

Contact: Andrea Anania

### **ANNUAL DIVERSITY REPORT**

#### **Actions Requested:**

- ▶ Receive the annual reports on Affirmative Action and the Regents' Minority and Women Educators Enhancement Program; and
- ▶ Ratify the submission of these reports in accordance with Iowa Code §19B.5 and §262.93 to the Iowa General Assembly.

#### **Executive Summary:** This memorandum consists of two annual reports.

- ▶ Affirmative Action:
  - ◆ Primary Occupational Activity Group Comparisons – Illustrates overall progress in the percentage of females and minority groups over the last 10 years. (pages 2-3)
  - ◆ Peer Group Comparisons – Shows data on the percentages of women and minorities in faculty ranks at the Regent universities and the average percentages of women and minorities in faculty ranks in their respective peer institution group. (page 4)
  - ◆ Funding Sources and Itemized Costs – FY 2016 revenues and expenditures. (page 5)
  - ◆ Institutional reports:
    - SUI – pages 6-51
    - ISU – pages 52-87
    - UNI – pages 88-95
    - ISD – pages 96-98
    - IBSSS – pages 99-106; and
- ▶ Regents' Minority and Women Educators Enhancement Program:
  - ◆ Institutional reports:
    - SUI – pages 107-116
    - ISU – pages 117-119
    - UNI – page 120

Both annual reports are required by the Iowa Code. Due to the timing of the Board meeting, the reports were submitted to the General Assembly to meet the January 31<sup>st</sup> statutory deadline.

#### **Background:**

**AFFIRMATIVE ACTION** – 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 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.

The Affirmative Action report summarizes activities of the Regent institutions during the past year to provide equal employment opportunities for administrators, faculty and staff. Individual institutional reports provide extensive detail about the types of programming and support available on each campus, and the progress made over the past year to enhance diversity.

**MINORITY AND WOMEN EDUCATORS ENHANCEMENT PROGRAM** – Iowa Code §262.82 requires the Board of Regents to establish a program to recruit women and minority educators to faculty positions at the Regent universities and to file an annual report of these activities.

**Affirmative Action – Primary Occupational Activity Group Comparisons**

The tables below provide five- and ten-year comparisons by Primary Occupational Activity (POA) group. The statistics are prepared from workforce data compiled for all regular, full-time and part-time employees working 50% or more using federal guidelines prescribed by the Office of Federal Contract Compliance Programs.

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

In the last 10 years, overall progress in the percentage of females and/or minorities to total employees in each POA group has been shown in the areas highlighted blue in the tables below:

UNIVERSITY OF IOWA															
Primary Occupational Activity Group	September 30, 2006					October 31, 2011*					October 31, 2016*				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial Staff	350	120	34.3%	28	8.0%	352	137	38.9%	17	4.8%	375	168	44.8%	29	7.7%
Tenured and Tenure Track Faculty	1,495	434	29.0%	247	16.5%	1,450	480	33.1%	276	19.0%	1,379	445	32.3%	289	21.0%
Non-Tenure Track Faculty	591	267	45.2%	72	12.2%	852	411	48.2%	154	18.1%	1,177	603	51.2%	253	21.5%
Professional and Scientific Staff	6,820	4,775	70.0%	449	6.6%	8,057	5,763	71.5%	595	7.4%	10,095	7,237	71.7%	903	8.9%
Secretarial and Clerical Staff	2,606	2,222	85.3%	100	3.8%	2,108	1,785	84.7%	95	4.5%	1,569	1,286	82.0%	110	7.0%
Technical and Paraprofessional Staff	451	288	63.9%	27	6.0%	617	452	73.3%	46	7.5%	807	632	78.3%	104	12.9%
Skilled Crafts Staff	404	35	8.7%	22	5.4%	364	23	6.3%	20	5.5%	355	19	5.4%	18	5.1%
Service and Maintenance Staff	1,819	992	54.5%	244	13.4%	1,829	960	52.5%	306	16.7%	2,092	1,102	52.7%	487	23.3%
<b>Total</b>	<b>14,536</b>	<b>9,133</b>	<b>62.8%</b>	<b>1,189</b>	<b>8.2%</b>	<b>15,629</b>	<b>10,011</b>	<b>64.1%</b>	<b>1,509</b>	<b>9.7%</b>	<b>17,849</b>	<b>11,492</b>	<b>64.4%</b>	<b>2,193</b>	<b>12.3%</b>

IOWA STATE UNIVERSITY															
Primary Occupational Activity Group	September 30, 2006					October 31, 2011*					October 31, 2016*				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial Staff	309	108	35.0%	26	8.4%	373	149	39.9%	33	8.8%	480	212	44.2%	45	9.4%
Tenured and Tenure Track Faculty	1,205	351	29.1%	234	19.4%	1,226	362	29.5%	263	21.5%	1,296	430	33.2%	346	26.7%
Non-Tenure Track Faculty	341	177	51.9%	46	13.5%	567	322	56.8%	81	14.3%	640	353	55.2%	112	17.5%
Professional and Scientific Staff	1,953	923	47.3%	198	10.1%	2,061	1,030	50.0%	265	12.9%	2,478	1,295	52.3%	342	13.8%
Secretarial and Clerical Staff	1,112	1,006	90.5%	36	3.2%	916	825	90.1%	30	3.3%	855	747	87.4%	45	5.3%
Technical and Paraprofessional Staff	157	92	58.6%	5	3.2%	132	84	63.6%	6	4.5%	150	108	72.0%	6	4.0%
Skilled Crafts Staff	285	11	3.9%	4	1.4%	267	12	4.5%	3	1.1%	275	11	4.0%	8	2.9%
Service and Maintenance Staff	554	293	52.9%	40	7.2%	555	277	49.9%	55	9.9%	584	292	50.0%	60	10.3%
<b>Total</b>	<b>5,916</b>	<b>2,961</b>	<b>50.1%</b>	<b>589</b>	<b>10.0%</b>	<b>6,097</b>	<b>3,061</b>	<b>50.2%</b>	<b>736</b>	<b>12.1%</b>	<b>6,758</b>	<b>3,448</b>	<b>51.0%</b>	<b>964</b>	<b>14.3%</b>

UNIVERSITY OF NORTHERN IOWA															
Primary Occupational Activity Group	September 30, 2006					October 31, 2011*					October 31, 2016*				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial Staff	94	33	35.1%	5	5.3%	95	38	40.0%	8	8.4%	103	49	47.6%	8	7.8%
Tenured and Tenure Track Faculty	550	223	40.5%	69	12.5%	549	234	42.6%	79	14.4%	486	220	45.3%	76	15.6%
Non-Tenure Track Faculty	38	29	76.3%	2	5.3%	59	37	62.7%	1	1.7%	49	30	61.2%	3	6.1%
Professional and Scientific Staff	528	281	53.2%	40	7.6%	584	332	56.8%	54	9.2%	634	360	56.8%	66	10.4%
Secretarial and Clerical Staff	281	270	96.1%	13	4.6%	262	255	97.3%	14	5.3%	231	224	97.0%	13	5.6%
Technical and Paraprofessional Staff	31	9	29.0%	5	16.1%	22	5	22.7%	4	18.2%	19	5	26.3%	2	10.5%
Skilled Crafts Staff	67	5	7.5%	2	3.0%	56	4	7.1%	2	3.6%	58	3	5.2%	3	5.2%
Service and Maintenance Staff	239	134	56.1%	34	14.2%	239	124	51.9%	31	13.0%	211	107	50.7%	25	11.8%
<b>Total</b>	<b>1,828</b>	<b>984</b>	<b>53.8%</b>	<b>170</b>	<b>9.3%</b>	<b>1,866</b>	<b>1,029</b>	<b>55.1%</b>	<b>193</b>	<b>10.3%</b>	<b>1,791</b>	<b>998</b>	<b>55.7%</b>	<b>196</b>	<b>10.9%</b>

\* Note: The annual snapshot date changed from September 30th to November 1st in 2010.

Continued on the following page.

IOWA SCHOOL FOR THE DEAF															
Primary Occupational Activity Group	September 30, 2006					October 31, 2011*					October 31, 2016*				
	Total Workforce	Female	Female % of Total	Minority	Minority % of Total	Total Workforce	Female	Female % of Total	Minority	Minority % of Total	Total Workforce	Female	Female % of Total	Minority	Minority % of Total
Executive / Administrative / Managerial Staff	4	1	25.0%	0	0.0%	4	1	25.0%	0	0.0%	5	1	20.0%	0	0.0%
Tenured and Tenure Track Faculty	0	0	0.0%	0	0.0%	0	0	0.0%	0	0.0%	0	0	0.0%	0	0.0%
Non-Tenure Track Faculty	44	38	86.4%	0	0.0%	37	35	94.6%	0	0.0%	34	29	85.3%	0	0.0%
Professional and Scientific Staff	35	27	77.1%	0	0.0%	32	23	71.9%	1	3.1%	41	30	73.2%	1	2.4%
Secretarial and Clerical Staff	5	5	100.0%	1	20.0%	4	4	100.0%	1	25.0%	5	5	100.0%	0	0.0%
Technical and Paraprofessional Staff	24	21	87.5%	2	8.3%	23	20	87.0%	1	4.3%	23	16	69.6%	1	4.3%
Skilled Crafts Staff	6	0	0.0%	0	0.0%	6	0	0.0%	0	0.0%	5	0	0.0%	0	0.0%
Service and Maintenance Staff	20	9	45.0%	4	20.0%	19	9	47.4%	3	15.8%	15	8	53.3%	2	13.3%
<b>Total</b>	<b>138</b>	<b>101</b>	<b>73.2%</b>	<b>7</b>	<b>5.1%</b>	<b>125</b>	<b>92</b>	<b>73.6%</b>	<b>6</b>	<b>4.8%</b>	<b>128</b>	<b>89</b>	<b>69.5%</b>	<b>4</b>	<b>3.1%</b>

IOWA BRAILLE AND SIGHT SAVING SCHOOL															
Primary Occupational Activity Group	September 30, 2006					October 31, 2011*					October 31, 2016*				
	Total Workforce	Female	Female % of Total	Minority	Minority % of Total	Total Workforce	Female	Female % of Total	Minority	Minority % of Total	Total Workforce	Female	Female % of Total	Minority	Minority % of Total
Executive / Administrative / Managerial Staff	5	4	80.0%	0	0.0%	5	2	40.0%	0	0.0%	3	2	66.7%	0	0.0%
Tenured and Tenure Track Faculty	0	0	0.0%	0	0.0%	0	0	0.0%	0	0.0%	0	0	0.0%	0	0.0%
Non-Tenure Track Faculty	34	22	64.7%	0	0.0%	48	38	79.2%	0	0.0%	47	38	80.9%	1	2.1%
Professional and Scientific Staff	7	6	85.7%	0	0.0%	3	3	100.0%	0	0.0%	3	3	100.0%	0	0.0%
Secretarial and Clerical Staff	6	6	100.0%	0	0.0%	5	5	100.0%	0	0.0%	4	4	100.0%	0	0.0%
Technical and Paraprofessional Staff	25	23	92.0%	0	0.0%	1	0	0.0%	0	0.0%	1	0	0.0%	0	0.0%
Skilled Crafts Staff	0	0	0.0%	0	0.0%	0	0	0.0%	0	0.0%	0	0	0.0%	0	0.0%
Service and Maintenance Staff	18	8	44.4%	1	5.6%	9	5	55.6%	1	11.1%	11	5	45.5%	1	9.1%
<b>Total</b>	<b>95</b>	<b>69</b>	<b>72.6%</b>	<b>1</b>	<b>1.1%</b>	<b>71</b>	<b>53</b>	<b>74.6%</b>	<b>1</b>	<b>1.4%</b>	<b>69</b>	<b>52</b>	<b>75.4%</b>	<b>2</b>	<b>2.9%</b>

TOTAL REGENT INSTITUTIONS															
Primary Occupational Activity Group	September 30, 2006					October 31, 2011*					October 31, 2016*				
	Total Workforce	Female	Female % of Total	Minority	Minority % of Total	Total Workforce	Female	Female % of Total	Minority	Minority % of Total	Total Workforce	Female	Female % of Total	Minority	Minority % of Total
Executive / Administrative / Managerial Staff	762	266	34.9%	59	7.7%	829	327	39.4%	58	7.0%	966	432	44.7%	82	8.5%
Tenured and Tenure Track Faculty	2,354	1008	42.8%	550	23.4%	3,225	1076	33.4%	618	19.2%	3,161	1095	34.6%	711	22.5%
Non-Tenure Track Faculty	1,912	533	27.9%	120	6.3%	1,563	843	53.9%	236	15.1%	1,947	1053	54.1%	369	19.0%
Professional and Scientific Staff	7,731	6,012	77.8%	687	8.9%	10,737	7,151	66.6%	915	8.5%	13,251	8,925	67.4%	1312	9.9%
Secretarial and Clerical Staff	4,851	3,509	72.3%	150	3.1%	3,295	2,874	87.2%	140	4.2%	2,664	2,266	85.1%	168	6.3%
Technical and Paraprofessional Staff	1,643	433	26.4%	39	2.4%	795	561	70.6%	57	7.2%	1,000	761	76.1%	113	11.3%
Skilled Crafts Staff	634	51	8.0%	28	4.4%	693	39	5.6%	25	3.6%	693	33	4.8%	29	4.2%
Service and Maintenance Staff	2,650	1436	54.2%	323	12.2%	2,651	1375	51.9%	396	14.9%	2,913	1,514	52.0%	575	19.7%
<b>Total</b>	<b>22,537</b>	<b>13,248</b>	<b>58.8%</b>	<b>1,956</b>	<b>8.7%</b>	<b>23,788</b>	<b>14,246</b>	<b>59.9%</b>	<b>2,445</b>	<b>10.3%</b>	<b>26,595</b>	<b>16,079</b>	<b>60.5%</b>	<b>3,359</b>	<b>12.6%</b>

\* Note: The annual snapshot date changed from September 30th to November 1st in 2010.

**Affirmative Action – Peer Group Comparisons**

Affirmative action efforts put forth by the Regent universities are geared toward meeting or exceeding goals set for occupational categories based upon the availability for each job group within specific geographic areas. Availability in recruitment pools is a major factor in affirmative action.

Recruitment for faculty is on a national or even international basis. In the past, the Board has asked how peer group institutions compare to the Regent universities. Comparison data on the percentages of women and minorities in the faculty ranks at peer institutions is provided below.

This data originates from the Integrated Post-Secondary Data System (IPEDS) and reflects only full-time faculty for Fall 2015; data provided on pages 2-3 reflects faculty with appointments 50% and greater in Fall 2016. Workforce data as portrayed in the tables on pages 2-3 are not available for peer institutions.

Full-Time Tenured and Tenure Track - FY 2015		
	Percent Female	Percent Minority
<b>University of Iowa</b>	32.2%	19.3%
Peer Group Average	33.9%	22.2%
<b>Iowa State University*</b>	33.2%	24.5%
Peer Group Average	33.1%	22.4%
<b>University of Northern Iowa</b>	45.3%	15.6%
Peer Group Average	41.9%	20.4%

**Affirmative Action – Funding Sources and Itemized Costs**

FY 2016				
	SUI Office of Equal Opportunity and Diversity	ISU Office of Equal Opportunity and Diversity	UNI Office of Compliance and Equity Management*	Total
<b>REVENUES</b>				
<b>State Appropriations</b>				
General Fund	\$856,410	\$424,115	\$296,936	\$1,577,461
Other	0	0	0	0
<b>State Appropriations - Subtotal</b>	<b>\$856,410</b>	<b>\$424,115</b>	<b>\$296,936</b>	<b>\$1,577,461</b>
<b>Other Revenues</b>				
Federal Support	0	0	0	0
Interest	0	0	0	0
Tuition and Fees	0	0	0	0
Reimbursed Indirect Costs	0	0	0	0
Sales and Services	0	0	0	0
Other Income	0	0	0	0
<b>Other Revenues - Subtotal</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>TOTAL REVENUES</b>	<b>\$856,410</b>	<b>\$424,115</b>	<b>\$296,936</b>	<b>\$1,577,461</b>
<b>EXPENDITURES</b>				
<b>Salaries</b>				
Faculty and Institutional Officers Salaries	\$265,514	\$0	\$0	\$265,514
Professional and Scientific Staff Salaries	478,311	370,426	234,565	1,083,302
General Service Staff Salaries	73,924	0	0	73,924
Hourly Wages	663	0	12,777	13,440
Labor in Transfers	0	0	0	0
Vacancy Factor	0	0	0	0
<b>Salaries - Subtotal</b>	<b>\$818,412</b>	<b>\$370,426</b>	<b>\$247,342</b>	<b>\$1,436,180</b>
<b>Other</b>				
Professional and Scientific Staff Supplies	\$37,998	\$53,689	\$49,594	\$141,281
Library Acquisitions	0	0	0	0
Rentals	0	0	0	0
Utilities	0	0	0	0
Building Repairs	0	0	0	0
Auditor of State Reimbursement	0	0	0	0
Aid to Individuals	0	0	0	0
<b>Other - Subtotal</b>	<b>\$37,998</b>	<b>\$53,689</b>	<b>\$49,594</b>	<b>\$141,281</b>
<b>TOTAL EXPENDITURES</b>	<b>\$856,410</b>	<b>\$424,115</b>	<b>\$296,936</b>	<b>\$1,577,461</b>

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



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

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**Annual Equal Employment Opportunity and  
Affirmative Action Workforce Report  
November 2016**

Submitted by

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

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

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

## **November 2016**

### **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 2016 *Annual Equal Employment Opportunity and Affirmative Action Workforce Report* presents highlights of employment activity at the university. The statistical information in this report is prepared from workforce data compiled according to Board of Regents guidelines, i.e., it includes all regular full-time and part-time employees working 50 percent time or more on the annual snapshot date.<sup>1</sup> Changes and activities are reported for Primary Occupational Activity groups (a grouping of several job classifications similar in content, salary, and opportunity), tenured/tenure track faculty, clinical track faculty, research track faculty, women, racial/ethnic minorities, individuals who have disabilities, and veterans.

This report also uses federal guidelines prescribed by the Office of Federal Contract Compliance Programs. It is important to note that other university reports may use different data sources and definitions; thus, prudence should be used when comparing the data in this report to data in other workforce-related reports, such as the Integrated Postsecondary Educational Data System (IPEDS) Human Resources Survey and reports produced by other university offices.<sup>2</sup>

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

<sup>2</sup> As an example, this report includes deans, directors and departmental executive officers who hold faculty rank among Executive, Administrative, and Managerial Staff, whereas in some workforce-related reports produced by the Office of the Provost these individuals may be included among the faculty.



## II. OVERVIEW: HIGHLIGHTS OF EMPLOYMENT ACTIVITY

- **One-Year Comparison of Workforce Categories<sup>3</sup>.** From November 1, 2015 to November 1, 2016, the University of Iowa workforce increased by 868 individuals (5.1%), from 16,981 to 17,849.
  - The faculty and staff increased by 530 women (4.8%).
  - Racial/ethnic minority representation increased by 216 individuals (10.9%).
  - There was a decrease of 38 tenured/tenure track faculty (2.7%).
  - The number of women faculty members tenure track faculty decreased by 22 (4.7%), decreasing representation from 33.0% to 32.3%.
  - The number of minority faculty members on the tenure track decreased by 8 (2.7%); as this is smaller than the overall decrease, minority representation maintained at 21.0%.
  - Female representation among executive, administrative, and managerial staff increased by 11 (7.0%), from 42.3% in 2015 to 44.8% in 2016.
  - The number of racial/ethnic minorities among executive, administrative, and managerial staff increased by 9 (45.0%), increasing representation from 5.4% to 7.7%.
  - Minority representation among professional and scientific staff increased by 91 individuals (11.2%), increasing representation from 8.6% to 8.9%.
  - During the 2015-16 data year, the university hired or promoted 2,174 women and 544 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 368 women (2.1%) and by 325 minorities (1.8%).<sup>4</sup>
  - There was a net increase of 54 individuals (74.0%) who self-reported having disabilities; this increase is likely attributable in part to a re-survey of the workforce in Fall 2016.
  - There were increases in the numbers of disabled veterans (5 individuals or 15.2%), Armed Forces Service Medal veterans (13 individuals or 16.9%), and recently separated veterans (3 individuals or 150.0%), while the number of Active Duty Wartime or Campaign Badge veterans decreased (21 individuals or 4.6%).

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<sup>3</sup> At the time of publication of the university's 2015 *Annual Equal Employment Opportunity and Affirmative Action Workforce Report*, some departmental executive officers (DEOs) were not coded accurately and as a result were counted as faculty rather than as Executive, Administrative, and Managerial Staff. The 2015 counts of Executive, Administrative, and Managerial Staff, Tenured/Tenure Track Faculty, and Non-Tenure Track Faculty have been corrected throughout this report.

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

- **Five-Year Comparison of Workforce Categories.** From November 1, 2011 to November 1, 2016, the University of Iowa workforce increased by 2,220 individuals (14.2%), from 15,629 to 17,849.
  - The faculty and staff increased by 1,481 women (14.8%).
  - Racial/ethnic minority representation increased by 684 individuals (45.3%).
  - There was a net decrease of 71 tenured/tenure track faculty (4.9%). The number of female tenure track faculty decreased by 35 (7.3%), while the number of minority faculty increased by 13 (4.7%).
  - The number of employees who self-reported having disabilities increased by 29 (29.6%); this increase is likely attributable in part to a re-survey of the workforce in Fall 2016.
  - There were increases in the numbers of employees who self-identified as disabled veterans (4 individuals or 11.8%) and Armed Forces Service Medal veterans (24 individuals of 36.4%) The number of Active Duty Wartime/Campaign Badge veterans decreased by 97 (18.2%). The number of recently separated veterans remained the same.
- **Ten-Year Comparison of Workforce Categories.** From October 1, 2006 to November 1, 2016, the University of Iowa workforce increased by 3,313 individuals (22.8%), from 14,536 to 17,849.
  - The faculty and staff increased by 2,359 women (25.8%).
  - Racial/ethnic minority representation increased by 1,004 individuals (84.4%).
  - There was a net decrease of 116 tenured/tenure track faculty (7.8%). The number of female tenure track faculty increased by 11 (2.5%), and minority representation increased by 42 (17.0%).
  - There was an increase of 42 individuals (49.4%) who self-reported having disabilities; this increase is likely attributable in part to a re-survey of the workforce in Fall 2016.
  - The number of self-identified disabled veterans increased by 15 (65.2%), and the number of Active Duty Wartime/Campaign Badge veterans increased by 114 (35.5%).

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

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

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

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

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

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

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

### C. Sexual Harassment Prevention Education

In response to university reports<sup>5</sup> indicating a continuing need to improve the campus climate at the University of Iowa, then President David Skorton mandated in 2006 that all academic and administrative officers and teaching assistants receive education on the Policy on Sexual Harassment, and that all teaching assistants additionally receive education on the Policy on Consensual Relationships Involving Students. In August 2008, President Sally Mason expanded the mandate for sexual harassment prevention education and charged the Office of the Provost with monitoring and oversight of the expectation that the following employees complete sexual harassment prevention education:

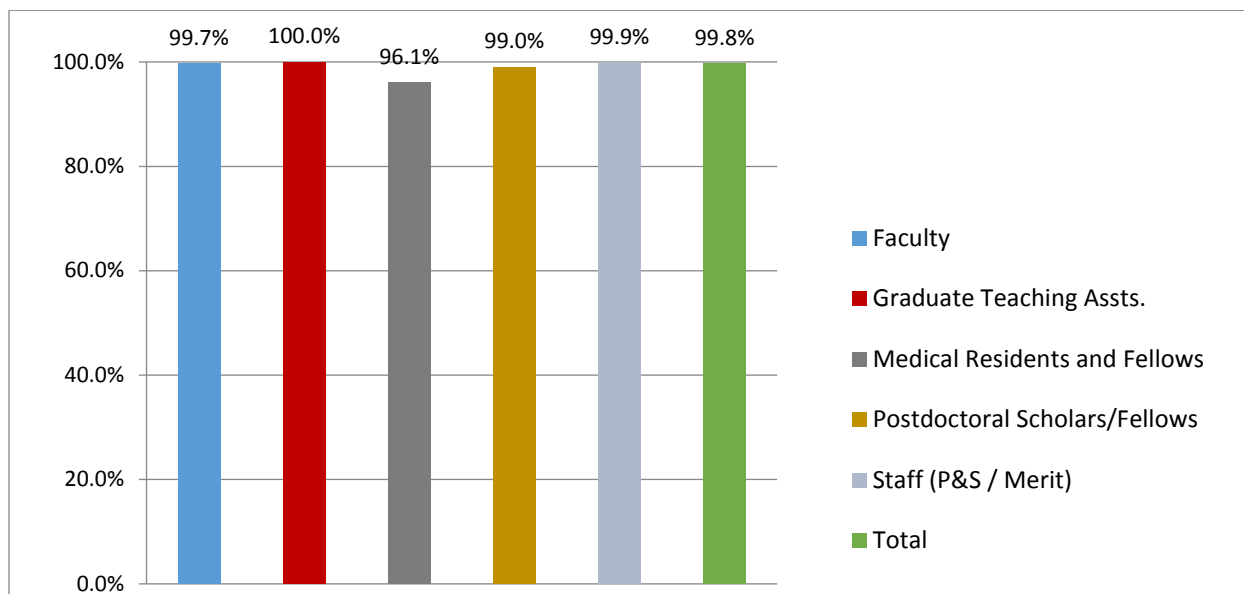
- Regular faculty (except adjunct faculty, postdoctoral researchers, and postdoctoral associates) with appointments of at least 50% time
- All regular staff with appointments of at least 50% time
- Medical residents and fellows with appointments of at least 50% time
- Graduate student teaching assistants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

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

During Fiscal Year 2016, a total of 11,289 individuals completed one of the approved sexual harassment prevention courses; of these, 76 percent completed an online training and 24 percent attended in-person training. As of June 30, 2016, 99.8 percent of current covered employees were compliant with the mandate for periodic training on sexual harassment prevention.

Figure 1

#### Sexual Harassment Prevention Education Completion Rates as of June 30, 2015



<sup>5</sup> *Campus Climate Committee Report* (2003) and the *Sexual Harassment and Unwelcome Behavior at The University of Iowa* report (2006).

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

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

Students, staff, and faculty are notified annually of the following university policies via email each September:

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

#### **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, 116 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 workshops, including *Leadership for Equity and Inclusion* (full day), *Conflict and Controversial Issues* (half day), and *The Art of Building Effective Relationships Across Group Lines* (half day), as well as an ongoing one-hour dialogue and discussion series on topics of prejudice reduction, coalition building, and conflict resolution. Monthly "Lunch & Learn Dialogues" are offered on topics relevant to diversity, identity, inclusion, equity, power, and privilege. Nearly 830 people on campus receive the NCBI affiliate newsletter each semester.

### E. The Diversity Catalyst Award

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

The seventeenth annual Diversity Catalyst Award reception was held on April 6, 2016. The 2016 Diversity Catalyst Award recipients were:

- Student Award: Cindy Ann Kilgo, Ph.D., Higher Education and Student Affairs, College of Education
- Faculty/Staff Award: Lan Samantha Chang, M.F.A., Director, Iowa Writer's Workshop
- Faculty/Staff Award: Jason Daniel-Ulloa, MPH Ph.D., Assistant Research Scientist, Community and Behavioral Health, College of Public Health
- Faculty/Staff Award: Michael Hill, Ph.D., Association Professor, English and African American Studies, College of Liberal Arts and Sciences
- Faculty/Staff Award: Tina Tootle, Ph.D., Assistant Professor, Anatomy and Cell Biology, Carver College of Medicine

Sherry Watt, Associate Professor, Educational Policy & Leadership Studies, in the College of Education, and a Faculty Fellow for the Chief Diversity Office, 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 2016 Diversity Catalyst Award Seed Grants were "Recognizing and Interrupting Personal Bias for Health Professional Students," proposed by Megan McDowell and Dr. Denise Martinez from the Carver College of Medicine, and "Effective and Affirming Transgender Patient Care," submitted by Laurie Haag and Lauren Ossian from the Women's Resource & Action Center.

#### **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 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 2016, the Office of the Provost budgeted FDOP funds totaling \$2,009,782 for partial salaries and other resources supporting 34 faculty members. These positions are in the University Library and the Colleges of Education, Engineering, Law, Liberal Arts and Sciences, Nursing, Pharmacy, and Public Health. Since 1999, FDOP has been used to support 143 diversity hires to the UI campus. When appropriate, FDOP funding has been successfully used to support the research of post-doctoral fellows as a means of increasing the pipeline to the professorate. The Faculty Diversity Opportunity Program has proven to be an important incentive to colleges and departments to identify and recruit faculty from underrepresented communities and has contributed significantly to the increased representation of faculty from underrepresented communities in the seventeen-year period ending 2016.

#### **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 2016, the salaries of three P&S staff members were supported by SDOP funding.

**IV. ONE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:  
2015 – 2016**

**A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity,  
2015 – 2016**

*Overall Changes*<sup>6</sup>. The University of Iowa workforce increased by 868 employees (5.1 percent) during the 2015-16 data year, from 16,981 to 17,849. For analytical purposes, job titles have been categorized into Primary Occupational Activity (POA) groups based on job content, salary, and opportunities. The POA group with the greatest proportional increase was Technical and Paraprofessional Staff, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease occurred among Secretarial and Clerical Staff.

*Sex*. The number of women in the workforce increased by 530 (4.8 percent). The largest proportional increase was in Technical and Paraprofessional Staff, and the largest net increase was in Professional and Scientific Staff. The largest proportional decrease was in Tenured/Tenure Track Faculty, and the largest net decrease was in Secretarial and Clerical Staff.

