

Contact: Marcia Brunson

ANNUAL DIVERSITY REPORT

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

Executive Summary:

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

ANNUAL AFFIRMATIVE ACTION REPORT

This report summarizes the activities of the Regent institutions during the past year in providing equal employment opportunities for administrators, faculty, and staff. The institutional reports provide extensive detail about the types of programming and support available on the campus, and the progress made over the past year in enhancing the diversity of the institution. Due to the breadth of the institutional reports, they are not included with this memorandum but are available on the Board of Regents website as an attachment to this agenda item.

The tables in Attachment A provide comparison over the past ten years by Primary Occupational Activity group (POA). The statistics are prepared from workforce data compiled for all regular, full-time and part-time employees working 50% or more for the period October 1, 2011, to September 30, 2012, for ISU, UNI, ISD and IBSSS, using federal guidelines prescribed by the Office of Federal Contract Compliance Programs. SUI captured data for the report for the period November 1, 2011, through October 31, 2012.

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

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

Executive/Administrative/Managerial		
	<u>2002</u>	<u>2012</u>
Females	32.1%	39.4%
Faculty tenure track		
Females	28.5%	34.1%
Minorities	13.8%	20.3%

Professional and Scientific		
Females	61.8%	66.5%
Minorities	7.8%	8.5%
Faculty non-tenure track		
Females	51.1%	54.1%
Technical/Paraprofessional		
Females	61%	72%

Employment in two POAs reflected decreases in females:

	<u>2001</u>	<u>2011</u>
Skilled Crafts	7.7%	5.7%
Service/Maintenance	53.5%	51.9%

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

The recruitment for faculty is on a national or even international basis. The Board has asked in the past how institutions in the peer groups compare to the Regent universities. Comparison data on the percentages of women and minorities in the faculty ranks at peer institutions is provided below. This data originates from the Integrated Post Secondary Data System (IPEDS) and reflects only full-time faculty for Fall 2011; whereas, the data provided in Attachment A reflects faculty with 50% and greater appointments in Fall 2012. Workforce data as portrayed in Attachment A is not available for peer institutions.

Full-Time Tenured and Tenure Track
Fall 2011

	PERCENT FEMALE	PERCENT MINORITY
University of Iowa	32.3	17.2
Peer Group Average	31.2	19.6
Iowa State University	28.3	20.7
Peer Group Average	30.6	20.6
University of Northern Iowa	40.2	15.4
Peer Group Average	39.9	17.6

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

University of Iowa

From November 1, 2011 to November 1, 2012, the University of Iowa workforce increased by 165 individuals (1.1%), from 15,629 in 2011 to 15,794 in 2012.

- The faculty and staff increased by 77 women (0.8%).
- Racial/ethnic minority representation increased by 110 individuals (7.3%).
- There was an increase of 24 tenured/tenure track faculty (1.7%).
- The number of female faculty members on the tenure track increased by 11 (2.3%),

- increasing representation from 33.1% to 33.3%.
- Minority representation on the tenure track faculty increased by 16 (5.8%) to the highest level to date at 19.8%.
 - Female representation among executive, administrative, and managerial staff decreased by 5 (3.6%), from 38.9% in 2011 to 37.4% in 2012.
 - The number of racial/ethnic minorities among executive, administrative, and managerial staff increased by 1 (5.9%), from 4.8% in 2011 to 5.1% in 2012.
 - Minority representation among professional and scientific staff increased by 40 individuals (6.7%), increasing representation from 7.4% to 7.7%.
 - During the 2011-12 data year, the university hired or promoted 1,338 women and 298 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 377 women (2.4%) and by 170 minorities (1.1%).¹
 - There was a net decrease of 5 individuals (5.1%) who self-reported having disabilities.
 - The number of disabled veterans decreased by 1 (2.9%) and the number of other eligible veterans decreased by 13 (2.4%), while there were increases in the numbers of Armed Forces Service Medal Veterans (5 individuals or 7.6%) and recently separated veterans (6 individuals or 120%).

Iowa State University

Iowa State continues to explore avenues to increase diversity across campus and takes an active role in recruiting a diverse student body, faculty and staff. For example, Iowa State holds professional development sessions to ensure faculty, staff, and graduate students understand the Discrimination and Harassment policy. Participants learn what discrimination and harassment look like, how incidences should be reported, and, how it can be prevented.

The Dean of Students Office continues to conduct outreach sessions on students' rights and responsibilities with regard to sexual misconduct. The program provides information about the policy itself, as well as resources for students in need of support or assistance. Presentations have been done for academic courses, student organizations, Greek chapter houses, residence life students and staff, and athletics.

The Vice President of Student Affairs is an integral part of the planning and development of NCORE, a highly regarded national conference, and the nationally acclaimed Iowa State Conference on Race and Ethnicity (ISCORE). More than 800 students, staff, and faculty attended the 2012 conference.

Representatives of Iowa State serve on national boards of directors and participate as members of other groups committed to advancing women and people of color in higher education.

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

¹ Underrepresentation is defined as having fewer women or minorities in a particular job group or department than would reasonably be expected by their availability.

Iowa State's efforts can be measured by the proportion of underrepresented faculty and staff as compared to the proportion of the state of Iowa's underrepresented population:

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

*2010 United States Census Bureau

Iowa State University experienced an increase in total workforce from 2011, attributing to actual number increases in most of the groups for female and minority employees.

Several groups within the total workforce at Iowa State University saw an increase in the actual number of female employees and an increase in percentage from 2011. Executive/Administrative/Managerial female employees saw an increase of 4 employees and an increase of 0.8% from 2011. Tenure Track Faculty saw an increase of 19 female employees and an increase of 1.6% from 2011. The Professional and Scientific group saw an increase of 39 female employees and an increase of 0.6% from 2011. The Technical/Paraprofessional group saw an increase of 4 female employees and an increase of 3.1% from 2011. The Skilled Crafts group also saw an increase of 1 female employee and an increase of 0.3% from 2011.

The Service/Maintenance group did see an increase of 5 female employees; however saw a decrease of 1.1% from 2011. In Non-Tenure Track Faculty, there was a decrease of 2 female employees and a decrease of 0.2% from 2011, and in Secretarial/Clerical there was a decrease of 29 female employees and a decrease of 0.9% from 2011.

Several groups within the total workforce at Iowa State University also saw an increase in the actual number of minority employees and an increase in percentage from 2011. Tenured/Tenure Track Faculty saw an increase of 20 minority employees and an increase of 1.6% from 2011. Non-Tenure Track Faculty had an increase of 6 minority employees and a 1.1% increase from 2011. There was an increase of 4 minority employees and a 0.5% increase from 2011 for the Secretarial/Clerical group, and also an increase of 1 minority employee and a 0.4% increase from 2011 for the Skilled Crafts group.

The Service/Maintenance group again saw an increase by 1 minority employee; however saw a decrease of 0.2% from 2011. The actual number of minority employees in the Technical/Paraprofessional group remained unchanged, along with the percentage from 2011. The actual number of minority employees in Executive/Administrative/Managerial decreased by 6 employees, resulting in a decrease of 1.6% from 2011. Professional and Scientific also saw a decrease of 27 minority employees and a decrease of 1.6% from 2011.

Iowa State University experienced a net increase of 41 female employees and a net increase by 0.2% from 2011.

Iowa State University experienced a net decrease of 1 minority employee and a net decrease of 0.2% from 2011.

University of Northern Iowa

As of October 1, 2012, the UNI workforce totals 1788 non-temporary employees. This includes 1002 (56.0%) female employees and 187 (10.5%) minority employees. One year ago, UNI employed 1866, including 1029 (55.1%) female employees and 193 (10.3%) minority employees. The decline in the number of employees is a result of major restructuring including program eliminations at UNI over the last year. The percentages representing female and minority employment remained stable during this time.

Five- and ten-year comparisons for the overall workforce show progress in female and minority representation. Over the ten-year history, total employment numbers varied dramatically in response to budget fluctuations. The total number of non-temporary employees working at UNI is down over 200 from 10 years ago, yet the percentage of female and minority employees has made steady gains over the same period.

Females were employed at a rate of 53.8% ten years ago. Although there are 204 less employees overall, the number of females employed over the last ten years has seen a decrease of only 70 employees. Females are currently employed at a rate of 56% of total employment.

A similar trend is seen with regard to minority employment. The number of non-temporary minority employees has decreased by only three employees out of the 204 total over the ten year period, with the percentage increasing from just under 9.5% to 10.5% this year.

The tenured and tenure track employee group employs a total of 516 employees. This represents an increase of 11 from last year. The five- and ten-year comparisons reflect overall gains in the proportion of both females and minorities in the tenured and tenure track faculty group. While the overall number of employees in that job group has actually decreased by 35 employees over the past ten years, female and minority representation has increased, to 43.6% and 14.9%, respectively.

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

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

President Allen appointed the first Diversity Council in fall 2008. The Diversity Council provides university-wide leadership and coordination. In addition, a Diversity Advisory Committee was formed to provide input and ideas to the Diversity Council. Diversity town hall meetings are now held each January to report activities to and receive feedback from the campus. 2010 marked the first year of the annual Diversity Matters award program. In this program, individuals from across campus are recognized for their outstanding contributions to enhancing diversity at UNI. Information from the climate surveys guides the work of the Diversity Council and was used to further define the diversity mission and vision for the UNI campus.

UNI has also been actively enhancing their efforts of addressing the needs for persons with disabilities. The Office of Disability Services is now broken out into two separate offices, Student

Disability Services and Faculty and Staff Disability Services. This separation provides for more specific services to each of the groups and has allowed services in both areas to be expanded. In addition, the Coordinating Committee for Disability Accommodations was recommissioned and renamed the Disability Advisory and Advocacy Committee (DAAC). The DAAC provides for campus-wide attention to providing accessibility and resources to persons with disabilities, and makes related recommendations to administration.

REGENTS MINORITY AND WOMEN EDUCATORS ENHANCEMENT PROGRAM

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

University of Iowa

Introduction

Renewing the Iowa Promise, the University of Iowa's strategic plan for 2010-2016, recognizes the link between educational excellence and diversity, integrating a commitment to diversity as one of its seven interdependent core values of excellence, learning, community, diversity, integrity, respect, and responsibility. To achieve educational excellence, it is important to recruit to the university faculty, staff, and students from underrepresented communities and to foster a climate that enables all to succeed.

To develop the strategic plan, the Office of the Provost formed six strategic initiative task forces composed of faculty and staff who were recommended by shared governance leaders and collegiate deans. Their overarching charge was to offer ideas and recommendations to shape the academic direction of the university, bearing in mind the changing economic, demographic, and technological realities of our globalized world. One task force, the Task Force on Internationalization and Diversity, issued its final report in December 2009 with an emphasis on organizational effectiveness, recruitment and outreach, retention and cultural climate, and teaching and research.

All of these factors play a significant role in the recruitment and retention of diverse faculty. The strategies set forth by the task force will be implemented both by infusion into existing initiatives and the development of additional efforts to recruit and retain a more diverse faculty. The following provides highlights of the university's efforts during the past year.

National Coalition Building Institute (NCBI)

The University of Iowa has become an affiliate of NCBI, an international non-profit leadership development network dedicated to the elimination of racism and other forms of oppression. Through the Chief Diversity Office, 55 faculty, staff, and students have completed a three-day Train-the-Trainer workshop to gain skills for coalition building, prejudice reduction, conflict resolution, and educational outreach. This team offers a one-day workshop, *Leadership for Equity and Inclusion*, which has been attended by over 500 faculty, staff, and students, and an ongoing one-hour dialogue and discussion series on topics of prejudice reduction, coalition building, and conflict resolution.

Faculty Diversity Opportunity Program (FDOP)

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.

For fiscal year 2012, the Office of the Provost budgeted FDOP funds totaling \$1,996,791 for partial salaries and other resources supporting 51 faculty members. These positions are in the University Library, the Graduate College, and the Colleges of Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, and Public Health.

Staff Diversity Opportunity Program (SDOP)

The Staff Diversity Opportunity Program promotes employment of minorities and women in Professional and Scientific 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 2012, two P&S staff members were hired under SDOP.

Collegiate Diversity Group

The Executive Vice President and Provost, through the Chief Diversity Officer and Associate Vice President, has organized the colleges, through the deans, to address diversity issues, including recruitment and retention of underrepresented minorities and women faculty. The purpose of the Collegiate Diversity Group is to share information, assess the status of and concerns arising from the colleges' diversity efforts, identify and develop resources for collegiate diversity, and bring to the attention of the deans those issues in need of policy development or resolution across colleges.

Minority and Women Faculty Development

The Office of the Provost, through the Associate Provost for Faculty, sponsors faculty development programs for junior faculty members. These programs include a two-day new faculty orientation, a seminar on promotion and tenure, workshops and resources on effective writing habits and time management, and a faculty-led weekly writing group called UI Write-on-Site. The Write-on-Site program was initiated by a junior minority faculty member, and the vast majority of participants are comprised of women and/or faculty of color. The Office of the Provost also publishes a comprehensive calendar of faculty development programs offered by other offices (e.g., research support, teaching skills and innovation, instructional technology).

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. Examples include:

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.

Statewide Veteran's Conference in November 2011 -- the event brought together approximately 100 attendees, including veterans' service providers, to address issues such as the needs of returning Iowa veterans after service and supporting student veterans transitioning back into the higher education environment.

Fourth annual Disability Awareness Summit in October 2011 – topics of discussion related to climate and physical and technological access at Iowa Regent institutions; the summit was hosted by Iowa State University and was attended by representatives from the Regent institutions.

Celebration of Excellence and Achievement Among Women

The Office of the Provost and the Chief Diversity Office, among other campus units, sponsor the Council on the Status of Women's annual tribute to the accomplishments of all women at the University of Iowa, which began in 1982 when the university community gathered to award the Jane A. Weiss Memorial Scholarship. The event has expanded in scope, recognizing outstanding scholarship, research, service, leadership, and activism among undergraduate and graduate/professional students, staff, and faculty women. The celebration now includes the awarding of the Distinguished Achievement Award, the Jean Y. Jew Women's Rights Award, the Adele Kimm Scholarship, the Adah Johnson/Otilia Maria Fernandez Women's Studies Scholarship, the Margaret P. Benson Memorial Scholarship, and the Wynonna G. Hubbard Scholarship.

Diversity Catalyst Awards

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

Gender Equity

The provost appointed the Gender Equity Task Force is charged to "take a broad look at the status of women faculty at the University of Iowa and recommend changes and programs to increase the number of women faculty and improve their quality of life." The Office of the Provost conducted a campus-wide study of gender salary equity among faculty in 2012. Results indicate that there was no systematic difference between the salaries of women and men faculty controlling for other relevant factors across most campus units. There were significant differences in a few areas, and these are being further investigated before action is recommended.

Dual Career Network

In 1994, the University of Iowa established the Dual Career Network, a program designed to assist the accompanying partners of new university faculty or staff members in locating and securing employment. The Dual Career Network has been successfully involved in helping to recruit and retain diverse faculty hires.

Women in Science and Engineering (WISE)

The mission of the Women in Science and Engineering Program is to expand and improve educational and professional opportunities for women in all fields of science, technology, engineering, and math (STEM) by facilitating individual, institutional, and social change. The WISE Program was established in 1994 with support from the offices of the Vice President for Research and the Provost. The WISE Program cooperates with STEM programs at the University of Iowa in pursuing the following goals for STEM fields: to increase the retention, participation, professional development, and advancement of women students, faculty, and professional staff; to promote and monitor a supportive, inclusive, and safe environment for women to study and work; to support activities that prepare women to enter the international workforce and that encourage the scholarship and professional development of international women studying and working here; to provide specific strategies and access to current academic literature and emerging initiatives to increase retention of women; and to inform the public of educational and career opportunities for women.

Iowa State University

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

The Office of the Senior Vice President and Provost continues to support its leadership development program, the Emerging Leaders Academy, in place since January 2009. The 2012 cohort brings total participation in this program to 72 faculty and staff. The program aims to develop depth of leadership skills among faculty and staff, as well as to diversify the potential pool of leadership candidates at ISU. Underrepresented and women faculty and staff are especially encouraged to apply. Planning is underway for the next program which will begin in August 2013.

ISU's ADVANCE Institutional Transformation grant funding from the National Science Foundation has concluded, but the ADVANCE efforts continue. ISU ADVANCE has had the goal of improving recruitment, retention and leadership of women faculty in the science, technology, engineering and mathematics (STEM) fields. Over 40 partner faculty, students, administrators, and staff have directly participated in leading institutional efforts across campus. In 2011-2012, a plan was developed for the institutionalization of ISU ADVANCE in the Office of the Provost. In fall 2012, a faculty fellow was appointed by the Provost to lead this effort over the next two years. In 2011-2012, several workshops for department chairs were held on topics related to ADVANCE including understanding departmental culture, advancement from associate professor to full, and conducting effective faculty searches. Five academic colleges have appointed an Equity Advisor and the provost has mandated that all academic colleges must have an Equity Advisor in place by the end of the current academic year. The **Equity Advisor** plays a central role in implementing the goals of ADVANCE and is the primary leader of efforts at the college level to ensure equity and advancement for women faculty and faculty of color. The Equity Advisor provides consultation at the college and departmental levels on issues including hiring, mentoring, professional development, and climate.

Iowa State University continues to make progress in creating a more flexible work environment for its faculty and staff. The Office of the Senior Vice President and Provost sponsors a Work/Life website which combines existing policies and resources so that the information can be accessed more efficiently and utilized more effectively. The Work/Life Advisory Committee is charged with reviewing current university policies, benchmarking best practices, and identifying gaps. This year two workshops for newly hired tenure-track faculty on "Flexible Faculty Policies" were added as a result of feedback received from faculty who participated in our mentoring program.

The COACHE Survey of Tenure-Track Faculty Satisfaction was administered for a second time in 2009-2010. The survey is administered every four years to junior faculty. This second administration of COACHE indicates that Iowa State has made progress in clarifying the tenure process, creating policies to support work/life balance, and creating mentoring opportunities for junior faculty. The COACHE survey has helped the university identify issues on which there are significant differences by gender or minority status.

Women's and Diversity Grant Program -- this funding pool of \$50,000 supports initiatives to enrich the experiences of women faculty, staff and students and people of color at ISU.

Proposals are expected to target education, research, and outreach in order to positively impact and advance faculty, staff, and student women, minorities and underrepresented groups at Iowa State University. For FY 2013, eight projects received funding to enhance gender equity and diversity initiatives. Past projects include the "Women Impacting ISU Calendar", Ag multicultural programs, and a program to engage international spouses sponsored by the YWCA.

Coordination of Institutional Diversity Efforts -- the university-wide diversity committee, University Committee on Diversity (UCD), was restructured to include college diversity committee chairs and to provide leadership of campus-wide diversity goals. The committee continues to work to increase coordination and collaboration across diversity efforts. The University Committee on Diversity is charged with three tasks: (1) to provide an annual report on diversity that is shared with the university president and the university community, (2) to assess progress made on the Implementation Plan for Community, Equity, and Diversity (2006-2011), and (3) to provide leadership on institutional diversity goals. In order to increase communication and collaboration regarding diversity, the committee launched a new Diversity @ ISU website. The UCD annually organizes a session at ISCORE to address a diversity issue of campus-wide interest.

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 100 faculty couples has been supported through this program in its ten-year history.

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.

The Women's Leadership Consortium 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.

The Associate Provost for Academic Personnel Officer works with the Iowa Network for Women in Higher Education (WHE) to encourage more women to consider leadership in higher education. With IowaWHE, she organized in April 2012 a highly successful Women's Leadership Conference at ISU that featured outstanding successful women in higher education leadership. Over 107 women attended from public, private and two-year colleges across the state.

The Margaret Sloss Women's Center provides academic programming and serves as a social support system for all women, on campus. Though many programs are directed specifically for students, the emphasis on safety, healthy relationships, and topics related to the role of women in society, uplift and benefit all. The Women's Center provides support and information through active advocacy, educational outreach; appropriate referral services and provides a safe space to discuss women's issues. The MSWC is undergoing a formal program review in 2012, with a team of external experts visiting campus to assess the work on the Women's Center. In spring 2013, the university will begin a national search for a permanent director for the MSWC which has been under interim leadership since July 1, 2011.

Child Care Resources, a unit of Human Resource Services, 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 a resource and referral service, care for mildly ill children, part-time childcare for student families, and a family child care infant network.

The development of faculty and staff affinity groups has been formalized this year through collaboration between the provost's office and Human Resource Services. These networks are designed to cultivate and connect Iowa State's diverse faculty and staff populations with the greater university community. These groups support recruitment and retention by addressing social and professional components essential to an enhanced quality of life for faculty and staff. The faculty and staff diversity networks align with the university's strategic goals by tackling the ongoing effort to create and support a more diverse campus community. The three active groups (Black Faculty and Staff Association, Latino Faculty and Staff Association, and WorkOut – LGBT Faculty and Staff Association) have begun to host networking opportunities and to work with the provost's office and HRS to identify challenges and opportunities in improved recruitment, retention, and advancement of our underrepresented faculty and staff talent.

