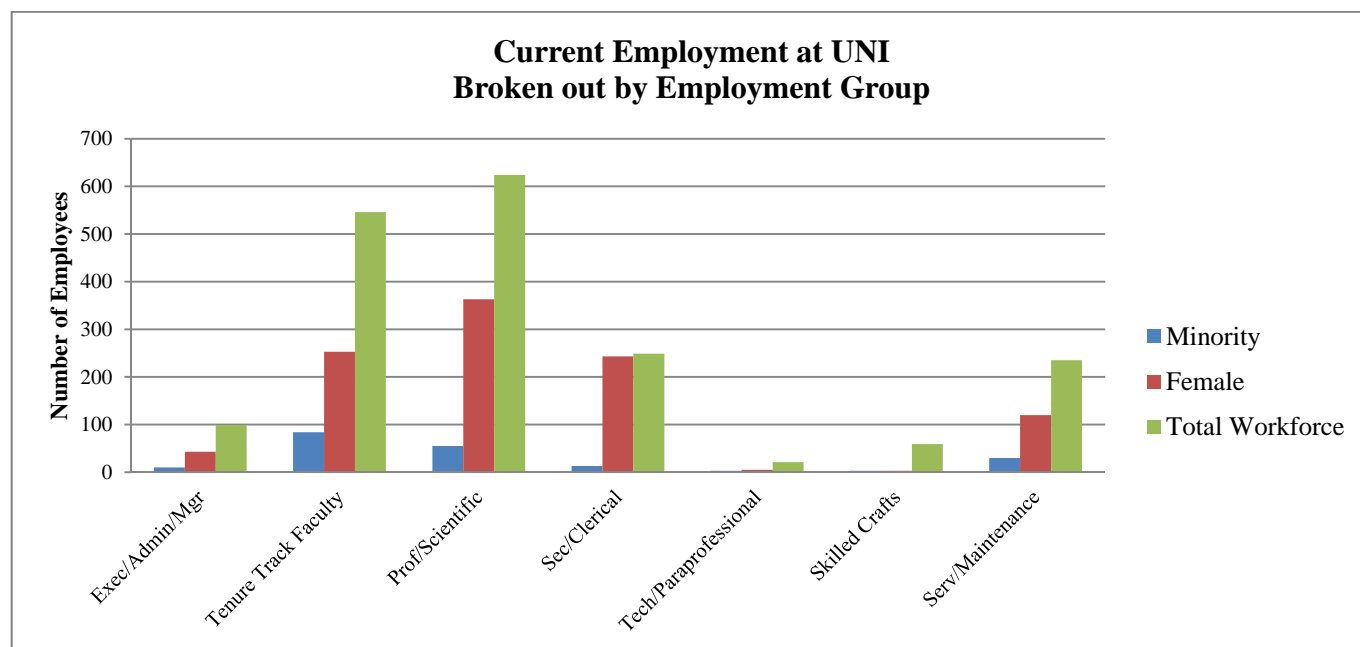
The tenured and tenure track employee group currently employs a total of 550 employees. This represents an increase of 29 (5.6%) faculty employees from last year. The five- and ten-year comparisons reflect overall gains in the proportion of both females and minorities in the tenured and tenure track faculty group. The overall number of employees in that job group has increased 3.2%

from 533 to 550 over the past ten years. Female representation has increased from 40.2% to 46.4%. Minority representation in the tenured and tenure track employee group rose from 12.6% to 15.6% over the ten-year period.

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



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



III. EQUAL EMPLOYMENT OPPORTUNITY ACTIONS.

In FY14, a total of 323 temporary and non-temporary searches were initiated. This marks a 42% increase over the number of searches in FY13. Of these searches, 234 were for non-temporary employment. This number was six more than the FY13 count and marks a 3% increase in non-temporary search activity from the previous fiscal year.

Faculty Non-Temporary Searches. Sixty (60) faculty searches were initiated in FY14:

- 6 academic administrators;
- 44 tenure-track appointments;
- 2 term appointments; and
- 8 renewable term appointments.

The number of faculty searches initiated in FY14 decreased by a total of sixteen (16) searches from the previous year, which is a 21% decrease from FY13.