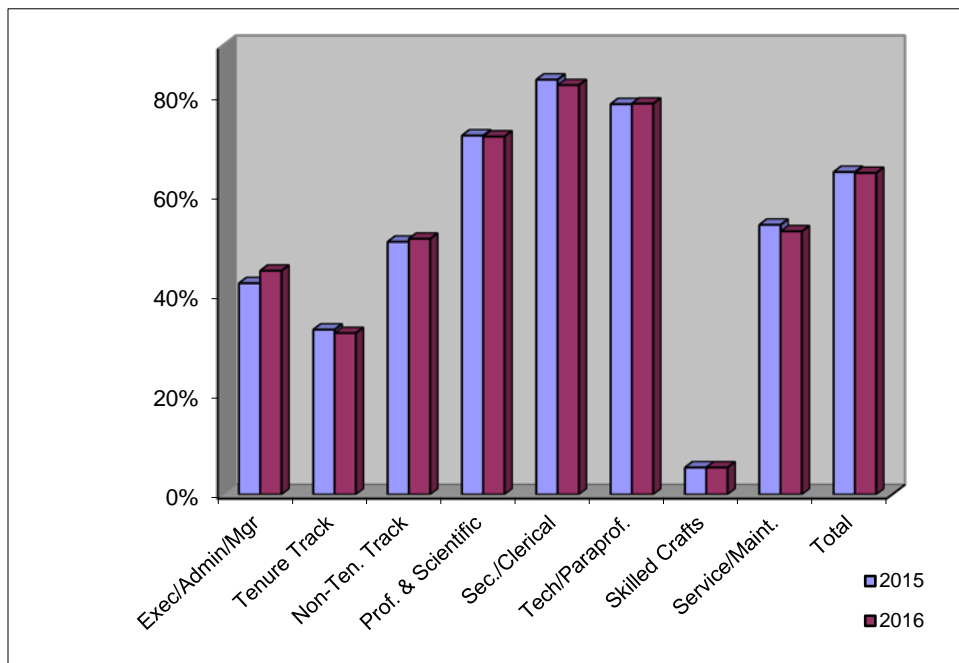
**Table I  
Faculty and Staff by Primary Occupational Activity Group and Sex  
November 1, 2015 – November 1, 2016**

Primary Occupational Activity Group	2015		2016		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	371	157 42.3 %	375	168 44.8 %	+ 4 + 1.1 %	+ 11 + 7.0 %
2 Tenured/Tenure Track Faculty	1,417	467 33.0 %	1,379	445 32.3 %	- 38 - 2.7 %	- 22 - 4.7 %
3 Non-Tenure Track Faculty	1,075	544 50.6 %	1,177	603 51.2 %	+ 102 + 9.5 %	+ 59 + 10.8 %
4 Professional & Scientific Staff	9,458	6,802 71.9 %	10,095	7,237 71.7 %	+ 637 + 6.7 %	+ 435 + 6.4 %
5 Secretarial and Clerical Staff	1,621	1,347 83.1 %	1,569	1,286 82.0 %	- 52 - 3.2 %	- 61 - 4.5 %
6 Technical and Paraprofessional Staff	720	563 78.2 %	807	632 78.3 %	+ 87 + 12.1 %	+ 69 + 12.3 %
7 Skilled Crafts Staff	349	19 5.4 %	355	19 5.4 %	+ 6 + 1.7 %	0
8 Service and Maintenance Staff	1,970	1,063 54.0 %	2,092	1,102 52.7 %	+ 122 + 6.2 %	+ 39 + 3.7 %
<b>Total</b>	<b>16,981</b>	<b>10,962 64.6 %</b>	<b>17,849</b>	<b>11,492 64.4 %</b>	<b>+ 868 + 5.1 %</b>	<b>+ 530 + 4.8 %</b>

<sup>6</sup> At the time of publication of the university's 2015 *Annual Equal Employment Opportunity and Affirmative Action Workforce Report*, some departmental executive officers (DEOs) were not coded accurately and as a result were counted as faculty rather than as Executive, Administrative, and Managerial Staff. The 2015 counts of Executive, Administrative, and Managerial Staff, Tenured/Tenure Track Faculty, and Non-Tenure Track Faculty have been corrected throughout this report.



**Figure 2**  
**Female Faculty and Staff by Primary Occupational Activity Group**  
**November 1, 2015 – November 1, 2016**



*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 216 (10.9 percent) from 2015 to 2016. The largest proportional increase was in Executive, Administrative, and Managerial Staff, and the largest net increase was in Professional and Scientific Staff. The only POA group with a decrease in the number of minorities was Tenured/Tenure Track Faculty. There were increases in the total numbers of employees in each of the racial/ethnic categories. Changes in the racial/ethnic composition of the University of Iowa's workforce over the past year are detailed in the table and charts on the following pages.

**Table II  
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity  
November 1, 2015 – November 1, 2016**

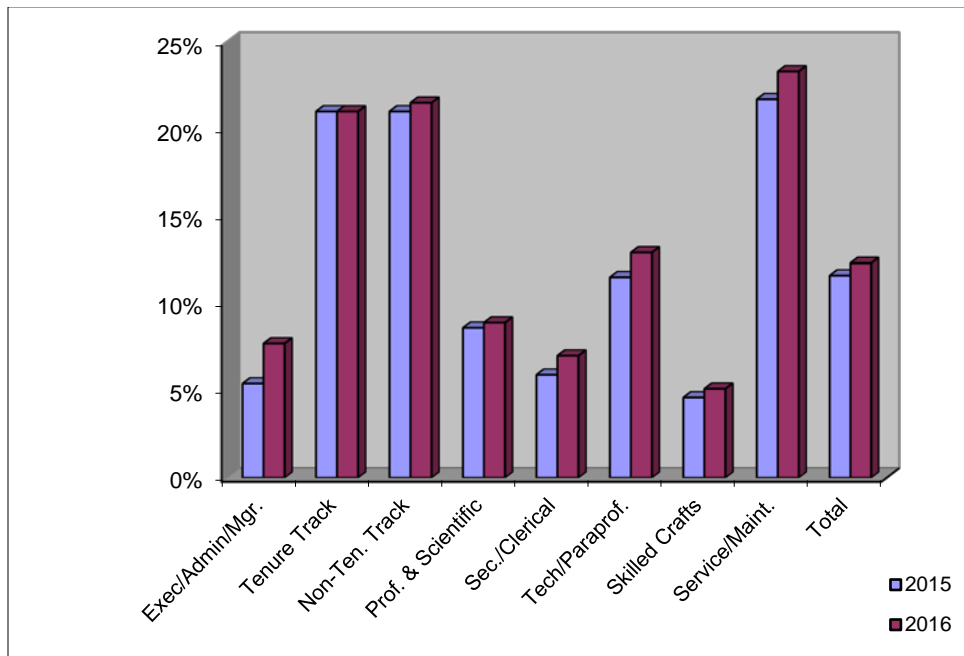
Primary Occupational Activity Group	2015							2016							Net Change						
	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ 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	371	20 5.4%	2 0.5%	7 1.9%	7 1.9%	1 0.3%	3 0.8%	375	29 7.7%	7 1.9%	11 2.9%	5 1.3%	2 0.5%	4 1.1%	+4 +1.1%	+9 +45.0%	+5 +250%	+4 +57.1%	-2 -28.6%	+1 +100%	+1 +33.3%
2 Tenured/ Tenure Track Faculty	1,417	297 21.0%	192 13.5%	33 2.3%	60 4.2%	4 0.3%	8 0.6%	1,379	289 21.0%	191 13.9%	28 2.0%	58 4.2%	4 0.3%	8 0.6%	-38 -2.7%	-8 -2.7%	-1 -0.5%	-5 -15.2%	-2 -3.3%	0	0
3 Non-Tenure Track Faculty	1,075	226 21.0%	144 13.4%	27 2.5%	47 4.4%	3 0.3%	5 0.5%	1,177	253 21.5%	163 13.8%	25 2.1%	56 4.8%	3 0.3%	6 0.5%	+102 +9.5%	+27 +11.9%	+19 +13.2%	-2 -7.4%	+9 +19.1%	0	+1 +20.0%
4 Professional & Scientific Staff	9,458	812 8.6%	389 4.1%	155 1.6%	207 2.2%	15 0.2%	46 0.5%	10,095	903 8.9%	436 4.3%	161 1.6%	240 2.4%	16 0.2%	50 0.5%	+637 +6.7%	+91 +11.2%	+47 +12.1%	+6 +3.9%	+33 +15.9%	+1 +6.7%	+4 +8.7%
5 Secretarial & Clerical Staff	1,621	96 5.9%	25 1.5%	30 1.9%	32 2.0%	4 0.2%	5 0.3%	1,569	110 7.0%	25 1.6%	41 2.6%	35 2.2%	4 0.3%	5 0.3%	-52 -3.2%	+14 +14.6%	0	+11 +36.7%	+3 +9.4%	0	0
6 Technical & Paraprofessional Staff	720	83 11.5%	21 2.9%	22 3.1%	32 4.4%	3 0.4%	5 0.7%	807	104 12.9%	25 3.1%	25 3.1%	45 5.6%	4 0.5%	5 0.6%	+87 +12.1%	+21 +25.3%	+4 +19.0%	+3 +13.6%	+13 +40.6%	+1 +33.3%	0
7 Skilled Crafts Staff	349	16 4.6%	1 0.3%	4 1.1%	5 1.4%	6 1.7%	0	355	18 5.1%	2 0.6%	5 1.4%	6 1.7%	5 1.4%	0	+6 +1.7%	+2 +12.5%	+1 +100%	+1 +25.0%	+1 +20.0%	-1 -16.7%	0
8 Service & Maintenance Staff	1,970	427 21.7%	74 3.8%	209 10.6%	123 6.2%	11 0.6%	10 0.5%	2,092	487 23.3%	82 3.9%	238 11.4%	137 6.5%	10 0.5%	20 1.0%	+122 +6.2%	+60 +14.1%	+8 +10.8%	+29 +13.9%	+14 +11.4%	-1 -9.1%	+10 +100%
<b>Total</b>	<b>16,981</b>	<b>1,977 11.6%</b>	<b>848 5.0%</b>	<b>487 2.9%</b>	<b>513 3.0%</b>	<b>47 0.3%</b>	<b>82 0.5%</b>	<b>17,849</b>	<b>2,193 12.3%</b>	<b>931 5.2%</b>	<b>534 3.0%</b>	<b>582 3.3%</b>	<b>48 0.3%</b>	<b>98 0.5%</b>	<b>+868 +5.1%</b>	<b>+216 +10.9%</b>	<b>+83 +9.8%</b>	<b>+47 +9.7%</b>	<b>+69 +13.5%</b>	<b>+1 +2.1%</b>	<b>+16 +19.5%</b>

\* In 2016, nine employees self-identified as Native Hawaiian or Other Pacific Islander (two Non-Tenure Track Faculty, five Professional and Scientific Staff, one Skilled Crafts Staff, and one 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**

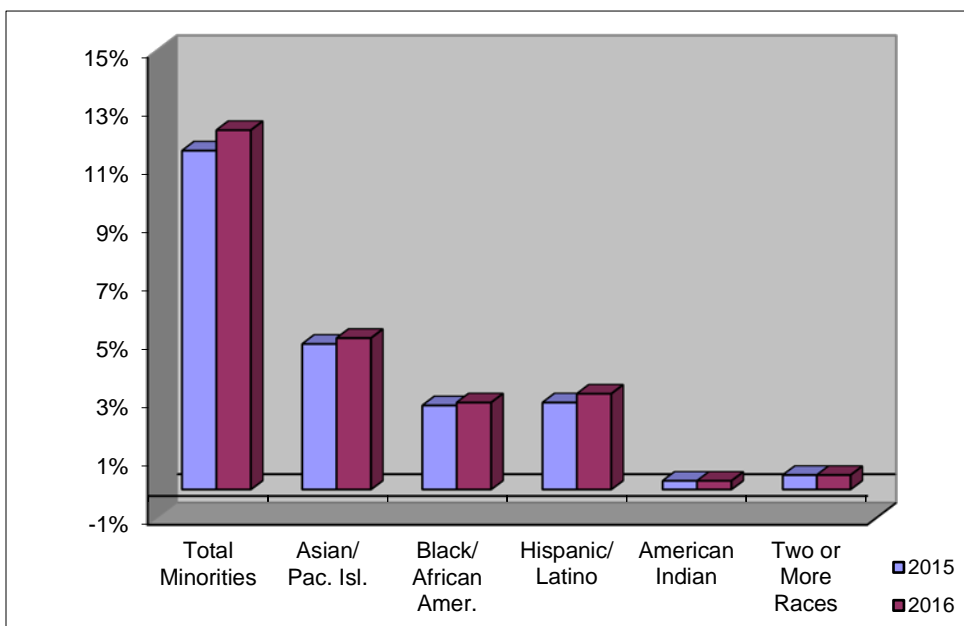
**November 1, 2015 – November 1, 2016**



**Figure 4**

**Total Workforce by Race/Ethnicity**

**November 1, 2015 – November 1, 2016**



*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, 2015 – November 1, 2016**

Primary Occupational Activity Group	Gains			Losses			Net Change		
	Total	Women	Minorities	Total	Women	Minorities	Total	Women	Minorities
1 Executive, Administrative, & Managerial Staff	58	33	11	54	22	2	+4	+11	+9
2 Tenured/Tenure Track Faculty	77	27	20	115	49	28	-38	-22	-8
3 Non-Tenure Track Faculty	216	107	63	114	48	36	+102	+59	+27
4 Professional & Scientific Staff	1,929	1,409	238	1,292	974	147	+637	+435	+91
5 Secretarial and Clerical Staff	196	151	34	248	212	20	-52	-61	+14
6 Technical and Paraprofessional Staff	189	148	36	102	79	15	+87	+69	+21
7 Skilled Crafts Staff	41	0	3	35	0	1	+6	0	+2
8 Service and Maintenance Staff	539	299	139	417	260	79	+122	+39	+60
<b>Total</b>	<b>3,245</b>	<b>2,174</b>	<b>544</b>	<b>2,377</b>	<b>1,644</b>	<b>328</b>	<b>+868</b>	<b>+530</b>	<b>+216</b>

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

The organizational unit on campus with the largest workforce increase over the past year was UI Health Care, with a net increase of 693 employees (6.5 percent). UI Health Care continues to grow and expand at a notable rate. Over a quarter of the new positions were in the Department of Nursing, which remains the top focus area for hiring to provide the highest quality patient care for UIHC as well as the new Stead Family Children's Hospital, set to open in December 2016. Centralized Patient Scheduling continues to grow to accommodate a growing number of patients. Additionally, the official conversion to ICD-10 (International Classification of Diseases) has resulted in the need for more positions in the areas of revenue cycle and medical coding. Lastly, as healthcare provider models are changing across the country, the demand for advanced practice providers is rising, resulting in increased hiring of advanced registered nurse practitioners and physician assistants.

**B. Faculty and Staff by Disability and Veteran Status, 2015 – 2016**

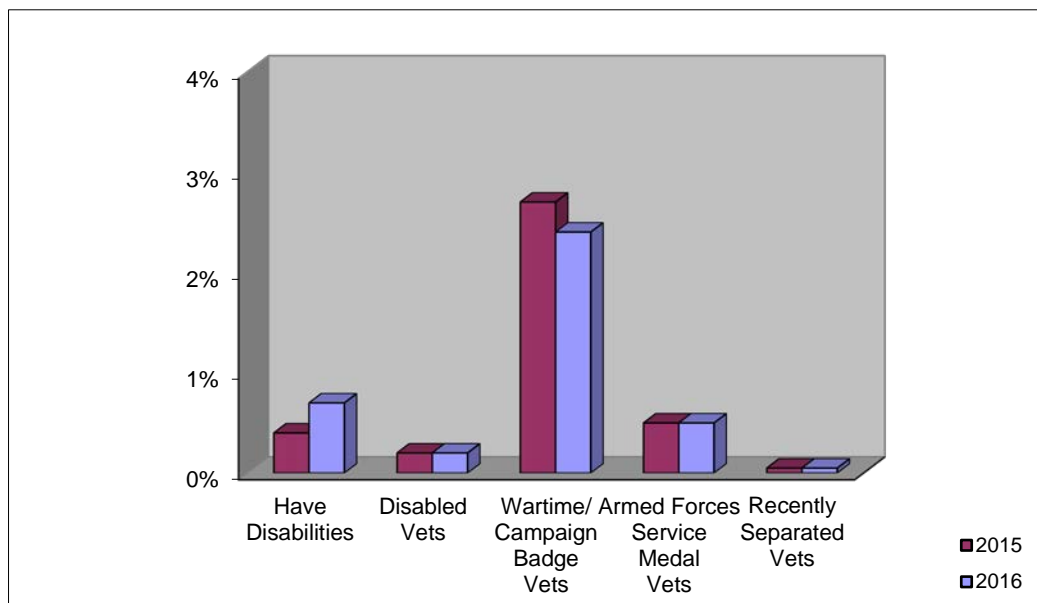
Employees may self-report disability and veteran status to the university at the time of appointment, and may update or correct this information at any time.

The number of faculty and staff who reported having a disability increased by 54 individuals (74.0 percent) over the past year; this increase is likely attributable in part to a re-survey of the workforce in Fall 2016. The number of faculty and staff who self-identified as disabled veterans increased by 5 (15.2 percent), Active Duty Wartime/Campaign Badge veterans decreased by 21 (4.6 percent), and Armed Forces Service Medal veterans increased by 13 (16.9 percent). There was an increase of 3 (150 percent) in the number of veterans whose discharge date from military service was within the three years prior to the data snapshot date.

**Table IV  
Faculty and Staff by Disability and Veteran Status  
November 1, 2015 – November 1, 2016**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2015	16,981	73 0.4 %	33 0.2 %	456 2.7 %	77 0.5 %	2 < 0.1 %
2016	17,849	127 0.7 %	38 0.2 %	435 2.4 %	90 0.5 %	5 < 0.1 %
Net Change	+ 868 + 5.1 %	+ 54 + 74.0 %	+ 5 + 15.2 %	- 21 - 4.6 %	+ 13 + 16.9 %	+ 3 + 150.0 %

**Figure 5  
Faculty and Staff by Disability and Veteran Status  
November 1, 2015 – November 1, 2016**



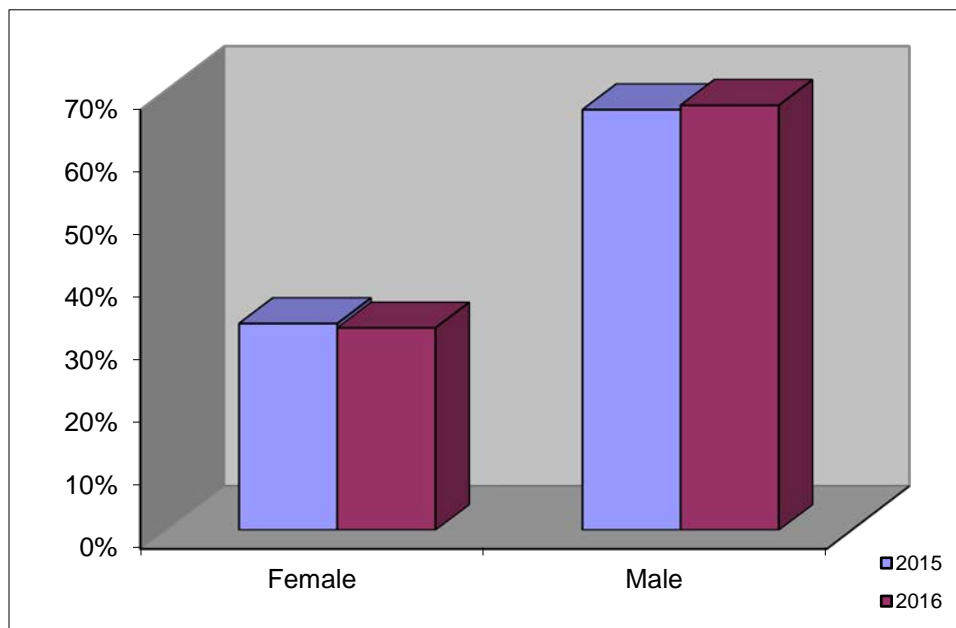
**C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2015 – 2016**

The number of tenured/tenure track faculty decreased by 38 (2.7 percent) in the last year. The number of female tenured/tenure track faculty decreased by 22 (4.7 percent), and the total number of minority faculty decreased by 8 (2.7 percent).

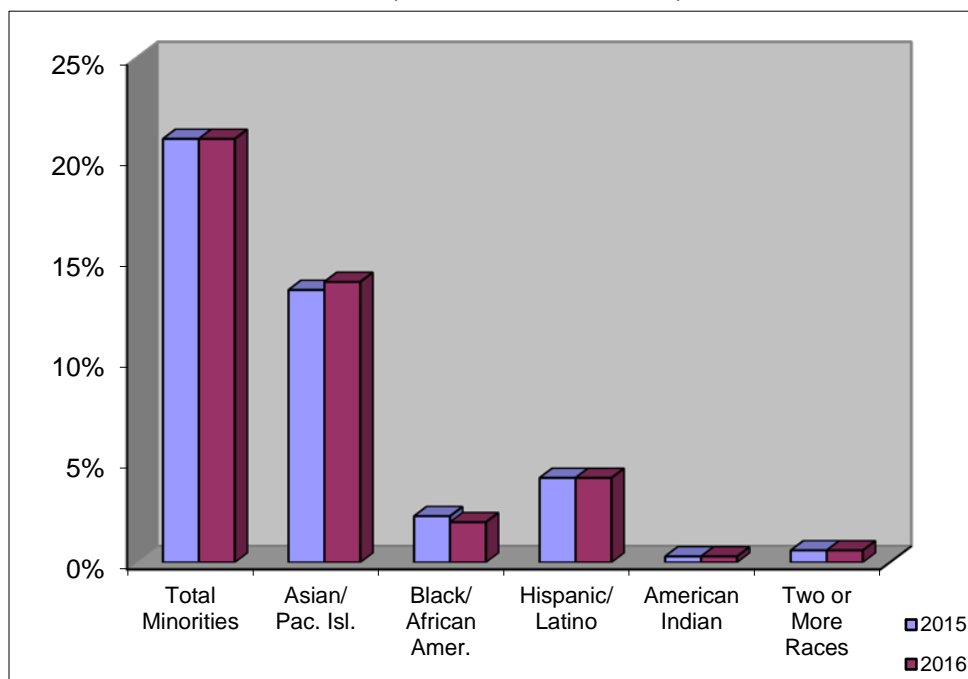
**Table V**  
**Tenured/Tenure Track Faculty by Sex and Race/Ethnicity**  
**November 1, 2015 – November 1, 2016**

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2015	1,417	467 33.0 %	297 21.0 %	192 13.5 %	33 2.3 %	60 4.2 %	4 0.3 %	8 0.6 %
2016	1,379	445 32.3 %	289 21.0 %	191 13.9 %	28 2.0 %	58 4.2 %	4 0.3 %	8 0.6 %
Net Change	- 38 - 2.7 %	- 22 - 4.7 %	- 8 - 2.7 %	- 1 -0.5 %	- 5 - 15.2 %	- 2 - 3.3 %	0	0

**Figure 6**  
**Tenured/Tenure Track Faculty by Sex**  
**November 1, 2015 – November 1, 2016**



**Figure 7**  
**Tenured/Tenure Track Faculty by Race/Ethnicity**  
**November 1, 2015 – November 1, 2016**



**D. Tenured/Tenure Track Faculty Promotion and Tenure Rates by Sex and Minority Status, Academic Year 2016 – 2017**

A total of 75 tenure track faculty were granted promotions effective Academic Year 2016-17, of whom 29 were women. This rate of promotion (38.7 percent) approximates the percentage of women on the tenure track faculty, now at 32.3 percent. Minorities received 21 of the 75 promotions (28.0 percent); this representation also approximates the representation of minorities on the tenure track faculty (21.0 percent).

Forty-five tenure track faculty members were granted tenure effective Academic Year 2016-17, of whom 20 (44.4 percent) were women. As of November 2016, women represented 40.6 percent of the untenured faculty on the tenure track. Among the 45 tenure track faculty members who received tenure, 12 (26.7 percent) were members of minority groups. As of November 2016, minorities represented 31.7 percent of the untenured faculty on the tenure track.

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.

**Table VI  
Tenured/Tenure Track Faculty Promotions & Tenure Rates by Sex and Minority Status  
Effective 2016-17 Academic Year**

	<b>Total</b>	<b>Women</b>	<b>Minorities</b>
<b>PROMOTIONS</b>			
Number on Tenure Track	1,379	445	289
Percentage of Total on Tenure Track		32.3%	21.0%
Sought Promotions	76	30	22
Percentage of All Faculty Who Sought Promotions (n = 76)		39.5%	28.9%
Percentage of Subgroup (Total, Women, or Minorities)	5.5%	6.7%	7.6%
Granted Promotions	75	29	21
Percentage of All Faculty Who Were Granted Promotions (n = 75)		38.7%	28.0%
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Promotions	98.7%	96.7%	95.5%
<b>TENURE</b>			
Number of Untenured Faculty on Tenure Track	347	141	110
Percentage of Total Untenured on Tenure Track		40.6%	31.7%
Sought Tenure	46	21	13
Percentage of All Faculty Who Sought Tenure (n = 46)		45.7%	28.3%
Percentage of Subgroup (Total, Women, or Minorities)	13.3%	14.9%	11.8%
Granted Tenure	45	20	12
Percentage of All Faculty Who Were Granted Tenure (n = 45)		44.4%	26.7%
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Tenure	97.8%	95.2%	92.3%

#### **E. Clinical Track Faculty by Sex and Race/Ethnicity, 2015 – 2016**

The university experienced a net increase of 54 clinical track faculty (7.8 percent) over the past year. Faculty appointed to clinical track positions are included in POA Group 3, Non-Tenure Track Faculty.

The number of women on the clinical track increased by 31 (9.2 percent), and the number of minorities on the clinical track increased by 17 (10.6 percent).

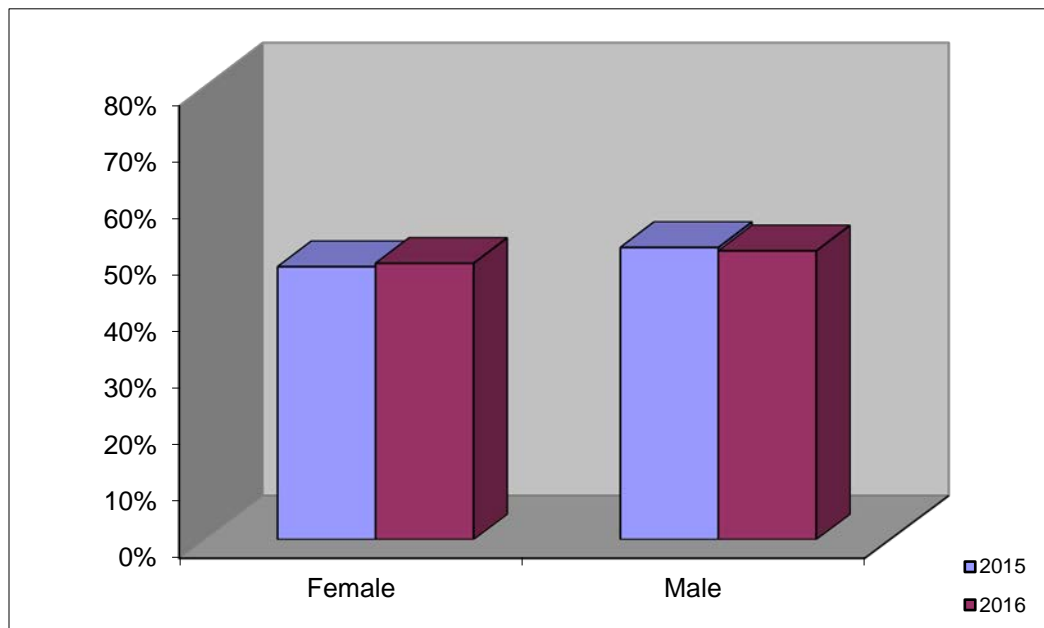
Carver College of Medicine continues to employ the majority of the clinical track faculty (82 percent), followed by the College of Dentistry (6 percent). The remaining clinical track faculty are employed in the colleges of Pharmacy, Liberal Arts and Sciences, Nursing, Education, Public Health, Law, or the Tippie College of Business.



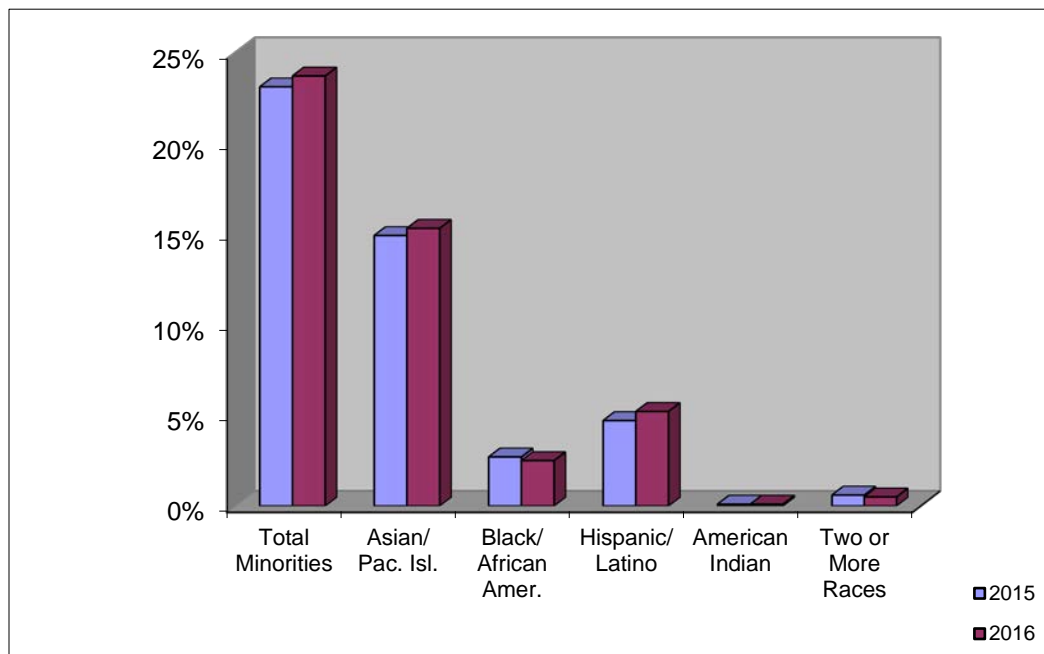
**Table VII**  
**Clinical Track Faculty by Sex and Race/Ethnicity**  
**November 1, 2015 – November 1, 2016**

Year	Clinical Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2015	696	336 48.3 %	161 23.1 %	104 14.9 %	19 2.7 %	33 4.7 %	1 0.1 %	4 0.6 %
2016	750	367 48.9 %	178 23.7 %	115 15.3 %	19 2.5 %	39 5.2 %	1 0.1 %	4 0.5 %
Net Change	+ 54 + 7.8 %	+ 31 + 9.2 %	+ 17 + 10.6 %	+ 11 + 10.6 %	0	+ 6 + 18.2 %	0	0

**Figure 8**  
**Clinical Track Faculty by Sex**  
**November 1, 2015 – November 1, 2016**



**Figure 9**  
**Clinical Track Faculty by Race/Ethnicity**  
**November 1, 2015 – November 1, 2016**



#### **F. Research Track Faculty by Sex and Race/Ethnicity, 2015 – 2016**

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

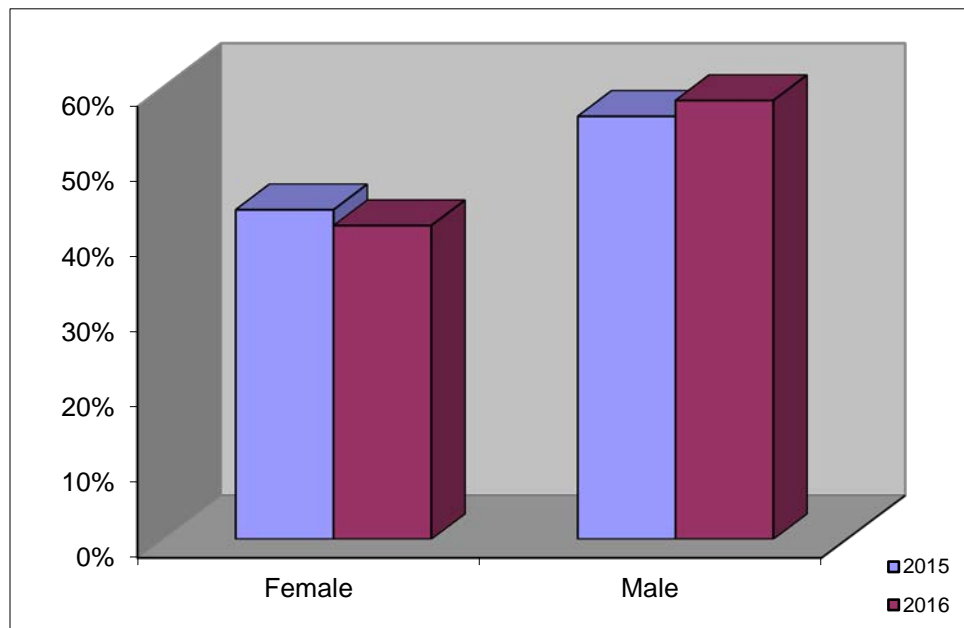
The research track increased by 4 individuals (12.5 percent) over the last year. The number of women on the research track increased by 1 (7.1 percent), and the number of racial/ethnic minorities increased by 2 (22.2 percent).