University of Northern Iowa

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

- To supplement a minority faculty line in the Department of Political Science –

The faculty member teaches two sections of non-western cultures: Africa and an upper level political science class in the area of international relations or comparative politics. In addition, he typically teaches an overload section of the non-western cultures: Africa course, either at UNI-CUE or on-line. His research focuses on the political economy of the African state, and in particular the political economy of military rule in Africa. He also serves as a senior analyst for the State Department and Department of Defense's Trans-Saharan Security Symposium.

- To provide funding for minority scholarships in the Psychology Graduate program.
- To provide funding for a research project for a minority faculty member –

Professor Hem Mpundu joined UNI in Fall 2010 from the University of Oklahoma. He successfully defended his dissertation in May 2011. Dr. Mpundu teaches cost accounting (undergraduates) and managerial accounting (MBA). His research interest is in capital markets. His professional background includes international experience with KPMG, PricewaterhouseCoopers, the Lonrho Group, Zambia Centre for Accountancy Studies, and Hawkins Research, Inc. (US). Hem's summer 2012 project (ongoing) examined a critical area in contemporary accounting research. His preliminary results suggest that strategic analysis of income provides incremental information beyond accruals and cash flows. This finding makes a strong case for additional disclosures in financial statements so users can perform

strategic analysis of income changes when required. Existing disclosures make this a very difficult task. Thus, the study is expected to interest regulators as well as preparers and users of financial statements. The funding support enabled Dr. Mpundu to collect the data required for this important study.

AFFIRMATIVE ACTION COST REPORT

Iowa Code §19B.5 requires that the Board and its institutions submit an annual report on affirmative action, diversity, and multicultural accomplishments to the Iowa General Assembly by January 31. The report is to include information identifying funding sources and itemized costs, including administrative costs, for these programs. The income and expenditures are detailed in Attachment B. The total expenditures for FY 2011 and FY 2012 are shown below:

	FY 2011	FY 2012	Percent Change
SUI	\$782,066	\$913,360*	16.8%
ISU	\$243,306	\$171,234**	-29.6%
UNI	\$333,277	\$340,198	2.1%

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

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

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

**ANNUAL AFFIRMATIVE ACTION REPORT
UNIVERSITY OF IOWA**

POAGROUP	September 30, 2002					September 30, 2007					October 31, 2012				
	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	309	104	33.7%	20	6.5%	351	130	37.0%	25	7.1%	353	132	37.4%	18	5.1%
Faculty: Tenure Track	1,507	406	26.9%	199	13.2%	1,485	432	29.1%	254	17.1%	1,474	491	33.3%	292	19.8%
Faculty: Non-Tenure Track	528	239	45.3%	87	16.5%	655	312	47.6%	83	12.7%	895	436	48.7%	180	20.1%
Professional and Scientific	6,016	4,117	68.4%	381	6.3%	7,165	5,064	70.7%	476	6.6%	8,257	5,879	71.2%	635	7.7%
Secretarial/Clerical	2,732	2,326	85.1%	99	3.6%	2,588	2,207	85.3%	104	4.0%	2,017	1,705	84.5%	98	4.9%
Technical/Paraprofessional	488	302	61.9%	16	3.3%	444	284	64.0%	24	5.4%	634	471	74.3%	57	9.0%
Skilled Crafts	408	42	10.3%	21	5.1%	403	33	8.2%	21	5.2%	366	23	6.3%	19	5.2%
Service/Maintenance	1,718	892	51.9%	240	14.0%	1,902	1,046	55.0%	242	12.7%	1,798	951	52.9%	320	17.8%
TOTALS	13,706	8,428	61.5%	1,063	7.8%	14,993	9,508	63.4%	1,229	8.2%	15,794	10,088	63.9%	1,619	10.3%

IOWA STATE UNIVERSITY

POAGROUP	September 30, 2002					September 30, 2007					September 30, 2012				
	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	265	83	31.3%	23	8.7%	346	124	35.8%	31	9.0%	376	153	40.7%	27	7.2%
Faculty: Tenure Track	1,226	313	25.5%	191	15.6%	1,195	349	29.2%	244	20.4%	1,225	381	31.1%	283	23.1%
Faculty: Non-Tenure Track	282	137	48.6%	35	12.4%	411	212	51.6%	56	13.6%	565	320	56.6%	87	15.4%
Professional and Scientific	2,032	897	44.1%	249	12.3%	2,014	952	47.3%	218	10.8%	2,113	1,069	50.6%	238	11.3%
Secretarial/Clerical	1,149	1,044	90.9%	37	3.2%	1,085	986	90.9%	36	3.3%	892	796	89.2%	34	3.8%
Technical/Paraprofessional	163	84	51.5%	5	3.1%	163	97	59.5%	5	3.1%	132	88	66.7%	6	4.5%
Skilled Crafts	295	14	4.7%	5	1.7%	282	12	4.3%	4	1.4%	271	13	4.8%	4	1.5%
Service/Maintenance	560	324	57.9%	42	7.5%	563	298	52.9%	44	7.8%	578	282	48.8%	56	9.7%
TOTALS	5,972	2,896	48.5%	587	9.8%	6,059	3,030	50.0%	638	10.5%	6,152	3,102	50.4%	735	11.9%

UNIVERSITY OF NORTHERN IOWA

POAGROUP	September 30, 2002					September 30, 2007					September 30, 2012				
	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	97	28	28.9%	6	6.2%	103	37	35.9%	6	5.8%	95	41	43.2%	8	8.4%
Faculty: Tenure Track	551	217	39.4%	64	11.6%	534	222	41.6%	61	11.4%	516	225	43.6%	77	14.9%
Faculty: Non-Tenure Track	166	101	60.8%	16	9.6%	39	25	64.1%	3	7.7%	36	24	66.7%	2	5.6%
Professional and Scientific	504	264	52.4%	42	8.3%	540	284	52.6%	43	8.0%	592	344	58.1%	56	9.5%
Secretarial/Clerical	323	312	96.6%	16	5.0%	275	265	96.4%	13	4.7%	249	244	98.0%	11	4.4%
Technical/Paraprofessional	26	11	42.3%	6	23.1%	31	9	29.0%	5	16.1%	20	5	25.0%	3	15.0%
Skilled Crafts	85	5	5.9%	5	5.9%	60	5	8.3%	2	3.3%	56	4	7.1%	2	3.6%
Service/Maintenance	240	134	55.8%	35	14.6%	242	132	54.5%	31	12.8%	224	115	51.3%	28	12.5%
TOTALS	1,992	1,072	53.8%	190	9.5%	1,824	979	53.7%	164	9.0%	1,788	1,002	56.0%	187	10.5%

IOWA SCHOOL FOR THE DEAF

POAGROUP	September 30, 2002					September 30, 2007					September 30, 2012				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	4		0.0%		0.0%	4	1	25.0%		0.0%	3		0.0%		0.0%
Faculty: Tenure Track															
Faculty: Non-Tenure Track	53	42	79.2%		0.0%	43	37	86.0%		0.0%	34	33	97.1%		0.0%
Professional and Scientific	37	30	81.1%	2	5.4%	36	27	75.0%		0.0%	34	23	67.6%	1	2.9%
Secretarial/Clerical	4	4	100.0%	1	25.0%	5	5	100.0%	1	20.0%	4	4	100.0%	1	25.0%
Technical/Paraprofessional	24	21	87.5%	2	8.3%	23	21	91.3%	3	13.0%	24	20	83.3%	1	4.2%
Skilled Crafts	6		0.0%		0.0%	6		0.0%		0.0%	6		0.0%		0.0%
Service/Maintenance	19	8	42.1%	4	21.1%	20	9	45.0%	4	20.0%	16	10	62.5%	2	12.5%
TOTALS	147	105	71.4%	9	6.1%	137	100	73.0%	8	5.8%	121	90	74.4%	5	4.1%

IOWA BRAILLE AND SIGHT SAVING SCHOOL

POAGROUP	September 30, 2002					September 30, 2007					September 30, 2012				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial	5	3	60.0%		0.0%	6	4	66.7%		0.0%	5	2	40.0%		0.0%
Faculty: Tenure Track															
Faculty: Non-Tenure Track	37	26	70.3%		0.0%	28	19	67.9%		0.0%	50	41	82.0%		0.0%
Professional and Scientific	8	5	62.5%		0.0%	7	6	85.7%		0.0%	3	3	100.0%		0.0%
Secretarial/Clerical	7	7	100.0%		0.0%	3	3	100.0%		0.0%	4	4	100.0%		0.0%
Technical/Paraprofessional	33	31	93.9%		0.0%	20	18	90.0%		0.0%	1		0.0%		0.0%
Skilled Crafts															
Service/Maintenance	19	9	47.4%		0.0%	17	6	35.3%	1	5.9%	10	4	40.0%	1	10.0%
TOTALS	109	81	74.3%	-	0.0%	81	56	69.1%	1	1.2%	73	54	74.0%	1	1.4%

TOTAL -- REGENT INSTITUTIONS

POAGROUP	September 30, 2002					September 30, 2007					September 30/October 31, 2012				
	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	680	218	32.1%	49	7.2%	810	296	36.5%	62	7.7%	832	328	39.4%	53	6.4%
Faculty: Tenure Track	3,284	936	28.5%	454	13.8%	3,214	1,003	31.2%	559	17.4%	3,215	1,097	34.1%	652	20.3%
Faculty: Non-Tenure Track	1,066	545	51.1%	138	12.9%	1,176	605	51.4%	142	12.1%	1,580	854	54.1%	269	17.0%
Professional and Scientific	8,597	5,313	61.8%	674	7.8%	9,762	6,333	64.9%	737	7.5%	10,999	7,318	66.5%	930	8.5%
Secretarial/Clerical	4,215	3,693	87.6%	153	3.6%	3,956	3,466	87.6%	154	3.9%	3,166	2,753	87.0%	144	4.5%
Technical/Paraprofessional	734	449	61.2%	29	4.0%	681	429	63.0%	37	5.4%	811	584	72.0%	67	8.3%
Skilled Crafts	794	61	7.7%	31	3.9%	751	50	6.7%	27	3.6%	699	40	5.7%	25	3.6%
Service/Maintenance	2,556	1,367	53.5%	321	12.6%	2,744	1,491	54.3%	322	11.7%	2,626	1,362	51.9%	407	15.5%
TOTALS	21,926	12,582	57.4%	1,849	8.4%	23,094	13,673	59.2%	2,040	8.8%	23,928	14,336	59.9%	2,547	10.6%

**AFFIRMATIVE ACTION REVENUES AND EXPENDITURES
FY 2012**

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

	SUI Office of Equal Opportunity and Diversity	ISU Office of Equal Opportunity and Diversity	UNI Office of Compliance and Equity Management	Total
REVENUES				
STATE APPROPRIATIONS				
General Fund	913,360	213,779	340,198	1,467,337
Other				
OTHER REVENUES				
Federal Support				
Interest				
Tuition and Fees				
Reimb. Indirect Costs				
Sales and Services				
Other Income				
TOTAL REVENUES	913,360	213,779	340,198	1,467,337
EXPENDITURES				
Fac. & Inst. Off. Salaries	254,448			254,448
Prof. & Sci. Staff Salaries	555,410	159,260	233,995	233,995
General Service Staff Salaries	50,884		51,287	488,443
Hourly Wages	3,790		3,976	
Labor in Transfers				
Vacancy Factor				
Subtotal - Salaries	864,532	159,260	289,258	1,313,050
Prof. And Scientific Supplies	48,827	11,975	50,940	111,742
Library Acquisitions				
Rentals				
Utilities				
Building Repairs				
Auditor of State Reimb.				
Aid to Individuals				
Subtotal	48,827	11,975	50,940	111,742
Total	913,359	171,235	340,198	1,424,792



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

**Annual Equal Employment Opportunity and
Affirmative Action Workforce Report
November 2012**

Submitted by

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

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

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Annual Equal Employment Opportunity and Affirmative Action Workforce Report November 2012

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 2012 *Annual Equal Employment Opportunity and Affirmative Action Workforce Report* presents highlights of employment activity at the university. The statistical information in this report is prepared from workforce data compiled according to Board of Regents guidelines, i.e., it includes all regular full-time and part-time employees working 50 percent time or more on the annual snapshot date.¹ Changes and activities are reported for Primary Occupational Activity groups (a grouping of several job classifications similar in content, salary, and opportunity), tenured/tenure track faculty, clinical track faculty, research track faculty, women, racial/ethnic minorities, individuals who have disabilities, and veterans.

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

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

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

II. OVERVIEW: HIGHLIGHTS OF EMPLOYMENT ACTIVITY

- **One-Year Comparison of Workforce Categories.** From November 1, 2011 to November 1, 2012, the University of Iowa workforce increased by 165 individuals (1.1%), from 15,629 in 2011 to 15,794 in 2012.
 - The faculty and staff increased by 77 women (0.8%).
 - Racial/ethnic minority representation increased by 110 individuals (7.3%).
 - There was an increase of 24 tenured/tenure track faculty (1.7%).
 - The number of female faculty members on the tenure track increased by 11 (2.3%), increasing representation from 33.1% to 33.3%.
 - Minority representation on the tenure track faculty increased by 16 (5.8%) to the highest level to date at 19.8%.
 - Female representation among executive, administrative, and managerial staff decreased by 5 (3.6%), from 38.9% in 2011 to 37.4% in 2012.
 - The number of racial/ethnic minorities among executive, administrative, and managerial staff increased by 1 (5.9%), from 4.8% in 2011 to 5.1% in 2012.
 - Minority representation among professional and scientific staff increased by 40 individuals (6.7%), increasing representation from 7.4% to 7.7%.
 - During the 2011-12 data year, the university hired or promoted 1,338 women and 298 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 377 women (2.4%) and by 170 minorities (1.1%).³
 - There was a net decrease of 5 individuals (5.1%) who self-reported having disabilities.
 - The number of disabled veterans decreased by 1 (2.9%) and the number of other eligible veterans decreased by 13 (2.4%), while there were increases in the numbers of Armed Forces Service Medal Veterans (5 individuals or 7.6%) and recently separated veterans (6 individuals or 120%).

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

- **Five-Year Comparison of Workforce Categories.** From October 1, 2007 to November 1, 2012, the University of Iowa workforce increased by 801 individuals (5.3%), from 14,993 in 2007 to 15,794 in 2012.
 - The faculty and staff increased by 580 women (6.1%).
 - Racial/ethnic minority representation increased by 390 individuals (31.7%).
 - There was a net decrease of 11 tenured/tenure track faculty (0.7%). The number of female tenure track faculty increased by 59 (13.7%), and the number of minority faculty increased by 38 (15.0%).
 - The number of employees who self-reported having disabilities increased by 13 (16.3%).
 - There was an increase of 12 individuals (57.1%) who self-identified as disabled veterans.

- **Ten-Year Comparison of Workforce Categories.** From October 1, 2002 to November 1, 2012, the University of Iowa workforce increased by 2,088 individuals (15.2%), from 13,706 in 2002 to 15,794 in 2012.
 - The faculty and staff increased by 1,660 women (19.7%).
 - Racial/ethnic minority representation increased by 556 individuals (52.3%).
 - There was a net decrease of 33 tenured/tenure track faculty (2.2%). The number of female tenure track faculty increased by 85 (20.9%), and minority representation increased by 93 (46.7%).
 - There was a decrease of 10 individuals (9.7%) who self-reported having disabilities.
 - The number of self-identified disabled veterans increased by 3 (10.0%).

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 and internationalization.

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

C. Sexual Harassment Prevention Education

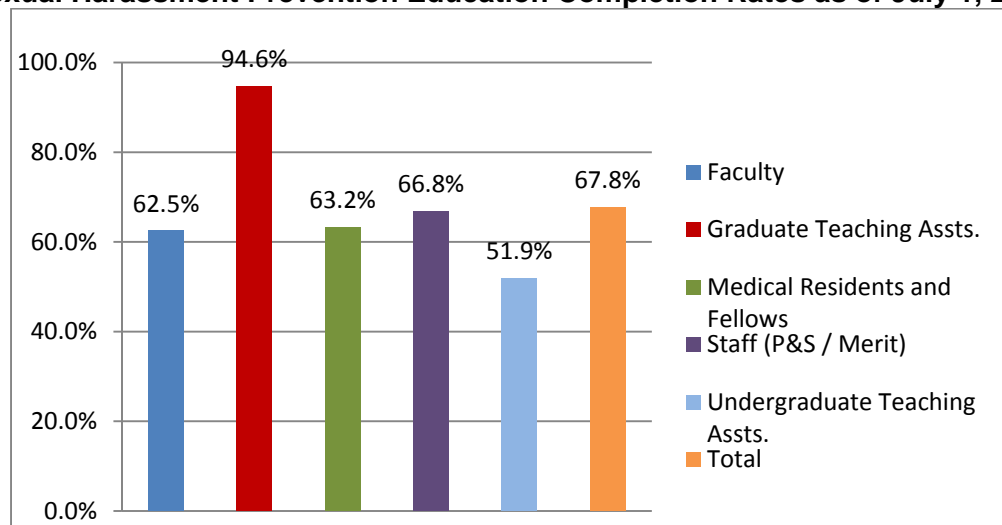
In response to university reports⁴ indicating a continuing need to improve the campus climate at the University of Iowa, then President David Skorton mandated in 2006 that all academic and administrative officers and teaching assistants receive education on the Policy on Sexual Harassment, and that all teaching assistants additionally receive education on the Policy on Consensual Relationships Involving Students. In August 2008, President Sally Mason expanded the mandate for sexual harassment prevention education and charged the Office of the Provost with monitoring and oversight of the expectation that the following employees complete sexual harassment prevention education:

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

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

During Fiscal Year 2012, a total of 9,847 individuals completed one of the approved sexual harassment prevention courses; of those, 69 percent (6,798) completed an online training module and 31 percent (3,049) attended an instructor-led course. As of July 1, 2012, 67.8 percent of current covered employees are compliant with the mandate for periodic training on sexual harassment prevention. The chart below shows completion rates by employee category.

Figure 1
Sexual Harassment Prevention Education Completion Rates as of July 1, 2012



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

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

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

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

- Policy on Sexual Harassment
- Policy on Sexual Misconduct Involving Students, Including Sexual Assault and Sexual Harassment
- Policy on Human Rights
- Anti-Harassment Policy
- Policy on Consensual Relationships Involving Students
- Policy on Violence
- Anti-Retaliation Policy

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

D. National Coalition Building Institute (NCBI)

The University of Iowa has become an affiliate of NCBI, an international non-profit leadership development network dedicated to the elimination of racism and other forms of oppression. Rooted in an understanding of individual, community, and systemic change, NCBI works to further cultural competence, collaboration, partnerships, and effective relationships within and across group identities. Through the Chief Diversity Office, 55 faculty, staff, and students have completed a three-day train-the-trainer workshop to gain skills for coalition building, prejudice reduction, conflict resolution, and educational outreach. This team offers a one-day workshop, *Leadership for Equity and Inclusion*, which has been attended by over 500 faculty, staff, and students, and an ongoing one-hour dialogue and discussion series on topics of prejudice reduction, coalition building, and conflict resolution.

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 thirteenth annual Diversity Catalyst Award reception was held on April 12, 2012. The 2012 Diversity Catalyst Award recipients are:

- Faculty/Staff Award: Michael Anderson, PhD, Associate Professor in the Interdisciplinary Graduate Program in Genetics and in the Department of Molecular Physiology and Biophysics, Carver College of Medicine
- Faculty/Staff Award: Daniel F. Eberl, PhD, Director of the Interdisciplinary Graduate Program in Genetics, Professor in the Department of Biology, College of Liberal Arts and Sciences, and Professor in the Department of Otolaryngology, Carver College of Medicine
- Faculty/Staff Award: Patrick A. Dolan Jr., PhD, Chair of the Council on the Status of Women's Climate and Diversity Committee and Lecturer in the Rhetoric Department, College of Liberal Arts and Sciences
- Student Award: stef shuster, M.A., Sociology, College of Liberal Arts and Sciences
- Student Award: Kyla R. Djannie, College of Law
- Student Award: Darcelle A. Skeete, College of Law and College of Public Health
- Distinguished Achievement Award: Leonard Sandler, J.D., Clinical Professor, College of Law

Margaret Crocco, Dean of the College of Education, 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 Award 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 recipient of the 2012 Diversity Catalyst Award Seed Grant is the World Cultural Global Association (WCGA), a student group whose mission is to break down barriers among cultures and provide networking and collaboration for unity and teamwork. It includes an event council of representatives from the multicultural groups who meet to collaborate and pursue leadership development opportunities. A support group helps international students acclimate to the University of Iowa. Participants in the WCGA have the opportunity to express and share their cultures with other student leaders and participate in diversity dialogue groups facilitated by trained members.