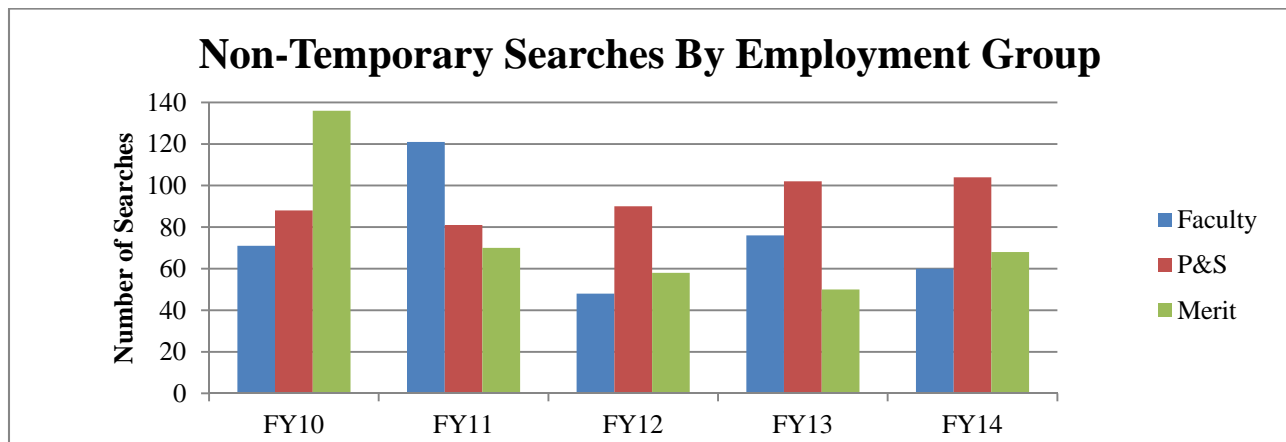
P&S Non-Temporary Searches. One hundred and four (104) P&S searches were initiated in FY14:

- 65 probationary appointments;
- 32 term appointments;
- 4 contract (coach) appointments; and
- 3 annual appointments.

The number of P&S searches initiated in FY14 increased by a total of two (2) searches over the previous year, which is a 2% increase from FY13.

Merit Non-Temporary Searches. Seventy (70) Merit searches were initiated in FY14 as compared to 50 in FY13. Merit search activity in FY14 increased by 40% from the previous fiscal year.

The following chart shows search numbers by employment group over the last five years.



Internal Searches. Forty-six (46) or 20% of the 234 searches initiated in FY14 were internal searches with the bulk (42) of those from the Merit system. Two (2) or 4% of the internal searches conducted were faculty searches. The final two (2) or 4% were P&S searches.

Temporary Positions. Beginning March 24, 2014, government regulations were enacted that require positions lasting more than three days to be posted and tracked for affirmative action purposes. From March 24 through the end of the fiscal year, 43 temporary faculty postings, 24 temporary P&S postings, and 22 Merit temporary postings were initiated and tracked in response to the new regulations. These 89 postings are in addition to the 234 non-temporary search statistics shared on the previous page.

Search Waivers. The Office of Compliance and Equity Management received 20 requests for search waivers during FY14. From those requests, 11 internal promotions without searches were approved, seven (7) transfers without searches were approved, and two (2) of the requests were denied.

Geographic Origin of Non-Temporary New Hires.

Faculty. Sixty-two (62) faculty searches were completed or closed within the fiscal year. Two (2) of those were carried into FY14 from the previous fiscal year. Ten (10) searches were closed without making a hire and one (1) was 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 FY14:

- 24% originated from within UNI
 - 14% temporary employees
 - 2% term employees
 - 8% internal promotions/transfers;
- 8% from Black Hawk County;
- 10% originated from other parts of Iowa;
- 22% from the Midwest region;
- 34% from other parts of the United States; and
- 2% from outside of the United States.

As with last year, gains continue to be made to move away from “local” recruiting to more far-reaching searches. This has helped to broaden applicant pools. In FY13, 57% of new hires came from outside of the state of Iowa. In FY14, that number increased slightly to 58%.

P&S. One hundred and six (106) P&S searches were completed or closed within the fiscal year. Two (2) of those were carried into FY 14 from the previous year. Ten (10) searches were closed without making a hire and five (5) were not yet completed at the end of the fiscal year. Eighty-nine (89) successful P&S applicants from the following geographic areas were hired as a result of searches that were initiated and completed within FY14:

- 37% originated from within UNI
 - 27% temporary employees
 - 10% internal promotions/transfers;
- 26% originated from Black Hawk County;
- 18% originated from other parts of Iowa;
- 13% from the Midwest region; and
- 6% from other parts of the United States.

Merit. Seventy (70) Merit searches were completed or closed within the fiscal year. One (1) search was initiated but later closed. Sixty-nine (69) successful Merit applicants came from the following sources:

- 10% filled through internal searches;
- 42% filled by contract transfers;
- 3% filled by voluntary demotion;
- 4% filled by recall from layoff; and
- 41% filled by outside applicants through external searches.
 - 28% from Blackhawk County
 - 13% from other parts of Iowa

IV. 2013-14 HIRING GOAL ATTAINMENT BY EMPLOYMENT GROUP.

The following table shows 2013-14 hiring goals for women and minorities by job groups. Actual numbers hired are shown in parentheses. *Numbers do not reflect any losses experienced during the same time period.*

Employment Group (with total number hired)	2013-14 Goal		Achieved?	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial (5)	2	1	No (0)	Yes (1)
Faculty (Tenured and Tenure Track) (37)	1	-	Yes(1)	-
Professional/Scientific (74)	9	-	No (5)	-
Secretarial/Clerical (4)	1	1	No (0)	Yes (12)
Technical/Paraprofessional (0)	1	-	No (0)	-
Skilled Craft (3)	2	-	No (0)	-
Service/Maintenance (12)	1	2	Yes (1)	Yes (6)
Total (138)	17	4		

*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) 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.