As of November 1, 2016, Carver College of Medicine employs all of the research track faculty.

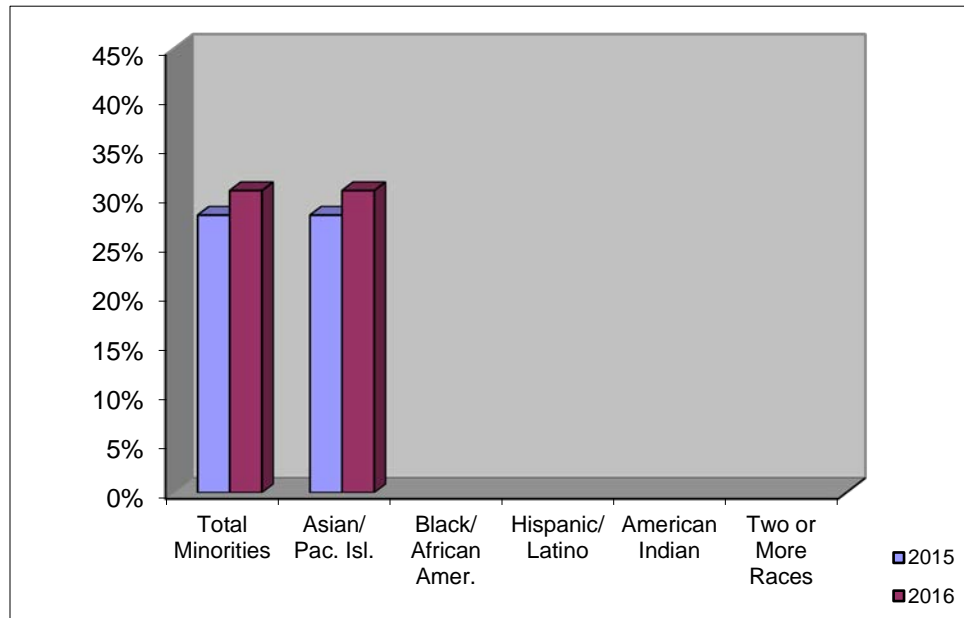
**Table VIII**  
**Research Track Faculty by Sex and Race/Ethnicity**  
**November 1, 2015 – November 1, 2016**

Year	Research Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2015	32	14 43.8 %	9 28.1 %	9 28.1 %	0	0	0	0
2016	36	15 41.7 %	11 30.6 %	11 30.6 %	0	0	0	0
Net Change	+ 4 + 12.5 %	+ 1 + 7.1 %	+ 2 + 22.2 %	+ 2 + 22.2 %	0	0	0	0

**Figure 10**  
**Research Track Faculty by Sex**  
**November 1, 2015 – November 1, 2016**



**Figure 11**  
**Research Track Faculty by Race/Ethnicity**  
**November 1, 2015 – November 1, 2016**



## **V. ANNUAL HIRING GOALS: 2015-16 AND 2016-17**

### **A. How Hiring Goals are Determined**

In accordance with requirements of the Office of Federal Contract Compliance Programs, the Office of Equal Opportunity and Diversity annually conducts formal availability analyses, identifies areas where underrepresentation of women and/or racial/ethnic minorities exists, and establishes hiring goals for the coming year for those underrepresented areas. The availability analyses result in estimates of the percentage and number of qualified women and racial/ethnic minorities available for employment in each academic field and job group (staff job titles similar in content, pay rates, and opportunities) at the University of Iowa. These availability estimates are compared to the actual rates of employment by the university to identify faculty departments and staff job groups where underrepresentation exists.<sup>7</sup> In other words, a faculty department or staff job group is said to be underrepresented for women or minorities when fewer women or minorities are employed than would reasonably be expected based on estimated availability. Underrepresentation may be affected by several factors including new hires, promotions, and transfers; loss of personnel; a change in the availability of women and minorities in the relevant job market; and/or a combination of factors.

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

### **B. Hiring Goals for the 2015-16 Data Year**

After adjusting to reflect the actual rate of hiring, annual hiring goals for the 2015-16 data year totaled 186 women and 108 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 368 women (2.1%) and by 325 minorities (1.8%) as of November 1, 2016.

The following tables show departments/job groups in which underrepresentation was identified as of November 1, 2015; the hiring goals in those departments/job groups (as adjusted to reflect the actual rate of hiring) for 2015-16; and whether these goals were met.

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<sup>7</sup> Statistical analyses are conducted for each faculty department and staff job group; if the difference between the estimated availability and the actual workforce percentage meets or exceeds two standard deviations, the department or job group is identified as underrepresented. For small job groups, an alternate test is used: if incumbency is less than 80% of the estimated availability and the difference is equal to at least one whole person, the job group is determined to be underrepresented.

**Table IX  
Progress toward Annual Hiring Goals for Faculty, Data Year 2015-16**

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	Art & Art History	1	1	0	No			
	Psychological & Brain Sciences	0	0	0	n/a *			
Carver College of Medicine	Internal Medicine	7	2	3	Yes			
	Ophthalmology & Visual Sciences	1	0	0	n/a *			
	Pathology	0	0	0	n/a *			
	Pediatrics	2	1	1	Yes	0	0	n/a *
	Radiology	0	0	0	n/a *			
Public Health	Biostatistics	0	0	0	n/a *			
	Health Management & Policy	0	0	0	n/a *			
	Occupational & Environmental Health	0				0	0	n/a *
POA 3: Non-Tenure Track Faculty								
Liberal Arts & Sciences	English as a Second Language	10				2	2	Yes
	Health & Human Physiology	14				2	1	Partially
Carver College of Medicine	Anatomy & Cell Biology	3	1	1	Yes			
Pharmacy	Pharmacy Practice & Science	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 2015-16**

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	9				1	2	Yes
1B	14	9	10	Yes	1	2	Yes
1D	40				7	10	Yes
3D	130				22	15	Partially
3I	61	45	33	Partially			
3K	23	13	1	Partially	1	1	Yes
3N	12				1	3	Yes
3P	32	9	9	Yes			
3Q	52				7	8	Yes
3R	9	7	6	Partially			
3S	38				3	5	Yes
3X	11				1	1	Yes
4B	9				0	1	Yes
4C	26	22	23	Yes	2	2	Yes
4F	45				6	4	Partially
4K	29	13	7	Partially			
5A	7	5	1	Partially	1	2	Yes
5C	0				0	0	n/a *
5G	48	33	28	Partially			
6A	2	0	0	n/a *			
6C	14	1	0	No			
6D	8	1	0	No	0	0	n/a *
6F	5	1	0	No			
7B	18	9	7	Partially	3	2	Partially
7D	175				35	22	Partially
7E	18	9	5	Partially			
7F	7				2	3	Yes
7I	10	3	0	No			
8D	93				11	5	Partially

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

**C. Hiring Goals for the 2016–17 Data Year**

Anticipated hiring goals for women and minorities for 2016-17, aggregated by Primary Occupational Activity group, are shown in the table below.

**Table XI  
Annual Hiring Goals for Data Year 2016-17**

<b>Primary Occupational Activity Group</b>		<b>Women Total Hiring Goals</b>	<b>Minorities Total Hiring Goals</b>
1	Executive, Administrative, and Managerial Staff	9	1
2	Tenured/Tenure Track Faculty	10	2
4	Professional & Scientific Staff	74	50
5	Secretarial and Clerical Staff	35	8
6	Technical and Paraprofessional Staff	47	1
7	Skilled Crafts Staff	3	
8	Service and Maintenance Staff	21	41
<b>Total</b>		<b>199</b>	<b>103</b>

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



**VI. FIVE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:  
2011 – 2016**

**A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity,  
2011 – 2016**

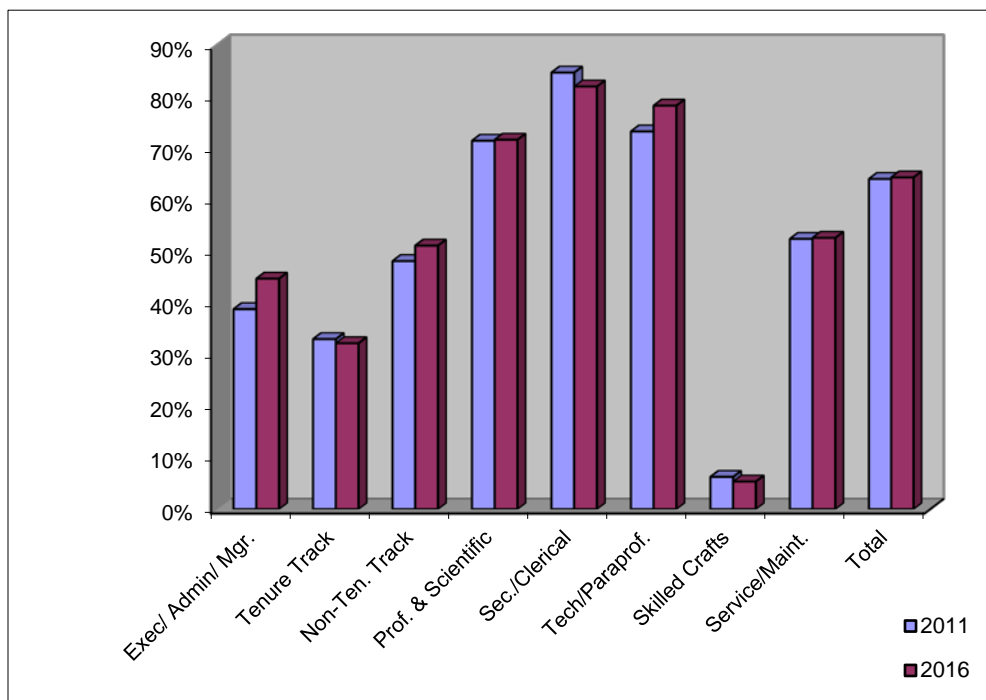
*Overall Changes.* The University of Iowa workforce increased by 2,220 individuals (14.2 percent) over the last five years, from 15,629 in 2011 to 17,849 in 2016. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease was among Secretarial and Clerical Staff.

*Sex.* The number of women in the workforce increased by 14.8 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.

**Table XII  
Faculty and Staff by Primary Occupational Activity Group and Sex  
November 1, 2011 – November 1, 2016**

Primary Occupational Activity Group	2011		2016		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	352	137 38.9 %	375	168 44.8 %	+ 23 + 6.5 %	+ 31 + 22.6 %
2 Tenured/Tenure Track Faculty	1,450	480 33.1 %	1,379	445 32.3 %	- 71 - 4.9 %	- 35 - 7.3 %
3 Non-Tenure Track Faculty	852	411 48.2 %	1,177	603 51.2 %	+ 325 + 38.1 %	+ 192 + 46.7 %
4 Professional & Scientific Staff	8,057	5,763 71.5 %	10,095	7,237 71.7 %	+ 2,038 + 25.3 %	+ 1,474 + 25.6 %
5 Secretarial and Clerical Staff	2,108	1,785 84.7 %	1,569	1,286 82.0 %	- 539 - 25.6 %	- 499 - 28.0 %
6 Technical and Paraprofessional Staff	617	452 73.3 %	807	632 78.3 %	+ 190 + 30.8 %	+ 180 + 39.8 %
7 Skilled Crafts Staff	364	23 6.3 %	355	19 5.4 %	- 9 - 2.5 %	- 4 - 17.4 %
8 Service and Maintenance Staff	1,829	960 52.5 %	2,092	1,102 52.7 %	+ 263 + 14.4 %	+ 142 + 14.8 %
<b>Total</b>	<b>15,629</b>	<b>10,011 64.1 %</b>	<b>17,849</b>	<b>11,492 64.4 %</b>	<b>+ 2,220 + 14.2 %</b>	<b>+ 1,481 + 14.8 %</b>

**Figure 12**  
**Female Faculty and Staff by Primary Occupational Activity Group**  
**November 1, 2011 – November 1, 2016**



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

From November 1, 2011 to November 1, 2016, overall racial/ethnic minority representation increased by 45.3 percent, with notable gains among Technical and Paraprofessional Staff, Executive, Administrative, and Managerial Staff, Non-Tenure Track Faculty, Service and Maintenance Staff, and Professional and Scientific Staff. The number of minorities among Skilled Crafts staff decreased by two (10.0 percent). The total numbers of Asians/Pacific Islanders,<sup>8</sup> Blacks/African Americans, and Hispanic/Latinos increased during this time period, while the number of American Indians/Alaska Natives decreased by 14 (22.6 percent). Changes in the racial/ethnic composition of the workforce from 2011 to 2016 are detailed in the table and charts on the following pages.

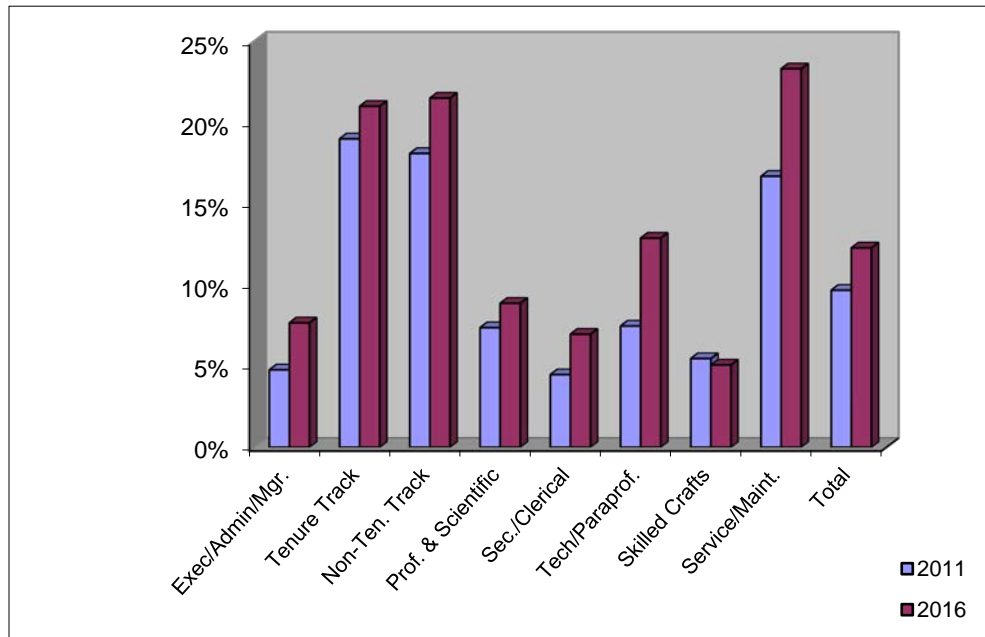
<sup>8</sup> Due to small numbers of employees who self-identified as Native Hawaiian or Other Pacific Islander, this racial/ethnic category is combined with the Asian category in this report.

**Table XIII  
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity  
November 1, 2011 – November 1, 2016**

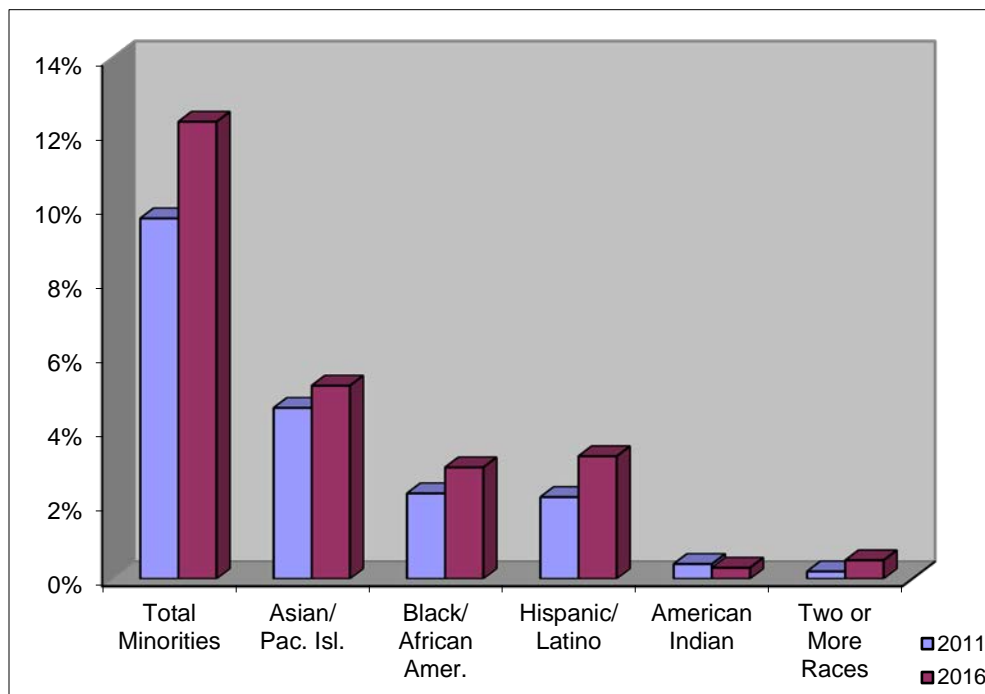
Primary Occupational Activity Group	2011							2016							Net Change						
	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ 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	352	17 4.8%	2 0.6%	7 2.0%	5 1.4%	1 0.3%	2 0.6%	375	29 7.7%	7 1.9%	11 2.9%	5 1.3%	2 0.5%	4 1.1%	+23 +6.5%	+12 +70.6%	+5 +250%	+4 +57.1%	0	+1 +100%	+2 +100%
2 Tenured/ Tenure Track Faculty	1,450	276 19.0%	170 11.7%	39 2.7%	54 3.7%	7 0.5%	6 0.4%	1,379	289 21.0%	191 13.9%	28 2.0%	58 4.2%	4 0.3%	8 0.6%	-71 -4.9%	+13 +4.7%	+21 +12.4%	-11 -28.2%	+4 +7.4%	-3 -42.9%	+2 +33.3%
3 Non-Tenure Track Faculty	852	154 18.1%	104 12.2%	19 2.2%	26 3.1%	3 0.4%	2 0.2%	1,177	253 21.5%	163 13.8%	25 2.1%	56 4.8%	3 0.3%	6 0.5%	+325 +38.1%	+99 +64.3%	+59 +56.7%	+6 +31.6%	+30 +115%	0	+4 +200%
4 Professional & Scientific Staff	8,057	595 7.4%	341 4.2%	97 1.2%	128 1.6%	16 0.2%	13 0.2%	10,095	903 8.9%	436 4.3%	161 1.6%	240 2.4%	16 0.2%	50 0.5%	+2,038 +25.3%	+308 +51.8%	+95 +27.9%	+64 +66.0%	+112 +87.5%	0	+37 +285%
5 Secretarial & Clerical Staff	2,108	95 4.5%	22 1.0%	37 1.8%	27 1.3%	8 0.4%	1 <0.1%	1,569	110 7.0%	25 1.6%	41 2.6%	35 2.2%	4 0.3%	5 0.3%	-539 -25.6%	+15 +15.8%	+3 +13.6%	+4 +10.8%	+8 +29.6%	-4 -50.0%	+4 +400%
6 Technical & Paraprofessional Staff	617	46 7.5%	10 1.6%	14 2.3%	18 2.9%	3 0.5%	1 0.2%	807	104 12.9%	25 3.1%	25 3.1%	45 5.6%	4 0.5%	5 0.6%	+190 +30.8%	+58 +126%	+15 +150%	+11 +78.6%	+27 +150%	+1 +33.3%	+4 +400%
7 Skilled Crafts Staff	364	20 5.5%	1 0.3%	7 1.9%	6 1.6%	6 1.6%	0	355	18 5.1%	2 0.6%	5 1.4%	6 1.7%	5 1.4%	0	-9 -2.5%	-2 -10.0%	+1 +100%	-2 -28.6%	0	-1 -16.7%	0
8 Service & Maintenance Staff	1,829	306 16.7%	75 4.1%	135 7.4%	74 4.0%	18 1.0%	4 0.2%	2,092	487 23.3%	82 3.9%	238 11.4%	137 6.5%	10 0.5%	20 1.0%	+263 +14.4%	+181 +59.2%	+7 +9.3%	+103 +76.3%	+63 +85%	-8 -44.4%	+16 +400%
<b>Total</b>	<b>15,629</b>	<b>1,509 9.7%</b>	<b>725 4.6%</b>	<b>355 2.3%</b>	<b>338 2.2%</b>	<b>62 0.4%</b>	<b>29 0.2%</b>	<b>17,849</b>	<b>2,193 12.3%</b>	<b>931 5.2%</b>	<b>534 3.0%</b>	<b>582 3.3%</b>	<b>48 0.3%</b>	<b>98 0.5%</b>	<b>+2,220 +14.2%</b>	<b>+684 +45.3%</b>	<b>+206 +28.4%</b>	<b>+179 +50.4%</b>	<b>+244 +72.2%</b>	<b>-14 -22.6%</b>	<b>+69 +238%</b>

\* In 2016, nine employees self-identified as Native Hawaiian or Other Pacific Islander (two Non-Tenure Track Faculty, five Professional and Scientific Staff, one Skilled Crafts Staff, and one Service and Maintenance Staff); due to the small numbers, this racial/ethnic category is combined with the Asian category in this report.

**Figure 13**  
**Minority Faculty and Staff by Primary Occupational Activity Group**  
**November 1, 2011 – November 1, 2016**



**Figure 14**  
**Total Workforce by Race/Ethnicity**  
**November 1, 2011 – November 1, 2016**



**B. Faculty and Staff by Disability and Veteran Status, 2011 – 2016**

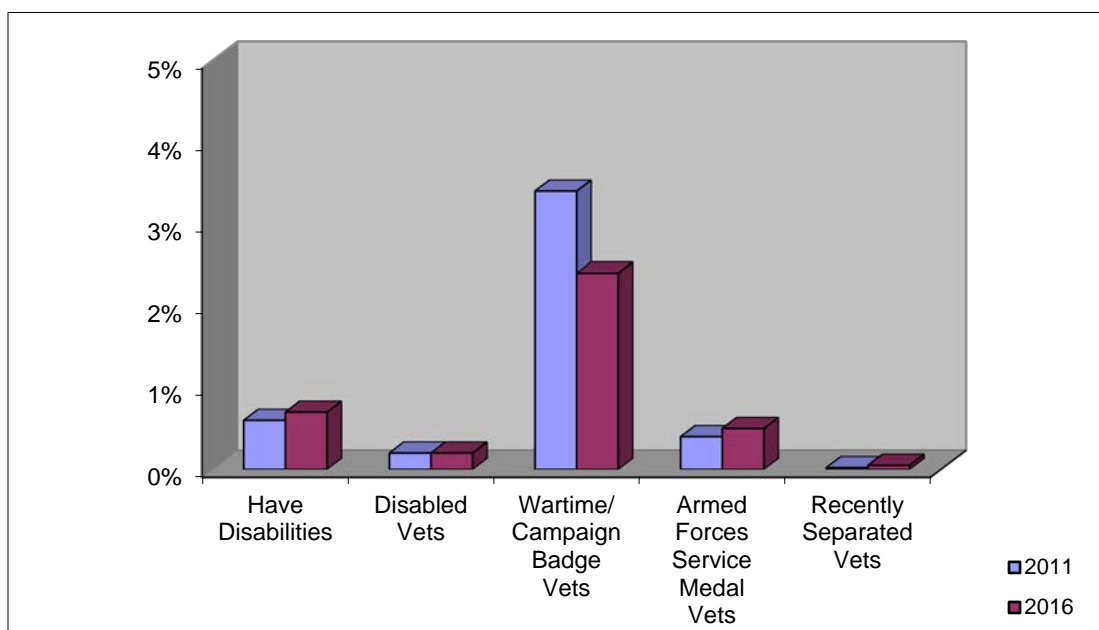
Employees may self-report disability and veteran status to the university at the time of appointment, and may update or correct this information at any time. Over the five-year period, the number of employees who reported having disabilities increased by 29.6 percent; this increase is likely attributable in part to a re-survey of the workforce in Fall 2016.

The number of faculty and staff who self-identified as disabled veterans increased by 4 (11.8 percent). The number of Active Duty Wartime/Campaign Badge veterans decreased by 97 (18.2 percent), and the number of Armed Forces Service Medal veterans increased by 24 (36.4 percent). There was no change in the number of veterans whose discharge date from military service was within the three years prior to the data snapshot date.

**Table XIV  
Faculty and Staff by Disability and Veteran Status  
November 1, 2011 – November 1, 2016**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2011	15,629	98 0.6 %	34 0.2 %	532 3.4 %	66 0.4 %	5 <0.1 %
2016	17,849	127 0.7 %	38 0.2 %	435 2.4 %	90 0.5 %	5 < 0.1 %
Net Change	+ 2,220 + 14.2 %	+ 29 +29.6 %	+ 4 +11.8 %	- 97 - 18.2 %	+ 24 + 36.4 %	0

**Figure 15  
Faculty and Staff by Disability and Veteran Status  
November 1, 2011 – November 1, 2016**



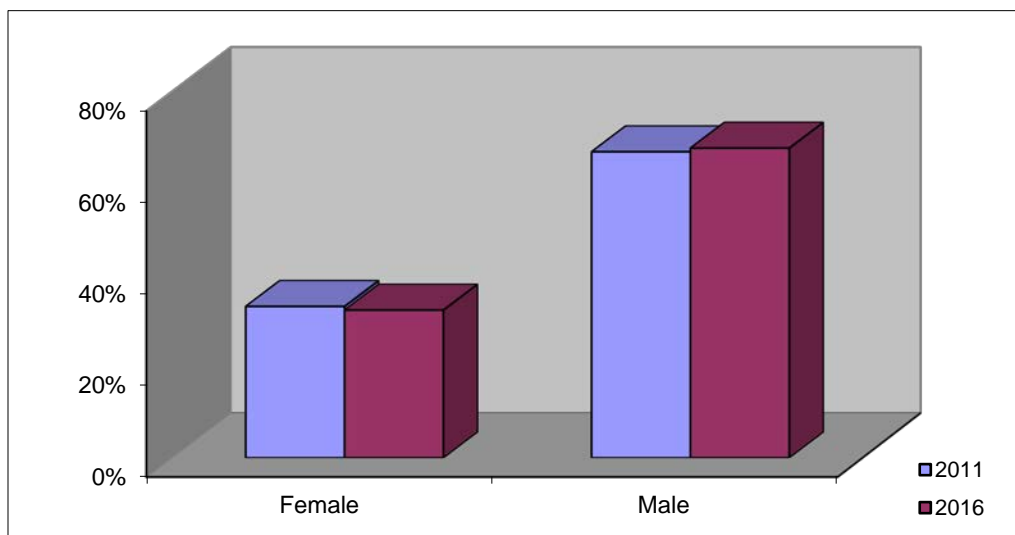
**C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2011 – 2016**

The university has experienced a net decrease of 71 tenured/tenure track faculty (4.9 percent) since November 1, 2011. During this five-year period, the number of female tenured/tenure track faculty decreased by 35 (7.3 percent) and the number of minorities increased by 13 (4.7 percent). The largest net and proportional gain in the minority tenure track faculty was among Asians/Pacific Islanders (21 faculty or 12.4 percent).

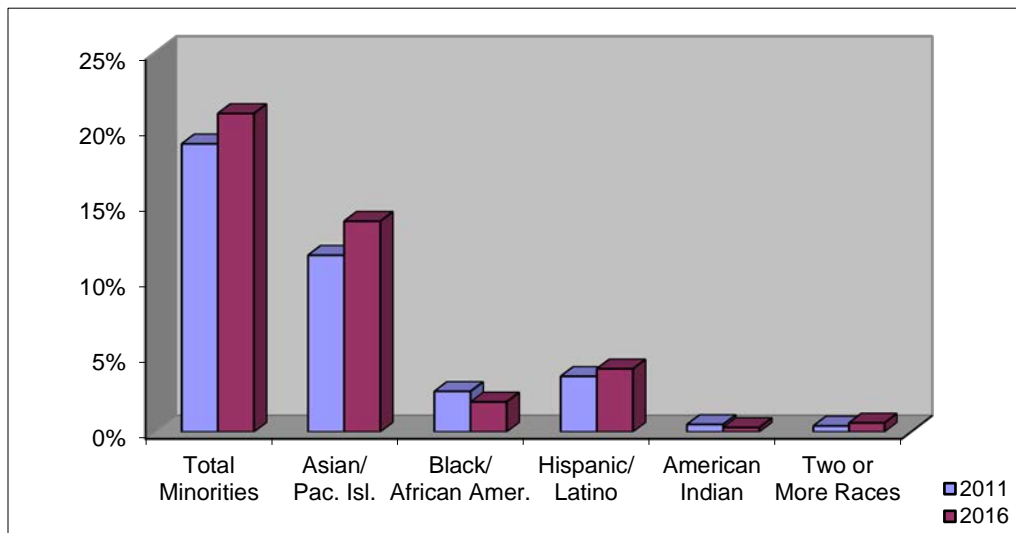
**Table XV  
Tenured/Tenure Track Faculty by Sex and Race/Ethnicity  
November 1, 2011 – November 1, 2016**

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2011	1,450	480 33.1 %	276 19.0 %	170 11.7 %	39 2.7 %	54 3.7 %	7 0.5 %	6 0.4 %
2016	1,379	445 32.3 %	289 21.0 %	191 13.9 %	28 2.0 %	58 4.2 %	4 0.3 %	8 0.6 %
Net Change	- 71 - 4.9 %	- 35 - 7.3 %	+ 13 + 4.7 %	+ 21 + 12.4 %	- 11 - 28.2 %	+ 4 + 7.4 %	- 3 - 42.9 %	+ 2 + 33.3 %

**Figure 16  
Tenured/Tenure Track Faculty by Sex  
November 1, 2011 – November 1, 2016**



**Figure 17**  
**Tenured/Tenure Track Faculty by Race/Ethnicity**  
**November 1, 2011 – November 1, 2016**



**D. Clinical Track Faculty by Sex and Race/Ethnicity, 2011 – 2016**

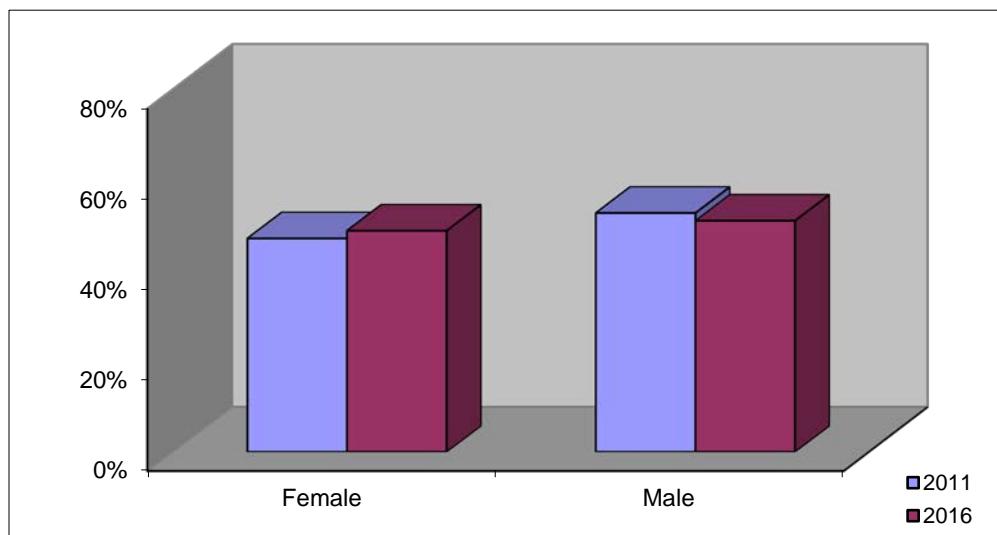
There has been significant growth over the last five years in the clinical track faculty. Faculty appointed to clinical track positions are included in POA Group 3, Non-Tenure Track Faculty. The growth of the Non-Tenure Track Faculty is directly related to the increased number of clinical track appointments.