F. Post-Baccalaureate Research Internship Pilot Program

A new Post-Baccalaureate Research Internship Pilot Program was launched in August 2012. The program was designed for individuals who seek training, experience, and mentoring in a research setting; plan to pursue a graduate or professional degree in science, medicine, or a related field; and have U.S. citizenship or permanent residency.

The anticipated length of appointment is one to two years. In the first year, the number of interns employed may be no greater than 10 percent of the total number of budgeted research assistant staff.

Anticipated benefits to the research interns include:

- Gaining valuable work experience prior to entering graduate/professional school
- Developing close interaction with faculty and senior research staff to provide mentoring and professional development opportunities
- Exploring whether pursuing an advanced degree in a research field is the right career decision

Expected benefits to the university include:

- Advancing the educational and research missions of the university by furthering the education and training of pre-doctoral, graduate, or professional students
- Increasing the pipeline of potential scientists for Iowa and beyond
- Bringing/retaining college graduates to Iowa, furthering workforce development
- Alleviating administrative burden on faculty supervisors by reducing the time to hire
- Allowing for careful stewardship of scarce research dollars

At the conclusion of the first year (June 2013) and prior to the end of the two year pilot (June 2014), the program will be reviewed by University Human Resources, the vice president for research, the Office of Equal Opportunity and Diversity, the College of Liberal Arts and Sciences, and Carver College of Medicine. All aspects of the program will be examined, including number of participants, number admitted to graduate school, vacancies, impact on career research assistant positions, impact on females and minorities, and impact on placement of furloughed Professional and Scientific Staff.

Specific efforts will be made to increase the number of applicants from underrepresented groups. Potential recruiting sources include the Minority Association of Pre-Medical Students, the Center for Diversity and Enrichment , and the University of Iowa Veterans Association.

G. 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.

Over 15 university employees are trained and ready to aid departments in providing a more personal touch to the recruitment process. Specifically, recruitment ambassadors are equipped to showcase the community and answer candidates' questions on topics including arts and culture, housing, school systems, dining and shopping, sports and recreation, and healthcare. Additionally, recruitment ambassadors provide candidates with informative and valuable resource materials regarding our local communities. To date this calendar year, 17 candidates have requested to meet with recruitment ambassadors, and many departments have requested recruitment ambassador packet materials.

H. Faculty Diversity Opportunity Program (FDOP)

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

For fiscal year 2012, the Office of the Provost budgeted FDOP funds totaling \$1,996,791 for partial salaries and other resources supporting 51 faculty members. These positions are in the University Library, the Graduate College, and the Colleges of Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, and Public Health.

I. Staff Diversity Opportunity Program (SDOP)

Reflecting best practices identified from the Faculty Diversity Opportunity Program, the Staff Diversity Opportunity Program promotes employment of minorities and women in Professional and Scientific (P&S) staff classifications exhibiting underrepresentation. Administered through the Office of Central Human Resources, SDOP allows opportunity for the development of talent through apprenticeships, internships, pipeline positions, and other hires that enable the university to bring on board high potential, diverse candidates who do not fill a specific, immediate need, as well as for development opportunities to increase the new employee's skill, knowledge, abilities, and likelihood of a successful candidacy for future P&S vacancies. During FY 2012, two P&S staff members were hired under SDOP.

IV. ONE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2011 - 2012

A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/ Ethnicity, 2011 – 2012

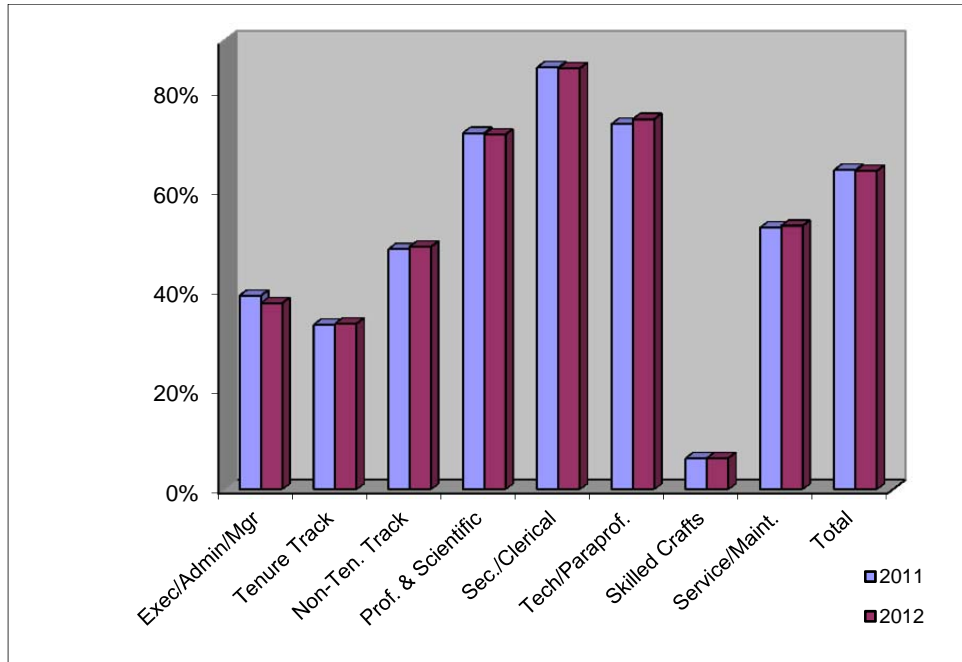
Overall Changes. The University of Iowa workforce increased by 165 employees (1.1 percent) during the 2011-12 data year, from 15,629 in 2011 to 15,794 in 2012. For analytical purposes, job titles have been categorized into Primary Occupational Activity (POA) groups based on job content, salary, and opportunities. The POA group with the greatest proportional increase was Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease occurred among Secretarial and Clerical Staff.

Gender. The number of women in the workforce increased by 77 (0.8 percent). The largest proportional increase was among Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff, while the largest proportional and net decrease was in Secretarial and Clerical Staff. The following table and chart compare the composition of the university's workforce on November 1, 2011 to that on November 1, 2012 by Primary Occupational Activity group and gender.

Table I
Faculty and Staff by Primary Occupational Activity Group and Gender
November 1, 2011 – November 1, 2012

Primary Occupational Activity Group	2011		2012		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	352	137 38.9 %	353	132 37.4 %	+ 1 + 0.3 %	- 5 - 3.6 %
2 Tenured/Tenure Track Faculty	1,450	480 33.1 %	1,474	491 33.3 %	+ 24 + 1.7 %	+ 11 + 2.3 %
3 Non-Tenure Track Faculty	852	411 48.2 %	895	436 48.7 %	+ 43 + 5.0 %	+ 25 + 6.1 %
4 Professional & Scientific Staff	8,057	5,763 71.5 %	8,257	5,879 71.2 %	+ 200 + 2.5 %	+ 116 + 2.0 %
5 Secretarial and Clerical Staff	2,108	1,785 84.7 %	2,017	1,705 84.5 %	- 91 - 4.3 %	- 80 - 4.5 %
6 Technical and Paraprofessional Staff	617	452 73.3 %	634	471 74.3 %	+ 17 + 2.8 %	+ 19 + 4.2 %
7 Skilled Crafts Staff	364	23 6.3 %	366	23 6.3 %	+ 2 + 0.5 %	0
8 Service and Maintenance Staff	1,829	960 52.5 %	1,798	951 52.9 %	- 31 - 1.7 %	- 9 - 0.9 %
Total	15,629	10,011 64.1 %	15,794	10,088 63.9 %	+ 165 + 1.1 %	+ 77 + 0.8 %

Figure 2
Female Faculty and Staff by Primary Occupational Activity Group
November 1, 2011 – November 1, 2012



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

The total number of racial/ethnic minorities increased by 110 (7.3 percent) from 2011 to 2012. The largest proportional increase was in Technical and Paraprofessional Staff, and the largest net increase was in Professional and Scientific Staff. The only decrease was in Skilled Crafts Staff (1 individual or 5.0 percent). There were increases in the total numbers of Asians, Blacks/African Americans, Hispanics/Latinos, and individuals who self-identified as two or more races.⁵ The number of American Indians/Alaska Natives decreased by 3 (4.8 percent). Changes in the racial/ethnic composition of the University of Iowa’s workforce from November 1, 2011 to November 1, 2012 are detailed in the table and charts on the following pages.

⁵ In 2011 and 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian.

Table II
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity *
November 1, 2011 – November 1, 2012

Primary Occupational Activity Group	2011							2012							Net Change						
	Total	Total Minorities	Asian	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian	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%	353	18 5.1%	2 0.6%	8 2.3%	5 1.4%	1 0.3%	2 0.6%	+1 +0.3%	+1 +5.9%	0	+1 +14.3%	0	0	0
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%	1,474	292 19.8%	184 12.5%	38 2.6%	56 3.8%	7 0.5%	7 0.5%	+24 +1.7%	+16 +5.8%	+14 +8.2%	-1 -2.6%	+2 +3.7%	0	+1 +16.7%
3 Non-Tenure Track Faculty	852	154 18.1%	104 12.2%	19 2.2%	26 3.1%	3 0.4%	2 0.2%	895	180 20.1%	118 13.2%	23 2.6%	33 3.7%	3 0.3%	3 0.3%	+43 +5.0%	+26 +16.9%	+14 +13.5%	+4 +21.1%	+7 +26.9%	0	+1 50.0%
4 Professional & Scientific Staff	8,057	595 7.4%	341 4.2%	97 1.2%	128 1.6%	16 0.2%	13 0.2%	8,257	635 7.7%	360 4.4%	97 1.2%	145 1.8%	16 0.2%	17 0.2%	+200 +2.5%	+40 +6.7%	+19 +5.6%	0	+17 +13.3%	0	+4 +30.8%
5 Secretarial & Clerical Staff	2,108	95 4.5%	22 1.0%	37 1.8%	27 1.3%	8 0.4%	1 <0.1%	2,017	98 4.9%	20 1.0%	39 1.9%	31 1.5%	7 0.3%	1 <0.1%	-91 -4.3%	+3 +3.2%	-2 -9.1%	+2 +5.4%	+4 +14.8%	-1 -12.5%	0
6 Technical & Paraprofessional Staff	617	46 7.5%	10 1.6%	14 2.3%	18 2.9%	3 0.5%	1 0.2%	634	57 9.0%	11 1.7%	19 3.0%	23 3.6%	3 0.5%	1 0.2%	+17 +2.8%	+11 +23.9%	+1 +10.0%	+5 +35.7%	+5 +27.8%	0	0
7 Skilled Crafts Staff	364	20 5.5%	1 0.3%	7 1.9%	6 1.6%	6 1.6%	0	366	19 5.2%	1 0.3%	7 1.9%	5 1.4%	6 1.6%	0	+2 +0.5%	-1 -5.0%	0	0	-1 -16.7%	0	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%	1,798	320 17.8%	70 3.9%	147 8.2%	80 4.4%	16 0.9%	7 0.4%	-31 -1.7%	+14 +4.6%	-5 -6.7%	+12 +8.9%	+6 +8.1%	-2 -11.1%	+3 +75.0%
Total	15,629	1,509 9.7%	725 4.6%	355 2.3%	338 2.2%	62 0.4%	29 0.2%	15,794	1,619 10.3%	766 4.8%	378 2.4%	378 2.4%	59 0.4%	38 0.2%	+165 +1.1%	+110 +7.3%	+41 +5.7%	+23 +6.5%	+40 +11.8%	-3 -4.8%	+9 +31.0%

* In 2011 and 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian.

Figure 3
Minority Faculty and Staff by Primary Occupational Activity Group
November 1, 2011 – November 1, 2012

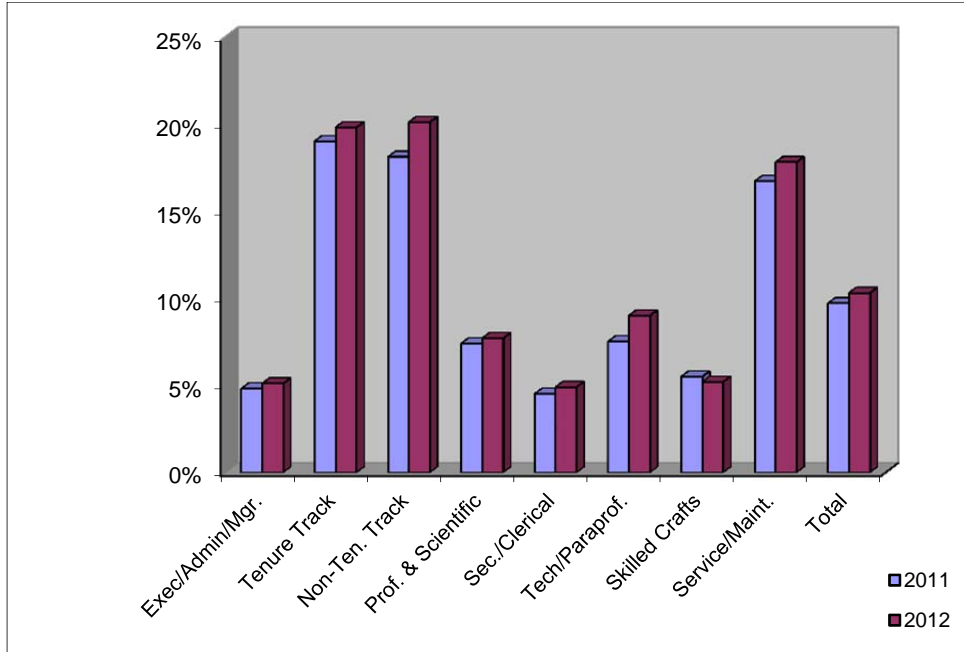
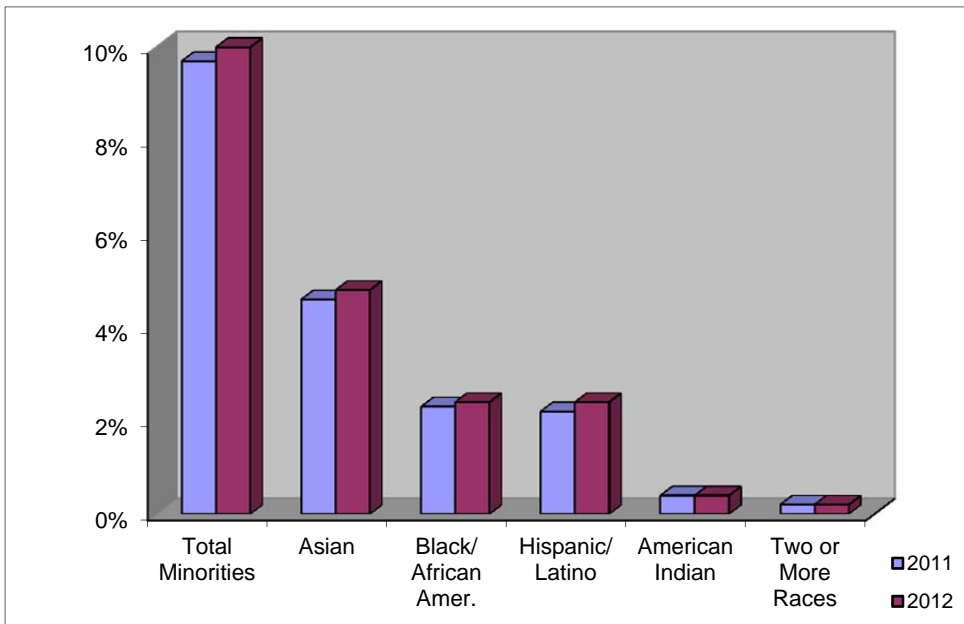


Figure 4
Total Workforce by Race/Ethnicity *
November 1, 2011 – November 1, 2012



* In 2011 and 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian.

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,
Gender, and Minority Status, November 1, 2011 – November 1, 2012**

Primary Occupational Activity Group	Gains			Losses			Net Change		
	Total	Women	Minorities	Total	Women	Minorities	Total	Women	Minorities
1 Executive, Administrative, & Managerial Staff	37	12	4	36	17	3	+1	-5	+1
2 Tenured/Tenure Track Faculty	113	39	34	89	28	18	+24	+11	+16
3 Non-Tenure Track Faculty	135	69	41	92	44	15	+43	+25	+26
4 Professional & Scientific Staff	1,153	823	121	953	707	81	+200	+116	+40
5 Secretarial and Clerical Staff	156	133	19	247	213	16	-91	-80	+3
6 Technical and Paraprofessional Staff	95	79	18	78	60	7	+17	+19	+11
7 Skilled Crafts Staff	29	0	1	27	0	2	+2	0	-1
8 Service and Maintenance Staff	291	183	60	322	192	46	-31	-9	+14
Total	2,009	1,338	298	1,844	1,261	188	+165	+77	+110

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 125 employees (1.3 percent). UI Health Care administration reports that approximately 40% of this increase is due to the October 2012 opening of a new clinic, the Iowa River Landing Clinic. The remaining staffing increases are the result of increases in patient census over the previous year.

B. Faculty and Staff by Disability and Veteran Status, 2011 – 2012

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

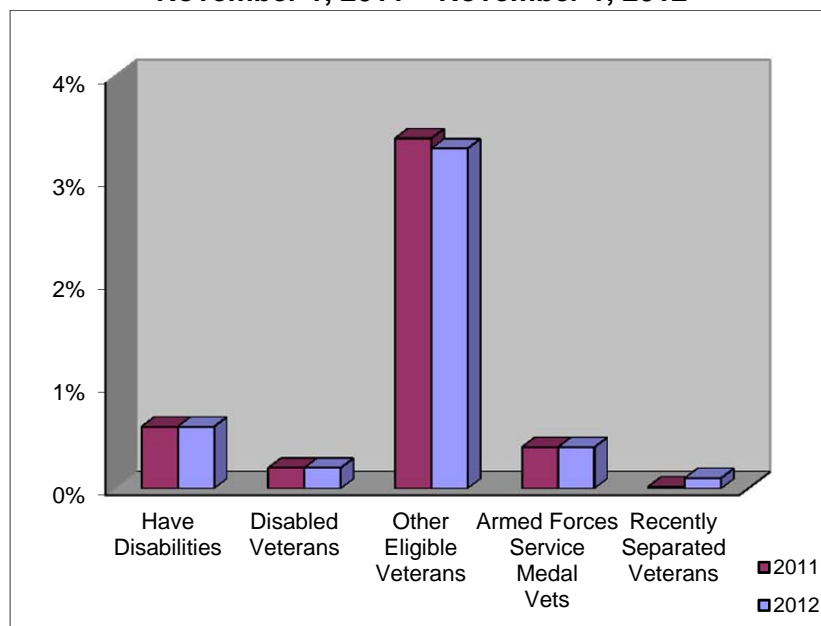
The number of faculty and staff who reported having a disability decreased by 5 individuals (5.1 percent) over the past year. The number of faculty and staff who self-identified as disabled veterans decreased by 1 (2.9 percent). The number of other eligible veterans decreased by 13 (2.4 percent), while the number of Armed Forces Service Medal veterans increased by 5 (7.6 percent). There was an increase of 6 (120.0 percent) veterans whose discharge date from military service was within the three years prior to the data snapshot date.

The following table and chart indicate the number of faculty and staff who self-reported disability and veteran status in 2011 and 2012.

Table IV
Faculty and Staff by Disability and Veteran Status
November 1, 2011 – November 1, 2012

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Other Eligible 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 %
2012	15,794	93 0.6 %	33 0.2 %	519 3.3 %	71 0.4 %	11 0.1 %
Net Change	+ 165 + 1.1 %	- 5 - 5.1 %	- 1 - 2.9 %	- 13 - 2.4 %	+ 5 + 7.6 %	+ 6 + 120.0 %

Figure 5
Faculty and Staff by Disability and Veteran Status
November 1, 2011 – November 1, 2012



C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 2011 – 2012

The number of tenured/tenure track faculty increased by 24 (1.7 percent) in the last year. The number of female tenured/tenure track faculty increased by 11 (2.3 percent), and overall minority representation increased by 16 (5.8 percent). The following table and charts present the gender and race/ethnicity of tenured/tenure track faculty in 2011 and 2012.

Table V
Tenured/Tenure Track Faculty by Gender and Race/Ethnicity *
November 1, 2011 – November 1, 2012

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian	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 %
2012	1,474	491 33.3 %	292 19.8 %	184 12.5 %	38 2.6 %	56 3.8 %	7 0.5 %	7 0.5 %
Net Change	+ 24 + 1.7 %	+ 11 + 2.3 %	+ 16 + 5.8 %	+ 14 + 8.2 %	- 1 - 2.6 %	+ 2 + 3.7 %	0	+ 1 + 16.7 %

* In 2011 and 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian.