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). Additional tools for staff 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.

Individuals from across campus are recognized for their outstanding contributions to enhancing diversity at UNI through the annual Diversity Matters awards program. Award winners are announced at the annual Diversity Town Hall.

Additional recruitment tools and advertising locations continue to be sought and researched. As new ad locations are identified the information is added to the Hiring Toolkit located on the Office of Compliance and Equity Management web site. The Office of Compliance and Equity Management works with Human Resource Services to offer advertising with major publications at a reduced cost to departments. Members of academic departments and search committees also participate in year-round recruitment at conferences, meetings, and other professional activities. Staff members from the Office of Compliance and Equity Management meet with search committees and academic departments to strategize on recruitment efforts in order to maximize the potential applicant pool. Human Resource Services also offers resources to search committees for staff positions.

UNI has also been actively enhancing efforts of addressing the needs for persons with disabilities. Student Disability Services and the Faculty and Staff Disability Services within Human Resource Services each provide services to their respective groups. In addition, the Disability Advisory and Advocacy Committee provides for campus-wide attention to providing accessibility and resources to persons with disabilities, and makes related recommendations to administration.

In September 2014, OCEM introduced new online programs for Preventing Discrimination and Harassment, and Preventing Sexual Misconduct (Title IX). Presenting the programs in an online format allows everyone to engage at their convenience, stopping and starting as necessary depending upon their schedule. President Ruud has set a goal of having every UNI employee complete their assigned courses by May 15, 2015. This goal is in line with federal requirements for training of our employees. The online training is just one way we can help make UNI a respectful and supportive environment for students, faculty and staff.

A link to the Safety site from the UNI Homepage was added in March 2014, and offers help at a glance for safety concerns that might affect students, faculty and staff. The site offers resources for reporting, advocate services, counseling and support, personal safety, campus safety, health resources, as well as links to UNI's policies. All issues of discrimination, harassment, and sexual misconduct can now be reported online through the Safety site. The online reporting also allows for the Office of Compliance and Equity Management to electronically manage these cases.

VI. LOOKING AHEAD: 2014-15 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.

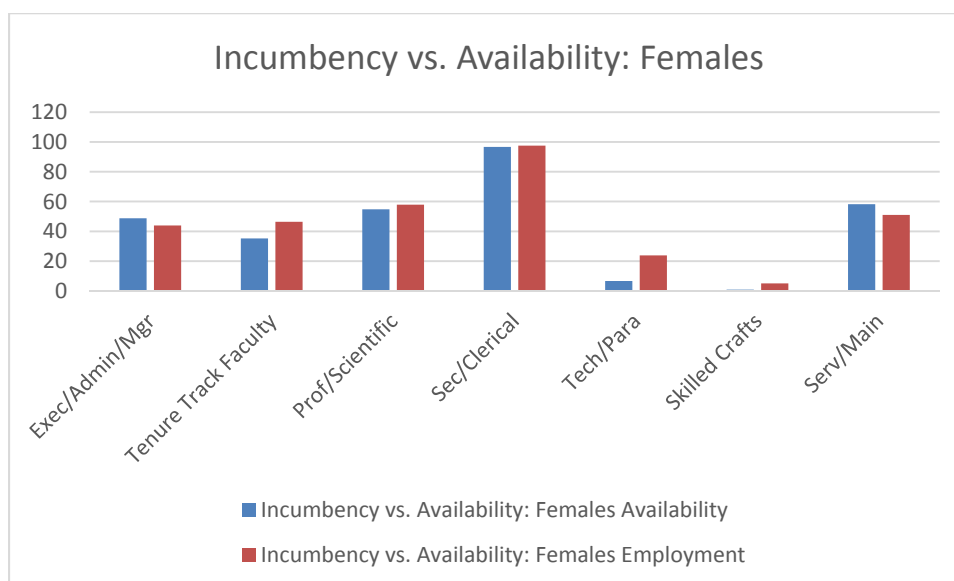
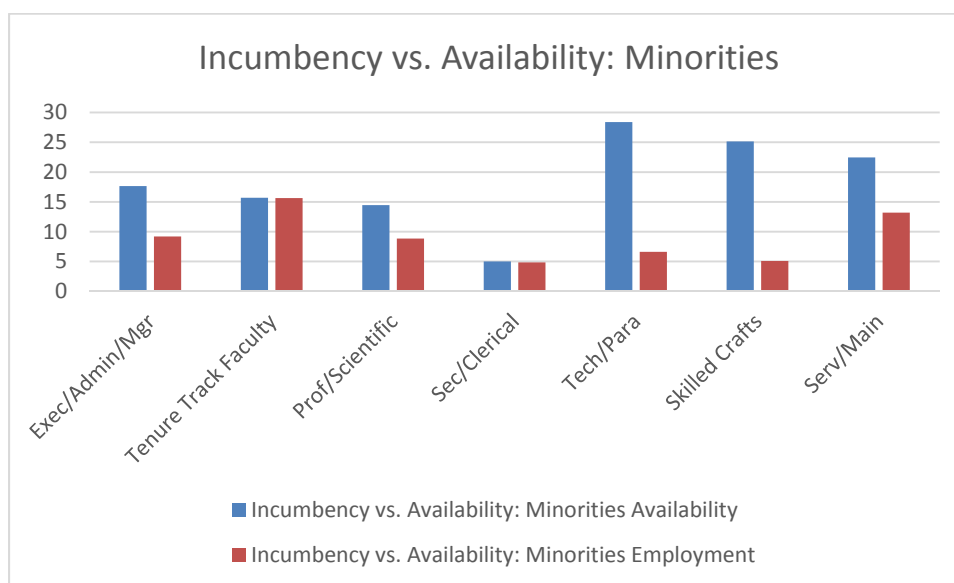
The availability analysis for each job group examines two potential areas of availability: individuals with the requisite skills outside the institution (external availability) and those within the institution who are promotable, transferable and/or trainable (internal availability). Recruitment areas 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 2014-15 hiring year, as well as five-year goals, as shown in the following table.