The clinical track faculty increased from 544 in 2011 to 750 in 2016, an increase of 37.9 percent. The number of women on the clinical track increased by 42.8 percent, and the number of minorities increased by 95.6 percent.

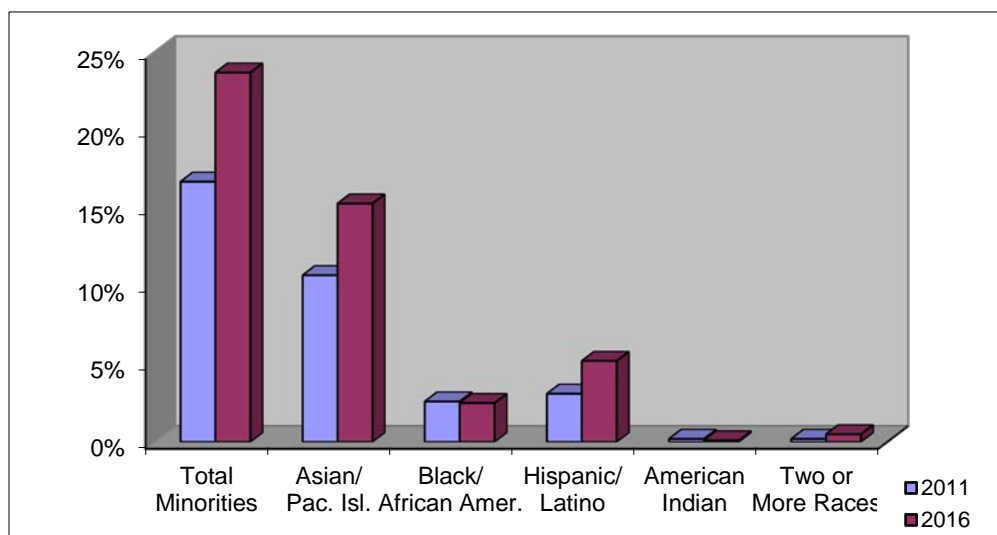
**Table XVI**  
**Clinical Track Faculty by Sex and Race/Ethnicity**  
**November 1, 2011 – November 1, 2016**

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2011	544	257 47.2 %	91 16.7 %	58 10.7 %	14 2.6 %	17 3.1 %	1 0.2 %	1 0.2 %
2016	750	367 48.9 %	178 23.7 %	115 15.3 %	19 2.5 %	39 5.2 %	1 0.1 %	4 0.5 %
Net Change	+ 206 + 37.9 %	+ 110 + 42.8 %	+ 87 + 95.6 %	+ 57 + 98.3 %	+ 5 + 35.7 %	+ 22 + 129.4 %	0	+ 3 +300.0 %

**Figure 18**  
**Clinical Track Faculty by Sex**  
**November 1, 2011 – November 1, 2016**



**Figure 19**  
**Clinical Track Faculty by Race/Ethnicity**  
**November 1, 2011 – November 1, 2016**



#### **E. Research Track Faculty by Sex and Race/Ethnicity, 2011 – 2016**

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.

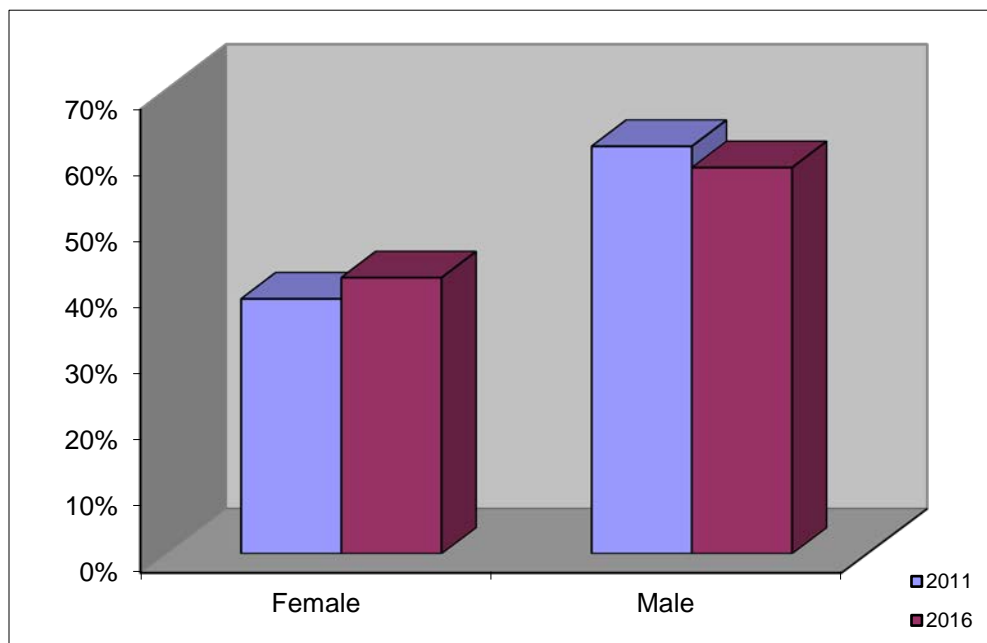


The research track has increased by 10 individuals (38.5 percent) over the past five years. The number of women on the research track increased by 5 (50.0 percent), and the number of racial/ethnic minorities has increased by 1 (10.0%).

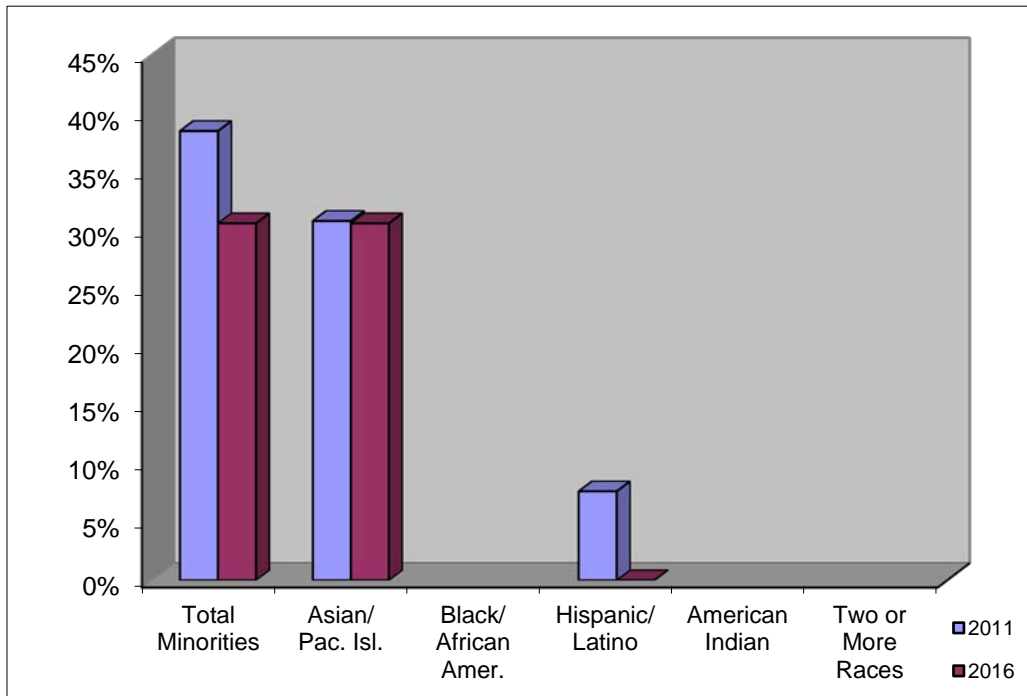
**Table XVII  
Research Track Faculty by Sex and Race/Ethnicity  
November 1, 2011 – November 1, 2016**

Year	Research Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2011	26	10 38.5 %	10 38.5 %	8 30.8 %	0	2 7.7 %	0	0
2016	36	15 41.7 %	11 30.6 %	11 30.6 %	0	0	0	0
Net Change	+ 10 + 38.5 %	+ 5 + 50.0 %	+ 1 + 10.0 %	+ 3 + 37.5 %	0	- 2 - 100.0 %	0	0

**Figure 20  
Research Track Faculty by Sex  
November 1, 2011 – November 1, 2016**



**Figure 21**  
**Research Track Faculty by Race/Ethnicity**  
**November 1, 2011 – November 1, 2016**



**VII. TEN-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:  
2006 – 2016**

**A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity,  
2006 - 2016**

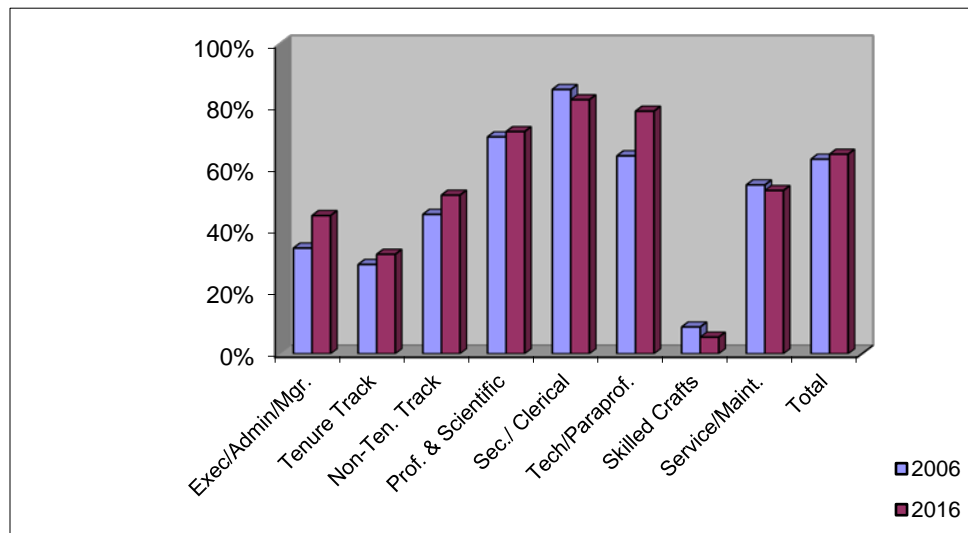
*Overall Changes.* Over the last ten years, the University of Iowa workforce has increased by 22.8 percent, from 14,536 in 2006 to 17,849 in 2016. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was among 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 25.8 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.

**Table XVIII  
Faculty and Staff by Primary Occupational Activity Group and Sex  
October 1, 2006 – November 1, 2016**

Primary Occupational Activity Group	2006		2016		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	350	120 34.3 %	375	168 44.8 %	+ 25 + 7.1 %	+ 48 + 40.0 %
2 Tenured/Tenure Track Faculty	1,495	434 29.0 %	1,379	445 32.3 %	- 116 - 7.8 %	+ 11 + 2.5 %
3 Non-Tenure Track Faculty	591	267 45.2 %	1,177	603 51.2 %	+ 586 + 99.2 %	+ 336 + 125.8 %
4 Professional & Scientific Staff	6,820	4,775 70.0 %	10,095	7,237 71.7 %	+ 3,275 + 48.0 %	+ 2,462 + 51.6 %
5 Secretarial and Clerical Staff	2,606	2,222 85.3 %	1,569	1,286 82.0 %	- 1,037 - 39.8 %	- 936 - 42.1 %
6 Technical and Paraprofessional Staff	451	288 63.9 %	807	632 78.3 %	+ 356 + 78.9 %	+ 344 + 119.4 %
7 Skilled Crafts Staff	404	35 8.7 %	355	19 5.4 %	- 49 - 12.1 %	- 16 - 45.7 %
8 Service and Maintenance Staff	1,819	992 54.5 %	2,092	1,102 52.7 %	+ 273 + 15.0 %	+ 110 + 11.1 %
<b>Total</b>	<b>14,536</b>	<b>9,133 62.8 %</b>	<b>17,849</b>	<b>11,492 64.4 %</b>	<b>+ 3,313 + 22.8 %</b>	<b>+ 2,359 + 25.8 %</b>

**Figure 22**  
**Female Faculty and Staff by Primary Occupational Activity Group**  
**October 1, 2006 – November 1, 2016**



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

- There are now two separate questions regarding race and Hispanic/Latino ethnicity. Employees who indicate that their ethnicity is Hispanic/Latino are reported as Hispanic/Latino, regardless of the race category or categories they indicate, and are included among racial/ethnic minorities for analytical purposes.
- Employees may select one or more of the following race categories: American Indian/Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White. Formerly, Asian/Pacific Islander had been a single category.<sup>9</sup> Employees who select two or more races are included among racial/ethnic minorities for analytical purposes.

Since 2006, racial/ethnic minority representation in the workforce has increased by 84.4 percent overall, with increases in the numbers of Asians/Pacific Islanders, Hispanics/Latinos, and Blacks/African Americans. The number of American Indians decreased by 9 individuals or 15.8 percent. The largest proportional increase was among Technical and Paraprofessional Staff and the largest net increase was in Professional and Scientific Staff. Minority representation decreased among Skilled Crafts Staff by 4 individuals (18.2 percent).

The table and charts on the following pages show the racial/ethnic composition of the workforce on October 1, 2006 and November 1, 2016.

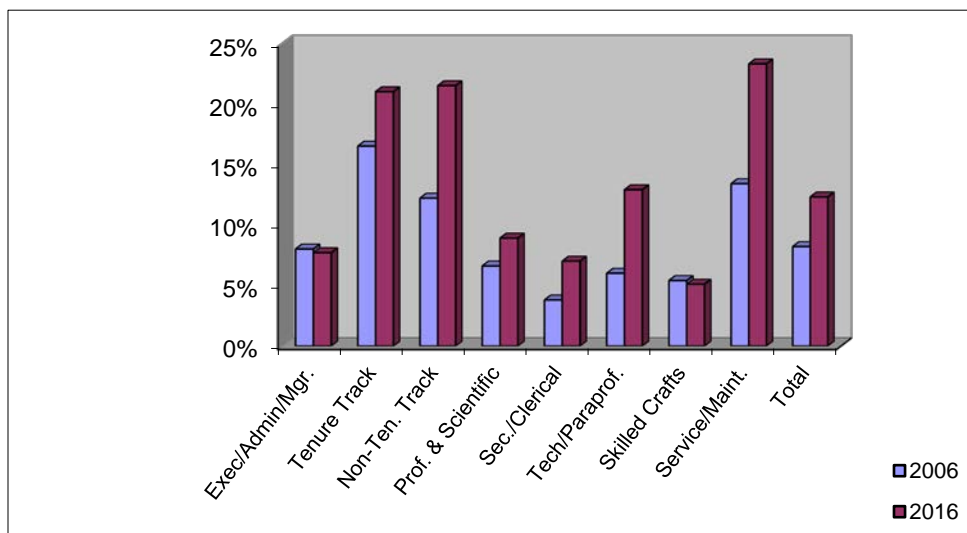
<sup>9</sup> Due to small numbers of employees who self-identified as Native Hawaiian or Other Pacific Islander, this racial/ethnic category is combined with the Asian category in this report.

**Table XIX  
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity  
October 1, 2006 – November 1, 2016**

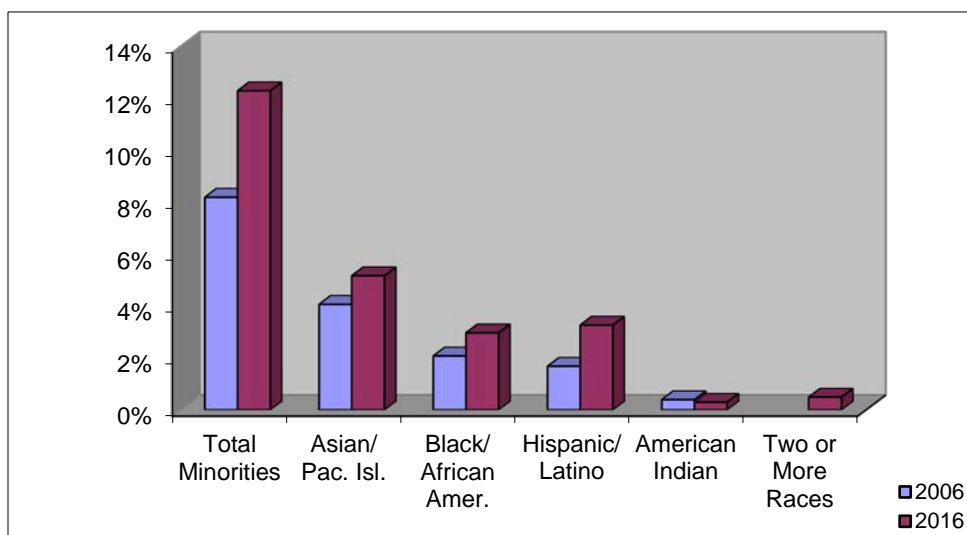
Primary Occupational Activity Group	2006							2016							Net Change						
	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native		Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	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	350	28 8.0%	8 2.3%	14 4.0%	4 1.1%	2 0.6%		375	29 7.7%	7 1.9%	11 2.9%	5 1.3%	2 0.5%	4 1.1%	+ 25 + 7.1 %	+1 +3.6%	-1 -12.5%	-3 -21.4%	+1 +25.0%	0	+4 n/a
2 Tenured/ Tenure Track Faculty	1,495	247 16.5%	160 10.7%	33 2.2%	48 3.2%	6 0.4%		1,379	289 21.0%	191 13.9%	28 2.0%	58 4.2%	4 0.3%	8 0.6%	- 116 - 7.8 %	+42 +17.0%	+31 +19.4%	-5 -15.2%	+10 +20.8%	-2 -33.3%	+8 n/a
3 Non-Tenure Track Faculty	591	72 12.2%	44 7.4%	12 2.0%	14 2.4%	2 0.3%		1,177	253 21.5%	163 13.8%	25 2.1%	56 4.8%	3 0.3%	6 0.5%	+ 586 + 99.2 %	+181 +251%	+119 +270%	+13 +108%	+42 +300%	+1 +50.0%	+6 n/a
4 Professional & Scientific Staff	6,820	449 6.6%	268 3.9%	84 1.2%	85 1.2%	12 0.2%		10,095	903 8.9%	436 4.3%	161 1.6%	240 2.4%	16 0.2%	50 0.5%	+ 3,275 + 48.0 %	+454 +101%	+168 +62.7%	+77 +91.7%	+155 +182%	+4 +33.3%	+50 n/a
5 Secretarial & Clerical Staff	2,606	100 3.8%	30 1.2%	40 1.5%	22 0.8%	8 0.3%		1,569	110 7.0%	25 1.6%	41 2.6%	35 2.2%	4 0.3%	5 0.3%	- 1,037 - 39.8 %	+10 +10.0%	-5 -16.7%	+1 +2.5%	+13 +59.1%	-4 -50.0%	+5 n/a
6 Technical & Paraprofessional Staff	451	27 6.0%	13 2.9%	6 1.3%	7 1.6%	1 0.2%		807	104 12.9%	25 3.1%	25 3.1%	45 5.6%	4 0.5%	5 0.6%	+ 356 + 78.9 %	+77 +285%	+12 +92.3%	+19 +317%	+38 +543%	+3 +300%	+5 n/a
7 Skilled Crafts Staff	404	22 5.4%	0	7 1.7%	8 2.0%	7 1.7%		355	18 5.1%	2 0.6%	5 1.4%	6 1.7%	5 1.4%	0	- 49 - 12.1 %	-4 -18.2%	+2 n/a	-2 -28.6%	-2 -25.0%	-2 -28.6%	0 n/a
8 Service & Maintenance Staff	1,819	244 13.4%	66 3.6%	103 5.7%	56 3.1%	19 1.0%		2,092	487 23.3%	82 3.9%	238 11.4 %	137 6.5%	10 0.5%	20 1.0%	+ 273 + 15.0 %	+243 +99.6%	+16 +24.2%	+135 +131%	+81 +145%	-9 -47.4%	+20 n/a
<b>Total</b>	<b>14,536</b>	<b>1,189 8.2%</b>	<b>589 4.1%</b>	<b>299 2.1%</b>	<b>244 1.7%</b>	<b>57 0.4%</b>		<b>17,849</b>	<b>2,193 12.3%</b>	<b>931 5.2%</b>	<b>534 3.0%</b>	<b>582 3.3%</b>	<b>48 0.3%</b>	<b>98 0.5%</b>	<b>+ 3,313 + 22.8 %</b>	<b>+1,004 +84.4%</b>	<b>+342 +58.1%</b>	<b>+235 +78.6%</b>	<b>+338 +139%</b>	<b>-9 -15.8%</b>	<b>+98 n/a</b>

\* In 2016, nine employees self-identified as Native Hawaiian or Other Pacific Islander (two Non-Tenure Track Faculty, five Professional and Scientific Staff, one Skilled Crafts Staff, and one Service and Maintenance Staff); due to the small numbers, this racial/ethnic category is combined with the Asian category in this report. Two or More Races was a new category beginning in 2010.

**Figure 23**  
**Minority Faculty and Staff by Primary Occupational Activity Group**  
**October 1, 2006 – November 1, 2016**



**Figure 24**  
**Total Workforce by Race/Ethnicity**  
**October 1, 2006 – November 1, 2016**



## B. Faculty and Staff by Disability and Veteran Status, 2006 – 2016

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 2006, the number of faculty and staff who reported having a disability has increased by 42 individuals (49.4 percent); this increase is likely attributable in part to a re-survey of the workforce in Fall 2016.

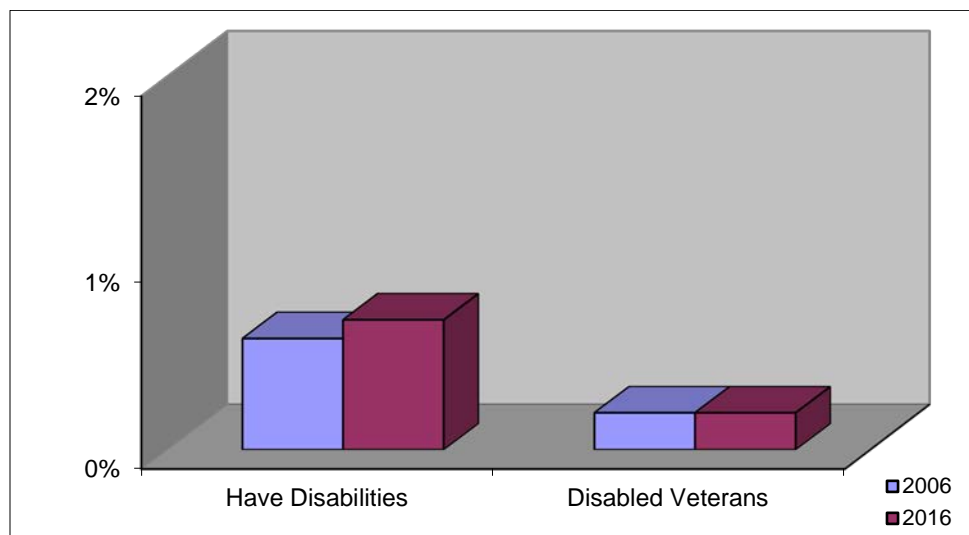
The number of faculty and staff who self-identified as disabled veterans increased by 15 (65.2 percent) during the ten-year period. In 2009, the university modified the categories of veteran status to comply with changes in reporting requirements to the U.S. Department of Labor. As a result, direct comparisons between 2006 and 2016 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

**Table XX  
Faculty and Staff by Disability and Veteran Status  
October 1, 2006 – November 1, 2016**

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
2006	14,536	85 0.6 %	23 0.2 %	347 2.4 %	321 2.2 %	n/a	n/a
2016	17,849	127 0.7 %	38 0.2 %	n/a	435 2.4 %	90 0.5 %	5 < 0.1 %
Net Change	+ 3,313 + 22.8 %	+ 42 + 49.4 %	+ 15 + 65.2 %	n/a	+ 114 + 35.5 %	n/a	n/a

**Figure 25  
Faculty and Staff by Disability and Veteran Status  
October 1, 2006 – November 1, 2016**



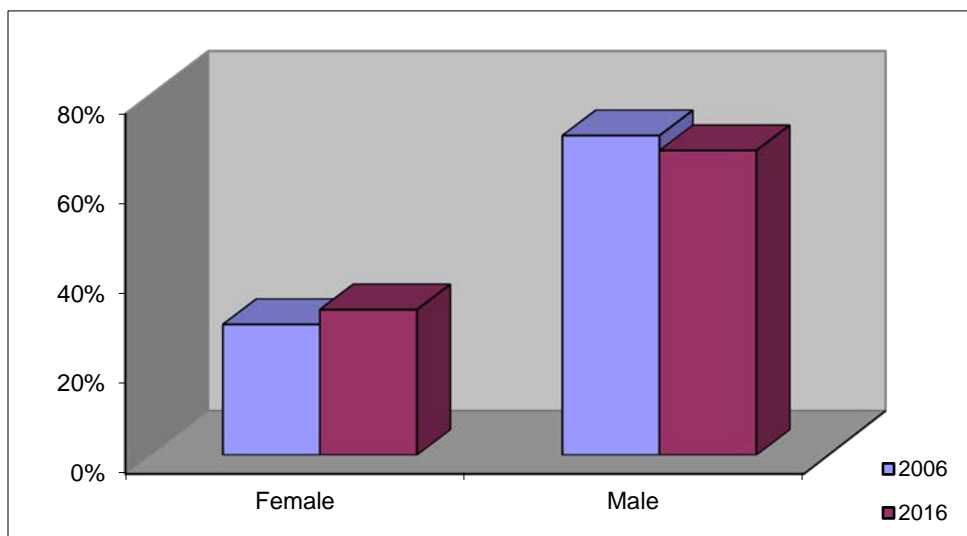
**C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2006 – 2016**

The number of tenured/tenure track faculty decreased by 116 (7.8 percent) over the ten-year period, from 1,495 in 2006 to 1,379 in 2016. However, the numbers of female and racial/ethnic minority tenured/tenure track faculty increased over this time period, women by 2.5 percent and minorities by 17.0 percent.

**Table XXI**  
**Tenured/Tenure Track Faculty by Sex and Race/Ethnicity**  
**October 1, 2006 – November 1, 2016**

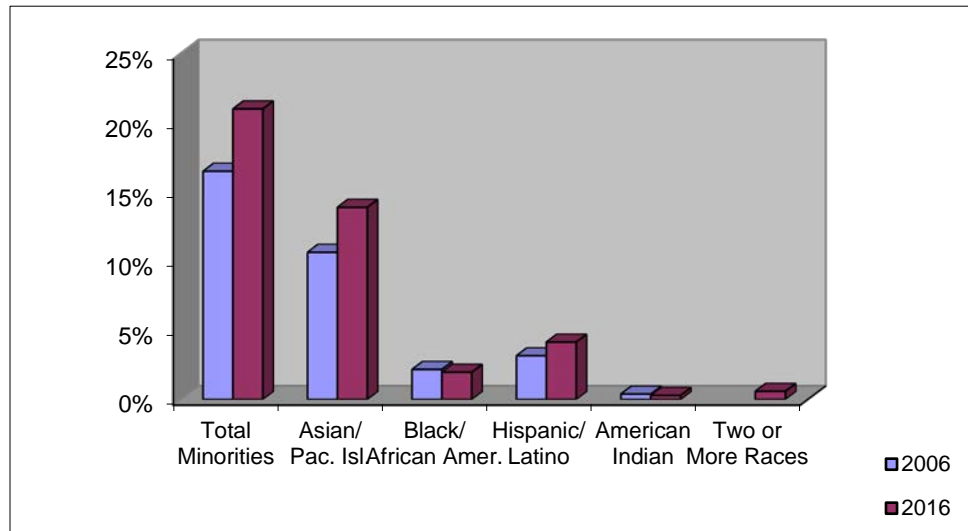
Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2006	1,495	434 29.0 %	247 16.5 %	160 10.7 %	33 2.2 %	48 3.2 %	6 0.4 %	n/a
2016	1,379	445 32.3 %	289 21.0 %	191 13.9 %	28 2.0 %	58 4.2 %	4 0.3 %	8 0.6 %
Net Change	- 116 - 7.8 %	+ 11 + 2.5 %	+ 42 + 17.0 %	+ 31 + 19.4 %	- 5 - 15.2 %	+ 10 + 20.8 %	- 2 - 33.3 %	+8 n/a

**Figure 26**  
**Tenured/Tenure Track Faculty by Sex**  
**October 1, 2006 – November 1, 2016**





**Figure 27**  
**Tenured/Tenure Track Faculty by Race/Ethnicity**  
**October 1, 2006 – November 1, 2016**



#### D. Clinical Track Faculty by Sex and Race/Ethnicity, 2006 – 2016

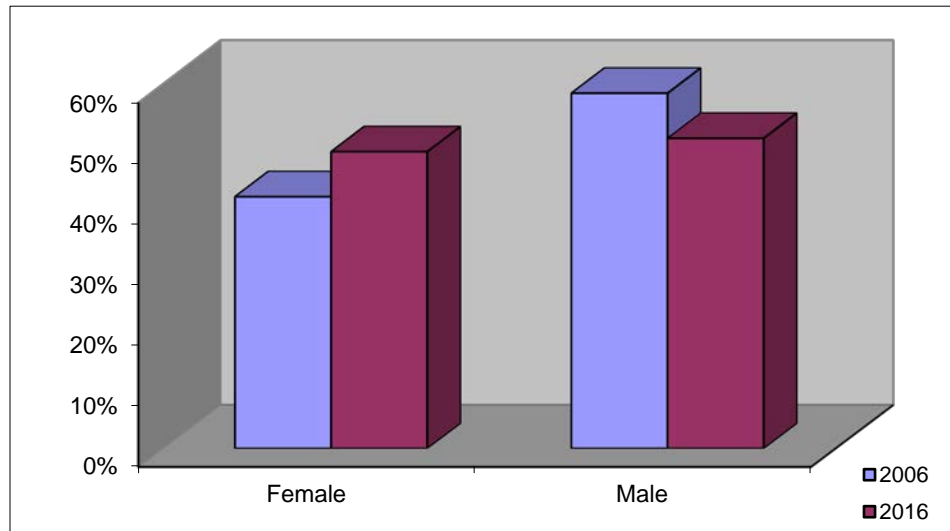
The clinical track faculty has grown by 92.3 percent in the last ten years, from 390 in 2006 to 750 in 2016. Clinical track positions are included in the Non-Tenure Track Faculty POA group. The growth of this POA group is directly related to the increase in clinical track appointments.