Figure 6
Tenured/Tenure Track Faculty by Gender
November 1, 2011 – November 1, 2012

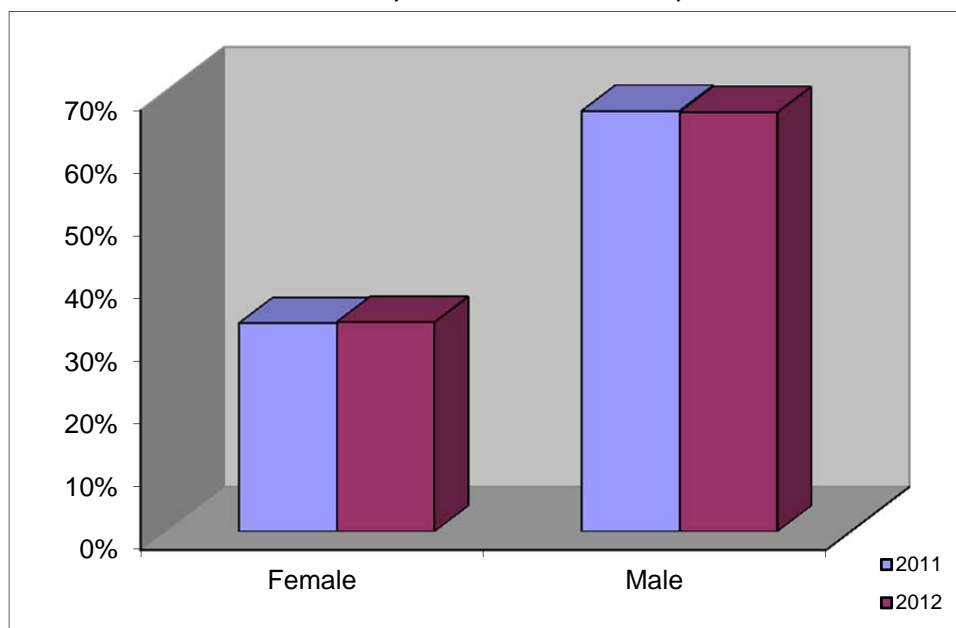
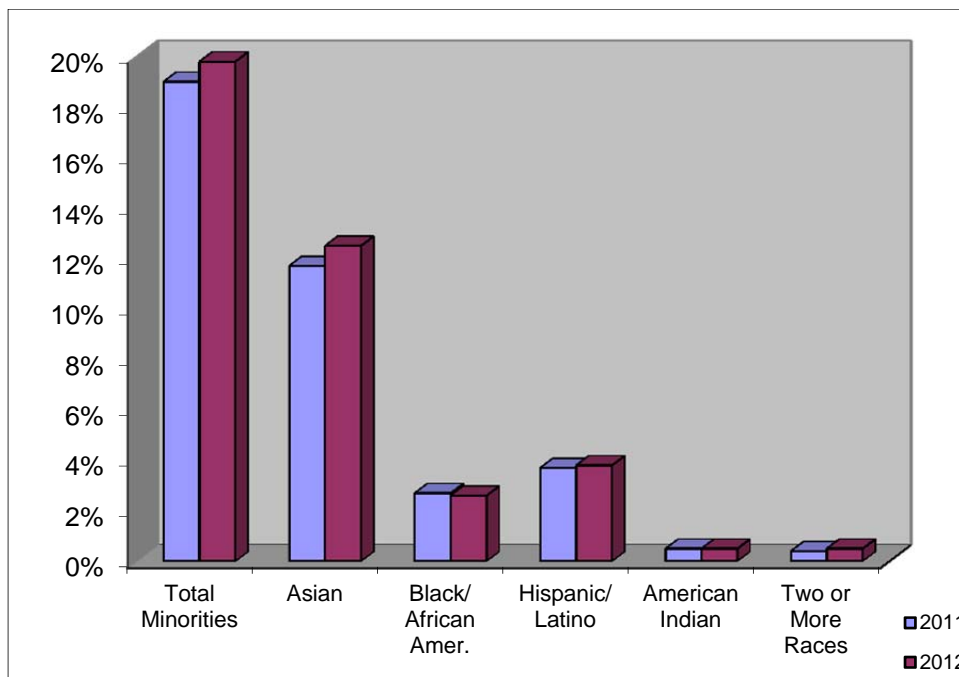


Figure 7
Tenured/Tenure Track Faculty by Race/Ethnicity *
November 1, 2011 – November 1, 2012



* In 2011 and 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian.

D. Tenured/Tenure Track Faculty Promotion and Tenure Rates by Gender and Minority Status, Academic Year 2012 – 13

A total of 73 tenure track faculty were granted promotions effective Academic Year 2012-13, of whom 25 were women. This rate of promotion (34.2 percent) approximates the percentage of women on the tenure track faculty, now at 33.3 percent. Minorities received 22 of the 73 promotions (30.1 percent); this representation exceeds the representation of minorities on the tenure track faculty (19.8 percent).

Forty-three tenure track faculty members were granted tenure effective Academic Year 2012-13, of whom 16 (37.2 percent) were women. As of November 2012, women represented 44.6 percent of the untenured faculty on the tenure track. Among the 43 tenure track faculty members who received tenure, 16 (37.2 percent) were members of minority groups. As of November 2012, minorities represented 30.3 percent of the untenured faculty on the tenure track.

It should be noted that the percentage of women and minorities who are eligible for tenure and/or promotion review varies from year to year, and, in some years, may be lower or higher than their representation among the untenured faculty on the tenure track as a whole.

The following table illustrates the rates of tenure and promotion for tenure track faculty.

Table VI
Tenured/Tenure Track Faculty Promotions & Tenure Rates by Gender and Minority Status
Effective 2012-13 Academic Year

	Total	Women	Minorities
PROMOTIONS			
Number on Tenure Track	1,474	491	292
Percentage of Total on Tenure Track		33.3 %	19.8 %
Sought Promotions	76	28	24
Percentage of All Faculty Who Sought Promotions (n = 76)		36.8 %	31.6 %
Percentage of Subgroup (Total, Women, or Minorities)	5.2 %	5.7 %	8.2 %
Granted Promotions	73	25	22
Percentage of All Faculty Who Were Granted Promotions (n = 73)		34.2 %	30.1 %
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Promotions	96.1 %	89.3 %	91.7 %
TENURE			
Number of Untenured Faculty on Tenure Track	383	171	116
Percentage of Total Untenured on Tenure Track		44.6 %	30.3 %
Sought Tenure	46	19	18
Percentage of All Faculty Who Sought Tenure (n = 46)		41.3 %	39.1 %
Percentage of Subgroup (Total, Women, or Minorities)	12.0 %	11.1 %	15.5 %
Granted Tenure	43	16	16
Percentage of All Faculty Who Were Granted Tenure (n = 43)		37.2 %	37.2 %
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Tenure	93.5 %	84.2 %	88.9 %

E. Clinical Track Faculty by Gender and Race/Ethnicity, 2011 – 2012

The university experienced a net increase of 26 clinical track faculty (4.8 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 13 (5.1 percent), and the number of minorities on the clinical track increased by 5 (5.5 percent).

Carver College of Medicine continues to employ the majority of the clinical track faculty (78 percent), followed by the colleges of Dentistry (7 percent), and Nursing (4 percent). The remaining clinical track faculty are employed in the colleges of Liberal Arts and Sciences, Education, Pharmacy, Education, Public Health, Law, or the Tippie College of Business.

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

Table VII
Clinical Track Faculty by Gender and Race/Ethnicity *
November 1, 2011 – November 1, 2012

Year	Clinical Track Faculty	Women	Total Minorities	Asian	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 %
2012	570	270 47.4 %	96 16.8 %	59 10.4 %	15 2.6 %	19 3.3%	1 0.2 %	2 0.4 %
Net Change	+ 26 + 4.8 %	+ 13 + 5.1 %	+ 5 + 5.5 %	+ 1 + 1.7 %	+ 1 + 7.1 %	+ 2 + 11.8 %	0	+ 1 + 100 %

* In 2011 and 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian.

Figure 8
Clinical Track Faculty by Gender
November 1, 2011 – November 1, 2012

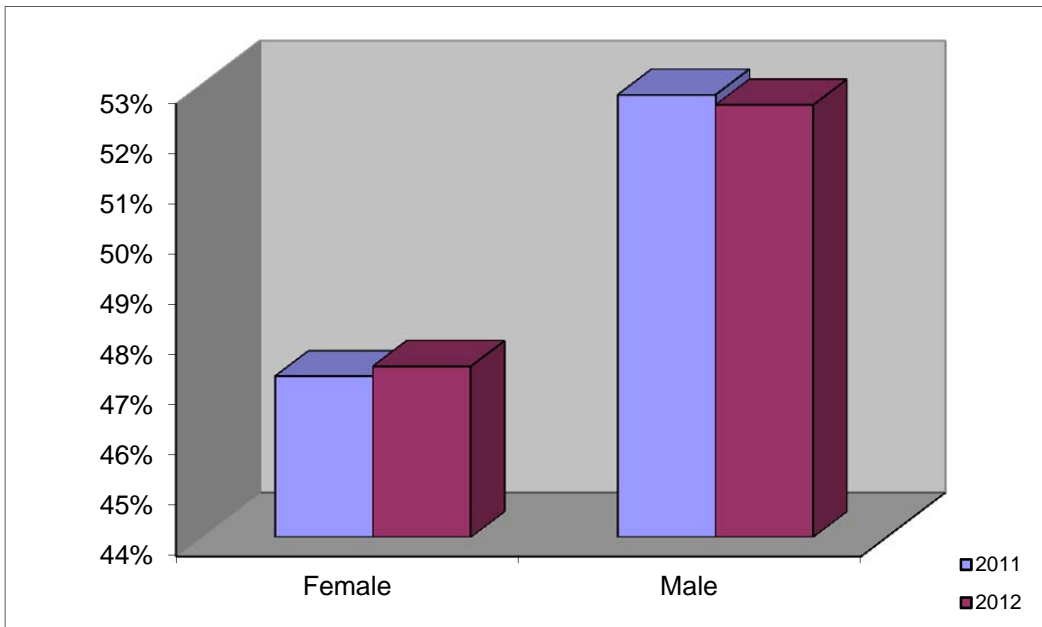
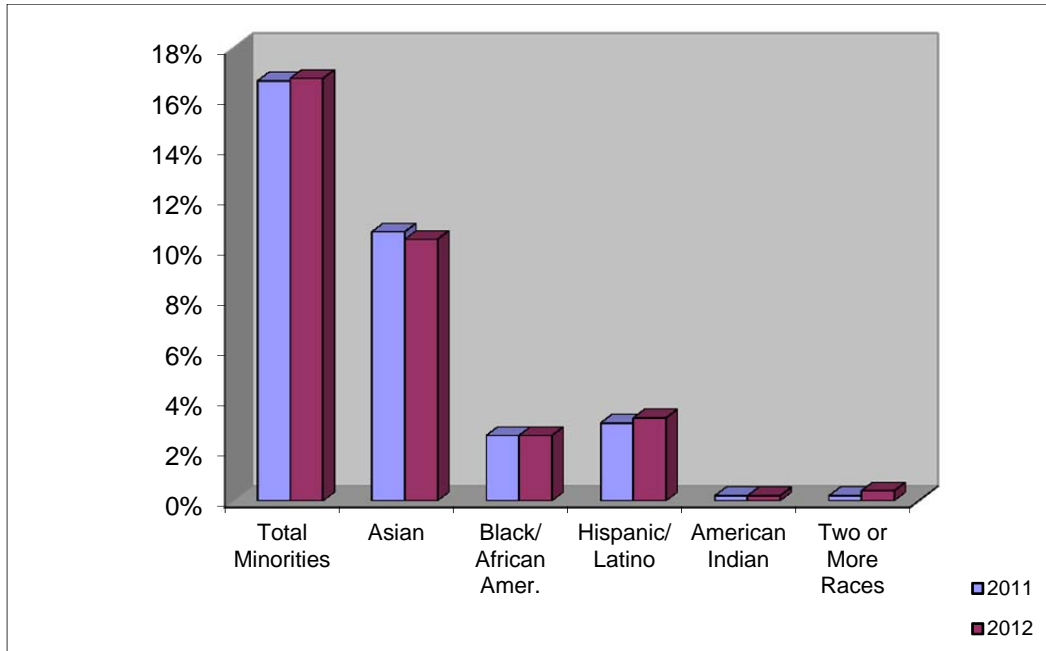


Figure 9
Clinical Track Faculty by Race/Ethnicity *
November 1, 2011 – November 1, 2012



* In 2011 and 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian.

F. Research Track Faculty by Gender and Race/Ethnicity, 2011 – 2012

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.

As of November 1, 2012, Carver College of Medicine employs all of the research track faculty.

The following table and charts show the gender and racial/ethnic composition of the research track faculty on November 1, 2011 and November 1, 2012.

Table VIII
Research Track Faculty by Gender and Race/Ethnicity *
November 1, 2011 – November 1, 2012

Year	Research Track Faculty	Women	Total Minorities	Asian	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
2012	28	11 39.3 %	10 35.7 %	8 28.6 %	0	2 7.1 %	0	0
Net Change	+ 2 +7.7 %	+ 1 + 10.0 %	0	0	0	0	0	0

* In 2011 and 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian.

Figure 10
Research Track Faculty by Gender
November 1, 2011 – November 1, 2012

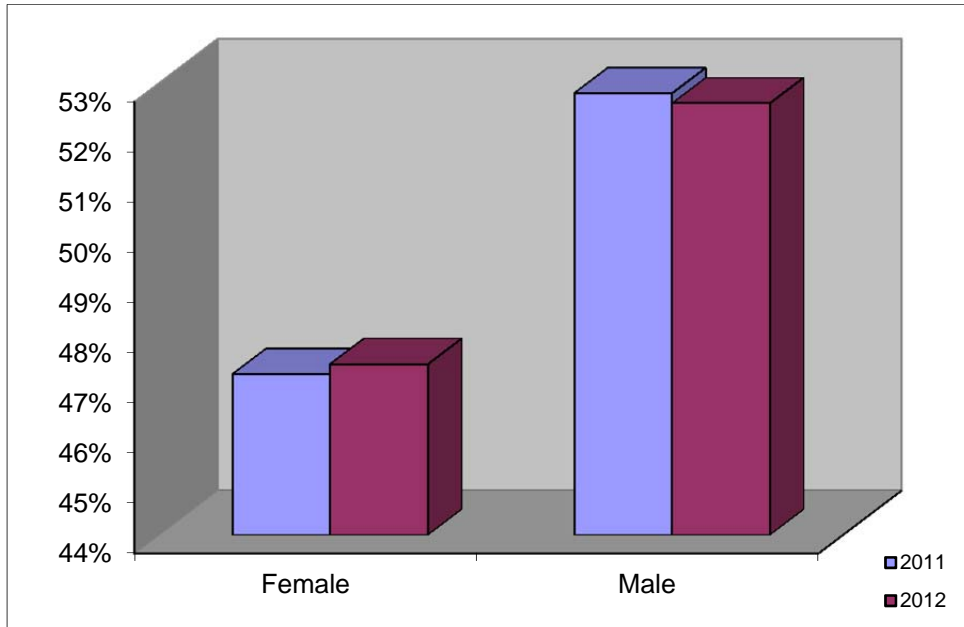
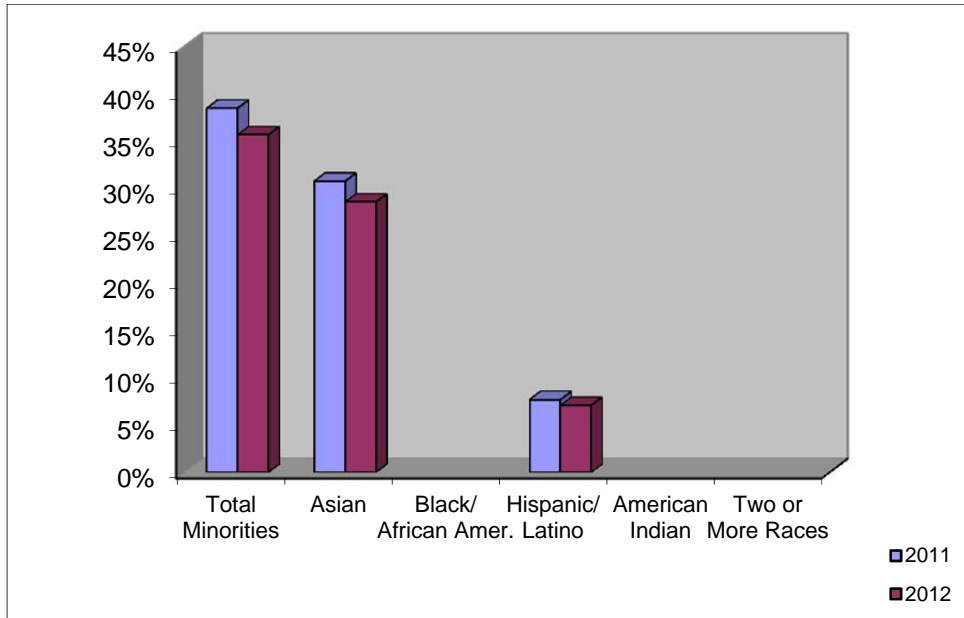


Figure 11
Research Track Faculty by Race/Ethnicity *
November 1, 2011 – November 1, 2012



* In 2011 and 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian.

V. ANNUAL HIRING GOALS: 2011-12 AND 2012-13

A. How Hiring Goals are Determined

In accordance with requirements of the Office of Federal Contract Compliance Programs, the Office of Equal Opportunity and Diversity annually conducts formal availability analyses, identifies areas where underrepresentation of women and/or racial/ethnic minorities exists, and establishes hiring goals for the coming year for those underrepresented areas. The availability analyses result in estimates of the percentage and number of qualified women and racial/ethnic minorities available for employment in each academic field and job group (staff job titles similar in content, pay rates, and opportunities) at the University of Iowa. These availability estimates are compared to the actual rates of employment by the university to identify faculty departments and staff job groups where underrepresentation exists.⁶ In other words, a faculty department or staff job group is said to be underrepresented for women or minorities when fewer women or minorities are employed than would reasonably be expected based on estimated availability. Underrepresentation may be affected by several factors including new hires, promotions, and transfers; loss of personnel; a change in the availability of women and minorities in the relevant job market; and/or a combination of factors.

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

B. Hiring Goals for the 2011-12 Data Year

After adjusting to reflect the actual rate of hiring, annual hiring goals for the 2011-12 data year totaled 166 women and 42 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 377 women (2.4%) and by 170 minorities (1.1%) as of November 1, 2012.

The following tables show departments/job groups in which underrepresentation was identified as of November 1, 2011; the hiring goals in those departments/job groups (as adjusted to reflect the actual rate of hiring) for 2011-12; and whether these goals were met.

⁶ Statistical analyses are conducted for each faculty department and staff job group; if the difference between the estimated availability and the actual workforce percentage meets or exceeds two standard deviations, the department or job group is identified as underrepresented.

Table X
Progress toward Annual Hiring Goals for Faculty, Data Year 2011-12

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	Rehabilitation & Counselor Education	0	0	0	n/a*			
Liberal Arts & Sciences	Psychology	2	1	1	Yes			
	Health and Sport Studies	1	1	0	No			
	Communication Science & Disorders	1				0	1	Yes
Carver College of Medicine	Physiology	1	0	0	n/a*			
	Internal Medicine	6	2	2	Yes	1	1	Yes
	Pediatrics	1	1	0	No			
	Radiology	1	0	1	Yes			
Public Health	Biostatistics	0	0	0	n/a*			
	Health Management & Policy	2	1	0	No			
	Occupational & Environmental Health	4	2	1	Partially			
POA 3: Non-Tenure Tenure Track Faculty								
Education	Educational Policy & Leadership	0	0	0	n/a*			
Public Health	Occupational & Environmental Health	1	1	0	No			

* 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 XI
Progress toward Annual Hiring Goals for Staff, Data Year 2011-12

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?
1B	12				1	1	Yes
1D	14				2	2	Yes
3B	43				6	6	Yes
3D	66				6	8	Yes
3H	9				2	0	No
3L	35				3	4	Yes
3M	132				13	5	Partially
3O	14				2	0	No
3P	36	10	8	Partially			
3S	17				2	1	Partially
3Z	9	6	3	Partially			
4K	6	2	2	Yes			
5A	1	1	0	No			
5E	4	3	4	Yes			
5G	21	16	14	Partially			
6C	15	2	0	No			
7A	3	1	0	No			
7D	133	105	111	Yes			
7E	3	1	0	No			
7F	4				1	0	No
7H	17				3	2	Partially
7I	2	0	0	n/a*			
7J	5	2	2	Yes			
7O	11	8	3	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 2012–13 Data Year

Anticipated hiring goals for women and minorities for 2012-13, aggregated by Primary Occupational Activity group, are shown in the table below.