Employment Group	2014-15 Goals		Five Year Goals 2019-20	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial	1	1	6	6
Faculty (Tenured and Tenure Track)	*0	0*	*0	0*
Professional/Scientific	9	0*	44	0*
Secretarial/Clerical	1	1	1	1
Technical/Paraprofessional	1	0*	2	0*
Skilled Craft	2	0*	8	0*
Service/Maintenance	1	1	4	3
Total	15	3	65	10

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

VII. LOOKING AHEAD: NEW EFFORTS TOWARD FY16 AAP.

The Office of Federal Contract Compliance Programs (OFCCP) has published Final Rules which make substantial changes to Section 503 and VEVRAA regulations that impose significant new reporting, administrative, and affirmative action obligations on federal contractors, such as UNI. Section 503 provides for protection for individuals with disabilities (IWD), while VEVRAA protects and defines protected veterans (PV).

The first phase of changes became effective March 24, 2014 and included listing all temporary and non-temporary vacancies with Iowa Workforce Development and an updated EEO tagline used in recruitment advertisements. The second phase of changes are being rolled out to coincide with the University's affirmative action plan (AAP) year which begins on October 1, 2014. The second phase changes include:

- A modified search process will be used for temporary and adjunct positions.
- Applicants and new employees will now be invited to self-identify as individuals with disabilities and/or protected veterans, and a survey of current employees will be conducted yet this academic year.
- Advertising sources that target individuals with disabilities and protected veterans will be required for all searches.
- A 7% utilization goal for individuals with disabilities will be used to provide accountability for the outreach efforts during the 2014-15 AAP year.
- A 7.2% benchmark will be used to measure the hiring of protected veterans during the 2014-15 AAP year.

Employees involved in the search process will need to participate in training as required by the OFCCP. Training offered by the Office of Compliance and Equity Management will be available online and/or may be included with other face-to-face search-related training. Such training will cover equal employment opportunity and affirmative action, as well as understanding the requirements under Section 503 and VEVRAA. The online training module is currently in development.

Also included in the new regulations is the requirement to analyze the applicant and outreach data collected through the Plan year. Additional data collection and analysis will need to be done to measure the effectiveness of the advertising sources targeted at individuals with disabilities and protected veterans. If the outreach efforts do not result in meeting the IWD utilization goal and the PV benchmark, adjustments to the outreach efforts will be made for the 2015-16 AAP year.

**Iowa School for the Deaf
Annual Diversity Report
October 1, 2013 – September 30, 2014**

The Iowa School for the Deaf employed 119 full-time and part-time employees on September 30, 2014. This is consistent with September 30, 2013.

The September 30, 2014 breakdown of ISD employees compared to September 30, 2013, is as follows:

CATEGORY	# EMPLOYEES		% OF POPULATION		2014
	2014	2013	2014	2013	% CHANGE
Male-Majority	29	26	24.3%	21.8%	2.5%
Female-Majority	86	89	72.3%	74.8%	-2.5%
Male-Minority	3	3	2.5%	2.5%	0.0%
Female-Minority	1	1	0.8%	0.8%	0.0%

The following are the goals ISD established for the October 1, 2013, to September 30, 2014 period:

**Iowa School for the Deaf
Affirmative Action Hiring Goals
October 1, 2013 – September 30, 2014**

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

ISD will continue to utilize and enhance all the recruiting efforts currently established. We are also hopeful that the ISD website will continue to be an important recruiting tool. We continue to develop contacts and relationships with universities which train professionals to work in deaf education. Hosting deaf education student teachers and practicum students assists us in making contacts with recent graduates in the field.