The number of women on the clinical track increased from 162 (41.5 percent) in 2006 to 367 (48.9 percent) in 2016. Over the ten-year period, the number of minorities on the clinical track increased from 45 (11.5 percent) to 178 (23.7 percent).

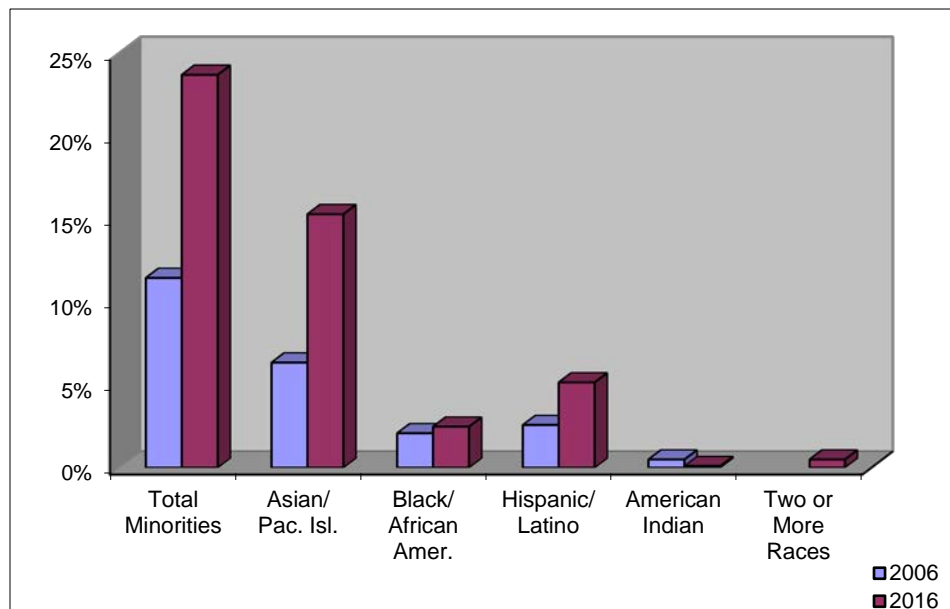
**Table XXII**  
**Clinical Track Faculty by Sex and Race/Ethnicity**  
**October 1, 2006 – November 1, 2016**

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2006	390	162 41.5 %	45 11.5 %	25 6.4 %	8 2.1 %	10 2.6 %	2 0.5 %	n/a
2016	750	367 48.9 %	178 23.7 %	115 15.3 %	19 2.5 %	39 5.2 %	1 0.1 %	4 0.5 %
Net Change	+ 360 + 92.3 %	+ 205 + 126.5 %	+ 133 + 295.6 %	+ 90 + 360.0 %	+ 11 + 137.5 %	+ 29 + 290.0 %	- 1 - 50.0 %	+ 4 n/a

**Figure 28**  
**Clinical Track Faculty by Sex**  
**October 1, 2006 – November 1, 2016**



**Figure 29**  
**Clinical Track Faculty by Race/Ethnicity**  
**October 1, 2006 – November 1, 2016**



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

**Table XXIII**

**The University of Iowa Workforce by Primary Occupational Activity Group, Sex, and Minority Status in 2006, 2011, and 2016**

Primary Occupational Activity (POA) Group	September 30, 2006					October 31, 2011					October 31, 2016				
	Total Work-force	Women	% of Total	Minorities	% of Total	Total Work-force	Women	% of Total	Minorities	% of Total	Total Work-force	Women	% of Total	Minorities	% of Total
Executive, Administrative, and Managerial Staff	350	120	34.3%	28	8.0%	352	137	38.9%	17	4.8%	375	168	44.8%	29	7.7%
Tenured/Tenure Track Faculty	1,495	434	29.0%	247	16.5%	1,450	480	33.1%	276	19.0%	1,379	445	32.3%	289	21.0%
Non-Tenure Track Faculty	591	267	45.2%	72	12.2%	852	411	48.2%	154	18.1%	1,177	603	51.2%	253	21.5%
Professional and Scientific Staff	6,820	4,775	70.0%	449	6.6%	8,057	5,763	71.5%	595	7.4%	10,095	7,237	71.7%	903	8.9%
Secretarial and Clerical Staff	2,606	2,222	85.3%	100	3.8%	2,108	1,785	84.7%	95	4.5%	1,569	1,286	82.0%	110	7.0%
Technical and Paraprofessional Staff	451	288	63.9%	27	6.0%	617	452	73.3%	46	7.5%	807	632	78.3%	104	12.9%
Skilled Crafts Staff	404	35	8.7%	22	5.4%	364	23	6.3%	20	5.5%	355	19	5.4%	18	5.1%
Service and Maintenance Staff	1,819	992	54.5%	244	13.4%	1,829	960	52.5%	306	16.7%	2,092	1,102	52.7%	487	23.3%
<b>Total</b>	<b>14,536</b>	<b>9,133</b>	<b>62.8%</b>	<b>1,189</b>	<b>8.2%</b>	<b>15,629</b>	<b>10,011</b>	<b>64.1%</b>	<b>1,509</b>	<b>9.7%</b>	<b>17,849</b>	<b>11,492</b>	<b>64.4%</b>	<b>2,193</b>	<b>12.3%</b>

# IOWA STATE UNIVERSITY

OF SCIENCE AND TECHNOLOGY

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

Annual Affirmative Action Progress  
and Diversity Report  
November 2016

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## **EXECUTIVE SUMMARY**

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Iowa State University has prepared this Affirmative Action Progress Report to describe the progress made this past year in the areas of affirmative action and diversity. This Executive Summary explains the role diversity and inclusion play at Iowa State University and provides an overview of the changes in underrepresented groups in the faculty and staff. Additionally, this report summarizes programmatic efforts to promote diversity among faculty, staff, and students. The statistical data used in the Affirmative Action Progress Report has been gathered from October 1, 2015 to September 30, 2016.

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 Vice President for Diversity and Inclusion undertook its most comprehensive diversity study ever by taking stock of its diversity programs and initiatives and exploring ways to improve the university environment for all. The motivation for this project came as a result of President Leath's desire to take proactive steps to promote and enhance diversity at Iowa State University (ISU). The hiring of a Vice President for Diversity and Inclusion (VPDI) and the establishment of an Office of Diversity and Inclusion are a direct result of the findings contained in the report.

The VPDI serves as Iowa State University's executive level diversity and inclusion strategist reporting directly to the President and supporting all functions of the university by utilizing the matrix leadership model. Departments and initiatives include the Office of Equal Opportunity and Title IX, the Faculty and Staff Affinity Councils, the Women's Leadership Consortium, the University Committee on Women, the VPDI Council, the Project Director for Hispanic Latino Affairs and the Project Director for LGBTQA+Affairs.

The Office of Diversity and Inclusion collaborates with units on campus to foster and sustain an environment of inclusiveness that empowers faculty, staff, and students to achieve their highest potential and have a clearer understanding of diversity, equity, inclusion and educational justice. In support of the Iowa State University mission, the major changes sweeping the world are creating extraordinary opportunities for Iowa State to be at the forefront in addressing our common, global challenges.

The Office of Equal Opportunity (OEO) previously reported to the Chief of Staff located in the Office of the President. In spring of 2016, OEO was reassigned to the Office of the Vice President for Diversity and Inclusion to ensure the Office of Equal Opportunity is equipped to support Strategic Plan Goal 4: Continue to enhance and cultivate the ISU Experience where faculty, staff, students, and visitors are safe and feel welcomed, supported, included, and valued by the university and each other.

SUBGOAL 4.3 Create, expand, and invest in opportunities for faculty, staff, and students to connect and build meaningful relations with others while recognizing the multiple intersecting identities, perspectives, and developmental differences people hold (aligned with the ACPA NASPA standard for social justice and inclusion).

ACTION 4.1 Enhance efforts to recruit, hire, train, and retain diverse employees.

ACTION 4.2 Enhance efforts to recruit, retain, and graduate a diverse student body.

ACTION 4.3 Establish and deploy a visitor's code of conduct.

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 2016, Iowa State University once again enrolled its most diverse student body ever. A record number of international students (4,131) are now enrolled, an increase of 90 students from last fall's record of 4,041. U.S. multicultural enrollment is 4,617 (12.7 percent of total enrollment), a new record and an increase over last fall's 4,325 students. Total U.S. multicultural and international enrollment is 8,748, or 24.06 percent of the student body. (The previous record set in fall 2015 was 8,366, or 23.24 percent of the student body.)

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

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

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

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

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

Underrepresented group	Percentage of underrepresented faculty and staff at Iowa State University	Percentage of underrepresented population in the state of Iowa <sup>1</sup>
Women	<b>51.0</b>	<b>50.3</b>
Minorities	<b>14.3</b>	<b>14</b>

Iowa State University experienced an increase in total workforce from 2015 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 2015.

Executive/Administrative/Managerial female employees saw an increase of 23 female employees, an increase of 12.2% from 2015. Tenure Track Faculty saw an increase of 8 female employees and an increase of 1.9% from 2015. The Professional and Scientific group saw an increase of 113 female employees and an increase of 9.6% from 2015. The Technical/Paraprofessional group saw a decrease of 4 female employees but a decrease of 23.5% from 2015. The number of female employees in the Skilled Crafts group also saw a decrease of 27 female employees from 2015. There was an overall increase of 8.2% of women in the workforce compared to 2015.

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 2015.

Executive/Administrative/Managerial minority employees saw an increase of 8 employees, an increase of 21.6% from 2015. Tenured/Tenure Track Faculty saw an increase of 5 minority employees, an increase of 1.5% from 2015. There was an increase of 53 minority employee, an increase of 18.3% from 2015 for the Professional and Scientific group. The Secretarial/Clerical group increased by 2 minority employees from 2015. The number of minority employees in the Technical/Paraprofessional group decreased by 9 minority employee from 2015. The number of minority employees in Skilled Crafts decreased by 1 employee from 2015. Overall, there was an increase of 97 minority employees, an increase of 11.2% over the previous year total.

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<sup>1</sup> Information provided by the 2015 United States Census Bureau.



## **BUSINESS UNITS**

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### **OFFICE OF THE PRESIDENT**

In 2013-2014, Iowa State University undertook its most comprehensive diversity study ever, by taking stock of its diversity programs and initiatives and exploring ways to improve the university environment for all. The motivation for this project came as a result of President Leath's desire to take proactive steps to promote and enhance diversity at Iowa State University (ISU). The hiring of a Vice President for Diversity and Inclusion in December 2015 and the establishment of an Office of Diversity and Inclusion are a direct result of the findings contained in the report.

In fall 2015, President Leath launched the process for developing the university's new Strategic Plan. He charged the steering committee with placing a strong focus on diversity and inclusion in all facets of the new plan. The Vice President for Diversity and Inclusion served on the steering committee.

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

President Leath also joined the national conversation on how institutions of higher learning can work to establish more diverse, inclusive, and welcoming campus environments. In June 2016, he participated on a national panel: "Competing Priorities: Free Speech vs. Safe & Inclusive Campus Environments" hosted by the Association of Public and Land-grant Universities.

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
- Sponsorship of Iowa Latino Conference
- Sponsorship of Way Up Conference
- Funding for enhancement of George Washington Carver Lab at African American Museums of Iowa
- Program support for the Science Bound Program, a pre-college program to increase the number of ethnically diverse Iowa students who pursue ASTEM (agricultural, scientific, technical, engineering and mathematics) degrees. The program draws students with potential from middle and high schools in Des Moines, Denison and Marshalltown, Iowa.
- Program support for the Program for Women in Science and Engineering (PWSE) to increase the participation of women in science, technology, engineering and math (STEM) fields.

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

**Ombuds Office (OO):**

The primary mission of the Ombuds Office is to provide confidential and impartial assistance that enables members of the University community to manage their own conflicts early and informally, without resorting to grievances, appeals or litigation. Although no formal records are kept about individual visitors to the office, the protected class status of all visitors is informally monitored via observation or voluntary self-identification.

Over the past five years the number of visitors who appeared to be in a protected class has ranged from 17 to 25 percent. There have been no identifiable trends reported or identified regarding diversity-related issues or the protected class status of Ombuds Office visitors.

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

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

The OUC is one of the responsible offices assuring compliance with non-discrimination and affirmative action law and policy. OUC staff continue to be involved in efforts to anticipate and resolve issues early and to reduce claims. That effort, in conjunction with the offices of the Dean of Students, Senior Vice President and Provost, Equal Opportunity, and Human Resources, continues to reduce the number of formal and informal complaints on the campus and in the courts. OUC staff have been involved in policy and procedure changes to improve the campus environment for our diverse population. OUC continues to participate in monitoring and review of sexual misconduct cases to improve responsiveness. OUC continues to support efforts to advance ISU's efforts related to disabled students and employees, especially in the effort to address web accessibility. OUC staff provide technical support for the diversity training effort on an ongoing basis.

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

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

**University Marketing (UM):**

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

**University Human Resources (UHR):**

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

University Human Resources

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

Serving our Students

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

Creating a Welcoming Environment

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

Building Attraction and Retention

- UHR provides funding for the Professional & Scientific Professional Development conference held in the spring each year. The annual conference showcases training and development opportunities for a broad range of topics applicable to early career, mid-career and late career staff. The conference attracts over 380 participants each year.
- UHR provides 2 leadership development programs (12+ Leadership and Leadership at any Level) that are founded on an inclusive perspective to empower individuals at all levels of the organization. UHR held cohort programs for the Library and for the Information Technology Services teams.
- UHR Employee and Labor Relations ensures that policies and procedures are applied fairly and equitably across the workplace by consulting and counseling managers and employees on: performance management, leave management, worker's compensation, the grievance process, risk management, and workplace accommodation processes.
- UHR's PeopleAdmin implementation ensures best practice processes and system infrastructure for application tracking and disposition of candidates. UHR ensured managers and administrators working in the PeopleAdmin system were trained on how to use the system.
- UHR Talent Acquisition ensures affirmative practices are in place and consistently applied including:
  - all job applicants have access to the jobs portal,
  - all jobs are posted except for those granted the Open Search Waiver administered by the EO Office,
  - the application process is clearly communicated and applicants have access to a frequently asked questions (FAQ) on the job portal,
  - applicants who need assistance (accommodation) in the application or interview process are supported appropriately,
  - applicants from various advertising sources can self-identify the source to inform effectiveness of general and targeted sourcing strategies,
  - ensuring that appropriate disposition codes are applied to our applicant pool, and
  - job postings accurately reflect the job duties and qualifications.
- UHR Talent Acquisition ensures that the job portal, includes the communication of ISU's Affirmative Action and Equal Opportunity statement as well as the link to the Non-Discrimination & Affirmative Action Statement.
  - Updated PeopleAdmin (PA), applicant resources, and applicant materials for hearing impaired and disability accommodation requests.

- UHR Talent Acquisition and Records Management provides reporting for the Iowa Business Council and the Home Base Iowa initiative for Veterans to show our quarterly progress in hiring veterans. Further established partnerships with local Veteran Employment Representatives from Iowa Workforce Development.
  - Marketed ISU job opportunities to attract local talent in the Des Moines area via participation in the Iowa Works/Iowa Wild Career Fair in April 2016 (300+ potential candidates)
  - Promoted the hiring of Veterans by partnering and recruiting with Home Base Iowa (HBI) representatives to increase the number of Veterans applying and being hired.
  - Initiated the development of a Regional HERC to support attracting diversity and dual career candidates.
  - Updated the Veteran's Preference resources on the applicant website to show ISU's commitment to supporting veterans and their families.
- UHR Talent Acquisition attended Diversity training that included:
  - Mosaic Diversity Conference
  - Iowa Works/Iowa Wild Career Fair
  - Thomas L. Hill Iowa State conference on Race and Ethnicity (ISCORE) Home Base Iowa Summit
  - CUPA Diverse Faculty Hiring webinar
  - HERC Diversity's Promise for Excellence in Higher Education: Effective Strategies for Diversifying the Faculty webinar
  - Safe Zone Training
  - OFCCP Compliance webinar
  - Improvising your Military Recruiting Program webinar
- UHR Benefits provides for access to health benefits that is inclusive of domestic partners.
- UHR Benefits administers the Student and Scholar Health Insurance Program ensuring that their access to medical and dental insurance is effectively managed.
- UHR Classification and Compensation provides guidance on pay decisions across performance, retention, market, and internal equity perspectives.
- UHR Records Management evaluated the updating of voluntary self-identification form to include race/ethnicity, sex, and veteran status. The form will be implemented online in February 2015.
- UHR Records Management supports the data reporting for the compilation of the affirmative action report conducted by the EO Office.
- Child Care & Family Resources provides pro-active advising and consultation to students, faculty and staff parents for child care services and additional campus and community resources.
- Child Care & Family Resources coordinates networking opportunities among student parents by establishing a support group called ISU PASS (Parents As Students Support) Group where students can build social connections and have access to parent education.

**University Human Resources**  
**Vision, Mission and Values adopted June 2015**

**UHR Vision**

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

**UHR Mission**

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

- *We attract outstanding faculty and staff.*
- *We provide exemplary service and support by delivering high quality information, training, and resources.*
- *We deliver best practices, innovative solutions, and continuous improvement to engage, develop and retain a diverse workforce.*
- *We cultivate an inclusive culture where faculty, staff, and students feel valued, respected, and empowered.*

**The values that guide us**

**Deliver exemplary service**

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

**Value our people**

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

**Engage with integrity**

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

**Advocate for fairness and equity**

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

**Steward our resources**

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

**Ready for the future**

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

**Department of Athletics (DA):**

- Certified by the NCAA since 2011 following an extensive evaluation and detailed written report in which a large emphasis was placed on gender and diversity initiatives for student-athletes and staff.
- The department's mission statement has included a statement on diversity since 2010.
- Continue to evaluate head coaches on their efforts to promote diversity among student-athletes and staff.
- Continue to provide paid memberships to NACWAA (National Association of Collegiate Women Athletics Administrators) for many of our female staff, coaches, and designated administrators.
- A staff member serves on the ISU Sexual Misconduct Planning and Programming Subcommittee, which focuses on sexual misconduct prevention.
- A staff member is designated to oversee the diversity and inclusion efforts for student-athletes, which is part of Student-Athlete Affairs.
- A member of the department's senior staff teaches a gender issues in sport class.
- A member of the department's senior staff has served on the University Committee on Diversity since 2016.
- A member of the department's senior staff serves as Deputy Title IX Coordinator on campus.
- The Athletics Council Committee structure incorporates elements of the NCAA Institutional Performance Program involving student-athlete well-being and inclusion.
- Minority members continue to serve on the Athletics Council Committee.
- From 2015 to 2016 all Athletics department staff were mandated to complete the updated on-line Unlawful Harassment Prevention training and Title IX, Violence Prevention and Campus Save Act training provided by OEO.
- During new employee orientation the expectation is communicated that all new hires must complete the on-line Unlawful Harassment Prevention training and Title IX, Violence Prevention and Campus Save Act training within 60 days of receiving the training links from OEO.
- Job vacancies are routinely posted on national recruitment websites to attract a more diverse applicant pools.
- Since fall 2015, hiring managers and potential search committee members have access to the Lawful Hiring training course through OEO and encouraged to go through the training in order to help improve quality, fairness, and diversity of committees and applicant pools.
- The Student-Athlete Advisory Committee (SAAC) participates annually in ISU's Martin Luther King Day observance, since at least 2008.
- SAAC has a committee that works to address and communicate any student-athlete well-being issues, which would include any diversity and inclusion concerns.
- Student-athletes participate in ISCORE (Iowa State Conference on Race and Ethnicity) annually since at least 2006.
- Annually hold a Student-Athletes of Color Recognition Banquet each fall since 2009. Staff from ISU's Office of Multicultural Affairs typically attend this event.

- Sponsor a social outing for Student-Athletes of Color each summer since July 2011.
- Sponsor an orientation/social with the International Students and Scholars Office for all international students each fall since 2011.
- All freshman student-athletes participate in a sexual assault prevention course (MVP).
- All freshman student-athletes are required to take the University Studies Course that includes speakers from the LGBTQ Student Services Office, Multi-Cultural Student Affairs, The Women's Center, Judicial Affairs, etc.
- All student teams have the opportunity to request personal development activities based on the teams' needs and options could include topics surrounding diversity issues.
- A faculty mentoring program is available for multi-cultural and international student-athletes. The program matches a student-athlete with a mentor when the student, coach, or academic staff assess a need.
- As part of the After ISU career programming, a Women's Empowerment Symposium has been held since fall 2013 which allows female student-athletes to make connections with women in the ISU/Ames communities.
- Provide staff memberships to Minority Opportunities Athletic Association (MOAA).
- Department membership to Advocates for Athletic Equity (formerly Black Coaches Association) which focuses on advocating for and promoting ethnic minority coaches for positions of leadership at all levels of sports. This provides individual memberships for a number of coaches and athletic administrators, online job postings on AAESports.org, and access to sponsored programs and professional development activities.
- Two student-athletes serve on the student government task forces on the topics of sexual assault and mental health.
- A member of the department's senior staff co-chaired the campus search committee for the new Director of Equal Opportunity (2016).
- A Committee of the Athletics Council gathers data and provides an annual report on diversity and inclusion for the athletics department as it relates to staff and student-athletes.
- The Department has a committee that focuses on student-athlete well-being issues, working closely with campus resources in this effort (Dean of Students, LGBTQSS, Office of Diversity and Inclusion, Student Counseling).



**ISU Alumni Association (ISUAA):**

- Participated in the following Graduation receptions: Multicultural, International, Minority, Latino, and Lavender.
- Ethnic diversity represented in individuals chosen for VISIONS magazine, ISU News Flash, Merchandise catalogue, and on our website.
- Of the 29 employees of the ISUAA, 83% are women, 3.4% are minority.
- ISUAA Board consists of 42% female and 13% minorities.
- Awards presented to 42 people; 16 females, and three African Americans.
- Of the known ISU alumni minorities, 7.5% are members of the ISU Alumni Association (1,297 individuals).
- 44.3% of ISUAA members are women (23,055 individuals).
- 2.3% of individuals listed on the Wall of Alumni and Friends are minorities (122 individuals).
- 36.5% of individuals listed on the Wall of Alumni and Friends are women (1,903 individuals).
- 9.3% of SAA members are minorities (501).
- 42.7% of SAA members are women (2,298).
- 51% of SALC are women with one being listed as minority.
- Of the 60,134 ISU young alumni, 9.5% are listed as minorities (5,684).
- Of the 7,252 alumni/friends engaged through all activities and events tracked in the ISUAA FY16 Engagement Metrics, 3% (221) were minorities and 48% (3,481) were women.

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

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

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

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

The Office of Equal Opportunity is the Office of Record for the Office of Contract Compliance Program and the Office responsible for overseeing compliance with Affirmative Action and equal opportunity, non-discrimination laws, executive orders, regulations and university policies. The Office of Equal Opportunity assures this by ensuring that all departments understand the importance of Affirmative Action searches and equal opportunity through training and education, by sharing with departments and units the university's Affirmative Action Plan. The OEO additionally regularly educates the campus on search waiver process and how this process can support and promote retention of minorities, women, disabled, and protected veterans. Recently the Office of Equal Opportunity in compliance with the OFCCP regulations reformatted the self-identification forms for minorities, women, disabled and protected veterans pre hire and post hire. The forms 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: The Office of Equal Opportunity established a program which would help the office ensure a campus free from discrimination and harassment. The program entitled the Office of Equal Opportunity Advisors includes members of the university community who have received extensive discrimination and harassment training, conducted by the Director of the Office of Equal Opportunity (OEO) or designee, to act as information advisors on topics pertaining to discrimination and harassment and have general knowledge about applicable laws, university policies and procedures. Members of the information advisors group were appointed by university administrators last spring to represent Iowa State's colleges and other departments across campus.

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

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

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

The Office of Equal Opportunity implemented an online training program designed to strengthen Iowa State University's ongoing efforts to ensure everyone understands and follows the university's non-discrimination policies and procedures. The training program was implemented to the entire campus community including faculty, staff, and students. The training program includes two courses: Unlawful Harassment Prevention, and Title IX, Violence Prevention and Campus 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 Office of Equal Opportunity routinely conducts in person facilitated training sessions on discrimination and harassment prevention, Title IX and sexual misconduct, sexual harassment, Affirmative Action and equal opportunity, diversity and inclusion, and best practices in diversity recruitment of faculty and staff.

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

Student Experience Enhancement Council

Director of OEO 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

### **The following is the 2015-16 Diversity and Inclusion Report**

Working with partners across campus, the Division of Academic Affairs develops and implements policies and programming to promote diversity and inclusion within its colleges and units. The Office of the Senior Vice President and Provost (SVPP) establishes expectations within the division, promotes activities and best practices, and fosters continuous improvement.

This report summarizes progress during the past year within the academic affairs division. Highlights for central divisional programs, and for colleges and units, are described in Sections 2-5. Expanded descriptions can be found in Section 6.

The programs and initiatives highlighted in this report are an important component in fostering a culture of diversity and inclusion at Iowa State. The need for these efforts, as evidenced in campus and national events over the last year, is great. While we are proud of our accomplishments, we also know that more can and should be done. We will continue to work with students, faculty, and staff to address gaps and emerging needs.

### **KEY FINDINGS**

The academic division's diversity and inclusion initiatives address a variety of needs, including recruiting, retention, training, and other supports for students, faculty, and staff; co-curricular programs that enhance underrepresented students' success; and community based programs that benefit Iowans in all corners of the state. Examples of such initiatives include:

- BOLD, the College of Liberal Arts and Sciences learning community for students of color, boasted a 100% first-year retention rate. Additionally, since experienced students serve as BOLD peer mentors and peer mentor leaders, the community supports and inspires students at all academic levels.
- The Association of Research Libraries lauded the Library's new diversity statement for job postings and position descriptions as exemplary. The statement recognizes that students, staff, and faculty strive to overcome historical and divisive biases in our society. Library staff are to embrace an environment of inclusion that moves beyond simple tolerance to recognizing the richness in individual identities of people, and diverse perspectives.
- College of Design Dean Luis Rico-Gutierrez sent a letter to all students at the beginning of the spring semester to affirm the college's commitment to fostering a safe, welcoming, and inclusive environment. The message stressed the critical importance of diversity to students' success.
- *Juntos: Together for a Better Education*, a partnership between the Department of Human Development and Family Studies and Human Sciences Extension and Outreach, served more than 300 Latino youth and parents/caregivers throughout Iowa through a series of workshops focused on academic success and exploring higher education.
- First-year retention of underrepresented Ph.D. students in the Graduate College is 96%.
- Fall 2015 graduate enrollment included 321 underrepresented students, which represents 9.7% of Iowa State's U.S. graduate students, and is a 26% increase over fall 2010 enrollment.

- A second cohort of 5<sup>th</sup> graders has graduated from King and Moulton elementary schools in Des Moines, and is now enrolled in the ISU4U Promise program, a collaboration between Iowa State and the Des Moines Public Schools to create pathways to higher education for low-income students. The program has received more than \$1.9 million in external funding, and is currently focused on expanding collaborations, sustainability, accountability and, ultimately, education and human development for students and community participants.
- The Center for Excellence in Learning and Teaching's (CELT's) Inclusive Classroom Task Force designed a faculty professional development program, including both online learning modules and a face-to-face workshop focused on creating inclusive classroom environments. The workshop features individual, small group, and large group activities related to inclusive classrooms, barriers to effective inclusion, and strategies to overcome those barriers. CELT plans to present the workshop eight times in the 2016-17 academic year.

## **HIGHLIGHTS – CENTRAL ACADEMIC AFFAIRS DIVISION PROGRAMMING**

### **ISU ADVANCE**

The SVPP office hosts and supports the ISU ADVANCE program. Through ISU ADVANCE, appointed equity advisors in each college work with their respective deans, diversity committees, department chairs, and faculty to implement best practices for faculty searches, and transform policies and practices that help faculty succeed.

ISU ADVANCE works to recruit, retain, and advance women and scholars of color in faculty positions. The program identifies cultures, practices and structures that enhance or hinder the careers of ISU faculty, and works with faculty and administrators to pursue a diverse and vibrant faculty in all academic disciplines. ISU ADVANCE also coordinates a Department Enhancement Program that works with faculty in identified departments to transform departmental cultures (views, attitudes, norms, and shared beliefs) and structures (physical and social arrangements). Lisa Larson, professor of psychology, is the faculty fellow in the SVPP office leading the ADVANCE program.

### **National Center for Faculty Development and Diversity (NCFDD)**

Iowa State holds an institutional membership in NCFDD, open to all faculty, instructional staff, graduate students and postdocs. The NCFDD is an independent professional development, training, and mentoring community that offers web-based services, including facilitated learning communities, core training and guest expert workshops, and a private peer mentoring forum to support the career success of diverse faculty.

### **Faculty Senate**

The SVPP office works closely with Iowa State's Faculty Senate on a variety of initiatives related to diversity and inclusion, including the Senate's Equity, Diversity, and Inclusion Committee, and its efforts over the past year to reevaluate the U.S. Diversity/International Perspectives course requirement.

### **Faculty professional development programs**

The SVPP office offers numerous professional development programs for new faculty, for continuing faculty, and for academic department chairs. Many of those programs include diversity and inclusion components. New Faculty Orientation, for instance, addresses the importance of diversity and inclusion, and sets an early expectation for faculty with regard to their teaching, research and service. Department chair training programs address equity in promotion and tenure decisions, as well as best practices for faculty hiring and search committees to ensure diverse candidate pools and best practices in the evaluation and recruiting of candidates.