**Table XII
Annual Hiring Goals for Data Year 2012-13**

Primary Occupational Activity Group	Women Total Hiring Goals	Minorities Total Hiring Goals
1 Executive, Administrative, and Managerial Staff	12	4
2 Tenured/Tenure Track Faculty	10	4
4 Professional & Scientific Staff	48	26
5 Secretarial and Clerical Staff	2	1
6 Technical and Paraprofessional Staff	20	
7 Skilled Crafts Staff	2	
8 Service and Maintenance Staff	13	1
Total	107	36

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:
2007 - 2012**

A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity, 2007 – 2012

Overall Changes. The University of Iowa workforce has increased by 801 individuals (5.3 percent) over the last five years, from 14,993 in 2007 to 15,794 in 2012. The Primary Occupational Activity (POA) group with the largest proportional increase was Technical and Paraprofessional Staff, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease was among Secretarial and Clerical Staff.

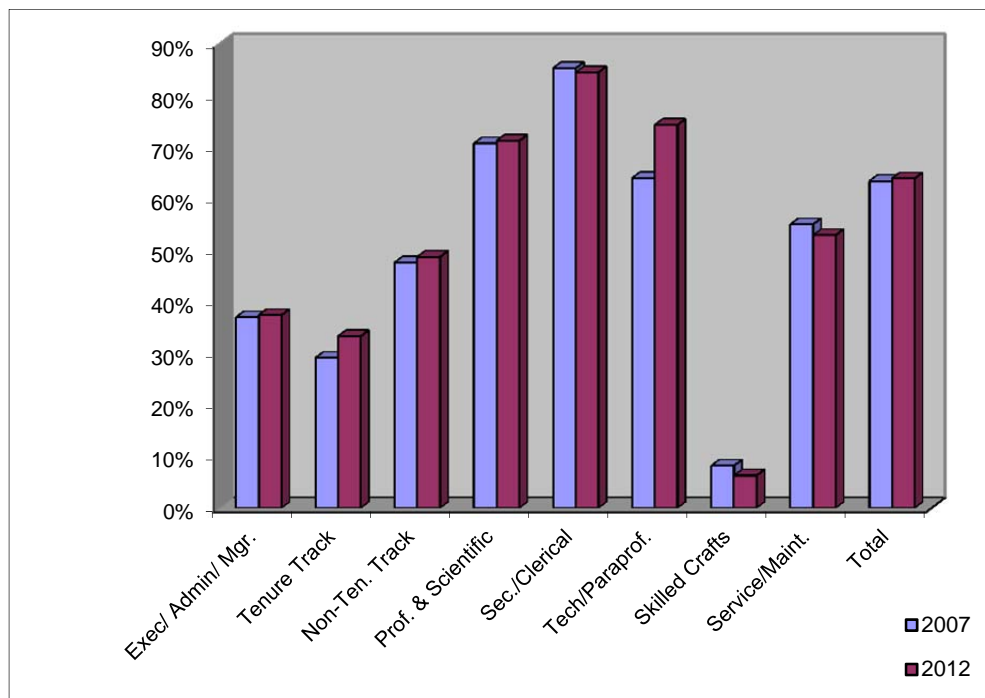
Gender. The number of women in the workforce increased by 6.1 percent over the five-year period, with the largest proportional increase in Technical and Paraprofessional Staff and the largest net increase in Professional and Scientific Staff. The largest proportional decrease was among Skilled Crafts Staff, and the largest net decrease was among Secretarial and Clerical Staff.

The following table and chart provide more details of the university's workforce on October 1, 2007 and on November 1, 2012 by POA group and gender.

**Table XIII
Faculty and Staff by Primary Occupational Activity Group and Gender
October 1, 2007 – November 1, 2012**

Primary Occupational Activity Group	2007		2012		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	351	130 37.0 %	353	132 37.4 %	+ 2 + 0.6 %	+ 2 + 1.5 %
2 Tenured/Tenure Track Faculty	1,485	432 29.1 %	1,474	491 33.3 %	- 11 - 0.7%	+ 59 + 13.7 %
3 Non-Tenure Track Faculty	655	312 47.6 %	895	436 48.7 %	+ 240 + 36.6 %	+ 124 + 39.7 %
4 Professional & Scientific Staff	7,165	5,064 70.7 %	8,257	5,879 71.2 %	+ 1,092 + 15.2 %	+ 815 + 16.1 %
5 Secretarial and Clerical Staff	2,588	2,207 85.3 %	2,017	1,705 84.5 %	- 571 - 22.1 %	- 502 - 22.7 %
6 Technical and Paraprofessional Staff	444	284 64.0 %	634	471 74.3 %	+ 190 + 42.8 %	+ 187 + 65.8 %
7 Skilled Crafts Staff	403	33 8.2 %	366	23 6.3 %	- 37 - 9.2 %	- 10 - 30.3 %
8 Service and Maintenance Staff	1,902	1,046 55.0 %	1,798	951 52.9 %	- 104 - 5.5 %	- 95 - 9.1 %
Total	14,993	9,508 63.4 %	15,794	10,088 63.9 %	+ 801 + 5.3 %	+ 580 + 6.1 %

Figure 17
Female Faculty and Staff by Primary Occupational Activity Group
October 1, 2007 – November 1, 2012



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

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

From October 1, 2007 to November 1, 2012, overall racial/ethnic minority representation increased by 31.7 percent, with notable gains among Non-Tenure Track Faculty, Technical and Paraprofessional Staff, and Professional and Scientific Staff. The number of minorities among Executive, Administrative, and Managerial Staff decreased by 7 (28.0 percent). The total numbers of employees in each racial/ethnic group increased during this time period.⁷

Changes in the racial/ethnic composition of the University of Iowa's workforce from October 1, 2007 to November 1, 2012 are detailed in the table and charts on the following pages.

⁷ In 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian.

Table XIV
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity *
October 1, 2007 – November 1, 2012

Primary Occupational Activity Group	2007							2012							Net Change							
	Total	Total Minorities	Asian/Pacific Islander	Black/African Amer.	Hispanic/Latino	Amer. Indian/Alaska Native		Total	Total Minorities	Asian	Black/African Amer.	Hispanic/Latino	Amer. Indian/Alaska Native	Two or More Races		Total	Total Minorities	Asian	Black/African Amer.	Hispanic/Latino	Amer. Indian/Alaska Native	Two or More Races
1 Executive, Administrative, & Managerial Staff	351	25 7.1%	5 1.4%	14 4.0%	4 1.1%	2 0.6%		353	18 5.1%	2 0.6%	8 2.3%	5 1.4%	1 0.3%	2 0.6%		+2 +0.6%	-7 -28.0%	-3 -60.0%	-6 -42.9%	+1 +25.0%	-1 -50.0%	+2 n/a
2 Tenured/Tenure Track Faculty	1,485	254 17.1%	163 11.0%	37 2.5%	47 3.2%	7 0.5%		1,474	292 19.8%	184 12.5%	38 2.6%	56 3.8%	7 0.5%	7 0.5%		-11 -0.7%	+38 +15.0%	+21 +12.9%	+1 +2.7%	+9 +19.1%	0	+7 n/a
3 Non-Tenure Track Faculty	655	83 12.7%	47 7.2%	14 2.1%	20 3.1%	2 0.3%		895	180 20.1%	118 13.2%	23 2.6%	33 3.7%	3 0.3%	3 0.3%		+240 +36.6%	+97 +116.9%	+71 +151.1%	+9 +64.3%	+13 +65.0%	+1 +50.0%	+3 n/a
4 Professional & Scientific Staff	7,165	476 6.6%	296 4.1%	78 1.1%	92 1.3%	10 0.1%		8,257	635 7.7%	360 4.4%	97 1.2%	145 1.8%	16 0.2%	17 0.2%		+1,092 +15.2%	+159 +33.4%	+64 +21.6%	+19 +24.4%	+53 +57.6%	+6 +60.0%	+17 n/a
5 Secretarial & Clerical Staff	2,588	104 4.0%	32 1.2%	37 1.4%	27 1.0%	8 0.3%		2,017	98 4.9%	20 1.0%	39 1.9%	31 1.5%	7 0.3%	1 <0.1%		-571 -22.1%	-6 -5.8%	-12 -37.5%	+2 +5.4%	+4 +14.8%	-1 -12.5%	+1 n/a
6 Technical & Paraprofessional Staff	444	24 5.4%	9 2.0%	6 1.4%	8 1.8%	1 0.2%		634	57 9.0%	11 1.7%	19 3.0%	23 3.6%	3 0.5%	1 0.2%		+190 +42.8%	+33 +137.5%	+2 +22.2%	+13 +216.7%	+15 +187.5%	+2 +200.0%	+1 n/a
7 Skilled Crafts Staff	403	21 5.2%	0	7 1.7%	7 1.7%	7 1.7%		366	19 5.2%	1 0.3%	7 1.9%	5 1.4%	6 1.6%	0		-37 -9.2%	-2 -9.5%	+1 n/a	0	-2 -28.6%	-1 -14.3%	0 n/a
8 Service & Maintenance Staff	1,902	242 12.7%	63 3.3%	103 5.4%	60 3.2%	16 0.8%		1,798	320 17.8%	70 3.9%	147 8.2%	80 4.4%	16 0.9%	7 0.4%		-104 -5.5%	+78 +32.2%	+7 +11.1%	+44 +42.7%	+20 +33.3%	0	+7 n/a
Total	14,993	1,229 8.2%	615 4.1%	296 2.0%	265 1.8%	53 0.4%		15,794	1,619 10.3%	766 4.8%	378 2.4%	378 2.4%	59 0.4%	38 0.2%		+801 +5.3%	+390 +31.7%	+151 +24.6%	+82 +27.7%	+113 +42.6%	+6 +11.3%	+38 n/a

* In 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian. Two or More Races was a new category beginning in 2010.

Figure 18
Minority Faculty and Staff by Primary Occupational Activity Group
October 1, 2007 – November 1, 2012

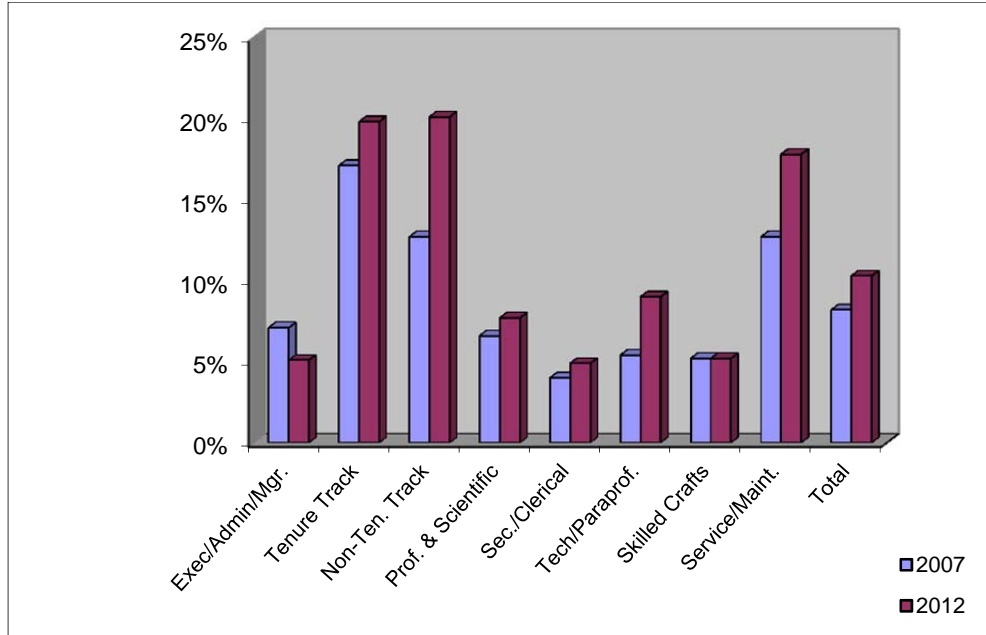
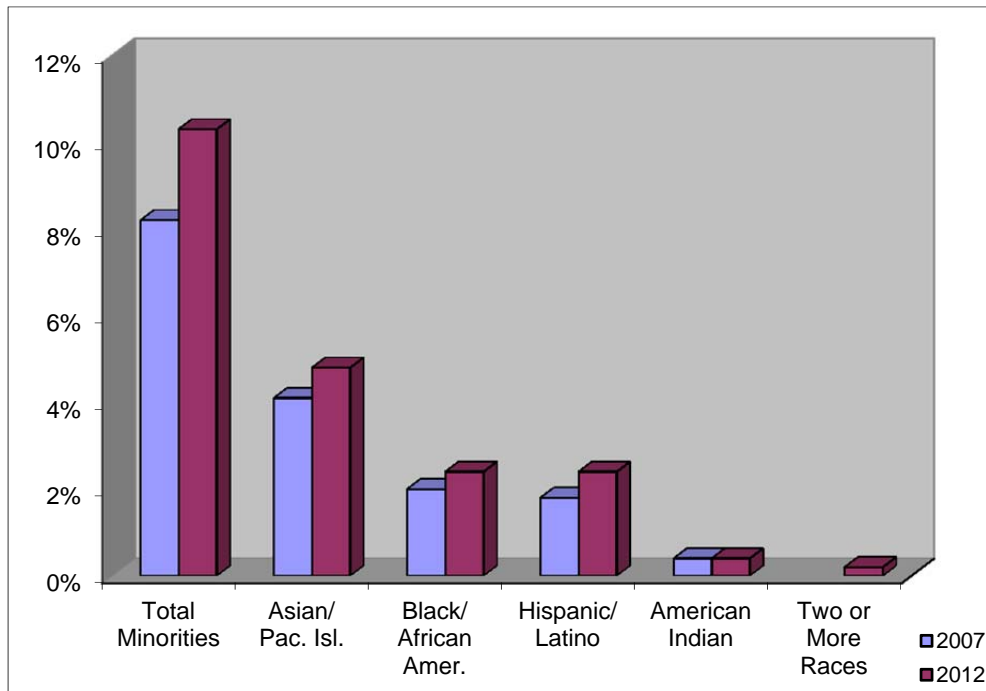


Figure 19
Total Workforce by Race/Ethnicity *
October 1, 2007 – November 1, 2012



* In 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian. Two or More Races was a new category beginning in 2010.

B. Faculty and Staff by Disability and Veteran Status, 2007 – 2012

Employees self-report disability and veteran status to the university at the time of appointment, and may update or correct this information at any time. During the five-year period, the number of faculty and staff who reported having disabilities increased from 80 to 93, a change of 16.3 percent.

The number of faculty and staff who self-identified as disabled veterans increased by 12 (57.1 percent). In 2009, the university modified the categories of veteran status to comply with changes in reporting requirements to the U.S. Department of Labor. As a result, direct comparisons between 2007 and 2012 data are not possible for several of the veteran categories. The changes are as follows:

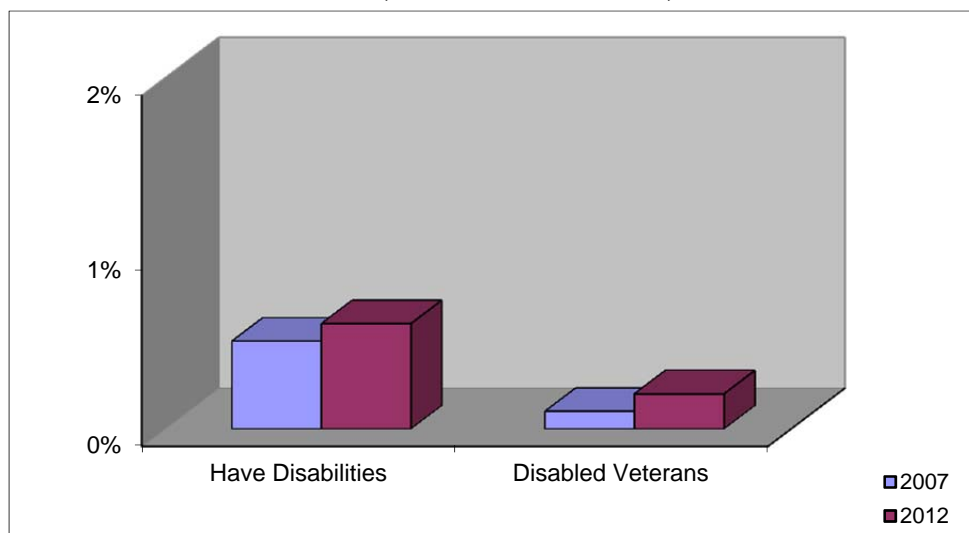
- “Vietnam-era veteran” is no longer collected
- “Other eligible veteran” has been expanded and now includes many veterans previously reported as Vietnam-era veterans
- “Armed Forces Service Medal veterans” has been added
- “Recently separated veterans” includes those individuals whose discharge date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

The following table and chart indicate the number of faculty and staff who self-reported disabilities and veteran status in 2007 and 2012.

Table XV
Faculty and Staff by Disability and Veteran Status
October 1, 2007 – November 1, 2012

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Vietnam-Era Veterans	Other Eligible Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2007	14,993	80 0.5 %	21 0.1 %	332 2.2 %	327 2.2 %	n/a	n/a
2012	15,794	93 0.6 %	33 0.2 %	n/a	519 3.3 %	71 0.4 %	11 0.1 %
Net Change	+ 801 + 5.3 %	+ 13 + 16.3 %	+ 12 + 57.1 %	n/a	+ 192 + 58.7 %	n/a	n/a

Figure 20
Faculty and Staff by Disability and Veteran Status
October 1, 2007 – November 1, 2012



C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 2007 – 2012

The university has experienced a net decrease of 11 tenured/tenure track faculty (0.7 percent) since October 1, 2007. During this five-year period, the number of female tenured/tenure track faculty increased by 59 (13.7 percent) and the number of minorities increased by 38 (15.0 percent). The largest net gain in the minority tenure track faculty was among Asians (21 faculty or 12.9 percent) and the largest proportional gain was among Hispanics/Latinos (9 faculty or 19.1 percent).

The following table and charts indicate the gender and racial/ethnic representation among the tenured/tenure track faculty in October 2007 and in November 2012.

Table XVI
Tenured/Tenure Track Faculty by Gender and Race/Ethnicity *
October 1, 2007 – November 1, 2012

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2007	1,485	432 29.1 %	254 17.1 %	163 11.0 %	37 2.5 %	47 3.2 %	7 0.5 %	n/a
2012	1,474	491 33.3 %	292 19.8 %	184 12.5 %	38 2.6 %	56 3.8 %	7 0.5 %	7 0.5 %
Net Change	- 11 - 0.7 %	+ 59 + 13.7 %	+ 38 + 15.0 %	+ 21 + 12.9 %	+ 1 + 2.7 %	+ 9 + 19.1 %	0	+ 7 n/a

* In 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian. Two or More Races was a new category beginning in 2010.

Figure 21
Tenured/Tenure Track Faculty by Gender
October 1, 2007 – November 1, 2012

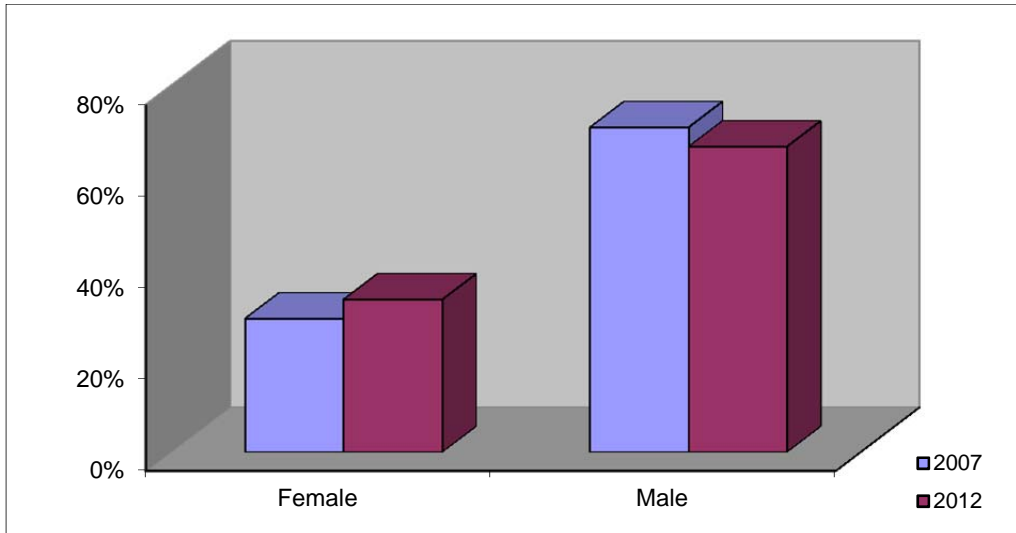
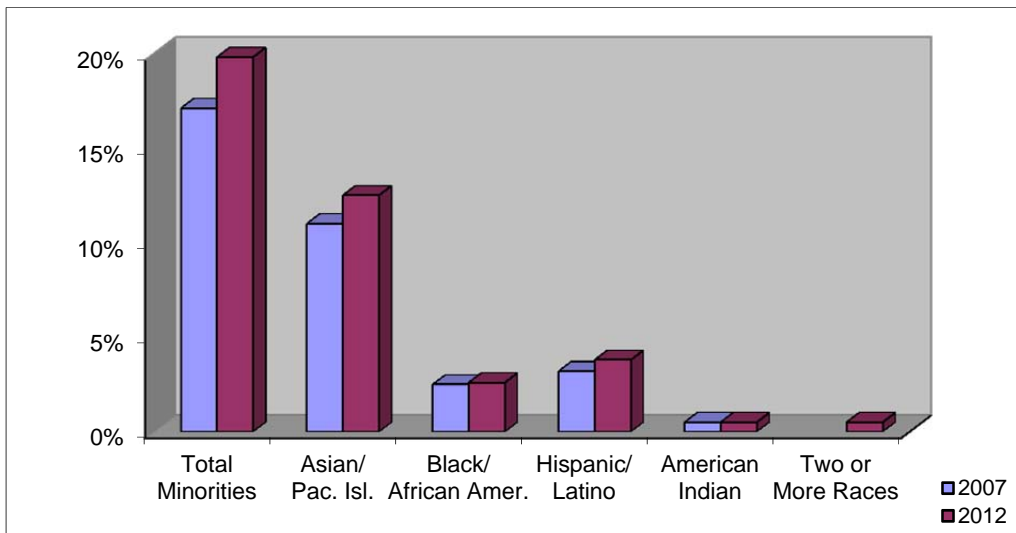


Figure 22
Tenured/Tenure Track Faculty by Race/Ethnicity*
October 1, 2007 – November 1, 2012



* In 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian. Two or More Races was a new category beginning in 2010.