Executive/Administrative/Managerial:

This group gained one male majority employees. During the past two years, two positions in this group became shared positions with Iowa Educational Services for the Blind and Visually Impaired (IESBVI). One of these positions currently is on IESBVI's payroll system, so it is documented on IESBVI's Diversity Report and is not listed here. All shared positions will be documented on the School's Diversity Report based on which payroll system the position is attached to. The hire in this group is the Superintendent position which is on ISD's payroll.

Faculty Tenure Track:

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

Faculty Non-Tenure Track:

This group lost two female majority member by retirement. One female majority employee was hired to this group.

Professional and Scientific:

Over the course of this year, 4 majority members left employment. Six majority members were hired into this group.

Secretarial/Clerical:

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

Technical/Paraprofessional:

This group was unchanged for the past year.

Skilled Crafts:

This group lost one male majority member but remains unchanged overall due to an addition of one male majority member.

Service Maintenance:

We had a goal to hire a male minority member in this category. While two majority members have left this group, the two replacements were by male majority members.

Summary:

The Iowa School for the Deaf established one affirmative action goal for the October 1, 2013 – September 30, 2014 time period. One goal was to add a male minority to the Service/Maintenance category. This goal was not met.

Iowa School for the Deaf believes it is important to have a diverse group of employees on our campus. As an education facility for deaf and hard of hearing children, deaf and hard of hearing staff members are also very important. Traditionally, it has been difficult to recruit deaf professionals to this area of the country. 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 stayed the same this year. 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, 2014 – September 30, 2015**

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

ISD will continue to utilize and enhance all the recruiting efforts currently established. We are also hopeful that the ISD website will continue to be an important recruiting tool. We continue to develop contacts and relationships with universities which train professionals to work in deaf education. Hosting deaf education student teachers and practicum students assists us in making contacts with recent graduates in the field.



**Iowa Educational Services for the Blind and Visually Impaired /
Iowa Braille and Sight Saving School
DIVERSITY ANNUAL REPORT
October 1, 2013 - September 30, 2014**

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, 2014, the Iowa Braille and Sight Saving School employed 43 Teachers of the Visually Impaired (TVIs) and Orientation and Mobility Specialists (OMS). 6 additional professionals were employed as consultants with expertise in the fields of math, literacy, technology, special education, family services, and deafblind education. In order to plan for future effective and efficient operation of services for students with sensory impairments in Iowa, the school 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, 2014, there were a total of 72 permanent employees. Of those, 71 were non-minority, 55 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 2013/14. Moderate hiring activity was conducted due to regular retirements and voluntary resignations. Since October 1, 2013, a total of five employees were hired through competitive searches. These hires included three faculty positions and two merit positions. None of the new hires were of minority status and five 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 four individuals in the program, one of whom is of minority status. This competitive scholarship program has created the opportunity for us to better recruit minorities from Iowa. This may have a long-range impact on the ability to recruit and retain faculty of a diverse background.

The following chart, notes the Diversity Goals of the Iowa Educational Services for the Blind and Visually Impaired / Iowa Braille and Sight Saving School projected for the period of October 1, 2014 through September 30, 2015.

DIVERSITY ACTION GOALS
October 1, 2014 - September 30, 2015

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>0</u>	<u>0</u>	<u>0</u>
TOTAL	2	0	1

APPENDIX A: Section 504 Compliance

EQUAL EDUCATIONAL OPPORTUNITY FOR STUDENTS AT THE IOWA BRAILLE SCHOOL

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

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

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

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

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

SECTION 504 NOTICE OF NONDISCRIMINATION

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

Superintendent	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
2013-2014**

**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
2013-2014**

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 2013-2014.

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, 87 faculty, staff, and students have completed a three-day Train-the-Trainer workshop to gain skills for coalition building, prejudice reduction, conflict resolution, and educational outreach. This team offers a one-day workshop, *Leadership for Equity and Inclusion*, which has been attended by over 1,000 faculty, staff, and students, and an ongoing one-hour dialogue and discussion series on topics of prejudice reduction, coalition building, and conflict resolution. The NCBI also offers a half-day workshop, *Conflict and Controversial Issues*,

attended so far by 75 campus community members, which gives participants a chance to practice navigating difficult conversations and coming together across differences. This year, the NCBI campus affiliate began offering monthly “Lunch & Learn Dialogues” on topics relevant to diversity, identity, inclusion, equity, power, and privilege. The work of the campus affiliate was featured in a chapter of a special issue of *New Directions for Student Services: Creating Successful Multicultural Initiatives in Higher Education and Student Affairs* (Watt & Linley, 2013).

Diversity Opportunity Programs

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

For fiscal year 2014, the Office of the Provost budgeted FDOP funds totaling \$2,067,698 for partial salaries and other resources supporting 44 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 sixteen-year period ending 2014.

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 2014, 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 first-hand information about the University of Iowa campus and the Iowa City/Coralville community.