### **Program for Women in Science and Engineering (PWSE)**

PWSE, which celebrates its 30<sup>th</sup> anniversary in 2016, offers programming and support to increase the number of women in STEM fields, and their academic success. The program supports students in four academic colleges and more than 50 majors through first- and second-year learning communities, academic support, student role models, scholarships, and special events. Working with the Society of Women Engineers (SWE), PWSE also offers the successful SWE University in collaboration with the College of Engineering to introduce high school students to Iowa State's campus and academic programs.

### **University Lectures Program**

In 2015-16, Iowa State's Lectures Program hosted several speakers who addressed topics related to diversity and inclusion, including Jose Antonio Vargas, an undocumented immigrant journalist; Angelica Ross, an African American transgender speaker who addressed topics of both race and sexuality; Reshma Saujani, the founder of Girls Who Code; August Berkshire, an atheism activist; and Onalie Ariyabandhu, a social change entrepreneur for the United Nations Population Fund.

### **George Washington Carver Academy**

The SVPP office provides financial support for the professor-in-charge of the Carver Academy, a program within Multicultural Student Affairs that provides full-tuition scholarships to high potential multicultural first-year students.

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

CELT reports to the SVPP office and offers a wide variety of resources to assist new and established faculty in teaching. CELT provides programming on issues of diversity and inclusion in the classroom, including resources for faculty to create an inclusive learning environment, facilitate critical dialogues, implement universal design for learning, and learn from the "Building Inclusive Classrooms" YouTube playlist.

Over the past year, CELT led the Inclusive Classroom Task Force, which was charged to design a faculty professional development program, including both online learning modules and a face-to-face workshop focused on creating inclusive classroom environments. Faculty, staff and students on the task force informed the development of numerous resources, including *Strategies to Create an Inclusive Course*, a *Mindful and Learner-Centered Syllabus Checklist*, and a Creating an Inclusive Classroom website.

A face-to-face workshop was piloted in April 2016. Participants engaged in individual, small group, and large group activities related to inclusive classrooms, barriers to effective inclusion, and strategies to overcome those barriers. Participants also analyzed two diversity and inclusion classroom scenarios, and created individual action plans for promoting inclusion in their own classrooms. CELT plans to present the workshop to faculty 8 times in the 2016-17 academic year, as well as expand its online resources, and incorporate the material into both new faculty orientation and a training workshop for teaching assistants. Online diversity and inclusion resources are now available through the CELT website, including materials from the Inclusive Classroom Workshop.

In 2015-16, CELT restructured its 8-hour University Teaching Seminar into the CELT Teaching Symposium, a half-day program encompassing best teaching practices and student support resources available at Iowa State. Diversity and inclusion are essential themes of this program. Pre-symposium online learning modules include three videos pertaining to inclusion:

- Building Inclusive Classrooms and Working with Diverse Students
- Your Role in the Life of a Student with a Disability
- Introduction to the U.S. Classroom

Symposium participants also worked in small groups to focus on application of best practices in the areas of academic integrity, classroom management, poor performing students, and culturally sensitive learning environments.

## **HIGHLIGHTS – ACADEMIC COLLEGES**

### **College of Agriculture and Life Sciences**

- Beginning in fall 2016, students in all CALS introductory courses will have a training session on inclusion and multicultural resources, led by MLO Elizabeth Martinez- Podolsky. Martinez-Podolsky also works with instructors to connect class content to multicultural subjects, and provides training on inclusion to CALS offices and units
- CALS formalized a MOA with Tuskegee University to develop partnerships in teaching, research, and extension. A similar agreement is also being developed with Prairie View A&M University. CALS held an “Iowa State Day” at North Carolina A&T University with Sue Lamont, distinguished professor of animal science, and assistant dean for diversity Theresa Cooper.

### **College of Business**

- A new position was created to focus specifically on recruiting women and Latino/a undergraduate students into the college. While the enrollment numbers are small, Fall 2015 Latino/a enrollment grew by 28%, and multicultural enrollment grew by 15%, a promising trend.
- The COB held its first Pride Week event in April 2016, featuring a panel discussion with corporate executives involved in LGBTQ+ employee resource groups.



### **College of Design**

- In spring 2016, the college launched bi-weekly conversations with students to better understand their experiences related to diversity, equity, and inclusion. The feedback from students will be used to inform future practices and policies. Students participating in the program also made a presentation to faculty at the end of the spring semester.
- Dean Luis Rico-Gutierrez sent a letter to all students at the beginning of the spring semester to affirm the college's commitment to fostering a safe, welcoming, and inclusive environment. The message stressed the importance of diversity and why it is critical to students' success.

### **College of Engineering**

- The chemical and biological engineering department expanded its first-year learning community to include 30 new spaces for international students. Similarly, the mechanical engineering department established a mentoring program to support women undergraduate and graduate students.
- The COE conducted a college-wide survey of undergraduate students to collect input on climate. While "overall" climate was judged to be good (between 4.0 and 5.0 on a 5-point scale), the results highlighted multiple opportunities for improvement in peer-peer interactions, interactions with faculty, and negative experiences related to race and gender. The results have been shared with college and department leaders. Additional feedback will be collected through student focus groups, to inform plans and action steps.

### **College of Human Sciences**

- A new intercultural dialogue group was started for all CHS students called Growing through Relationships and Conversations with Others. GRO is designed to increase understanding of social justice issues by building relationships cross culturally, and by discussing issues related to diversity (race, ethnicity, gender, sexual orientation, nationality, etc.) using a small group format with students from a variety of backgrounds.
- The School of Education sponsored a series of modules addressing issues of race on campus and within the classroom. Topics included:
  - how people of color experience racism on campus,
  - race-conscious institutional leadership,
  - race-consciousness in classrooms and curricula: strategies for college faculty, and
  - strategically improving campus racial climates.

Administrators, faculty, graduate students and CHS campus partners participated in the modules.

### **College of Liberal Arts and Sciences**

- BOLD, LAS' learning community for students of color, moved into its third year. With a 100% first-year retention rate, BOLD achieved significant success. Since experienced students serve as peer mentors and peer mentor leaders, the learning community supports and inspires students of color at all academic levels.
- Significant investments, partially supported by the SVPP office, were made to conduct national searches for faculty with impact on the LAS college's diversity and inclusion initiatives. Women and Gender Studies, American Indian Studies, and US Latino/a Studies all successfully hired new leadership (Ann Oberhauser, Sebastian Braun, and Lucia Suarez). The African and African American Studies program hired a new faculty member (Kyle Burgason) having expertise at the intersection of race and the criminal justice system.

### **College of Veterinary Medicine**

- Working with its equity advisor, the college started a new process to train search committee members before they attend general search committee training sessions. The college focused on improving diversity in its search committees, and on increasing the diversity of faculty candidate pools.
- CVM departments continue to broaden search pools by advertising positions with the National Registry of Diverse and Strategic Faculty, and utilizing resources from ISU ADVANCE.

### **Graduate College**

- Eight graduate programs hosted student workshops on inclusion and diversity, facilitated by peer graduate students who had been trained by staff in Multicultural Student Affairs and the Sloss Women's Center. Discussions centered on real scenarios of discrimination, and increased the participants' understanding of micro- aggression and implicit bias.
- The college established a mentoring program for incoming underrepresented graduate students. Each participating student is matched with a peer mentor from within his/her program, and a faculty/staff member from a similar program.

## **HIGHLIGHTS – ACADEMIC UNITS**

### **University Library**

- The Library's new diversity statement for job postings and position descriptions, implemented in October 2015, has been named by the Association of Research Libraries as an exemplary statement, recognizing that students, staff, and faculty strive to overcome historical and divisive biases in our society. Library staff are to embrace an environment of inclusion that moves beyond simple tolerance to recognizing the richness in individual identities of people, and diverse perspectives.
- The Library continues to add to and update the Special Collections and University Archives materials "Diversity Collections" subject guide. The Library worked to fill collections gaps, and update the Library Guide, for more diverse gender and identity communities, including LGBT studies.

### **Extension and Outreach**

- E&O implemented *Navigating Difference*, an 18-hour cultural competency curriculum developed by Washington State University, with the goal of providing training to all Extension and Outreach employees in Iowa. 140 employees were trained in all or part of the curriculum this year.
- Anindita Das was hired as E&O's refugee coordinator to work with the Diverse and Underserved Iowans team, and focuses on the changing demographics in Iowa communities. Research is being used to better understand the refugee community, and enable more efficient outreach from ISU to help new Iowans acclimate easily.

### **Research**

- Multiple units within the research office worked with University Human Resources to improve the access of job candidates to diversity and inclusion resources.
- The research office hosted team-building for central staff and unit directors, including sessions on understanding different personality types and managing conflict.

### **HIGHLIGHTS – U.S. DEPARTMENT OF ENERGY AMES NATIONAL LABORATORY**

- The Lab increased training and support of search committees, including writing appropriate job descriptions and recruitment strategies, developing modules for screening and interview committees, and requiring all hiring managers to complete the "Lawful Hiring" training offered through ISU's Office of Equal Opportunity.
- Partnering with ISU's Science Bound program, the Lab created a new internship program for Science Bound students called the Ames Laboratory Advantage.

### **EXPANDED DESCRIPTIONS**

#### **College of Agriculture and Life Sciences**

- Beginning in fall 2016, students in all CALS introductory courses will have a training session on inclusion and multicultural resources, led by MLO Elizabeth Martinez- Podolsky. Martinez- Podolsky also works with instructors to connect class content to multicultural subjects, and provides training on inclusion to CALS offices and units
- CALS developed 20 learning modules in agricultural biosciences for Science Bound students, part of the college's partnership with DuPont Pioneer. Several of the modules were incorporated into Science Bound's Learn and Earn program, a four- week academic "boot camp" that builds math and language confidence through an aggressive curriculum delivery supported by academic instructors and reinforced with financial rewards. The modules are linked to development of the Curriculum for Agricultural Science Education, an effort led by the National Council for Agricultural Education. The learning modules were developed under the direction of Theresa Cooper, CALS Assistant Dean for Diversity.

- CALS hosted a series of cultural competency lunch-and-learn seminars to examine the dynamics of race, racism, bias, inclusivity, microaggression, and privilege in higher education. Faculty, staff and students from across the college participated. The series emphasized five basic cultural competence skill areas:
  - valuing diversity,
  - having the capacity for cultural self-assessment,
  - being conscious of the dynamics inherent when cultures interact,
  - having institutionalized culture knowledge, and
  - having developed adaptations to service delivery reflecting an understanding of cultural diversity.

Resources and materials from each presentation were distributed to all CALS faculty and staff. In the future, the CALS diversity website will include cultural competency presentation resources.

- An “Iowa State Day” was held at North Carolina A&T University, with Dr. Sue Lamont, distinguished professor of animal science, and Dr. Theresa Cooper, assistant dean of diversity, providing guest lectures and visiting classrooms.
- CALS formalized a memorandum of understanding with Tuskegee University’s College of Agriculture, Environment and Nutrition Sciences to engage in teaching, extension and research partnerships in the areas of food safety, food product development, digital agriculture/big data, communications and other areas. ISU’s FSHN department will host a Tuskegee professor and graduate student to work on an R&D project. Iowa State is also partnering with Tuskegee and Simpson College to support the Carver Birthplace Association’s efforts to restore the 144-year-old school in Missouri first attended by George Washington Carver. The three institutions will collaborate on displays and programs for a proposed interpretative center, sharing how Carver continues to inspire students.
- CALS MLO Elizabeth Martinez-Podolsky created developmental workshops geared to multicultural students on the topics of converting cultural capital to work skills, and Graduate School 101. She also delivered workshops for multicultural students on professional etiquette, negotiating salary and understanding benefits, and learning to process microaggressive behaviors at work.
- The MLO coordinates CALS’ portion of the APEX Program, including training summer APEX coordinators in areas of multicultural competence and inclusion, assessment, college student development, and risk management and safety.
- CALS began offering the MLO Emergency Scholarship, which provides multicultural students having trouble meeting their U-Bill with the opportunity to meet with the MLO, connect with financial aid staff and assess options, and ultimately apply for an emergency scholarship. The scholarship committee comprises the MLO, Assistant Dean for Student Services, and Scholarship Coordinator.
- The ISU Society for the Advancement of Chicanos, Latinos and Native Americans in Science (SACNAS), started in 2013, was recognized by the national organization this spring. Dr. Gustavo MacIntosh, of the Roy J. Carver Department of Biophysics, Biochemistry and Molecular Biology (BBMB), is the academic adviser. The chapter organizes social and academic activities, and provides a base for increased participation of ISU students, and ISU visibility at national meetings. Dr. Gustavo MacIntosh and Dr. Linda Ambrosio of BBMB are actively working to increase the visibility of the department and Iowa State at national events geared towards recruiting STEM graduate students from underrepresented groups. Dr. MacIntosh coordinated a recruitment booth at the annual SACNAS meeting.

- Joan Cunnick, professor of animal science, presented hands-on programs in microbiology to groups of culturally diverse high school students. Three sessions were presented to the Ag Discovery Days students through a USDA program for culturally diverse high school students.
- FSHN faculty hosted several workshops for multicultural students including: Food Science and Human Nutrition Day; Science Bound sessions both on-campus and in Denison, primarily for Hispanic youth; and Women in Science and Engineering's Taking the Road Less Traveled.
- Initial discussions began with Prairie View A&M University on a memorandum of understanding outlining cooperation in teaching, extension, and research. During a daylong visit to Prairie View, Dr. Ruth MacDonald, department chair for food science and human nutrition, and Dr. Cooper met with departmental faculty and staff from academic programs to discuss the partnership.
- The food science and human nutrition department actively recruited diverse undergraduate students through its Cyclone Scholars program, funded by two grants from the USDA. The grants fund full tuition for underrepresented students, with an emphasis on working closely with faculty on lab research. Cyclone Scholars include five undergraduates and five graduate students. The department has a new three-year USDA grant for a summer research experience that will encourage additional underrepresented minorities.
- In 2015-16, the George Washington Carver Summer Research Internship Program had 30 interns. Within the cohort were seven Science Bound high school students. Undergraduate interns came from 10 colleges and universities, including three 1890 land-grant institutions. In 2015, the program expanded to include three graduate students to strengthen long-term connections with 1890, 1994, and Hispanic- serving institutions.
- The Department of Animal Science improved its diversity through the hiring of two female faculty members and one Hispanic faculty member (Jessica Juarez, Elizabeth Bobeck-Fraayenbrink, and Hugo Ramirez).
- The college sponsored faculty members to participate in the Summit on Responding to Racism on College and University Campuses at Penn State.
- Agriculture and Natural Resources (ANR) Extension staff participated in training on the subjects of Navigating Differences and Cultural Awareness, and ISU staff plan to become certified trainers.
- ANR Extension emphasized diversity and inclusion during annual staff and faculty performance reviews, particularly for those involved with industries that may have bilingual workers.
- CALS facilitate, or partnered with, subject matter experts, campus organizations and others for training sessions on creating inclusive classrooms and exploring diversity and bias issues. Sessions included a seminar for food science and human nutrition faculty, staff, and graduate students, and diversity training for animal science peer mentors.
- CALS co-sponsored a Safe Zone training session with ISU's Lesbian, Gay, Bisexual, and Transgender Student Services.
- Researchers in the college evaluated a culturally relevant "Dining with Diabetes" program for rural Latinos families, funded by USDA. The results will inform curriculum and other extension materials.
- Dr. Sue Lamont, CALS Equity Advisor, developed and provided programming to increase diversity and reduce implicit bias in faculty searches, and to support the retention and development of under-represented groups at ISU, including women in STEM fields. The college required all faculty and administrative search committees to have a training session in best practices for the search.

### **College of Business**

- A new position was created to focus specifically on recruiting women and Latino/a undergraduate students into the college. While the enrollment numbers are small, Fall 2015 Latino/a enrollment grew by 28%, and multicultural enrollment grew by 15%, a promising trend.
- The COB held its first Pride Week event in April 2016, featuring a panel discussion with corporate executives involved in LGBTQA+ employee resource groups.
- The dean and equity advisor met with every faculty search committee to discuss the importance of developing diverse pools for open faculty positions. Committees were directed to think broadly about methods to recruit qualified diverse candidates into the process. With this year's hires and successful promotion cases, the college nearly doubled the number of tenured women associate professors on its faculty.
- The COB became a signatory to the Best Practices for Business Schools to Lead in Expanding Opportunities for Women in Business and to Adapt to the 21<sup>st</sup> Century Workforce. The development of these practices was a joint effort of the White House and the Association to Advance Collegiate Schools of Business (AACSB). Fewer than 10% of AACSB members have signed on to this initiative.
- The COB specifically allocated funds to its Diversity Committees for programming.
- The Dean's Diversity Advisory Committee met with leaders of all other colleges and the Library to learn of best practices in diversity and inclusion efforts, in order to translate successful initiatives elsewhere on campus to the COB.
- The COB completed an update to its report on the status of promotion and retention of women faculty in the college.

### **College of Design**

- The college launched a series of bi-weekly conversations in spring 2016 to better understand students' experiences related to diversity, equity, and inclusion. Students participating in the program made a presentation to faculty at the end of the spring semester, and their feedback will be used to develop future practices and policies.
- Dean Luis Rico-Gutierrez sent a letter to all students at the beginning of the spring semester to affirm the college's commitment to fostering a safe, welcoming, and inclusive environment. The message stressed the importance of diversity and why it is critical to students' success.
- Audrey Kennis, the college's MLO, offers diversity workshops for all faculty. Kennis' presentation, "Creating Inclusive Classrooms," focuses on infusing diverse cultures, perspectives, and understanding into curriculum. Kennis also delivered diversity presentations at the regional American Institute of Architects spring conference, and the 2016 Iowa State P&S Council Professional Development Conference.
- The Hometown Design program sends underrepresented students to their hometown high schools to expose peers to the benefits of higher education, and career opportunities in art and design.
- The college partners with ISU Extension and Outreach on the Maize program, which engages Latino/a and Native American culture, history, and achievements as an entry point into the 4-H program.

- Jennifer Wiederin, the college's HR liaison, launched "We're Proud of Our Team," an ongoing college-wide discussion on how to create a civil environment in the workplace, based on the book *Choosing Civility* by P.M. Forni. All P&S and Merit staff received copies of the book.
- The college is developing an online book repository of materials focusing on race and ethnicity to meet the personal and professional needs of students, faculty, and staff.
- 11 students participated in the annual *I'll Make Me A World* celebration in Des Moines that highlights African American arts, culture, and contributions to society. The students hosted a table with various activities to encourage children and families to engage in the arts.
- Design was selected as a 2016 ISCORE College Champion; Dean Rico-Gutierrez gave the keynote speech at the annual conference, and five Design students will participate in the 2016 ISCORE Project.

### **College of Engineering**

- The college established a new Dean's Award for Excellence in Diversity and Inclusion to be awarded in spring 2017.
- Aerospace Engineering and Industrial and Manufacturing Systems Engineering are working to establish joint partnerships and research programs with historically Black or Hispanic institutions, including North Carolina A&T, Bennett College, City College of New York-Harlem, Tuskegee University, and Hampton University. The college has also signed a memorandum of understanding with Kenyatta University in Kenya to begin developing an exchange program in Materials Science and Engineering.
- Mechanical Engineering established ME Allies, a mentoring program to support women undergraduate and graduate students.
- Engineering Student Services and Admissions visited K-12 educational academies serving female students in Dallas/Fort Worth, Texas. The visits were an opportunity to encourage STEM majors and careers; and explore Iowa State University as a potential fit for Higher Education.
- Chemical and Biological Engineering expanded its first-year Chemical Engineering Learning Community to include 30 additional spaces for new international students to ease their transition into the program.
- In Spring 2015, the diversity committee created and deployed a survey to collect input from the engineering undergraduate student body. Data from the survey were analyzed and a summary report was presented to the dean in October 2015. Overall feedback on students' comfort with the college climate was at or above 4.0 out of 5.0. While engineering programs and systems appear to be highly regarded by students, there were several areas in which improvements could be made, including peer-to-peer interactions, interactions with faculty, and negative experiences related to race or gender. The diversity committee is collecting more in-depth findings through focus group discussions, and several departments have taken steps to improve diversity and inclusion.
- The college has placed a high priority on diversity in faculty hiring, development, and advancement. Expectations and training related to diversity are given to all search committees, and the dean reviews all candidate pools. The college promotion and tenure committee was also trained on unconscious bias and peer-evaluation.

- Civil, Construction and Environmental Engineering has hired an equal number of men and women in recent years. Mechanical Engineering has increased its female faculty percentage to 22%, and underrepresented minority faculty to 6%, by recruiting from “pipeline” programs with high percentages of minorities and women.
- The college hired a female, Gul E. Kremer, as chair of the Department of Industrial and Manufacturing Systems Engineering.
- Equity Advisor Sriram Sundararajan worked with the college’s diversity committee to develop a short presentation on unconscious bias and micro aggressions, which will debut in Fall 2016.
- Civil, Construction and Environmental Engineering implemented onboarding and mentoring programs for new faculty, which have helped to create a positive climate within the department.

### **College of Human Sciences**

- Five external speakers as part of the Helen LeBaron Hilton Endowed Chair speaker series addressed issues of diversity, inclusiveness, and social justice. Each speaker is producing review papers on selected topics in human development and family studies in collaboration with ISU HDFS faculty, which will be published together as a special issue in the peer-reviewed journal *Family Relations*. Topics included:
  - overview on the history and future of diversity in the U.S. and world family structure
  - significance of context in studies of African-American families and youth, in particular the impact of racism on family functioning
  - development in adolescence, especially the aspects of sexuality, schools, and family relationships for minority and LGBT youth
  - family in the context of disadvantaged neighborhoods, adolescent sexual behavior, diversity and children’s well-being and urban education
  - lives of families in poverty, in particular the domains of welfare and low- wage work, family life, and neighborhood contexts
- Multicultural Programs started a new intercultural dialogue group for all CHS students called GRO—Growing through Relationships and Conversations with Others. GRO is designed to increase understanding of social justice issues by building cross-cultural relationships and discussing issues related to diversity in a small group format with students from a variety of backgrounds.
- The School of Education, in collaboration with the college, sponsored a series of modules addressing issues of race on campus and in the classroom. Topics included:
  - how people of color experience racism on campus
  - race-conscious institutional leadership
  - race-consciousness in classrooms and curricula
  - strategically improving campus racial climates



- A second cohort of 5<sup>th</sup> graders has graduated from King and Moulton elementary schools in Des Moines, and is now enrolled in the ISU4U Promise program, a collaboration between Iowa State and the Des Moines Public Schools to create pathways to higher education for low-income students. The program has received more than \$1.9 million in external funding, in addition to several internal grants, and is currently focused on expanding collaborations, sustainability, accountability and, ultimately, education and human development for students and community participants. ISU4U Promise also creates opportunities for practicum and student teaching in Iowa State's Education Preparation Programs.
- Julio Cammarota was hired as a Presidential High Impact Hire, specializing in multicultural education, and recruiting diverse candidates into the profession of teaching. Cammarota is also active in Dream to Teach, a joint CHS-Des Moines Public Schools initiative to encourage students of color to pursue teaching careers.
- Multicultural Programs established the Connect Four learning community for first-year students of color in the college. Connect Four is designed to foster community among students of color, provide opportunities to meet new people, and connect with campus resources (faculty, staff, clubs, etc.). Students are partnered with an upper-class mentor for the academic year and the group meets twice monthly for educational resource meetings. Professional development sessions are also offered for peer mentors.
- Multicultural Liaison Officer Carmen Flagge was featured in a video promoting the college to prospective students of color. A Spanish-speaking version of the video is also being developed.
- Multicultural Programs created four \$250 Field Study Scholarships for students of color in Apparel, Merchandising, and Design, to address a critical need identified by department advisers. (*Note: A field study is a required experience for students in this major and can cost up to \$1,900 depending on location, e.g., Los Angeles, Chicago, New York, Dallas, etc.*)
- Multicultural Programs celebrated Black History Month by hosting a "I am a Black Human Scientist" poster display. Connect Four and other students created posters highlighting Black Human scientists; the college plans to expand this initiative to celebrate each of the ethnic heritage months.
- The college contributed funding for students to attend the first Iowa State Making Progress for the Asian American Community Today (IMPAACT) retreat.
- CHS administrative staff engaged in a workshop on creating inclusive workspaces, led by Amy Popillion, Human Development and Family Services (HDFS) Senior Lecturer.
- *Juntos: Together for a Better Education*, a partnership between HDFS and Human Sciences Extension and Outreach, served more than 300 Latino youth and parents/caregivers throughout Iowa through a series of workshops focused on academic success and exploring higher education.
- Science Bound, which will celebrate 25 years in 2016 is working to expand to at least one additional location in Iowa.
- An SOE research team including Christa Jackson, Sarah Rodriguez, and Gale Seiler are using their research to improve equity in STEM education. Their research findings suggest that students learn best when teachers interact with them in ways that recognize their cultural and social identities and positive assets in the classroom.
- The inaugural Human Sciences Week, held October 2015, included a lecture and brown bag lunch by Dr. Leigh Patel on "Learning with migrant youth: mirrors and manifesto".

- “Messages from the Dean” were distributed to students, faculty and staff during the 2015-2016 academic year. Messages often addressed issues of diversity, in particular following the incident at the Cy-Hawk tailgate. Multicultural Programs also held conversations with students after the Cy-Hawk incident.
- HDFS offered faculty and staff training to increase the number and visibility of safe- zone spaces in the department.
- The college provided \$10,000 to the CHS Diversity, Equity and Community Committee for use towards diversity and inclusion activities for the 2015-16 academic year.
- The focus topic of the fall 2015 Dean’s Advisory Council meeting was “Diversity in the College of Human Sciences.” The meeting included an overview from the college’s equity advisor; program highlights, including ISU4U Promise and Science Bound; co-curricular diversity experiences for students; and teaching, research and outreach by faculty that address issues of diversity and social inclusion.
- The Diversity, Equity and Community Committee coordinated with Ross Wilburn, Iowa State University Extension and Outreach Diversity Officer, for a series of guided action planning sessions for students, faculty and staff. Themes identified by participants included fostering a culture of awareness, providing training and measuring outcomes for faculty and staff, establishing a social justice-based curriculum, and focusing on student support. The conversations resulted in a number of actions:
  - acquire films addressing social justice and equity issues
  - hold teaching circles for sharing and developing approaches to inclusivity and difficult dialogues in the classroom
  - develop a course that expands on the Dialogues on Diversity classes and fulfills the undergraduate U.S. diversity requirement
  - explore “train the trainer programs for faculty and staff

### **College of Liberal Arts and Sciences**

- BOLD, LAS’ learning community for students of color, is moving into its third year. With a 100% first-year retention rate, BOLD has achieved spectacular success in student retention. Since older students serve as peer mentors and peer mentor leaders, the learning community supports and inspires students of color at all academic levels.
- Psychology graduate students, in conjunction with Iowa State’s Student Counseling Service (SCS) and Multicultural Student Affairs office, have initiated “Let’s Talk,” a new drop-in mental health consultation service targeted to minority students. Drop- in services are offered at specified times in the Multicultural Center at the Memorial Union and in the Student Services Building (away from SCS). The Department of Psychology is also administering a survey to determine whether members of minority groups and other groups with identified mental health conditions (such as veterans and international students) are aware of on-campus mental health services, and comfortable using those services.
- With partial support from the SVPP, LAS has made significant investments to search for faculty who will positively impact on the college’s diversity and inclusion initiatives. Women and Gender Studies, American Indian Studies, and US Latino/a Studies have all hired new leaders – Ann Oberhauser, Sebastian Braun, and Lucia Suarez, respectively. The African and African American Studies program also hired a new faculty member, Kyle Burgason, with expertise at the intersection of race and the criminal justice system.

- LAS teamed with ISU Extension and Outreach and the School of Education to support the RACE exhibit at the Science Center of Iowa.
- The STEM Neighborhood Project, led by Cinzia Cervato, exposes PWISE students from Latino/a areas of Des Moines to scientific research. Students work with community representatives on issues related to energy, weatherization, runoff, and infrastructure; and how calculus and science are applied to real-world tasks.
- The college revitalized its Diversity and Inclusion Committee, transforming it into a regular committee under the LAS Representative Assembly, and charging it with nurturing all of the college's interactions with multicultural student groups. The equity advisor serves as chair; other standing members include the leader of Women and Gender Studies, and the ethnic studies programs, as well as the college multicultural liaison officer.
- Several departments made special efforts to increase their recruitment efforts:
  - the Department of Physics and Astronomy submitted a proposal to the American Physical Society to serve as host for the 2017 Conference for Undergraduate Women in Physics. The proposal received excellent reviews but was not successful; the team will resubmit next year.
  - several departments recruit actively at Society for Advancement of Chicanos/Hispanics and Native Americans in Science meetings, and participate in "Taking The Road Less Traveled" and "Upward Bound"
  - Department of Mathematics faculty serve as facilitators for the Math Alliance, an National Science Foundation-funded organization dedicated to enabling students from underrepresented groups to enroll and excel in doctoral programs in the mathematical sciences
- LAS' "Discover Summer Online" initiative offers 30 high-enrollment courses in a quality online format, including eight that satisfy the U.S. Diversity and/or International Perspectives requirements for undergraduate students.
- Computer Science sponsored travel for a faculty member and eight undergraduate students to the 2015 Grace Hopper Conference celebrating Women in Computing.
- LAS was proud to serve as co-champion of the 2016 Thomas L. Hill ISCORE. More than half of the sessions and presentations were led by LAS faculty, staff or students.
- Psychology faculty and students published "Psychology Matters," a series of seven editorials on diversity-related issues in the *Iowa State Daily*.
- Naval Science earned a Leadership in Diversity Award from U.S. Education Without Borders in recognition of their diversity related efforts.
- Several departments partnered with Iowa State's Lectures Program to support speakers on topics related to diversity and inclusion. Three examples:
  - Anthropology invited Joseph FireCrow, a renowned Cheyenne performer. His event was attended by approximately 500 people.
  - the Greenlee School of Journalism and Communication co-sponsored Cyd Zeigler's *Covering Coming Out LGBT in Sports* lecture. Zeigler is one of the world's leading experts on LGBT sports issues.
  - English hosted MFA graduate Xavier Cavazos who read from his poetry collection on George Washington Carver; and Alice Randall, who spoke about her kitchen memoir and cookbook *Soul Food Love*.

- Music and Theatre received positive feedback for its efforts to cast more diverse actors.
- Dean Beate Schmittmann, faculty, and the LAS multicultural liaison officer met with students affected by the Cy-Hawk tailgate incident to affirm their sense of belonging to the Iowa State community.
- LAS initiated a new workshop for departmental promotion and tenure committee chairs and members, to encourage senior faculty to take a more proactive role in mentoring candidates and help them assemble a compelling dossier. The workshop included a discussion of unrecognized biases and their impact on the process.