D. Clinical Track Faculty by Gender and Race/Ethnicity, 2007 - 2012

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 427 in 2007 to 570 in 2012, an increase of 33.5 percent over the five-year period. The number of women on the clinical track has increased by 66.7 percent, and the number of minorities has more than doubled.

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

Table XVII
Clinical Track Faculty by Gender and Race/Ethnicity *
October 1, 2007 – November 1, 2012

Year	Clinical Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2007	427	162 37.9 %	45 10.5 %	25 5.9 %	8 1.9 %	10 2.3 %	2 0.5 %	n/a
2012	570	270 47.4 %	96 16.8 %	59 10.4 %	15 2.6 %	19 3.3 %	1 0.2 %	2 0.4 %
Net Change	+ 143 + 33.5 %	+ 108 + 66.7 %	+ 51 + 113.3 %	+ 34 + 136.0 %	+ 7 + 87.5 %	+ 9 + 90.0 %	- 1 - 50.0 %	+ 2 n/a

* In 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian. Two or More Races was a new category in 2010.

Figure 23
Clinical Track Faculty by Gender
October 1, 2007 – November 1, 2012

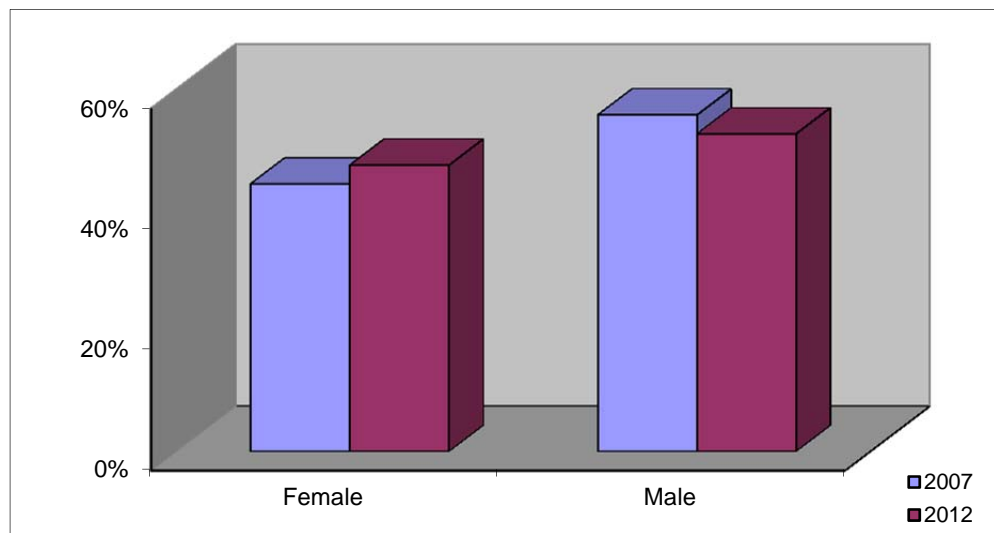
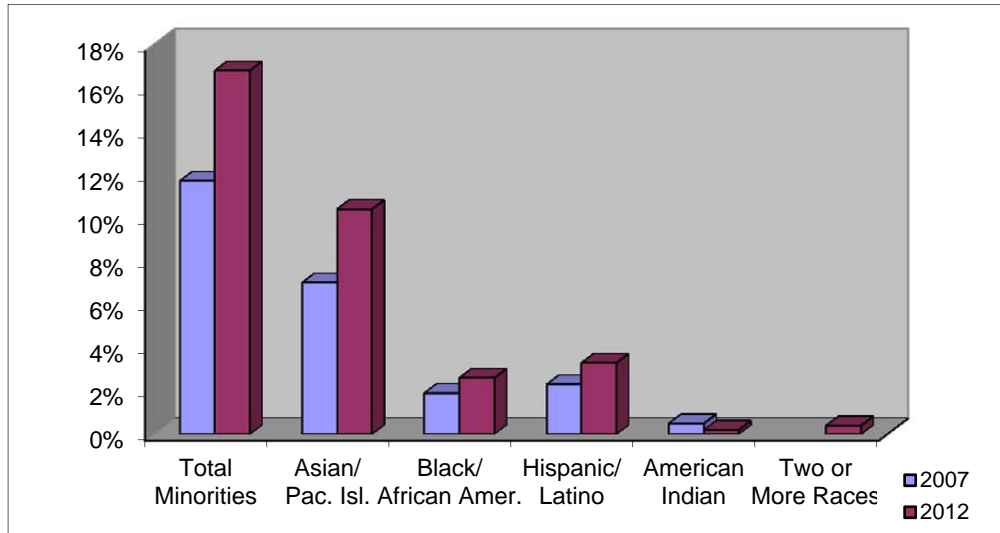


Figure 24
Clinical Track Faculty by Race/Ethnicity *
October 1, 2007 – November 1, 2012



* In 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian. Two or More Races was a new category beginning in 2010.

**VII. TEN-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:
2002 - 2012**

A. Faculty and Staff by Primary Occupational Activity Group, Gender, and Race/Ethnicity, 2002 - 2012

Overall Changes. Over the last ten years, the University of Iowa workforce has increased by 15.2 percent, from 13,706 in 2002 to 15,794 in 2012. 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.

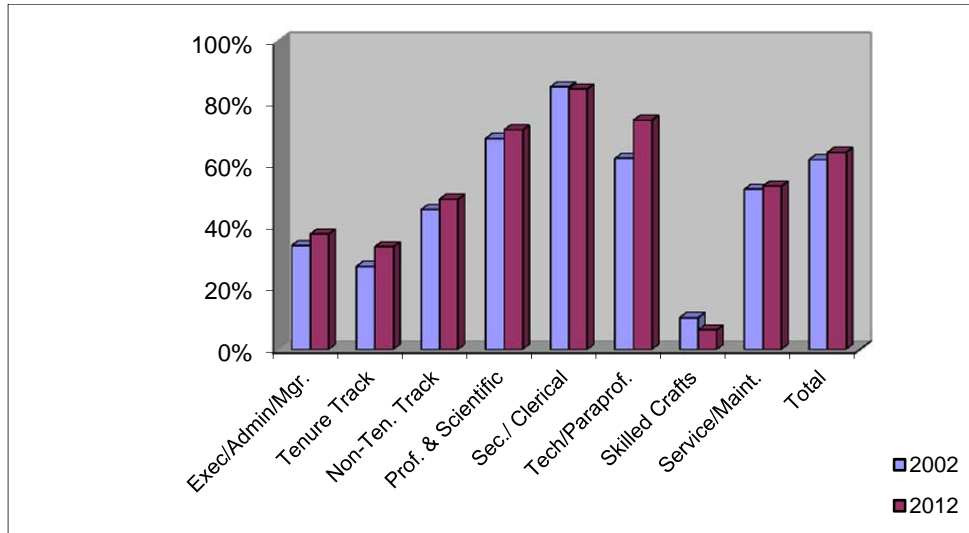
Gender. The number of women in the workforce has increased by 19.7 percent overall, with the largest proportional increase in Non-Tenure Track Faculty and the largest net increase in Professional and Scientific Staff. The POA group with the largest proportional decrease was Skilled Crafts Staff and the largest net decrease was among Secretarial and Clerical Staff.

The following table and chart compare the university's workforce on October 1, 2002 to that on November 1, 2012 by POA group and gender.

**Table XVIII
Faculty and Staff by Primary Occupational Activity Group and Gender
October 1, 2002 – November 1, 2012**

Primary Occupational Activity Group	2002		2012		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	309	104 33.7 %	353	132 37.4 %	+ 44 + 14.2 %	+ 28 + 26.9 %
2 Tenured/Tenure Track Faculty	1,507	406 26.9 %	1,474	491 33.3 %	- 33 - 2.2 %	+ 85 + 20.9 %
3 Non-Tenure Track Faculty	528	239 45.3 %	895	436 48.7 %	+ 367 + 69.5 %	+ 197 + 82.4 %
4 Professional & Scientific Staff	6,016	4,117 68.4 %	8,257	5,879 71.2 %	+ 2,241 + 37.3 %	+ 1,762 + 42.8 %
5 Secretarial and Clerical Staff	2,732	2,326 85.1 %	2,017	1,705 84.5 %	- 715 - 26.2 %	- 621 - 26.7 %
6 Technical and Paraprofessional Staff	488	302 61.9 %	634	471 74.3 %	+ 146 + 29.9 %	+ 169 + 56.0 %
7 Skilled Crafts Staff	408	42 10.3 %	366	23 6.3 %	- 42 - 10.3 %	- 19 - 45.2 %
8 Service and Maintenance Staff	1,718	892 51.9 %	1,798	951 52.9 %	+ 80 + 4.7 %	+ 59 + 6.6 %
Total	13,706	8,428 61.5%	15,794	10,088 63.9 %	+ 2,088 + 15.2 %	+ 1,660 + 19.7 %

Figure 25
Female Faculty and Staff by Primary Occupational Activity Group
October 1, 2002 – November 1, 2012



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

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

Since 2002, racial/ethnic minority representation in the workforce has increased by 52.3 percent overall, with increases in the numbers of Asians, Hispanics/Latinos, and Blacks/African Americans.⁸ The number of American Indians decreased by 16 individuals or 21.3 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 by two individuals among both Executive, Administrative, and Managerial Staff (10.0 percent) and Skilled Crafts Staff (9.5 percent).

The following table and charts show the racial/ethnic composition of the workforce on October 1, 2002 and November 1, 2012.

⁸ In 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian. Two or More Races was a new category beginning in 2010.

Table XIX
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity *
October 1, 2002 – November 1, 2012

Primary Occupational Activity Group	2002						2012						Net Change							
	Total	Total Minorities	Asian/Pacific Islander	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Total	Total Minorities	Asian	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races
1 Executive, Administrative, & Managerial Staff	309	20 6.5%	7 2.3%	9 2.9%	3 1.0%	1 0.3%	353	18 5.1%	2 0.6%	8 2.3%	5 1.4%	1 0.3%	2 0.6%	+44 +14.2%	-2 -10.0%	-5 -71.4%	-1 -11.1%	+2 +66.7%	0	+2 n/a
2 Tenured/ Tenure Track Faculty	1,507	199 13.2%	129 8.6%	27 1.8%	39 2.6%	4 0.3%	1,474	292 19.8%	184 12.5%	38 2.6%	56 3.8%	7 0.5%	7 0.5%	-33 -2.2%	+93 +46.7%	+55 +42.6%	+11 +40.7%	+17 +43.6%	+3 +75.0%	+7 n/a
3 Non-Tenure Track Faculty	528	87 16.5%	52 9.8%	13 2.5%	16 3.0%	6 1.1%	895	180 20.1%	118 13.2%	23 2.6%	33 3.7%	3 0.3%	3 0.3%	+367 +69.5%	+93 +106.9%	+66 +126.9%	+10 +76.9%	+17 +106.3%	-3 -50.0%	+3 n/a
4 Professional & Scientific Staff	6,016	381 6.3%	220 3.7%	79 1.3%	67 1.1%	15 0.2%	8,257	635 7.7%	360 4.4%	97 1.2%	145 1.8%	16 0.2%	17 0.2%	+2,241 +37.3%	+254 +66.7%	+140 +63.6%	+18 +22.8%	+78 +116.4%	+1 +6.7%	+17 n/a
5 Secretarial & Clerical Staff	2,732	99 3.6%	32 1.2%	35 1.3%	14 0.5%	18 0.7%	2,017	98 4.9%	20 1.0%	39 1.9%	31 1.5%	7 0.3%	1 <0.1%	-715 -26.2%	-1 -1.0%	-12 -37.5%	+4 +11.4%	+17 +121.4%	-11 -61.1%	+1 n/a
6 Technical & Paraprofessional Staff	488	16 3.3%	6 1.2%	5 1.0%	5 1.0%	0	634	57 9.0%	11 1.7%	19 3.0%	23 3.6%	3 0.5%	1 0.2%	+146 +29.9%	+41 +256.3%	+5 +83.3%	+14 +280.0%	+18 +360.0%	+3 n/a	+1 n/a
7 Skilled Crafts Staff	408	21 5.1%	0	7 1.7%	7 1.7%	7 1.7%	366	19 5.2%	1 0.3%	7 1.9%	5 1.4%	6 1.6%	0	-42 -10.3%	-2 -9.5%	+1 n/a	0	-2 -28.6%	-1 -14.3%	0 n/a
8 Service & Maintenance Staff	1,718	240 14.0%	67 3.9%	100 5.8%	49 2.9%	24 1.4%	1,798	320 17.8%	70 3.9%	147 8.2%	80 4.4%	16 0.9%	7 0.4%	+80 +4.7%	+80 +33.3%	+3 +4.5%	+47 +47.0%	+31 +63.3%	-8 -33.3%	+7 n/a
Total	13,706	1,063 7.8%	513 3.7%	275 2.0%	200 1.5%	75 0.5%	15,794	1,619 10.3%	766 4.8%	378 2.4%	378 2.4%	59 0.4%	38 0.2%	+2,088 +15.2%	+556 +52.3%	+253 +49.3%	+103 +37.5%	+178 +89.0%	-16 -21.3%	+38 n/a

* In 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian. Two or More Races was a new category beginning in 2010.

Figure 26
Minority Faculty and Staff by Primary Occupational Activity Group
October 1, 2002 – November 1, 2012

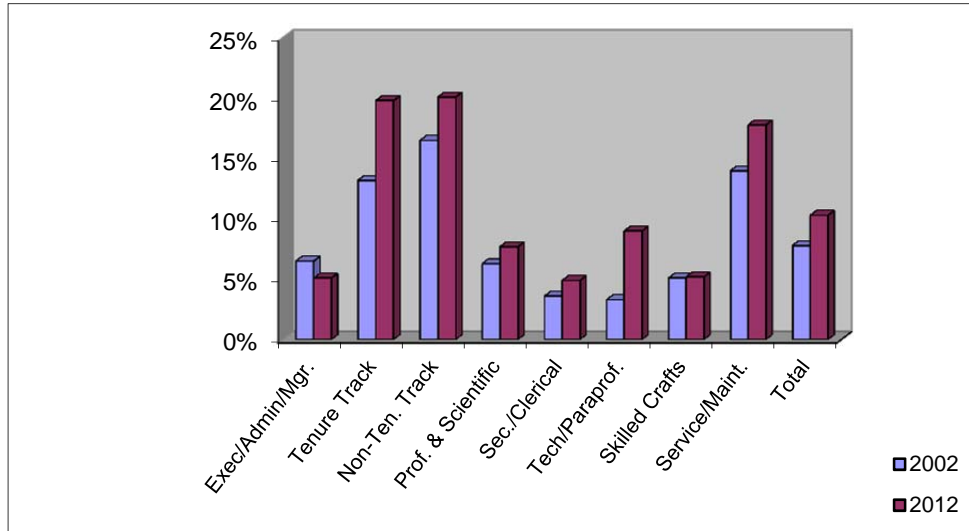
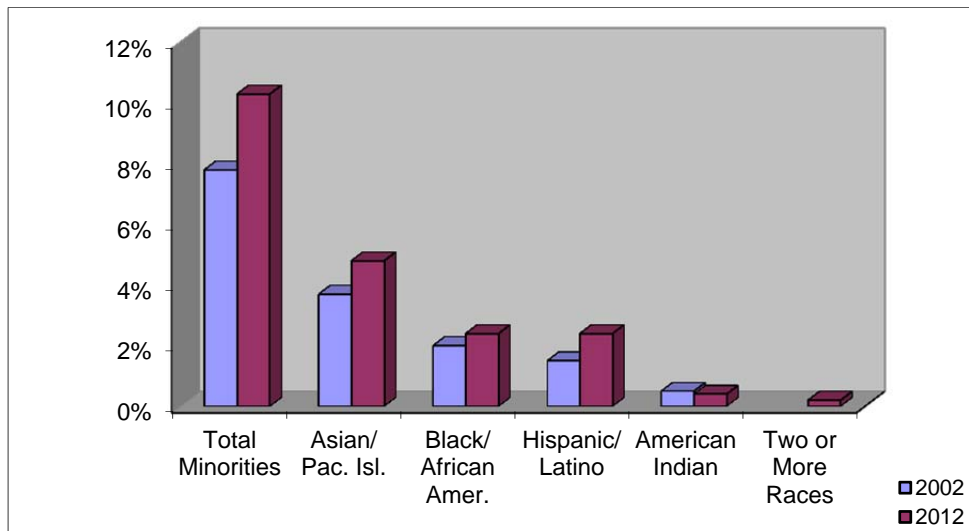


Figure 27
Total Workforce by Race/Ethnicity *
October 1, 2002 – November 1, 2012



* In 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian. Two or More Races was a new category beginning in 2010.

B. Faculty and Staff by Disability and Veteran Status, 2002 – 2012

Employees self-report disability and veteran status to the university at the time of appointment, and may update or correct this information at any time. Since 2002, the number of faculty and staff who reported having a disability has decreased by 9.7 percent (10 individuals).

The number of faculty and staff who self-identified as disabled veterans increased by 3 (10.0 percent). In 2009, the university modified the categories of veteran status to comply with changes in reporting requirements to the U.S. Department of Labor. As a result, direct comparisons between 2002 and 2012 data are not possible for several of the veteran categories. The changes are as follows:

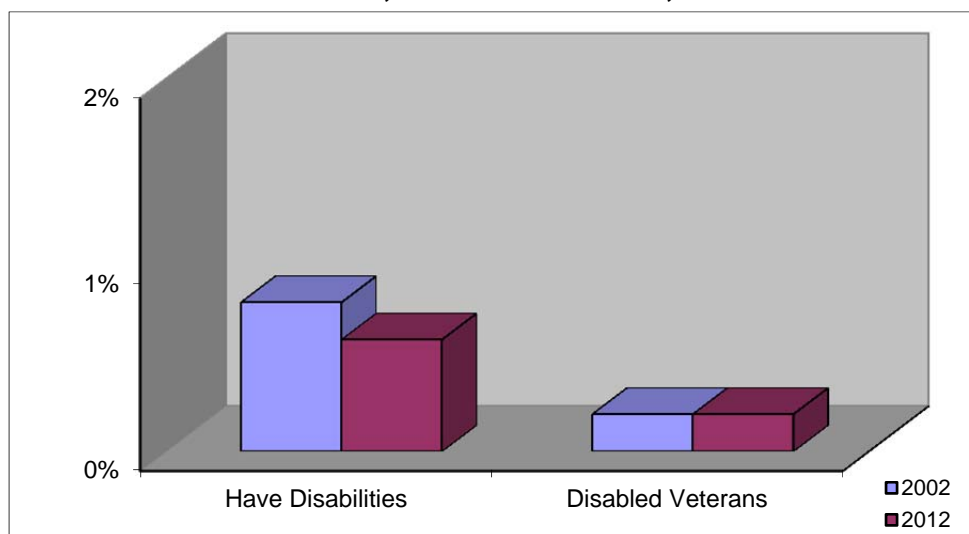
- “Vietnam-era veteran” is no longer collected
- “Other eligible veteran” has been expanded and now includes many veterans previously reported as Vietnam-era veterans
- “Armed Forces Service Medal veterans” has been added
- “Recently separated veterans” includes those individuals whose discharge date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

The following table and chart indicate the number of faculty and staff who self-reported disabilities and veteran status in 2002 and 2012.