Collegiate Diversity Group

The executive vice president and provost, through the chief diversity officer and associate vice president, has organized the colleges, through the deans, to address diversity issues, including recruitment and retention of underrepresented minorities and women faculty. The purpose of the Collegiate Diversity Group is to share information, assess the status of and concerns arising from the colleges' diversity efforts, identify and develop resources for collegiate diversity, and bring to the attention of the deans those issues in need of policy development or resolution across colleges. Meetings of the Collegiate Diversity Group have focused on undergraduate and graduate/professional student outreach and recruitment, admissions, and financial aid issues. The chairs of the university's 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).

Since 2012, the Office of the Provost and the Chief Diversity Office have co-sponsored an institutional membership in the National Center for Faculty Development and Diversity (NCFDD), an independent faculty development organization dedicated to supporting faculty throughout the pipeline from graduate student to full professor. Institutional membership offers numerous benefits to UI faculty members, including a monthly e-newsletter; access to monthly 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, facilitated three faculty development workshops on the UI campus in February 2014: "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 101: How to Get What You Need to Thrive in the Academy” for faculty of color. The UI’s institutional membership in the NCFDD enables these key 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 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.

In academic year 2013-14, the Obermann Center for Advanced Studies began sponsoring Indigo Ink, a “community-style accountability and write-on-site group for faculty of color.” This group is coordinated by associate professor Janette Taylor, the group’s founder.

New women and minority faculty members are also encouraged to participate in the university community through associations with other faculty members across the university, with campus social life, and with student activities and organizations. The Chief Diversity Office provides support for several faculty and staff affinity groups, including the African American Council, the Council on Disability Awareness, the Council on the Status of Women, the Latino Council, the Native American Council, and the LGBTQ Staff and Faculty Association.

Colleges develop initiatives for the retention of minority and women faculty members at the collegiate level. For example, the Carver College of Medicine hosts the annual Women in the Health Sciences and Engineering Faculty Development Conference each spring, which brings together women faculty from UI’s five health sciences colleges and the College of Engineering to promote career advancement and networking skills.

Diverse Visiting Faculty and Speakers

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

Workshops and Programs on Diversity

The university, through the chief diversity officer and associate vice president, regularly supports events that enhance dialogue and sensitivity about diversity issues. The Office of Equal Opportunity and Diversity, University Human Resources, the Council on the Status of Women, and the Charter Committee on Diversity partner with other units to conduct university, collegiate and departmental faculty and staff workshops and other programming

designed to enhance the university's recruitment and retention of underrepresented minority and women faculty.

The Chief Diversity Office and the Office of the Provost further developed an ongoing collaboration to provide a workshop that presents research on unconscious bias, how it can impact search and hiring processes, and evidence-based strategies for minimizing the impact of bias in recruitment, retention, and development processes. This workshop continues to be offered to interested campus groups. In addition, a three-part series on implicit bias was piloted for faculty and staff campus leaders.

In 2011, the Chief Diversity Office piloted a Project on Civic Reflection (PCR) workshop. Civic reflection is the practice of reading and discussing short pieces of themed literature reflecting on the central questions of civic life and participation. PCR helps groups build capacity, commitment, and community through reading and discussion.

The university hosted the annual Iowa Regents Institutions Disability Awareness Summit in October 2013 to discuss issues related to accessibility on Iowa Regents Institutions campuses and other Iowa college and university campuses; the summit was attended by representatives from the Regents institutions and other Iowa colleges and universities. 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.

This year, the University of Iowa partnered with the National Center for Faculty Development & Diversity (NCFDD) to provide institutional membership for all UI campus members to resources on mentoring, creating communities of inclusion, achieving tenure, writing productivity, and more. The Chief Diversity Office, the Office of the Provost, and the Carver College of Medicine collaborated to bring a representative from NCFDD to lead three days of developmental workshops and training. This was woven into the annual Faculty of Color events with a dinner for faculty of color themed around building mentoring networks.

In addition, the Faculty of Color series was expanded to support an existing faculty of color writing group and book discussion series.

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.

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 current National Science Foundation (NSF) Alliance for Graduate Education and the Professorate (AGEP) program is to increase the number of underrepresented U.S. minorities pursuing faculty positions in science, technology, engineering, and math (STEM). The University of Iowa is currently partnering with the institutions in the (CIC) Committee on Institutional Cooperation to accomplish this goal. Although formal NSF funding for the former 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 remaining UI AGEP scholars (doctoral students) are being supported through the Dean's Graduate Research Fellowship program; in this way, the goals of AGEP 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 2015. The Graduate College was awarded an AGEP follow-up research grant by the NSF to assess the Iowa Regents' AGEP 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. In fall 2013 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 have been combined with those of other participating graduate schools to produce a best practices white paper (to be released December 2014) 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 (OGI) works closely with all of the programs described above and reaches out to all underrepresented graduate students across campus. OGI is committed to creating, supporting and encouraging diversity in the graduate student body as it enhances the intellectual and cultural experience of the entire academic community. OGI supports this effort in outreach and recruitment, summer undergraduate research (SROP – Summer Research Opportunity Program), networking opportunities, programming and counseling. OGI works collaboratively with offices to bring underrepresented undergraduate students and graduates students together to learn

about the graduate experience and support goals to pursue graduate studies. OGI seeks to create a space in which students can safely share their particular strategies, concerns and encounters regarding the challenges and successes of undertaking graduate educational programs.