### **College of Veterinary Medicine**

- Catherine Logue, equity advisor and director of faculty and staff advancement, has initiated a new online search committee training module through Blackboard that members must complete prior to attending in-person training sessions. In collaboration with Brad Kerr in CVM human resources, additional components on lawful hiring practices and liability have been added to the training. The College is also working to achieve better gender and diversity in its search committees.
- Departments continue to broaden their search pools by advertising open positions with the National Registry of Diverse and Strategic Faculty, and utilizing resources from ISU ADVANCE in their recruitment efforts.
- Logue with Claire Andreasen host question and answer sessions for early career faculty, departmental P&T chairs and the chair of the college P&T committee. These sessions routinely address diversity in the advancement process.

### **Graduate College**

- The college established a mentoring program for incoming underrepresented students. The program matches new students with peer mentors from within their program, and a faculty/staff member from a similar program.
- Eight graduate programs hosted workshops on inclusion and diversity. These workshops were attended by graduate students and facilitated by peer graduate students who had been trained by staff in Multicultural Student Affairs and the Sloss Women's Center. The discussions included real scenarios of discrimination that occurred at Iowa State. Participants indicated the program increased their understanding of micro aggressions and implicit bias. Additional workshops are planned for fall 16.
- Fall 2015 graduate enrollment included 321 underrepresented ethnic graduate students, a 26% increase over fall 2010. Underrepresented ethnic students represent 9.7% of Iowa State's U.S. graduate students.
- First-year retention of underrepresented Ph.D. students is 96%.
- The number of Alliance for Graduate Education and the Professoriate (AGEP) fellowship holders is at an all-time high with 42 current fellows, and four who will begin in fall 2016. The AGEP fellowship is the college's highest award for under- represented students, offering \$25,000 a year for five years.
- 96 students received GMAP funding, a matching assistantship grant for under- represented ethnic students; an additional 10 students who received GDAP awards, a matching assistantship grant for students with disabilities.

- 24 students presented their research at the 2015 GMAP symposium, which highlights the research contributions of underrepresented ethnic students.
- Two meetings held to share ideas and build community for graduate students teaching US-diversity courses.
- 927 students completed a climate survey offered to all graduate students. The responses are presently being analyzed to identify concerns or trends.
- Active student organizations build community and advocacy for underrepresented graduate students. They include the Latina/o Graduate Student Association (LGSA), Black Graduate Student Association (BGSA), Queer\* Graduate Student Association (QGSA), and the new Asian American and Pacific Islander Graduate Student Association (AAPIA).
- The college has employed several strategies to recruit underrepresented students:
  - awarded six new RECRUIT grants to help departments plan or implement how they can increase underrepresented student enrollment
  - fall open house for underrepresented ethnic students
  - individual contact with prospective under-represented ethnic students
  - Iowa State's McNair Program, which prepares underrepresented and first- generation undergraduates for entry to graduate school. The program currently has 22 participants

### University Library

- The Library's new diversity statement for job postings and position descriptions has been lauded by the Association of Research Libraries as an exemplary statement: *ISU students, staff, and faculty strive to overcome historical and divisive biases in our society. Library staff must embrace an environment of inclusion that moves beyond simple tolerance to recognizing the richness in individual identities of people, and diverse perspectives.*
- The Library continues to add to and update the Special Collections and University Archives "Diversity Collections" subject guide, fill collections gaps for diverse gender and identity communities, and update the Library Guide for LGBT studies.
- Two librarians from underrepresented groups have joined the Library's staff since December 2015: Petrina Jackson, head of Special Collections and University Archives, and Rachel Seale, outreach and education archivist.
- Hosted a webinar, "SAA's Initiative for Cultural Diversity Competence," on behalf of the Society of American Archivists (SAA) and Archives of Color Roundtable. The Library also funded enrollment for the chair of its diversity and inclusion committee to an SAA course on cultural competency for academic librarians.
- Equity Advisor Hilary Seo continues to provide training to all search committees on best hiring practices and developing diverse applicant pools. The training sessions, which are required for searches at all levels, also cover unconscious bias, and appropriate interview questions.
- Dean Beth McNeil is currently serving on Association of Research Libraries (ARL) Diversity and Inclusion Committee. The Library also sponsored the ARL Leadership Symposium, a national program for librarians from underrepresented groups.
- Three librarians will attend the National Diversity in Libraries Conference in 2016.

### Extension and Outreach

- Iowa State University Extension and Outreach (ISUEO) adopted “Navigating Difference,” a cultural competency training program developed by Washington State University. The 18-hour training and curriculum will be provided to all faculty and staff; 140 will have received the training by June 2016, with an additional 16 trained to help deliver the program.
- ISUEO hired Refugee Coordinator Anindita Das to help address the changing demographics of Iowa communities. Das will use research to better understand the refugee community, and enable more efficient, organized networks that help new Iowans acclimate easily.
- 4-H Youth Development hosted two launched two bilingual and culturally based programs in April 2016 that targeted underserved and underrepresented high school-aged Iowa youth: *Ujima*, an African and African-American accelerator; and *Maize*, a Latino/a and Native American youth leadership program. Both programs serve as recruitment platforms into post-secondary education. Ujima served 90 youth, and Maize served 149 youth in 2016.
- Iowa 4-H has involved 100 percent of Native American tribes in the state.
- *Juntos: Together for a Better Education*, a partnership between Human Sciences Extension and Outreach and the Department of Human Development and Family Studies, helps prevent Latino/a youth from dropping out of school, and works with both parents and youth to gain access to college.
- *Powerful Tools for Caregivers* was piloted by Human Sciences Extension and Outreach for parents of children with disabilities. The program empowers family caregivers, including caregivers of older adults, to take better care of themselves. Components of the program include reducing stress, improving caregiving confidence, communicating needs, establishing life balance, making tough decisions, and locating helpful resources.
- ISUEO’s Community & Economic Development unit has formed a Diverse and Underserved Iowans work team to focus on capacity building, data analysis, facilitation, awareness and support systems to eliminate systemic barriers to success for diverse communities. The team’s programming goals include:
  - implementing cultural competency training for community groups
  - facilitating culturally relevant programming using a dual generational approach
  - supporting small businesses through consultation and partnerships
  - strengthen coalitions and networks serving underserved populations
  - partnering with community colleges to create pathways to livable wages through financial education
- A diversity and inclusion strategic plan was developed by 40 Extension and Outreach employees to envision what we can do to embody diversity and inclusion in ISUEO’s programs, practices and people over the next 3 years. Our four strategic directions are:
  - Embedding Diversity and Inclusion in Organizational Culture
  - Modeling and Marketing Diversity and Inclusion Awareness and Respect
  - Leveling the Field to Recruit and Hire
  - Linking Our Values and Resources
- The Healthy Relationship and Marriage Education training program is being promoted with the Iowa National Guard for active military personnel.
- All four ISUEO units have hired faculty and staff from diverse and underrepresented communities

## **Research**

- The Office of the Vice President for Research (VPR) HR coordinator works with colleagues in other VPR units to improve access to diversity and inclusion resources for job candidates. It is hoped that providing such information will aid in recruiting candidates from underrepresented populations, and promote a common understanding that ISU is a welcoming environment for all.
- The HR coordinator attended Safe Zone 101 training, focused on creating safe zones with regard to sexual orientation and gender identity/ expression.
- VPR central staff and unit directors participated in several team-building sessions during the academic year. The sessions paid particular attention to recognizing the range of approaches to work and diversity of opinions in the office. Specific tactics included understanding personality types how different people identify challenges and develop solutions; and managing conflict, including perceptions of intolerance based on diversity of culture, identity, or thought.
- Several staff attended ISCORE in 2016. The conference enhanced employees' understanding and sensitivity to cultural differences, and provided tools to improve employee interactions and create inclusive workspaces.

## **U.S. Department of Energy Ames National Laboratory**

- In February 2016, the Lab initiated an open recruitment requirement for all postdoctoral research positions. Postdoctoral researchers are a vital part of the Ames Lab research staff, and an important source of candidates for staff positions. Establishing the open recruitment requirement will ensure term and continuous staff scientist positions are advertised to the wider scientific community.
- The Ames Lab has increased HR participation in search committees in the last year, partnering with hiring managers to ensure that required and preferred qualifications are job appropriate, and developing appropriate recruitment strategies. The Lab also created a discussion guide based on an "Implicit Bias" awareness video produced by Lawrence Berkeley National Laboratory, which will be used to train screening/interviewing committees.
- Ames Lab requires all hiring managers to complete "Lawful Hiring" training offered through Iowa State University's Office of Equal Opportunity when posting positions.
- Ames Lab enjoys an ongoing partnership with Iowa State's Science Bound program. Features of this partnership include:
  - developing the Ames Laboratory Advantage internship program for Science Bound students. The semester-long internship allows students to participate in Ames Laboratory activities; interns have the option of receiving course credit or a stipend for their participation
  - Ames Lab hosted 100 eighth-grade students from the Marshalltown, Denison, and Des Moines as part of the U.S. Department of Energy "My Brother's Keeper" initiative. Students rotated between five stations for scientific demonstrations, including 1) LENS demonstration; 2) Materials Preparation Center; 3) Materials; 4) Thermal changes and 5) Magnets
  - partnering with Science Bound to provide information on DOE's SULI program, and encouraged applications from Science Bound students
- The Lab hosted a coffee/breakfast for its veterans on Veteran's Day.

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

University of Northern Iowa  
Office of Compliance and Equity Management  
November 2016

Submitted by Leah Gutknecht  
Assistant to the President for Compliance and Equity Management & Title IX Officer



**Annual Report on Affirmative Action  
To the Board of Regents, State of Iowa  
University of Northern Iowa  
November 2016**

**I. INTRODUCTION.**

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

This report presents recent employment activities at UNI. The data in this report are compiled according to Board of Regents, State of Iowa guidelines, and include all non-temporary, full-time, and part-time employees working 50 percent time or more as of October 1, 2016. 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.

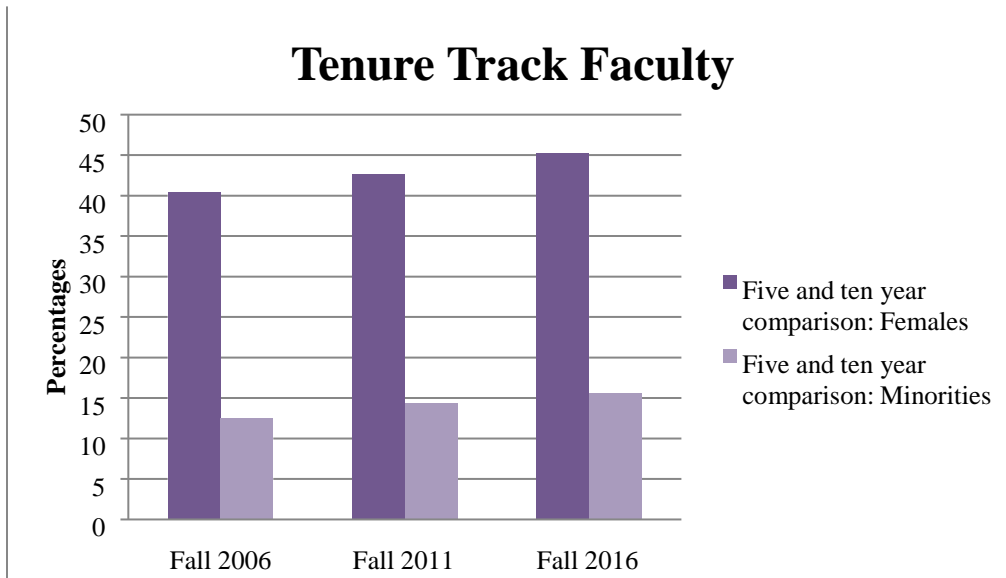
**II. OVERVIEW.**

As of October 1, 2016, the UNI workforce totals 1,791 non-temporary employees. This includes 998 (55.7%) female employees and 196 (10.9%) minority employees. One year ago, UNI employed 1,789 non-temporary employees, including 991 (55.4%) female employees and 174 (9.7%) minority employees. Total number of employees increased by two (0.1%) from last year; the number of females increased by seven (0.7%); and the number of minorities increased by 22 (13%).

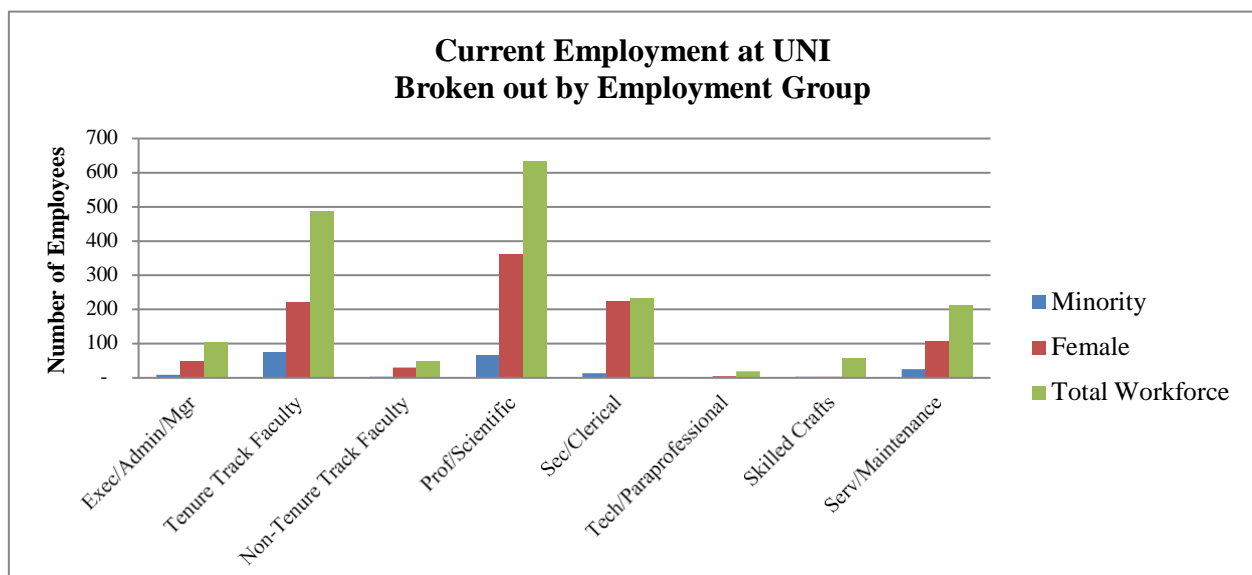
Five- and ten-year comparisons for the overall workforce show progress in both female and minority representation. Over the ten-year history, total employment numbers fluctuated but compared to 2006 and 2011, the 2016 progress with female hiring is significant. The total number of non-temporary employees working at UNI is down by 37 (2%) compared to ten years ago. The percentage of female employees has made steady gains over the same period. Females were employed at a rate of 53.8% ten years ago and are now employed at a rate of 55.7% of total employment. The percentage of minority employees has also seen steady growth over the ten-year period, from 9.3% in 2006 to 10.9% in 2016 after marking an increase to 10.3% in 2011.

The tenured and tenure track employee group currently employs a total of 486 employees. This represents a decrease of 17 (3.38%) faculty employees from last year. The five- and ten-year comparisons reflect overall gains in the proportion of both females and minorities in the tenured and tenure track faculty group. While the overall number of tenured and tenure track employees has decreased 11.6% from 550 to 486 over the past ten years, female representation has increased from 40.5% to 45.3%. Minority representation in the tenured and tenure track employee group rose from 12.5% to 15.6% over the same ten-year period.

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



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



### III. EQUAL EMPLOYMENT OPPORTUNITY ACTIONS.

In FY16, a total of 305 searches were initiated. This marks a 4% increase from the total number of searches in FY15. Of the 305 FY16 searches, 226 (74%) were for non-temporary employment. This marks a 59% increase in non-temporary search activity from the previous fiscal year. Conversely, temporary search activity decreased by 51% from FY15.

#### Faculty Non-Temporary Searches

Twenty-seven (27) non-temporary faculty searches were initiated in FY16:

- 7 academic administrators;
- 18 tenure-track appointments; and
- 2 term appointments

The number of non-temporary faculty searches initiated in FY16 decreased by a total of 11 searches from 38 the previous year, a 29% decrease from FY15.

#### P&S Non-Temporary Searches

One hundred twenty-one (121) non-temporary P&S searches were initiated in FY16:

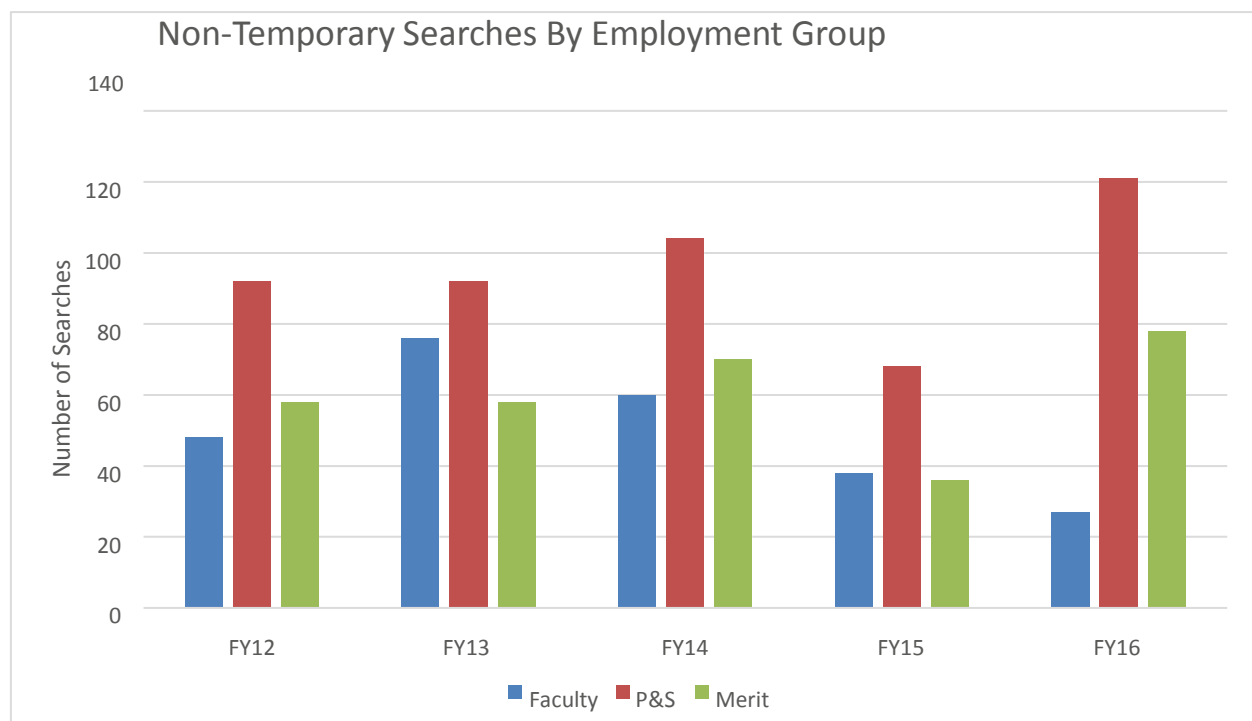
- 70 probationary appointments;
- 28 term appointments;
- 11 contract (coach) appointments; and
- 12 annual appointments.

The number of P&S searches initiated in FY16 increased by a total of 53 searches from the previous year, a 78% increase from FY15.

#### Merit Non-Temporary Searches.

Seventy-eight (78) Merit searches were initiated in FY16 as compared to 36 in FY15. Merit search activity in FY16 increased by 116% from the previous fiscal year.

The five-year history of searches by employment group are shown in the graph below.



#### **IV. 2015-16 HIRING GOAL ATTAINMENT BY EMPLOYMENT GROUP.**

The following table shows 2015-16 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.*

<b>Employment Group (with total number hired)</b>	<b>2015-16 Goal</b>		<b>Achieved?</b>	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial (4)	3	1	No (2)	Yes (2)
Faculty (Tenured and Tenure Track) (12)	-*	-*	-	-
Faculty (Term) (2)	1	-*	No (0)	-
Faculty (Temporary) (67)	-*	-*	-	-
Professional/Scientific (74)	8	-*	Yes (16)	-
Secretarial/Clerical (27)	-*	-*	-	-
Technical/Paraprofessional (6)	1	-*	Yes (1)	-
Skilled Craft (3)	2	-*	No (0)	-
Service/Maintenance (72)	5	2	Yes (11)	Yes (38)
<b>Total (191)</b>	<b>20</b>	<b>3</b>	<b>Yes (30)</b>	<b>Yes (40)</b>

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

#### **V. LOOKING AHEAD: 2016-17 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.

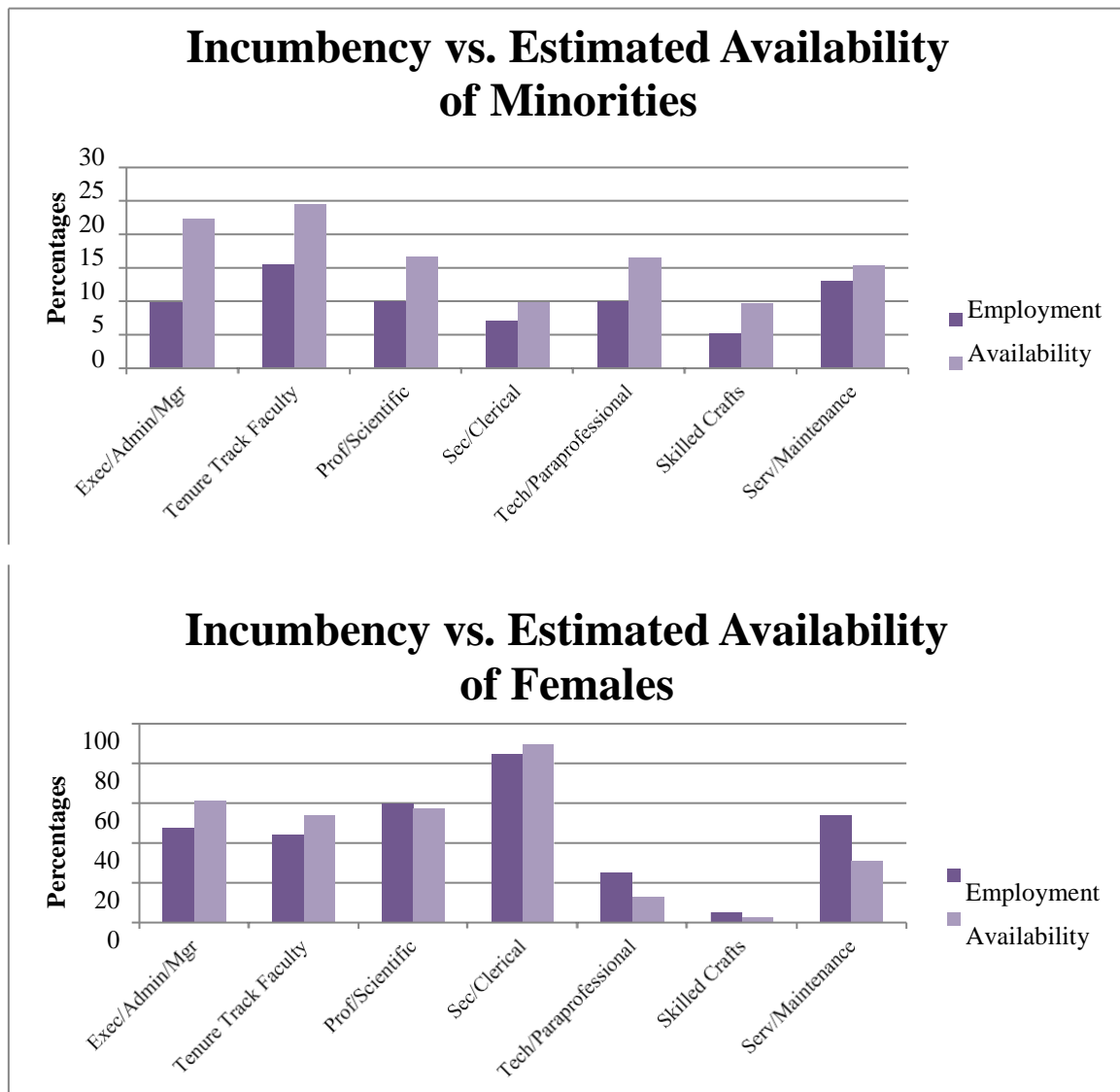
The representation of minorities and women in each job group is compared with the availability analysis of the respective job group. Where actual representation is less than the calculated availability, a statistical test identifies whether the difference is greater than could reasonably be expected. 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 2016-17 hiring year, as well as five-year goals, as shown in the following table.

<b>Employment Group</b>	2016-17 Goals		Five Year Goals 2021-22	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial	4	4	18	20
Faculty (Tenured and Tenure Track)	9	9	44	47
Faculty (Term)	2	0*	11	0*
Faculty (Temp)	5	0*	27	0*
Professional/Scientific	9	0*	44	0*
Secretarial/Clerical	0*	3	0*	17
Technical/Paraprofessional	0*	0*	0	0*
Skilled Craft	0*	0*	0*	0*
Service/Maintenance	0*	0*	0*	0*
<b>Total</b>	<b>29</b>	<b>16</b>	<b>144</b>	<b>84</b>

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

**VI. EFFORTS REGARDING INDIVIDUALS WITH DISABILITIES AND PROTECTED VETERANS.**

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

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

- A modified search process is now used for temporary and adjunct positions;
- Applicants and new employees are invited to self-identify as individuals with disabilities and/or protected veterans, and a survey of current employees was conducted to collect baseline information on disability and protected veteran status;
- Advertising sources that target individuals with disabilities and protected veterans are required for all searches;
- A 7% utilization goal for individuals with disabilities was used to provide accountability for the outreach efforts during the 2015-16 AAP year; and
- A 7% benchmark was used to measure the hiring of protected veterans during the 2015-16 AAP year.

Employees involved in the search process are invited to participate in training offered by Human Resource Services and the Office of the Provost.

New regulations also require UNI to analyze the applicant and outreach data collected throughout the Plan year. Data collection and analysis is done to measure the effectiveness of the advertising sources targeted at individuals with disabilities and protected veterans over the course of the past year. Results indicate the previous year advertising and outreach efforts did not yield a desirable number of individuals with disabilities or protected veterans.

- As of September 30, 2016, 1% of UNI's workforce identified as individuals with disabilities as compared to the 7% utilization goal established by the OFCCP; and
- As of September 30, 2016, 2% of UNI's workforce identified as protected veterans as compared to the 7% benchmark established by the OFCCP.

A more comprehensive outreach tool was implemented with the 2016-17 AAP year. Continued evaluation will take place to determine if the outreach efforts from this adjustment are successful in assisting UNI to meet the IWD utilization goal and the PV benchmark. Further adjustments to the outreach efforts will be made as needed.

**Iowa School for the Deaf  
Annual Diversity Report  
November 1, 2015 – October 31, 2016**

The Iowa School for the Deaf employed 128 full-time and part-time employees on October 31, 2016. This is an increase of 1 employee compared with October 31, 2015.

The October 31, 2016 breakdown of ISD employees compared to October 31, 2015, is as follows:

CATEGORY	# EMPLOYEES		% OF POPULATION		2016
	2016	2015	2016	2015	% CHANGE
Male-Majority	36	35	28.1%	27.6%	0.5%
Female-Majority	88	88	68.8%	69.3%	-0.5%
Male-Minority	3	3	2.3%	2.4%	-0.1%
Female-Minority	1	1	0.8%	0.8%	0.0%



The following are the goals ISD established for last year:

**Iowa School for the Deaf  
Affirmative Action Hiring Goals  
October 1, 2015 – September 30, 2016**

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

**Executive/Administrative/Managerial:**

There have been no changes to the composition of this group this year.

**Faculty Tenure Track:**

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

**Faculty Non-Tenure Track:**

This group had seven female majority members leave ISD. One male majority employee and six female majority employees were hired to this group.

**Professional and Scientific:**

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

**Secretarial/Clerical:**

Two female majority members left this group and four were hired.

**Technical/Paraprofessional:**

This group lost four majority members and hired two majority members.

**Skilled Crafts:**

There were no changes to this group during the year.

**Service Maintenance:**

We had a goal to hire a male minority member in this category. We did accomplish this goal, however one male minority employee also left the group as well as one male majority employee. Two additional hires were majority employees.

**Summary:**

The Iowa School for the Deaf established one affirmative action goal for last year. One goal was to add a male minority to the Service/Maintenance category. While there was a male minority hired into this category, a male minority also retired from the same category, so there was no overall increase.

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. 27 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.

Recruiting for specialized deaf education positions is extremely difficult. ISD will continue to work for applicant pools which represent a diverse cross-section of the population and to ensure all applicants are considered fairly.

Recruiting efforts for ISD positions center around the Omaha/Council Bluffs area for the non-exempt positions. For vacancies in our executive, teaching, and professional positions, we do nation-wide searches. Routinely, we list positions with the Iowa Workforce, Nebraska Job Service, local and regional newspapers. Additionally, we have contacted local Area Educational Associations; deaf schools; several deaf related Internet sites; colleges that offer programs which match our needs; Teach Iowa – a state-wide site for PreK-12 schools; 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  
November 1, 2016 – October 31, 2017**

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

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

## Iowa Educational Services for the Blind and Visually Impaired

1002 G Avenue • Vinton, Iowa 52349 • 319.472.5221 • Fax 319.472.5174  
Within Iowa 1.800.645.4579 • [www.iowa-braille.k12.ia.us](http://www.iowa-braille.k12.ia.us)



### **Iowa Educational Services for the Blind and Visually Impaired / Iowa Braille and Sight Saving School DIVERSITY ANNUAL REPORT October 1, 2015 - September 30, 2016**

Iowa Educational Services for the Blind and Visually Impaired / Iowa Braille and Sight Saving School continues to offer equal employment opportunities regardless of race, color, national origin, religion, sex, sexual orientation, gender identity, age, marital status and physical or mental disabilities, with or without reasonable accommodation, to all qualified applicants. The school practices affirmative action in its programs, procurement and employment practices. The Iowa Braille School also continues to be in compliance with Section 504. See Appendix A.

Iowa Educational Services for the Blind and Visually Impaired / Iowa Braille and Sight Saving School provides leadership in the field of vision in the State of Iowa through an inter-governmental agreement between the Board of Regents, State Board of Education, the Iowa Department for the Blind and the Association of Area Education Agencies. Collaborative efforts with these agencies and the local education agencies results in service provision to children in Iowa who are blind, visually impaired, deaf-blind, or multi-disabled with a visual impairment, from birth through age twenty-one. Most services are provided throughout Iowa in the local school districts using an itinerant teaching model. Extended school year services are also provided in local school districts. Supplemental special programs are regionalized based on student and parent need and interest. The school also continues to provide short-term programs on the Iowa Braille and Sight Saving School campus.