Table XX
Faculty and Staff by Disability and Veteran Status
October 1, 2002 – November 1, 2012

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Vietnam-Era Veterans	Other Eligible Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2002	13,706	103 0.8 %	30 0.2 %	357 2.6 %	306 2.2 %	n/a	n/a
2012	15,794	93 0.6 %	33 0.2 %	n/a	519 3.3 %	71 0.4 %	11 0.1 %
Net Change	+ 2,088 + 15.2 %	- 10 - 9.7 %	+ 3 + 10.0 %	n/a	+ 213 + 69.6 %	n/a	n/a

Figure 28
Faculty and Staff by Disability and Veteran Status
October 1, 2002 – November 1, 2012



C. Tenured/Tenure Track Faculty by Gender and Race/Ethnicity, 2002 – 2012

The number of tenured/tenure track faculty decreased by 33 (2.2 percent) over the ten-year period, from 1,507 in 2002 to 1,474 in 2012. However, the numbers of female and racial/ethnic minority tenured/tenure track faculty increased over this time period, women by 20.9 percent and minorities by 46.7 percent. Representation on the tenured/tenure track increased among all of the racial/ethnic minority groups.

The following table and charts indicate the gender and racial/ethnic representation among the tenured/tenure track faculty in October 2002 and in November 2012.

Table XXI
Tenured/Tenure Track Faculty by Gender and Race/Ethnicity *
October 1, 2002 – November 1, 2012

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2002	1,507	406 26.9 %	199 13.2 %	129 8.6 %	27 1.8 %	39 2.6 %	4 0.3 %	n/a
2012	1,474	491 33.3 %	292 19.8 %	184 12.5 %	38 2.6 %	56 3.8 %	7 0.5 %	7 0.5 %
Net Change	- 33 - 2.2 %	+ 85 + 20.9 %	+ 93 + 46.7 %	+ 55 + 42.6 %	+ 11 + 40.7 %	+ 17 + 43.6 %	+3 + 75.0 %	+7 n/a

* In 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian. Two or More Races was a new category beginning in 2010.

Figure 29
Tenured/Tenure Track Faculty by Gender
October 1, 2002 – November 1, 2012

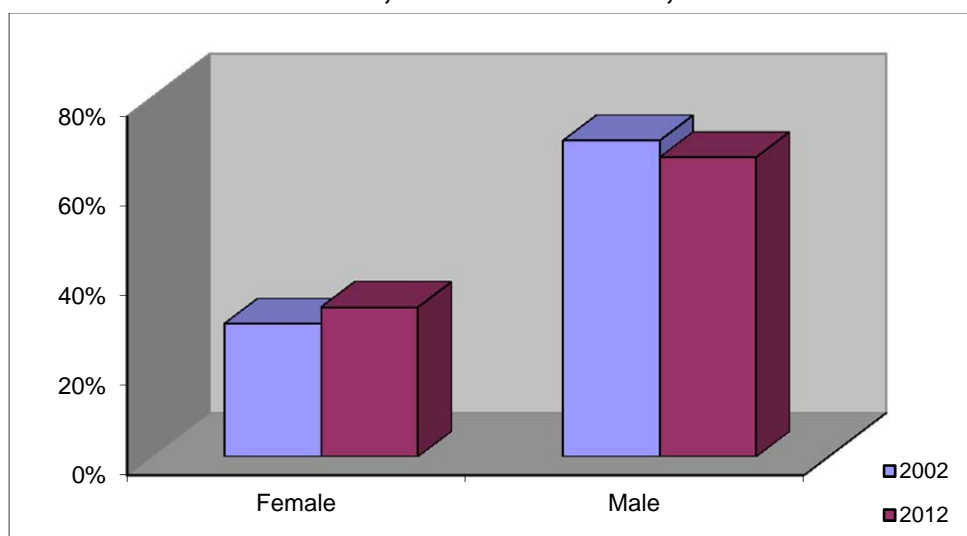
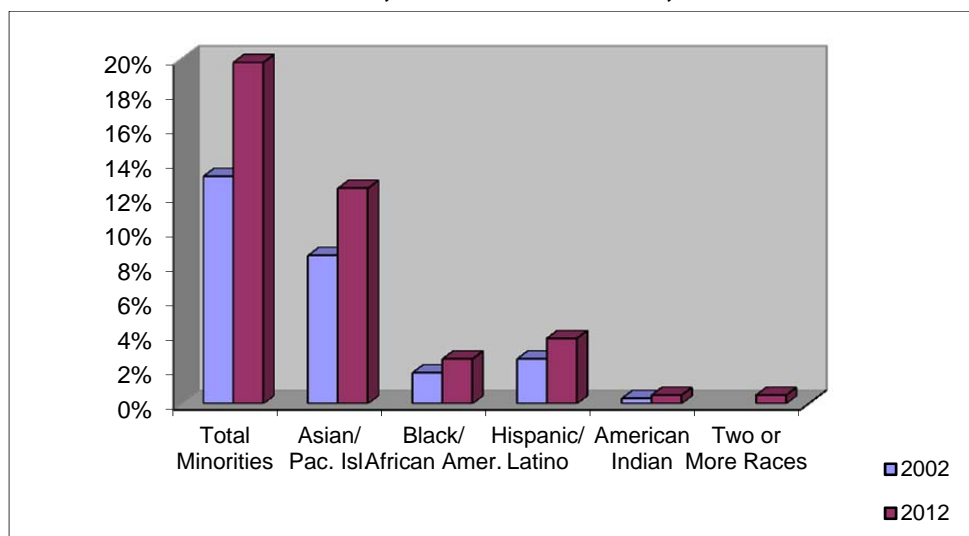


Figure 30
Tenured/Tenure Track Faculty by Race/Ethnicity *
October 1, 2002 – November 1, 2012



* In 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian. Two or More Races was a new category in 2010.

D. Clinical Track Faculty by Gender and Race/Ethnicity, 2002 – 2012

The clinical track faculty has grown by 70.7 percent in the last ten years, from 334 in 2002 to 570 in 2012. 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 141 (42.2 percent) in 2002 to 270 (47.4 percent) in 2012. Over the ten-year period, the number of minorities on the clinical track increased from 35 (10.5 percent) to 96 (16.8 percent). The following table and charts illustrate the representation of women and minorities on the clinical track.

Table XXII
Clinical Track Faculty by Gender and Race/Ethnicity *
October 1, 2002 – November 1, 2012

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2002	334	141 42.2 %	35 10.5 %	20 6.0 %	5 1.5 %	7 2.1 %	3 0.9 %	n/a
2012	570	270 47.4 %	96 16.8 %	59 10.4 %	15 2.6 %	19 3.3 %	1 0.2 %	2 0.4 %
Net Change	+ 236 + 70.7 %	+ 129 + 91.5 %	+ 61 + 174.3 %	+ 39 + 195.0 %	+ 10 + 200.0 %	+ 12 + 171.4 %	- 2 - 66.7 %	+2 n/a

* In 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian. Two or More Races was a new category beginning in 2010.

Figure 31
Clinical Track Faculty by Gender
October 1, 2002 – November 1, 2012

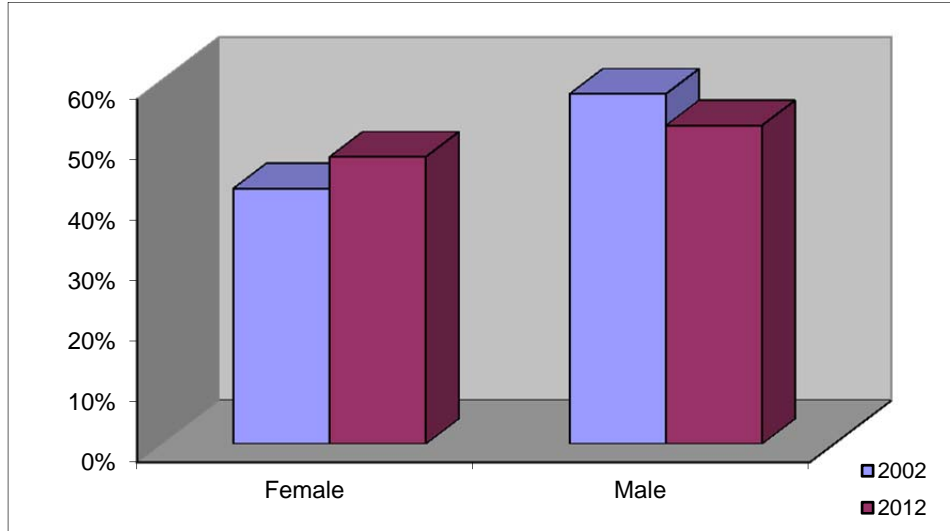
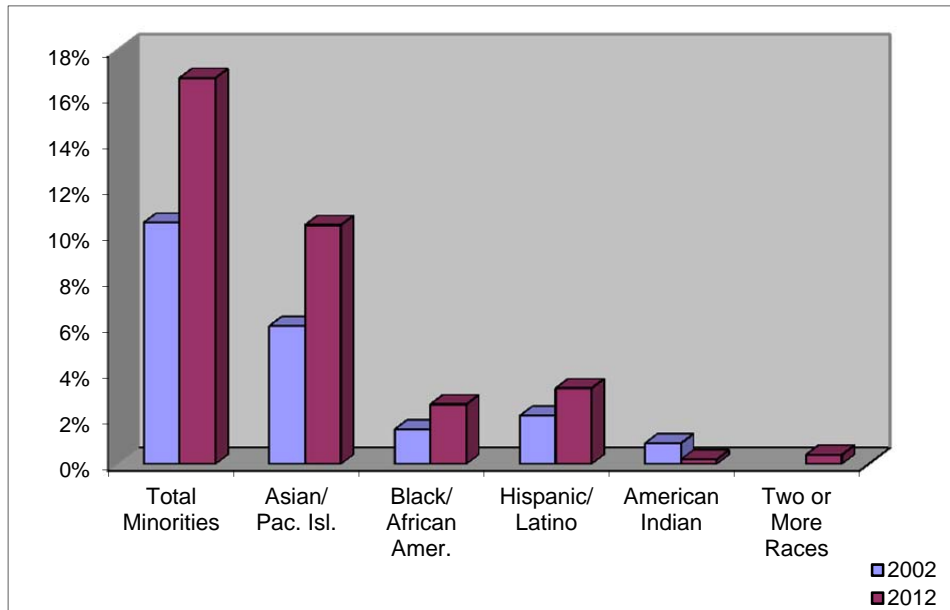


Figure 32
Clinical Track Faculty by Race/Ethnicity *
October 1, 2002 – November 1, 2012



* In 2012, no employees selected the race category Native Hawaiian or Other Pacific Islander; prior to 2010, this category was included with the category Asian. Two or More Races was a new category beginning in 2010.

VIII. FIVE-YEAR AND TEN-YEAR COMPARISON SUMMARY

Table XXIII

The University of Iowa Workforce by Primary Occupational Activity Group, Gender, and Minority Status in 2002, 2007, and 2012

Primary Occupational Activity (POA) Group	September 30, 2002					September 30, 2007					October 31, 2012				
	Total Workforce	Women	% of Total	Minorities	% of Total	Total Workforce	Women	% of Total	Minorities	% of Total	Total Workforce	Women	% of Total	Minorities	% of Total
Executive, Administrative, and Managerial Staff	309	104	33.7%	20	6.5%	351	130	37.0%	25	7.1%	353	132	37.4%	18	5.1%
Tenured/Tenure Track Faculty	1,507	406	26.9%	199	13.2%	1,485	432	29.1%	254	17.1%	1,474	491	33.3%	292	19.8%
Non-Tenure Track Faculty	528	239	45.3%	87	16.5%	655	312	47.6%	83	12.7%	895	436	48.7%	180	20.1%
Professional and Scientific Staff	6,016	4,117	68.4%	381	6.3%	7,165	5,064	70.7%	476	6.6%	8,257	5,879	71.2%	635	7.7%
Secretarial and Clerical Staff	2,732	2,326	85.1%	99	3.6%	2,588	2,207	85.3%	104	4.0%	2,017	1,705	84.5%	98	4.9%
Technical and Paraprofessional Staff	488	302	61.9%	16	3.3%	444	284	64.0%	24	5.4%	634	471	74.3%	57	9.0%
Skilled Crafts Staff	408	42	10.3%	21	5.1%	403	33	8.2%	21	5.2%	366	23	6.3%	19	5.2%
Service and Maintenance Staff	1,718	892	51.9%	240	14.0%	1,902	1,046	55.0%	242	12.7%	1,798	951	52.9%	320	17.8%
Total	13,706	8,428	61.5%	1,063	7.8%	14,993	9,508	63.4%	1,229	8.2%	15,794	10,088	63.9%	1,619	10.3%

IOWA STATE UNIVERSITY

OF SCIENCE AND TECHNOLOGY

REPORT TO THE BOARD OF REGENTS STATE OF IOWA

Annual Affirmative Action Progress
and Diversity Report
November 2012

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PERSPECTIVE: TEN YEARS OF AFFIRMATIVE ACTION: 2

EXECUTIVE SUMMARY

Iowa State University strives to create, share, and apply knowledge, advancing the land-grant ideals of science, technology, and creativity. We cannot achieve that mission, however, without fostering diversity among our students, faculty, and staff, and weaving diversity into our programs. Diversity, then, is more than a number or a concept – *it is a strategic imperative*.

For that reason, we are pleased to present this Affirmative Action Progress Report. The report, based in part on statistical data gathered from October 1, 2011 to September 30, 2012, serves several important functions:

- Describes the progress made this past year in the areas of affirmative action and diversity
- Explains the role diversity and inclusion in play at Iowa State University
- Provides an overview of the changes in underrepresented groups in the faculty and staff
- Summarizes programs to promote diversity among faculty, staff, and students

Overall, Iowa State continues to explore avenues to increase diversity across campus, and takes an active role in recruiting a diverse student body, faculty and staff. For example, Iowa State holds professional development sessions to ensure faculty, staff, and graduate students understand the Discrimination and Harassment policy. Participants learn what discrimination and harassment look like, how incidences should be reported, and, how it can be prevented.

The Dean of Students Office continues to conduct outreach sessions on students' rights and responsibilities with regard to sexual misconduct. The program provides information about the policy itself, as well as resources for students in need of support or assistance. Presentations have been done for academic courses, student organizations, Greek chapter houses, residence life students and staff, and athletics.

The Vice President of Student Affairs is an integral part of the planning and development of NCORE, a highly regarded national conference, and the nationally acclaimed Iowa State Conference on Race and Ethnicity (ISCORE). More than 800 students, staff, and faculty attended the 2012 conference.

Representatives of Iowa State serve on national boards of directors and participate as members of other groups committed to advancing women and people of color in higher education.

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

Iowa State’s efforts can be measured by the proportion of underrepresented faculty and staff as compared to the proportion of the state of Iowa’s underrepresented population:

Underrepresented group	Percentage of underrepresented faculty and staff at Iowa State University	Percentage of underrepresented population in the state of Iowa ¹
Women	50.4	50.5
Minorities	11.9	10.1

Iowa State University experienced an increase in total workforce from 2011, attributing to actual number increases in most of the groups for female and minority employees.

Several groups within the total workforce at Iowa State University saw an increase in the actual number of female employees and an increase in percentage from 2011. Executive/Administrative/Managerial female employees saw an increase of 4 employees and an increase of 0.8% from 2011. Tenure Track Faculty saw an increase of 19 female employees and an increase of 1.6% from 2011. The Professional and Scientific group saw an increase of 39 female employees and an increase of 0.6% from 2011. The Technical/Paraprofessional group saw an increase of 4 female employees and an increase of 3.1% from 2011. The Skilled Crafts group also saw an increase of 1 female employee and an increase of 0.3% from 2011.

The Service/Maintenance group did see an increase of 5 female employees; however saw a decrease of 1.1% from 2011. In Non-Tenure Track Faculty, there was a decrease of 2 female employees and a decrease of 0.2% from 2011, and in Secretarial/Clerical there was a decrease of 29 female employees and a decrease of 0.9% from 2011

Several groups within the total workforce at Iowa State University also saw an increase in the actual number of minority employees and an increase in percentage from 2011. Tenured/Tenure Track Faculty saw an increase of 20 minority employees and an increase of 1.6% from 2011. Non-Tenure Track Faculty had an increase of 6 minority employees and a 1.1% increase from 2011. There was an increase of 4 minority employees and a 0.5% increase from 2011 for the Secretarial/Clerical group, and also an increase of 1 minority employee and a 0.4% increase from 2011 for the Skilled Crafts group.

The Service/Maintenance group again saw an increase by 1 minority employee; however saw a decrease of 0.2% from 2011. The actual number of minority employees in the Technical/Paraprofessional group remained unchanged, along with the percentage from 2011. The actual number of minority employees in Executive/Administrative/Managerial decreased by 6 employees, resulting in a decrease of 1.6% from 2011. Professional and Scientific also saw a decrease of 27 minority employees and a decrease of 1.6% from 2011.

Iowa State University experienced a net increase of 41 female employees and a net increase by 0.2% from 2011.

Iowa State University experienced a net decrease of 1 minority employee and a net decrease of 0.2% from 2011.

¹ Information provided by the 2010 United States Census Bureau.

OFFICE OF THE PRESIDENT

The president's office is responsible for all of Iowa State's diversity programs. Several components of the university's strategic plan and priorities address diversity directly:

- Recruit, support, retain, and graduate a diverse group of outstanding undergraduate, graduate, and professional students dedicated to making a difference in the world
- Recruit, support, and retain a diverse group of outstanding faculty and staff

The office also provides financial support for several diversity-related programs and activities, including the Martin Luther King "Advancing One Community" award.

Department of Athletics:

- Certified by the NCAA since 2011 following an extensive evaluation in which a large emphasis was placed on gender and diversity initiatives for student-athletes and staff.
- Evaluate coaches on their efforts to promote diversity among student-athletes and staff.
- Provide paid memberships to National Association of Collegiate Women Athletics Administrators and Black Coaches and Administrators.
- Student-athletes participate in Iowa State Conference on Race and Ethnicity, sexual assault prevention course (MVP), Martin Luther King Day observance.
- Sponsor Student-Athletes of Color social outings and recognition banquet.
- Reviewed and discussed NCAA Transgender Student-Athlete Resource Book.
- Staff member designated to oversee the Diversity & Inclusion efforts for student-athletes

ISU Alumni Association (ISUAA):

- Participated in international, minority, and lavender student graduation receptions.
- 82 percent of ISUAA staff is female
- Ethnic diversity represented in VISIONS magazine, web site, and other publications
- Diversity represented in awards presented to 48 people. There were 32 males and 16 females, three multicultural, and two African Americans
- ISUAA Board consists of 48 percent female and 15 percent minorities.
- Of known ISU alumni minorities, 6.2 percent are ISUAA members (899 individuals).
- 44 percent of ISUAA members are women (19,900 individuals)
- 45 percent of SAA members are women (2314); 1.1 percent are minorities (58)

Ombuds Office:

The Ombuds Office has served 379 visitors since 2008. While the office does not formally request visitors to self-identify if they are members of a protected class, diversity is informally monitored by observation. Of the 379 visitors: 222 were female (59 percent); 52 were observed to be a person of color, or in a protected class due to national origin (14 percent); 16 self-identified as having a disability (four percent); and 56 felt that a diversity-related issue played a part in their conflict (15 percent). The Ombuds Office provides online resources related to "Diversity and Conflict Management" as part of its online Ombuds Office Resource Guide. It has also begun to investigate why women appear to be overrepresented in the number of visitors to the Ombuds Office.

Office of University Counsel (OUC):

OUC assures compliance with non-discrimination and affirmative action law and policy. OUC staff are involved in a multi-year effort to anticipate and resolve issues early and reduce claims. That effort continues to reduce the number of formal and informal complaints on campus and in the courts. Other activities include policy and procedure changes to improve the environment for diverse populations, monitoring and review of sexual misconduct cases, supporting efforts to related to disabled students and employees, and diversity training and development.

Office of Equal Opportunity and Compliance (EOC):

Affirmative Action Compliance: EOC is responsible for disseminating the Affirmative Action under-utilization goal information to colleges and business units. The efforts made to increase diversity at ISU can be measured by the proportion of underrepresented faculty and staff as compared to the proportion of the state of Iowa's underrepresented population. EOC is the office of record for the OFCCP, the organization responsible for overseeing compliance to affirmative action policies.