To increase diversity in the faculty, the College of Engineering established search committee best practices training for STEM programs and has expanded these activities to address implicit bias training in the faculty search process. This work, based on the research from several National Science Foundation (NSF) ADVANCE programs, includes leadership and collaboration with the Office of the Vice President for Research, the Vice Provost for Faculty, the Iowa NSF Experimental Program to Stimulate Competitive Research (NSF EPSCoR), and the National Coalition Building Institute (NCBI) Campus Affiliate.

The Ethnic Inclusion Effort for Iowa Engineering ($|eI|^2$) develops integrative programs to establish a welcoming and inclusive environment in the college. These activities serve to build and nourish community, to recruit students of ethnically diverse backgrounds, to award fellowships for graduate studies, and reach out to ethnically diverse communities. $|eI|^2$ provides travel assistance to members of the UI chapter of the Society of Hispanic Professional Engineers (SHPE), the National Society of Black Engineers (NSBE), and the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCCChE) to attend professional meetings. The program continued as a sponsor for the UI chapter of SHPE's Family "Noche de Ciencias" (Night of Science), NSBE's Black Girls Do Science events, and the Multi-Ethnic Engineering and Science Association Tutoring program. $|eI|^2$ accomplishes these objectives with support from federal, state, and corporate funds and from institutional diversity resources.

The College of Engineering Outreach Admissions Scholarships and Inclusion Services (OASIS) group collaborated with Engineering Student Services to host an orientation and networking opportunity for international students, transfer students, under-represented students, and other newly admitted students. With active efforts in diversity recruitment, the numbers of female and underrepresented minorities in the first year class have increased, further surpassing previous numbers. The number of international students has also increased. The college continues to remain a national leader in its inclusion effort at the doctoral level.

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).

Salary Equity

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

The Office of Equal Opportunity and Diversity and the Department of Human Resources jointly conduct an annual review of the salaries of non-organized Professional and Scientific (non-organized) staff to ensure that the university's compensation procedures and practices are applied uniformly and consistently to each employee, regardless of sex or racial/ethnic minority status. The analyses include employing unit, length of employment at the university, and length of employment within the job classification. When salary differences are not explained by these factors, employing units are given the opportunity to provide explanations for the salary differences. If legitimate, non-discriminatory explanations are not provided, salary adjustments for the affected individuals are recommended.

Dual Career Services

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

Women in Science and Engineering (WISE)

The 2014-2015 academic year marks the beginning of the 3rd decade of WISE Women at the University of Iowa, the 19th year of both the WISE Peer Mentoring Program (the longest-running peer mentoring program at the University of Iowa), and the Be-WISE Living-Learning Community in Stanley Residence Hall (the oldest academic-based living-learning community at the University of Iowa). The mission of the Women in Science and Engineering Program is to expand and improve educational and professional opportunities for women in all fields of science, technology, engineering, and math (STEM) by facilitating individual, institutional, and social change. The WISE Program was established in 1994 with support from the offices of the Vice President for Research and the Provost. The WISE Program cooperates with STEM programs at the University of Iowa in pursuing the following goals for STEM fields: to increase the retention, participation, professional development, and advancement of women students, faculty, and professional staff; to promote and monitor a supportive, inclusive, and safe environment for women to study and work; to support activities that prepare women to enter the international workforce and that encourage the scholarship and professional development of international women studying and working here; to provide specific strategies and access to current academic literature and emerging initiatives to increase retention of women; and to inform the public of educational and career opportunities for women.

Diversity Focus

In 2005, the University of Iowa became a charter member of Diversity Focus, a community and business organization with the mission to increase diversity along the Cedar Rapids-Iowa City corridor by integrating and coordinating existing efforts as well as identifying or creating other activities and programs. Other charter members include the Cedar Rapids Chamber of Commerce, Alliant Energy, and Rockwell Collins. The 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
November 2014**

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, key programming across colleges and units; it is not all inclusive (e.g., many academic colleges, departments, and vice-presidential units have developed local programming to support underrepresented minority and women educators):