As of September 30, 2016, the Iowa Braille and Sight Saving School employed 41 Teachers of the Visually Impaired (TVIs) and Orientation and Mobility Specialists (OMS). 7 additional professionals were employed as consultants with expertise in the fields of math, STEM, literacy, technology, special education, family services, and deafblind education. In order to plan for future effective and efficient operation of services for students with sensory impairments in Iowa, the school continues to evaluate a feasibility study to examine the administrative and programmatic functions of the Iowa Braille and Sight Saving School and the Iowa School for the Deaf. The feasibility study is required by Iowa Code §270.10, along with other stipulations, prior to any action that would result in a merger of the schools or closure of either school.

As of September 30, 2016, there were a total of 69 permanent employees. Of those, 67 were non-minority, 52 were female, 1 female was Hispanic and 1 male was Black. We have not asked our staff to disclose any physical disabilities, however, we are aware that 5 faculty were blind or visually impaired. 1 was female and 4 were male. Recruitment and retention of female employees are strengths of the school. Recruitment of vision professionals, in general, is a challenge as there is a national shortage of teachers in the field.

The goal of hiring a minority was not met in 2015/16. Higher-than-normal hiring activity was conducted, primarily due to multiple faculty employees retiring. Since October 1, 2015, a total of seven employees were hired through competitive searches. These hires included six faculty positions and one merit position. None of the new hires were of minority status. All seven new hires were female. Faculty recruitment postings were advertised nationwide and included a diversity network managed by a major online commercial recruitment resource service. The school's application continues to include an optional information sheet where candidates may choose to self-identify race, sex and/or disability, however, many applicants choose not to complete this information.

The school is a strong proponent of diversity and we desire to have a diverse staff. As we have employment opportunities, we will continue to try to create a more diverse workforce. We are continuing a competitive teacher preparation scholarship program that was implemented to encourage education professionals to enter the field of vision. We currently have six individuals in the program. This competitive scholarship program has created the opportunity for us to better recruit minorities from Iowa. This may have a long-range impact on the ability to recruit and retain faculty of a diverse background.

The following chart, notes the Diversity Goals of the Iowa Educational Services for the Blind and Visually Impaired / Iowa Braille and Sight Saving School projected for the period of October 1, 2016 through September 30, 2017.

**DIVERSITY ACTION GOALS  
October 1, 2016 - September 30, 2017**

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	5	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	5	0	1

**APPENDIX A: Section 504 Compliance**

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

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

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

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

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

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

### SECTION 504 NOTICE OF NONDISCRIMINATION

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

Superintendent  
Iowa Braille School  
Old Main  
1002 G Avenue  
Vinton, IA 52349  
319/472-5221

OR Director of Human Resources  
Iowa Braille School  
Old Main, Room 130  
1002 G Avenue  
Vinton, IA 52349  
319/472-5221, ext. 1226

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

### GRIEVANCE PROCEDURE

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

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

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

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

Date(s) of incident: \_\_\_\_\_

Person(s) involved: \_\_\_\_\_

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

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

Specify the relief being sought:

Signature \_\_\_\_\_ Today's date \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_

If Student, Name \_\_\_\_\_ Grade Level \_\_\_\_\_

**GRIEVANCE DOCUMENTATION: FINDINGS AND RECOMMENDATIONS**

Name of Individual Alleging Discrimination or Non-Compliance

Name \_\_\_\_\_

Date formal grievance was filed \_\_\_\_\_

Attach a copy of the grievance.

Hearing Committee Findings and Recommendations:

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

Signature of Affirmative Action Officer  
or of §504 Coordinator

\_\_\_\_\_/\_\_\_\_\_  
(date)

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

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



## SECTION 504 STUDENT AND PARENTAL RIGHTS

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

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

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

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

OR Director of Human Resources  
Iowa Braille School  
1002 G Avenue  
Vinton, IA 52349  
319/472-5221,ext. 1226

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

**IMPARTIAL HEARING PROCEDURE**

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

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

**MINORITY AND WOMEN EDUCATORS  
ENHANCEMENT PROGRAM**

**The University of Iowa**

**Annual Report  
2015-2016**

**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  
2015-2016**

**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.

In Spring 2016, the university's Strategic Plan Development Group began collecting feedback from campus for development of the strategic plan for 2016-2021, which was submitted in October 2016. The draft plan outlines seven strategic goals for the university, one of which is to prepare students for success in a global, multicultural world; for several of the other goals, diversity and inclusion strategies are specified. In addition to recruiting and retaining diversity faculty, staff, and students, the draft plan calls for increased training and mentoring opportunities to prepare all students for success and leadership.

This report describes several initiatives across campus striving to foster more diverse and inclusive learning and working environments during academic year 2015-2016.

**National Coalition Building Institute (NCBI)**

The National Coalition Building Institute (NCBI) is a nonprofit leadership training organization based in Washington, D.C. NCBI works through a coalition-building model to provide leadership training for inclusion and equity, with the goal of eliminating all forms of prejudice throughout the world. The University of Iowa has been affiliated with NCBI since 2011, and since that time has reached over 2,300 faculty, staff, students, and community members through ongoing workshops. Additionally, 116 faculty, staff, and students have attended a three-day train-the-trainer workshop, allowing them to join our campus team; 54 are active trainers, and 28 new trainers were added in fall 2015. These individuals are taught effective leadership skills in the areas of prejudice reduction, violence prevention, conflict resolution, and coalition building so that they can serve as a resource for diversity and inclusion on campus.

In 2015-16, UI's NCBI affiliate held 19 total workshops, including *Leadership for Equity & Inclusion* (full day), *Conflict & Controversial Issues* (half day), and *The Art of Building Effective Relationships Across Group Lines* (half day). A total of 423 faculty, staff, students, and community members attended these workshops. Feedback from participants' pre- and post-evaluations continues to be overwhelmingly positive, with increases in each item asked pre- and post-workshop, most notably in two items addressing motivation and confidence for addressing hurtful behavior. The UI NCBI affiliate also offered 12 practice sessions, meetings, and brown bag discussions, and reaches nearly 830 people on campus by newsletter each semester.

### **Diversity Opportunity Programs**

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

For fiscal year 2016, the Office of the Provost budgeted FDOP funds totaling \$2,009,782 for partial salaries and other resources supporting 34 faculty members. These positions are in the University Library and the Colleges of Education, Engineering, Law, Liberal Arts and Sciences, Nursing, Pharmacy, and Public Health. Since 1999, FDOP has been used to support 143 diversity hires to the UI campus. When appropriate, FDOP funding has been successfully used to support the research of post-doctoral fellows as a means of increasing the pipeline to the professorate. The Faculty Diversity Opportunity Program has proven to be an important incentive to colleges and departments to identify and recruit faculty from underrepresented communities and has contributed significantly to the increased representation of faculty from underrepresented communities in the seventeen-year period ending 2016.

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 2016, the salaries of three P&S staff members were supported by SDOP funding.

### **Recruitment Ambassadors Program**

The Recruitment Ambassadors Program, jointly sponsored by University Human Resources and the Office of Equal Opportunity and Diversity, supports the university's strategic goals for increasing the diversity of the faculty and staff. Recruitment ambassadors are current or former faculty and staff members who volunteer to help recruit diverse prospective employees by providing first-hand information about the University of Iowa campus and the Iowa City/Coralville community.

### **Collegiate Diversity Group**

The executive vice president and provost, through the chief diversity officer and associate vice president, has organized the colleges, through the deans, to address diversity issues, including recruitment and retention of underrepresented minorities and women faculty. The purpose of the Collegiate Diversity Group is to share information, assess the status of and concerns arising from the colleges' diversity efforts, identify and develop resources for collegiate diversity, and bring to the attention of the deans those issues in need of policy development or resolution across colleges. Meetings of the Collegiate Diversity Group have focused on undergraduate and graduate/professional student outreach and recruitment, admissions, and financial aid issues. The chairs of the university's Charter Committee on Diversity serve as *ex officio* members. Consideration of diversity issues in the collegiate academic environment, curricula, and programming are also important foci of the Associate Deans for Academic Programs group convened by the associate provost for undergraduate education.

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

Working with the collegiate deans and the Chief Diversity Office, the Office of the Provost developed numerous initiatives in AY16 to support the increased recruitment and retention of underrepresented minority faculty and women in underrepresented fields.

In partnership with UI Human Resources, the Office of the Provost launched the “Build a Career | Build a Life” initiative, including the development a work/life resources website with one-stop access to multiple campus and community resources for dual career employment; relocation, housing, and transportation; adult and elder care; family resources; UI family-friendly policies; arts, culture and entertainment; diversity and inclusion; support for military families; and UI health, wellness and recreation. The website is expected to launch in November 2016. A one-page “Build a Career | Build a Life” hand-out is available to distribute as a part of faculty and professional and scientific staff searches, providing information for accessing the work/life resources website, dual-career hiring, and the Central Midwest Higher Education Recruitment Consortium (HERC).

In AY 2015-16, UI collaborated with ISU and UNI to form a regional affiliate of the nationally acclaimed Higher Education Recruitment Consortium (HERC), a non-profit consortium of over 700 colleges, universities, hospitals, research labs, government agencies, and related non- and for-profit organizations committed to hiring the most diverse and talented faculty, staff, and executives. The regional affiliate was publicly launched as a concept in March 2016 and became fully operational in September 2016. To date, 18 higher education and community employers belong to the regional affiliate. HERC offers one of the region's largest job boards, designed to attract highly trained and diverse applicants and featuring an innovative dual-career search capability. HERC members also have access to more than 88,000 registered job seekers, 65 percent of whom have graduate degrees and about one-third of whom identify as minorities. Additional benefits include discounts with human resource and advertising vendors and access to nationally endorsed professional development webinars. The University of Iowa is the lead institution in the Central Midwest HERC, working closely with a working group comprised of representatives from ISU and UNI, and a regional advisory board made up of representatives from member institutions.

The Office of the Provost has strengthened its commitment to providing training on unconscious bias to faculty leadership and faculty search committees. In May 2016, UI partnered with the Big Ten Academic Alliance (BTAA) to host faculty members from regional affiliates of the Associated Colleges of the Midwest (ACM) for a two-day program on “Diversifying the Professoriate: Pathways, Processes, and Practical Strategies for a Changing Academy” attended by approximately 75 faculty and staff leaders from nine campuses, including UI. The collaboration was made possible, in part, by the BTAA Alliances for Graduate Education and the Professoriate (AGEP) Professoriate Advancement Initiative (PAI), coordinated by the Graduate College and Office of Postdoctoral Scholars. A major goal of the BTAA AGEPAI is to diversify STEM faculty by developing high-quality mentoring networks across BTAA campuses and among under-represented minority postdocs to enhance their transition to faculty positions across BTAA institutions. As a result of the PAI, numerous faculty and staff members have participated in the PAI train-the-trainer program, UI has access to the PAI training corps, and faculty search committees have access to the BTAA Directory to search for and recruit underrepresented minority postdocs in STEM disciplines at participating BTAA PAI universities.

Following the May 2016 BTAA program, the Office of the Provost convened several sessions to build upon the program content and develop faculty leadership in the area of unconscious bias. A curriculum and search committee toolkit document are being developed with the goal of supporting faculty leaders in providing training to their peers.

The Office of the Provost and the Chief Diversity Office continue to co-sponsor an institutional membership in the National Center for Faculty Development and Diversity (NCFDD), an independent faculty development organization dedicated to supporting faculty throughout the pipeline from graduate student to full professor. Institutional membership offers numerous benefits to UI faculty members, including a monthly e-newsletter, access to monthly webinars, a private online networking forum, moderated monthly writing challenges, and the option to be matched with an accountability faculty partner to establish and meet individual writing goals. UI's institutional membership in the NCFDD provides early career faculty members and graduate students considering the professoriate access to high-quality professional development programs led by national experts in an efficient and cost-effective manner.

The Office of the Provost, through the associate provost for faculty, sponsors faculty development programs for early-career faculty members. These programs include a new faculty orientation and seminars on promotion and tenure. The Office of the Provost sponsors both formal and informal events throughout the year to enhance networking among early-career faculty members and to introduce them to UI administrators. These events include the President and Provost New Faculty Welcome Reception, New Faculty Breakfast with the Provost, and New Faculty Receptions. Additionally, the office publishes and widely distributes a comprehensive calendar of faculty development programs offered by numerous offices across campus (e.g., Office of Vice President for Research, Office of Student Success, Center for Teaching) to provide easy access to the rich and varied programs available on campus to advance faculty excellence. Early career faculty receive further support via the Center for Teaching's multiple programs, including the Early Career Instructor Program, launched in AY15-16.

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.

In fall 2015, the Chief Diversity Office and the Office of the Provost launched the Building University of Iowa Leadership for Diversity (BUILD) certificate series, which has been very well-received. In its first year, 43 total workshops were attended by 321 faculty and staff, with each participant taking an average of 3.6 workshops. 85 individuals earned their BUILD certificate. Feedback has been tremendously positive: 95% of participants reported learning something new in the course they attended, and 96% indicated they would recommend courses to a colleague.

The Chief Diversity Office and the Office of the Provost have continued their ongoing collaboration to provide workshops on unconscious bias that focus on the impact of bias search and hiring processes, and evidence-based strategies for minimizing the impact of bias in recruitment, retention, and development processes. This training is available through the BUILD initiative and upon request by departments.

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 2015 Iowa Regents Institutions Disability Summit in October 2015 to raise disability awareness and to celebrate and recognize the efforts of university staff members who enhance opportunities for individuals with disabilities at the University of Iowa; the celebration was attended by members the university community 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 presented at the Summit and provides leadership and coordination for efforts to build a campus environment that welcomes individuals with disabilities.

Staff from the Chief Diversity Office and Equal Opportunity and Diversity offer courses on diversity as part of two ongoing leadership series offered for staff through Learning and Development: a two-hour session entitled *Developing and Leading a Diverse Team* through the Supervising @ Iowa series and a three-hour session entitled *Emotional Intelligence and Diversity* through the Advanced Management Series. Both series are offered one to two times per academic year.

The University of Iowa continues to partner with the National Center for Faculty Development & Diversity (NCFDD) to provide institutional membership for all UI campus members, which includes access to resources on mentoring, creating communities of inclusion, achieving tenure, writing productivity, and more. In the spring semester two webinar listening sessions were offered: *Addressing Incivility in the Classroom: Effective Strategies for Faculty* and *Micro-Aggressions, Micro-Resistance, and Ally Development in the Academy*. Each session included a discussion lead by the university's chief diversity officer.

The Faculty of Color series includes a writing group and book discussion series. In September 2015, the Chief Diversity Office hosted a Faculty of Color mixer at the Athletics Hall of Fame with an attendance of approximately 40 people. This social event provided faculty an opportunity to mingle and build community.

The university partnered with the Iowa Network for Women in Higher Education (WHE) to launch a Women's Leadership Initiative to create a community of support and empowerment for women leaders at all levels in higher education. This series, developed by women leaders for women leaders, will continue into future years and includes ongoing dialogue about topics impacting leadership. Each session is filmed and posted on the Chief Diversity Office website with a discussion guide.



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

The Office of the Provost and the Chief Diversity Office, along with other central administration units, sponsor the Council on the Status of Women's annual tribute to the accomplishments of all women at the University of Iowa. This event began in 1982 when the university community gathered to award the Jane A. Weiss Memorial Dissertation Scholarship. The event has evolved over the years to recognize outstanding scholarship, research, service, leadership, and activism among undergraduate and graduate/professional students, staff, and faculty women. The celebration now includes the awarding of the May Brodbeck Distinguished Achievement Award for Faculty, the Susan C. Buckley Distinguished Achievement Award for Staff, the Jean Y. Jew Women's Rights Award, the Adele Kimm Scholarship, the Kristin K. Lippke Memorial Scholarship, the Adah Johnson/Otilia Maria Fernandez Women's Studies Scholarship, the Margaret P. Benson Memorial Scholarship, and the Wynonna G. Hubbard Scholarship.

### **Diversity Catalyst Award and Diversity Catalyst Seed Grant**

The Chief Diversity Office sponsors several reward and recognition programs supporting diversity and inclusion, including the Diversity Catalyst Award and the Diversity Catalyst Seed Grant Program. The Diversity Catalyst Award annually recognizes faculty, staff, students, student organizations, and units for their distinctive and innovative diversity contributions at the university. Award recipients are recognized at a spring reception and receive a cash prize.

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

### **Support for Underrepresented Graduate and Undergraduate Students**

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

Since 1986, the University of Iowa Graduate College has annually held the Summer Research Opportunities Program (SROP) to recruit, support, and assist talented underrepresented undergraduate students interested in pursuing graduate studies and possibly collegiate faculty careers. SROP is an award-winning program designed to provide participants with in-depth research experiences and prepare them to pursue graduate work. Students are paired with faculty mentors whose work is closely related to the students' interests and career goals in biological sciences, engineering, humanities, mathematics, physical sciences, or social sciences. Each student plays an active role in identifying an area of study and a faculty mentor. The program encourages students to explore research opportunities at UI that can lead to doctoral degrees.

The Graduate College Iowa Recruitment Fellowship program promotes recruitment of outstanding students who are underrepresented in their graduate disciplines (e.g., racial/ethnic, gender, first generation, and socioeconomically disadvantaged) and are nominated by their graduate programs. The program enhances departmental recruitment packages by offering UI's most accomplished new doctoral students a stipend supplement for up to five years and fellowship support for up to four summer terms. Tuition scholarships are paid during the academic year by the appointing unit, while the Graduate College provides up to two semester hours of tuition and benefits for the summer terms.

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 works collaboratively with other offices to bring underrepresented undergraduate students and graduates students together to learn about the graduate experience and support goals to pursue graduate studies. OGI seeks to create a space and community where students can safely share their particular strategies and concerns regarding the challenges and successes of undertaking graduate educational programs.

The College of Engineering (CoE) continues to refine diversity and outreach programs to serve campus and community constituents and to establish a distinctive climate that attracts diverse learners to enter and advance through rewarding engineering careers. The Outreach, Admissions, Scholarships and Inclusion Services (OASIS) team leads efforts to enhance the reputation of the college as a welcoming community of learning and scholarship; OASIS programs include Women in Science and Engineering (WISE), Project Lead the Way (PLTW™), FIRST Tech Challenge (FTC), Scholarships and Recruitment, Admissions and First Year Experience, as well as general diversity and pre-engineering camps. Through developing and sharing best practices for recruitment and retention, the college leads efforts to engage faculty in broader impacts for research proposals as well as efforts to increase the diversity of the faculty and student communities.

The College of Engineering continues to be a campus leader in bridging outreach and diversity activities with the research enterprise by leveraging faculty, departmental, and research center-led outreach and developing activities to broaden the impact of research programs to enhance the engineering workforce as well as to educate and inspire the general public. Some of the efforts are supported by corporate, community, institutional, or collegiate resources. Other efforts include collaborations across campus to pursue federal support for the broader impact activities. Program support may include meeting with faculty and staff to develop new outreach modules, refining presentations to female and underrepresented minority K-12 students, connecting investigators with campus and community partners, or providing key collegiate and institutional information and data requested by federal agencies.

The Ethnic Inclusion Effort for Iowa Engineering (I<sup>2</sup>E) continues to nourish the diverse CoE community. A new GEM Grad lab was hosted to encourage currently enrolled CoE undergraduates and other students in the Midwest to consider graduate education, to learn how to obtain graduate external fellowships, and to specifically consider graduate education at the University of Iowa. Ethnic Inclusion provided travel assistance to members of the UI chapter of the Society of Hispanic Professional Engineers (SHPE), the National Society of Black Engineers, and the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers to attend professional meetings. Ethnic Inclusion continued as a sponsor for the UI chapter of SHPE's Noche de Ciencias (Family Science Night), the Multi-Ethnic Engineering and Science Association Tutoring program, and NSBE's Black Girls Do Science events.

The College of Public Health has sponsored several programs and initiatives to foster diversity and inclusion, including film screenings, workshops, events for students of color and for LGBTQ students and allies in the health sciences, a conference on culturally responsive health care, a webinar on Native American culture and healing practices, and scholarships for students from underrepresented groups. Diversity has been added as a link to the college's home page.

The Carver College of Medicine (CCOM) launched Iowa City High's Pre-Med Society (CHPS) in fall 2015, a pipeline program for high school students who are disadvantaged or from populations underrepresented in medicine. Participants develop college preparatory skills, explore health professions, and interact with UI pre-med and health professional students and health professionals who serve as mentors and facilitators. Eighteen students participated in the program during its inaugural year. CCOM also participates in the Sloan Foundation University Center for Exemplary Mentoring (UCEM). Since 2014, UI has awarded Sloan scholarships to 45 incoming PhD students, 22 of whom are enrolled in CCOM graduate programs and are from populations underrepresented in biomedical sciences. Over half of the 174 UCEM faculty who serve as mentors for the program are from CCOM.

The Iowa Biosciences Academy program (IBA) was established in 1999 for underrepresented undergraduate students interested in pursuing a Ph.D. in the biomedical, behavioral, and biophysical sciences. The students receive mentorship, research experience, and professional development from faculty in the College of Liberal Arts and Sciences, the College of Engineering, the Graduate College, the College of Nursing, the College of Pharmacy, the College of Dentistry, the College of Education, the Carver College of Medicine, and the College of Public Health throughout their undergraduate years. The program receives other support and services from the Office of the Vice President for Research and Economic Development, the Office of Equal Opportunity and Diversity, the Graduate College, and the Office of the Provost. IBA has been continuously funded by the National Institutes of Health (NIH) through the Division of Training, Workforce Development, and Diversity (TWD).

The Office of the Vice President for Research and Economic Development (OVPRED) supports the IBA, as noted above, as well as other programs to increase the number of underrepresented minority students in STEM fields and diversity the pipeline: the National Science Foundation-funded Louis Stokes Alliance for Minority Participation program and, through OVPRED's Strategic Research Leadership Program, a group of faculty to develop a STEM Collaborative for Outreach and Research in Education (STEM CORE). OVPRED's Obermann Center sponsors several projects and working groups to promote collaboration around diversity and inclusion on campus and beyond, including Circulating Cultures, Comparative Ethnic Studies, Place-Based Inclusion, Scholarship of Public Engagement, and Social Justice in K-12 Educational Contexts.

### **University of Iowa Health Care**

University of Iowa Health Care acquired CultureVision, a comprehensive database of information about more than 50 ethnic and cultural groups across 12 clinical and non-clinical areas, including Concept of Health/Beliefs, Diet and Nutrition, Religion and Spirituality, Language and Communication, Death and Dying, Family and Social Issues, and Treatment Issues. Since the program launched in September 2014, usage has averaged nearly 16,000 hits per quarter, and for a review of the program completed in June 2016 users reported that CultureVision had positively impacted their abilities to provide and teach culturally responsive health care.

The annual multi-disciplinary Culturally Responsive Health Care in Iowa conference, launched in 2014, is co-sponsored by University of Iowa Health Care, the Carver College of Medicine, and the Colleges of Dentistry, Nursing, Pharmacy, and Public Health. The conference draws health care professionals from throughout the state as well as from Illinois and Wisconsin; attendees receive continuing education credit. The conference supports UI Health Care's goal of providing a range of diversity education, cultural enrichment, and acclimation programs for members of the UI Health Care community to foster culturally sensitive and responsive health care to increasingly diverse patient populations.

Since 2012, University of Iowa Health Care has been designated each year as a Leader in LGBT Healthcare Equality by the Human Rights Campaign, the nation's largest LGBT civil rights organization, in recognition of its commitment to LGBT patient-centered care.

### **Salary Equity**

The Office of the Provost conducted a campus-wide study of salary equity between female and male faculty in 2016. Results indicated that there was no systematic difference between the salaries of these two faculty cohorts when 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. As of August 2016, Dual Career Services joined the Central Midwest HERC (Higher Education Recruitment Consortium) to allow diverse dual career job seekers from across the US to access job listings and support services that meet the needs of both partners.

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

WISE continues to expand and improve opportunities for women in all STEM fields by providing academic support, promoting professional development, and facilitating research opportunities. This past year the program hosted Truth Values, a traveling show highlighting the continual challenge for women in STEM disciplines, and hired two part-time co-directors, one for on-campus programs and one for recruitment and outreach, to provide creative leadership, coordination, and assessment of initiatives to advance the recruitment and success of women in STEM disciplines.

### **Diversity Focus**

In 2005, the University of Iowa became a charter member of Diversity Focus, a community and business organization with the mission to increase diversity along the Cedar Rapids-Iowa City corridor by integrating and coordinating existing efforts as well as identifying or creating other activities and programs. Other charter members include the Cedar Rapids Chamber of Commerce, Alliant Energy, and Rockwell Collins. The university continues to collaborate with Diversity Focus, primarily through membership in the Employee Resource Group Consortium, which meets regularly and hosts conferences, training sessions, and social activities intended to support diversity in the corridor.

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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  
December 2016**

Iowa State University strives to support key programs to cultivate the hiring, retention, mentoring, satisfaction, advancement, promotion, and leadership of underrepresented minority and women educators, and the following list details a representative group of those offerings. Note that while this list of institutional, key programming is broad, the list is not all inclusive (e.g., many academic colleges, departments, and vice-presidential units have developed local programming to support underrepresented minority and women educators, in addition).

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 160 faculty and staff have been trained in leadership, teamwork, communication, fiscal responsibility, diversity, management and public accountability.
2. **ISU ADVANCE.** This is the university's flagship program dealing with faculty equity and diversity issues. ADVANCE has been able to develop initiatives, programming, and materials to address diversity among the faculty ranks in STEM fields at ISU. Since 2011, ADVANCE has broadened its scope beyond STEM to engage all faculty, with particular emphasis on the advancement of women and underrepresented faculty across all colleges. In 2013, the provost charged each academic college with appointing an Equity Advisor to provide training to faculty search committees and to develop programming in support of the needs of faculty in each college. Programming targeted by Equity Advisors centers around improving departmental climate, faculty promotion and retention and work-life balance. ADVANCE is also leading a Departmental Enhancement Program for departments that: 1) are preparing to undergo program review, 2) have just undergone a program review and are working to implement recommendations, or 3) are undergoing a leadership transition. The Departmental Enhancement Program pilot assists department faculty with identifying and addressing barriers to transparency within department culture. The university depends on the quality of the materials and programming that ADVANCE has produced to define diversity conversations among ISU faculty.
3. **COACHE Survey of Faculty Satisfaction.** The most recent 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, so it is being administered again in spring 2017. Iowa State has made great progress in clarifying the tenure process, creating policies to support work/life balance, and creating mentoring opportunities for junior faculty, and the most recent administration of the COACHE survey has further enabled us to identify issues on which there are significant differences by gender or minority status that may impact faculty success, and also to identify areas of strength.

4. **Women's and Diversity Grant Program.** Funds administered by the Vice President for Diversity and Inclusion Office support 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 FY2016-17, ten projects totaling \$50,000 were awarded to enhance gender equity and diversity initiatives.
5. **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 220 faculty couples has been supported through this program in its fifteen-year history. The ADVANCE Equity Advisors, in collaboration with the Office of Equal Opportunity, further contribute to these efforts by providing training on inclusive faculty searches to department and college search committees.
6. **Mentoring.** The mentoring of faculty continues to be an important way for ISU to ensure that a diverse faculty succeeds at ISU. In addition to a one-on-one mentoring program that involves all first year faculty, the Provost supports college-level peer mentoring programs. A peer-mentoring program ensures that each college has appointed a senior faculty member to serve as a peer mentoring coordinator for the first-year faculty in the college. Programming throughout the semester on issues of mentoring, promotion, scholarship, and work-life management further builds a sense of community among the first-year cohort. The Provost's Office provides support for the New Faculty Scholars Program (in collaboration with the Center for Excellence in Learning and Teaching, CELT), and subscribes to a virtual-mentoring program through the *National Center for Faculty Development and Diversity (NCFDD)*. Institutional membership in the *NCFDD* allows all faculty, post-docs, and graduate students to participate in the virtual mentoring events and opportunities at no cost.
7. **Vice President for Diversity and Inclusion Council.** The Vice President for Diversity and Inclusion Council (formerly named 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. Chaired by the Vice President for Diversity and Inclusion, the Council assists with the design of new policies; improved recruitment and increased retention of students, faculty and staff; and the advancement of equity.
8. **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.
9. **Iowa Network for Women in Higher Education (WHE).** The Associate Provost for Faculty works with the Iowa Network to encourage more women to consider leadership in higher education. The primary goal of the Iowa Network (affiliated with the American Council on Education) is to facilitate the development of women leaders in higher education, through conversations, collaborations, and mentoring across the state. IOWAWHE is committed to fostering diversity in higher education leadership with regard to race, gender, ethnicity, sexual orientation, and physical ability. IOWAWHE offers a women's leadership conference each spring at one of the institutions of higher education in the state. ISU continues to play an important role in the leadership of the Iowa Network.

10. **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.
11. **Faculty and Staff Affinity Groups.** The University continues to support the development and growth of several faculty and staff affinity groups, specifically the Black Faculty and Staff Association; *Colegas*, the Latino Faculty and Staff Association; the LGBT Faculty and Staff Association; the Asian American and Pacific Islanders Faculty and Staff Association; and the American Indian Faculty and Staff Association. These networks are designed to cultivate and connect Iowa State's diverse faculty and staff populations with the greater university community, and to support recruitment and retention by addressing social and professional components essential to an enhanced quality of life for faculty and staff. The faculty and staff affinity networks align with the university's strategic goals by tackling the ongoing effort to create and support a more diverse campus community.
12. **University Committee on Women (UCW).** The Vice President for Diversity and Inclusion Office supports the work of the UCW, an active committee made up of faculty, staff, and students across the institution. Through its subcommittees, it has continued to assess the status of women by issuing a reports every two years on the status of female faculty, staff, and students in one of the academic college. The UCW completed a twelve-year year Status of Women Report in 2014 which was used by the President of the University in the decision to create the Vice President for Diversity and Inclusion position at Iowa State. The UCW meets once a year with the President to discuss key issues facing women on campus.
13. **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. In particular, the SP@ISU collaboration with the Vice President for Research's Grants Hub is of significance in institutionalizing its role in broadening impacts.
14. **Martin Luther King, Jr. Awards.** Each year, the University organizes the Advancing One Community Award. The award recognizes individuals and groups who have followed the principles of Dr. Martin Luther King, Jr. Each January as part of the MLK Jr Birthday Convocation, recipients are recognized for their efforts to create an inclusive university community that embraces justice and equity.

October, 2016

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 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.

During 2015-2016 the University of Northern Iowa instituted two programs that will assist with, in one case, recruitment of minorities and women, and in the other case, with retention of those same populations. Beginning in fall 2015, all members of faculty search committees were required to attend search training that included a significant component regarding implicit bias. This component highlighted best practices that minimize the effects of implicit bias. Over 85 faculty members attended this search training and it was received very well by those attending. The second program was the development of three university-wide affinity groups that reached out to African American, Asian, and Hispanic faculty and staff. The African American group continued after being established in 2014-2015, and the other two groups had their organizational meetings. From all reports, this will prove to be a successful program that will aid in retention. These programs are made possible by the addition of a faculty fellow in the provost's office who organizes and oversees these events.

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