1. **Emerging Leaders Academy.** The Office of the Senior Vice President and Provost (SVPP) continues to support its leadership development program, the Emerging Leaders Academy, in place since January 2009. The program aims to develop depth of leadership skills among faculty and staff, as well as to diversify the potential pool of leadership candidates at ISU. Underrepresented and women faculty and staff are especially encouraged to apply. Presently, over 100 faculty and senior staff have been trained in leadership, teamwork, communication, fiscal responsibility, diversity, management and public accountability.
2. **ISU ADVANCE.** This is the university's flagship program dealing with faculty equity and diversity issues. ADVANCE has been able to develop initiatives, programming, and materials to address diversity among the faculty ranks in STEM fields at ISU. Since 2011, ADVANCE has broadened its scope beyond STEM to engage all faculty, with particular emphasis on the advancement of women and underrepresented faculty across all colleges. In 2013, the provost charged each academic college with appointing an Equity Advisor to provide training to faculty search committees and to develop programming in support of the needs of faculty in each college. Programming targeted by Equity Advisors centers around improving departmental climate, faculty promotion and retention and work-life balance. ADVANCE is also piloting a Departmental Enhancement Program for departments that: 1) are preparing to undergo program review, 2) have just undergone a program review and are working to implement recommendations, or 3) are undergoing a leadership transition. The Departmental Enhancement Program pilot assists department faculty with identifying and addressing barriers to transparency within department culture. The university depends on the quality of the materials and programming that ADVANCE has produced to define diversity conversations among ISU faculty.
3. **Work/Life Advisory Committee.** Iowa State University continues to support a more flexible work environment for its faculty and staff. A Work/Life website combines existing policies and resources so that information can be accessed more efficiently and utilized more effectively. The Work/Life Advisory Committee is charged with reviewing current university policies, benchmarking best practices, and identifying gaps. Multiple workshops are offered for faculty on "Flexible Faculty Policies," "Stress Management", and "Work-Life Balance" as a result of feedback we received from past participants in the SVPP mentoring program. The management of this committee is transitioning to the Office of University Human Resources (UHR). The SVPP Office continues to partner with UHR and to support its efforts in the future.

4. **COACHE Survey of Faculty Satisfaction.** The COACHE survey was administered during the AY2013-14. The goal is to survey all full-time faculty – regardless of appointment type or rank – every three to four years. This third administration of COACHE has engaged 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 recent administration of the COACHE survey will further 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 FY2014-15, fifteen 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 190 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 provides support for the New Faculty Scholars Program (in collaboration with the Center for Excellence in Learning and Teaching, CELT), and is piloting a virtual-mentoring program. 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 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.** In the past year, the SVPP has supported the development and growth of several faculty and staff affinity groups, specifically the Black Faculty and Staff Association, the Latino Faculty and Staff Association, the LGBT Faculty and Staff Association, and the Asian American and Pacific Islanders Faculty and Staff Association. Discussion is currently underway to add a Veterans Faculty and Staff Association. These networks are designed to cultivate and connect Iowa State's diverse faculty and staff populations with the greater university community, and to support recruitment and retention by addressing social and professional components essential to an enhanced quality of life for faculty and staff. The faculty and staff diversity networks align with the university's strategic goals by tackling the ongoing effort to create and support a more diverse campus community.
13. **University Committee on Women (UCW).** The SVPP continues to support the work of the UCW, an active committee made up of faculty, staff, and students across the institution. Through its subcommittees, it has continued to assess the status of women by issuing a 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. 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.

15. **Martin Luther King, Jr. Awards.** Each year, the SVPP Office organizes the Advancing One Community Award. The award recognizes individuals and groups who have followed the principles of Dr. Martin Luther King, Jr. Recipients are recognized for their efforts to create an inclusive university community that embraces justice and equity.
16. **Faculty Fellowships.** The Faculty Fellowship Program provides leadership and project management experience to faculty who are interested in, or aspire to, leadership positions at Iowa State. The Provost's Office recently announced the appointment of Gloria Jones-Johnson as a new faculty fellow for AY2014-2016. Dr. Jones-Johnson will focus on supporting an Inclusive Culture in the academic departments and colleges. A second faculty fellow, Dr. Cinzia Cervato, is in the second year of a two-year term focusing on Early Career Faculty Development to further support mentoring and programming efforts.

October, 2014

TO: Board of Regents, State of Iowa

FROM: University of Northern Iowa

RE: Minority and Women Educators Enhancement Program

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

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

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 2014

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

	SUI Office of Equal Opportunity and Diversity	ISU Office of Equal Opportunity and Diversity	UNI Office of Compliance and Equity Management	Total
REVENUES				
STATE APPROPRIATIONS				
General Fund	823,320	331,573	353,556	1,508,449
Other		25,660		
OTHER REVENUES				
Federal Support				
Interest				
Tuition and Fees				
Reimb. Indirect Costs				
Sales and Services				
Other Income				
TOTAL REVENUES	823,320	357,233	353,556	1,534,109
EXPENDITURES				
Fac. & Inst. Off. Salaries	253,279		248,795	502,074
Prof. & Sci. Staff Salaries	456,841	292,632	53,181	802,654
General Service Staff Salaries	74,534	13,021	6,651	94,206
Hourly Wages	6,108			6,108
Labor in Transfers				
Vacancy Factor				
Subtotal - Salaries	790,762	305,653	308,627	1,405,042
Prof. And Scientific Supplies	32,558	51,580	44,929	
Library Acquisitions				
Rentals				
Utilities				
Building Repairs				
Auditor of State Reimb.				
Aid to Individuals				
Subtotal	32,558	51,580	44,929	129,067
TOTAL EXPENDITURES	823,320	357,233	353,556	1,534,109