Discrimination and Harassment Complaints: The EOC Office is responsible for investigating complaints of discrimination and harassment made by employees and students based on protected classes. EOC and the Dean of Students Office have created a strong partnership and have developed a comprehensive process to handle claims of discrimination, harassment, and sexual assault involving students. EOC also partners with the Office of the Executive Vice President and Provost (EVPP) on complaints regarding faculty and staff.

EOC is responsible for conducting discrimination and harassment prevention training across campus to help employees understand types and instances of discrimination and harassment, how these types or instances relate to ISU's Discrimination and Harassment Policy, how to prevent discrimination and harassment in the workplace/educational environments, and appropriate reporting procedures. This year, 2,312 faculty, staff, and graduate students participated in discrimination and harassment prevention training sessions; 754 faculty, staff, and graduate students attended a face-to-face training; 83 attended graduate assistants sessions; and 1,475 faculty, staff and students completed the web-based training. EOC partnered with the Dean of Students Office to conduct additional training around the Student Sexual Misconduct, Sexual Assault, and Sexual Harassment Involving Students Policy reaching 3,323 students and 10 faculty, approximately 10% of the student body. EOC was also invited to several student organization meetings to speak on the Discrimination and Harassment Policy.

University-wide Committee Participation: EOC staff serve on a variety of university committees, including: the University Committee on Diversity, Women's Leadership Coalition, and Coalition Against Sexual Assault.

University Committee on Disabilities

The University Committee on Disabilities, co-chaired by EOC and the provost's office, shares knowledge concerning disabilities with the university community, fostering awareness of the needs of persons with disabilities, and advocating ways to meet these needs.

Office of University Relations (UR):

- Administers ISU Alert and participates on the Critical Incident Response Team
- Publicizes articles and announcements on such topics as: ombuds office, STEM activities, university life survey, diversity training opportunities for employees, enrichment grants and open forums and lectures
- Maintains an online calendar of multicultural events
- Participates in various campus and community organizations, such as Ames Convention and Visitors Bureau, Special Olympics Iowa, YWCA and Web Accessibility Taskforce

University Marketing (UM):

- Reviews all promotional communications created by University Marketing to ensure projects' photos, testimonials, and examples reflect diverse populations
- Encourages promotion of culturally diverse activities, awards, and honors

DIVISION OF ACADEMIC AFFAIRS

The Office of the Senior Vice President and Provost (SVPP) views diversity as central to the university's mission, plays an integral role in supporting diversity initiatives, and ensures that all efforts are evaluated. The SVPP also assesses progress made by each dean and college towards their diversity goals, and leads several diversity committees and initiatives for the university. Highlights of our recent progress are outlined below.

University Committee on Diversity (UCD). The UCD brings together representatives from across the university to share information and identify issues. The committee assesses biennial diversity reports, provides strategic leadership, and hosts the annual New Employee Resource Fair. The UCD also coordinates the Women's and Diversity Grant competition, which awards \$50,000 in seed money each year to support diversity initiatives.

Martin Luther King Jr. Celebration. This committee honors the legacy of Dr. King through an annual celebration, a public lecture, and the awarding of MLK Jr. "Advancing One Community" awards that honor diversity-related contributions by faculty, staff, students, and groups.

Work/Life Advisory Committee. This committee coordinates the university's efforts to recognize and address work/life issues through programming and policy development. The SVPP coordinates the "University Life Survey" to assess workplace satisfaction.

University Committee on Women (UCW). SVPP supports the UCW's work across the institution. UCW will issue a *Ten Year Status of Women at ISU* report in 2012, issues annual college-specific status of women reports, and co-hosts the New Employee Resource Fair.

Women's Leadership Consortium (WLC). The WLC is made up of those persons leading offices with missions that include including women's work and roles at Iowa State. Besides serving as a key coordinating body, it sponsors the annual women's leadership speaker series, and co-sponsors the Women's and Diversity Grant program with the UCD.

ISU ADVANCE Program. ADVANCE develops initiatives, programming, and materials to address diversity among the faculty. While the entirety of the program can be found on its web site (<http://www.advance.iastate.edu/>), highlights include the establishment of Equity Advisors in five academic colleges, a mentoring program for women of color STEM scientists, a faculty satisfaction survey, training for department chairs, and development of faculty search resources.

Strengthening the Professoriate at ISU (SP@ISU). This NSF-funded program allows Iowa State to strengthen and diversify faculty and senior scholars by building strong policies and programs, and by providing central support. ADVANCE's long-term goal is to develop a faculty who integrate their broader efforts with their research enterprise. The program is a collaboration of the SVPP, the Graduate College, and the Vice President for Research and Economic Development. NSF funding will be \$1.25 million over 5 years.

Emerging Leaders Academy. The SVPP has coordinated the Emerging Leaders Academy, designed to develop a diverse set of new leaders for Iowa State, since 2009. To date, 72 faculty and senior staff have been trained in leadership, teamwork, communication, fiscal responsibility, diversity, management and public accountability.

Lectures Program. The lectures program contributes to diversity by identifying and funding speakers who share their perspectives on a broad range of issues. During 2011-2012, the program featured 31 speakers, events, and performances of people of diverse cultures, or presentations related to diversity. The SVPP contributes funding for many of the lectures.

Margaret Sloss Women's Center (MSWC). The MSWC continues to provide programming and resources for women and women's issues. The director and assistant director ensure gender issues are, considered, provide support groups for faculty, staff, and students; and are sensitive to the special needs of other groups such as LGBT and women of color. Prominent events coordinated by MSWC include *The Vagina Monologues* and Sexual Assault Awareness Month. The MSWC also recognizes individuals who have improved awareness of gender equity issues through the Margaret Sloss Gender Equity awards each spring.

Carver Academy. In partnership with the Dean of Students, the SVPP supports the Carver Academy, a prestigious academic program for high ability students of color. Students must rank in the upper 25 percent of their class, or have a 3.5 G.P.A., in order to be admitted into the program. The Carver Academy is structured to enhance, encourage, and support underrepresented minorities' academic, social, and cultural activities throughout their college experience. The program has succeeded in retaining its targeted population of undergraduate minority students through mutual collaboration of faculty and student affairs professionals.

Partner accommodation, diversity hires, and dual career programs. The SVPP continually refines the process for partner accommodation and faculty diversity hires and facilitates college requests for funding. With more than \$2 million currently committed, the initiative sends a strong message about diversity and life choices for the newest generation of faculty. The Dual Career Program provides employment options for faculty couples.

Iowa Network for Women in Higher Education (IOWAWHE). The Iowa Network facilitates the development of women leaders in higher education through conversations, collaborations, and mentoring. The network is committed to fostering diversity in higher education leadership with regard to race, gender, ethnicity, sexual orientation, and physical ability. Iowa State hosted IOWAWHE's third annual spring leadership conference in 2012 to provide professional development and mentoring opportunities for women employed by Iowa's colleges and universities. Over 107 faculty and staff participated from public, private, and two year colleges.

Way Up Conference. The Way Up Conference, sponsored by the Iowa Board of Regents and Regents' universities, serves the needs of women seeking leadership opportunities in higher education. The SVPP is a conference sponsor, promotes the program widely, and provides funding for several Iowa State attendees each year.

Graduate College Mentoring Program for Students of Color: The EVPP partners with the Graduate College on a new mentoring program for first-year PhD students of color. We actively promote the program, identify peer mentors, and help pair faculty members with mentees. The goal is increased retention and success of these students at Iowa State.

Program for Women in Science and Engineering (PWSE). PWSE focuses on increasing the enrollment and success of undergraduate women in STEM disciplines. PWSE provides programs to K-12 students in all 99 Iowa counties, as well as undergraduate programs for women majoring in STEM fields at Iowa State. Key K-12 outreach programs include:

- *Taking the Road Less Traveled* career conferences, hosted six times each year at Iowa State, and reaching 3000 6-12th grade girls each year
- PWSE Student Role Model Program, where undergraduate students visit classrooms across the state, facilitating hands-on STEM activities for 6000 students each year

PWSE supports undergraduates through multiple learning communities that serve 400 first-year, second-year, and transfer students; women who participate are twice as likely to graduate in a STEM field. As a result, Iowa State has seen record enrollments, and percentages of women in STEM each of the last four years. In fall 2011, there were 4097 undergraduate women enrolled in STEM disciplines, accounting for 33.4 percent of total STEM undergraduates.

OFFICE OF THE VICE PRESIDENT FOR RESEARCH AND ECONOMIC DEVELOPMENT

Research and Economic Development staff are accountable for creating an inclusive and diverse environment that also promotes work/life balance. In addition to the units listed below, others (including the Center for Advanced Neurotoxicology, Iowa Energy Center, Iowa Water Center, ISU Research Park, Nutrition and Wellness Research Center, and Plant Sciences Institute) had limited comments, but report diverse staffing levels and practice of work/life balance strategies.

- **Laboratory Animal Resources (LAR)** works closely with clientele from varying ethnicities, races, creeds, and genders to help them achieve their research goals. LAR employs 17 animal caretakers, 8 female and 9 male. Of 8 student employees, 4 are female. Of 7 LAR employees in supervisory positions, 4 are female and 3 are male. LAR employs one bilingual veterinarian who holds dual Italian-American citizenship.
- **Office of Sponsored Programs Administration (OSPA)** increases the representation of underrepresented populations through its student employee searches, employing individuals with Hispanic, American Indian, Icelandic and Chinese backgrounds.
- **Office for Responsible Research (ORR)** works closely with clientele from varying ethnicities, races, creeds, and genders to help them achieve their research goals. ORR is committed to creating an inclusive environment by ensuring that all staff members are trained in diversity issues and that their interactions are supportive and respectful.
- **Iowa State University Research Foundation (ISURF)** works with diverse populations of inventors, hiring a diverse workforce, and engaging with minority patent counsel.
- **Office of Biotechnology.** The Biotechnology Outreach Education Center (BOEC) assists Admissions to recruit diverse students to campus, and participates in outreach to diverse K-12 educator and student populations.

- **Bioeconomy Institute (BEI)** supports diversity in education, research, and outreach and conferences. Research projects continue to demonstrate strong gender, racial and ethnic diversity, including continued support of PWSE and other diversity recruiting programs.
- NSF EPSCoR: *Harnessing Renewable Energy Flows in the Biosphere*. This major grant includes the FLARE Institute, which helps diversify the professoriate, and initiates dialogue to better understand barriers to full participation in STEM disciplines.
- **Institute for Transportation (InTrans)** encourages K-12 and undergraduate students to pursue studies and careers related to transportation. Efforts include career fairs, Girl scout merit badge activities, science/engineering competitions such as FIRST LEGO League, and in-house publications and outreach efforts. The Go! e-zine and its Spanish language counterpart, ¡Vamos!, target 13–19-year-olds to inform them about the variety of educational and career opportunities available in transportation. ¡Vamos!
- **Virtual Reality Applications Center (VRAC)** hosts the Summer Program for Interdisciplinary Research and Education – Emerging Interface Technologies to encourage undergraduates to attend graduate school in STEM fields. The Human and Computer Interaction (HCI) graduate program invites students to participate and uses this program to recruit underrepresented minority students to Iowa State. Of REU students who have participated in the program, six have been accepted into the HCI Graduate program; three were underrepresented minority students.
- **Partnerships in Prevention Science Institute (PPSI)** conducts research in rural Iowa and Pennsylvania, both of which have a growing group of Hispanic citizens, as well as small numbers of other ethnicities. Research participants reflect the populations of our communities, with gender-balanced representatives of all socioeconomic statuses, age diversity (from teenagers to retired individuals), Hispanic and other ethnic group representation, people with disabilities, people of diverse religious backgrounds, and likely those who represent the LGBT community.
- **IPRT Science Bound (SB)** is Iowa State’s prepares ethnically diverse youth for careers in agriculture, science, technology, engineering and mathematics fields. SB brings Iowa State directly to 340+ participants and their families in Des Moines, Denison and Marshalltown, and has created a successful pipeline to ISU: this year, a record 53 SB high school graduates are on the ISU campus, adding to campus diversity.
- **Iowa Energy Center (IEC)** has worked to increase diversity of staff by broadly advertising positions to gain the widest pool of qualified applicants.
- **Center for Survey Statistics and Methodology (CSSM)** supports four courses in the Department of Statistics, which include students from diverse backgrounds, and performs research for diverse clients. The CSSM workforce consists of six faculty members – three are women; another three are from Asia. Graduate students and staff include representation from Korea, China, Romania, and Turkey.
- **Survey and Behavioral Research Services (SBRS)** staff are trained to have contact with diverse participants. They proactively discuss sensitive questions and employ appropriate techniques to respect diverse traditions. Current projects include one of the largest longitudinal studies of African American families to be conducted.

OFFICE OF THE VICE PRESIDENT FOR EXTENSION AND OUTREACH

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

Staff and Internal Actions:

- Hired an additional Spanish-speaking community development specialist to address growing demand from Latino businesses.
- Held a joint 4-H Youth Development and Families in-service focused on redefining diversity and being able to integrate it into programming.
- A statewide metro staff team participated in an urban experience to explore new and underserved audiences.
- CIRAS staff studied the book, **The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies**, and submitted ideas to their diversity team on how to apply the materials to their work.

Programming Actions:

- Families is offering a six-week program, JUNTOS, for Latino youth and parents.
- Extension and Outreach and partner agencies in Sioux City offer youth programs, parenting, job skills training, and nutrition education for underserved audiences.
- Parenting and nutrition resource materials have been translated into Spanish.
- Held focus groups with African Americans and Hispanic participants in the Strengthening Families Program to enhance programming.
- The EFNEP/NP program has expanded its efforts to reach underserved audiences by 30 communities and utilizing trained partner organizations.
- Organizational Advancement is connecting staff with campus resources for language translation, addressing clientele with special accommodations for programming, and assisting county offices in improving accessibility.
- Boone County 4-H and Youth Development worked with an African American community partner to deliver programming for a school-age group at a day care center.
- Special efforts were made to reach underserved audiences in Clinton County, resulting in 89 minority students participating in programming.
- 4-H Youth Development programming was provided to youth living in an agency serving behaviorally challenged youth.
- Mills County 4-H Youth Development Program established a 4-H Youth club at the Glenwood Resource Center for youth with physical and mental disabilities.
- Community Economic Development specialists trained 32 Latino business leaders and entrepreneurs, helped 18 minority entrepreneurs start or improve businesses, and assisted with the creation of 13 jobs and the retention of 100 jobs for minority employees.
- The Value-Added Agriculture team worked with seasonal farm laborers to better coordinate their efficient movement between job opportunities.

INFORMATION TECHNOLOGY SERVICES

ITS works with faculty, staff, and students with a wide range of cultures, backgrounds, and, in some cases, physical abilities. The ITS Diversity Committee meets periodically to discuss diversity issues, and share concerns. One result of these meetings is that all ITS employees now complete the Discrimination and Harassment Training course offered by Human Resource.

ITS also assists faculty, staff, and students who have special technology needs for learning and teaching:

- Websites are developed and maintained in a manner consistent with Section 508 of the Americans with Disabilities Act
- ITS maintains a close relationship with the Student Disability Resources Office (SDR)
- Short-term checkout of laptop computers containing assistive technology software, as well as training and troubleshooting, on request from SDR
- Closed-captioning transmitters and decoders are installed in all new and remodeled large classroom facilities; decoders are also available for temporary installation
- Providing demonstrations of assistive technology during National Disability Employment Awareness Month, as well as at other times of the year
- Provide assistive technology in computer labs across campus
- Involvement in events and activities such as the annual Disability Awareness Week

COLLEGE OF AGRICULTURE AND LIFE SCIENCES

The College of Agriculture and Life Sciences (CALs) is committed to a comprehensive diversity effort focusing on 1) undergraduate and graduate students, 2) faculty and staff via a college-wide Diversity Committee, and 3) an expanded program associated with the CALs ADVANCE (and ISU ADVANCE) to recruit, retain, and advance women and minority faculty, staff and post-doctoral students.

The College's 2011-2015 Strategic Plan articulates the importance of diversity of ideas, peoples and culture as a core value. We strive to recruit, support and graduate outstanding and diverse students; increase the proportion of women and minorities in faculty and administrative positions; and foster an environment that inspires collaboration, rewards achievement and provides for a satisfying work-life balance.

Recent initiatives include:

- CALs faculty and staff attended the American Indian Science and Engineering Symposium in 2011, and Oglala Lakota College career fair in 2012, to promote undergraduate or graduate studies at Iowa State.
- Leaders of student organizations with strong recruitment missions – such as MANRRS, DREAMS, Step Forward, College of Agriculture and Life Sciences Student Council, and the College of Agriculture and Life Sciences Ambassadors – receive scholarships to acknowledge their role in recruiting multicultural students.
- Student workers participating in multicultural student organizations worked collaboratively with the Office of Ag Multicultural Programs, and the Director of Student Recruitment, to recruit underrepresented students in Iowa.

- The “Alumni of Excellence” program invites prominent alumni to present seminars about their professional experiences. These alumni serve as role models for underrepresented groups, including minorities and women.
- Conducted joint half-day workshops on mentoring and work-life satisfaction with engineering and LAS, presented by the Association of Women in Science.
- The Harold R. Crawford Student Support Fund helps students deal with significant chronic challenges or emergency/short-term needs. Allocations of \$100 to \$1,000 are available to ISU undergraduate and graduate students with their primary major in CALS.
- Enhanced engagement with ISCORE, and the National Conference on Race and Ethnicity (NCORE), to improve campus racial and ethnic relations by expanding educational opportunities to traditionally underrepresented populations in the agricultural sciences.
- Submission of numerous competitive grant proposals that focus on underrepresented students, including **Cyclone Scholars: Preparing Multicultural Students for Careers in the Global Food System**. The program, if funded, will engage five multicultural students from rural Iowa communities in the Ag STEM discipline of Food Science, and prepare them for careers in the food system.

COLLEGE OF BUSINESS

The College of Business (COB) works to enhance and embrace diversity among faculty, staff, and students. In addition to direct measures of faculty, staff, and student diversity, COB also examines student exposure to diversity issues, its ability to provide an environment that fosters respect for diversity, and awareness of diversity issues among staff and faculty.

A key priority in our strategic plan is to increase the diversity of the student body. The percentage of minority students has increased over the last three years, the percentage of international students has remained steady, and the percentage of female students has fallen slightly. Compared to the university, we have a smaller percentage of female students (36.0% versus 43.9% for the university), a much larger percentage of international students (16.5% versus 11.4%), and a slightly smaller percentage of minority students (10.0% versus 10.6%).

The college is actively working at increasing faculty, staff, and students’ awareness of and engagement with diversity issues. All students are required to take BusAd 201 - Careers in Business, which introduces students to diversity issues in the workplace. Diversity content is included in some of the 300 and 400-level business courses. In MGMT 367/567 - International Entrepreneurship, MGMT 414 - International Management, MGMT 472 - Management of Diversity, and MKT 448 – Fundamentals of International Marketing, the majority of the content is related to diversity (multicultural, gender, and international cultural differences).

A COB Diversity Committee addresses issues related to the recruitment and retention of faculty, staff, and students; fosters an environment that welcomes different perspectives, backgrounds, and life experiences; encourages all members of the College community to develop mutual respect and appreciation for multiple viewpoints; and promotes the principle of equal opportunity in both the educational and work environments. In spring 2011, the committee developed and sent out a survey to all COB students, to determine how well the college was achieving its goals, and to gain insight into additional actions that could be undertaken.

Additional activities include:

- The Gerdin Citizenship Program requires participants to engage in at least two activities where they interact with others who are different from them. During the 2011-12 academic year 127 students voluntarily opted into this program. Students reported that their experiences have helped them look at people and the world in a different way than when they arrived at Iowa State.
- The Multicultural Business Network is a student organization that provides support, networking opportunities, and professional development for multicultural business students. Each semester, the Network co-hosts a networking breakfast with the Career Services Office. Student support for minority students is also provided by the college's multicultural liaison officer.
- The Young Women in Business Conference received a \$5,000 grant from Women's Enrichment Grant Program at ISU and raised \$2,000 from private sources. Attendance increased this year to 183 girls, 7.6% more than last year. We are now analyzing how many participants actually enrolled in the COB.
- New minority faculty, like all new faculty, receive mentoring from a colleague for their first three years at Iowa State. The college also has a Faculty Development Program, which requires that each new faculty member develop a customized plan for research, teaching, and service that will contribute to his/her success.
- COB established a 2+2 program with the Southwestern University of Finance and Economics (SWUFE) in Chengdu, China. Students complete their first two years of study at SWUFE, then complete their remaining two years and graduate with a degree from Iowa State. In fall 2011, five students enrolled in the 2+2 program and another eight came as transfer students (these students completed only one year at SWUFE). In fall 2012, 3 students enrolled in the 2+2 program and another 12 came as transfer students.

COLLEGE OF DESIGN

The mission of the College of Design is to learn and help others learn how disciplines in design and art can improve the human condition and address present and future challenges that societies and environments face locally, nationally and internationally. The College of Design has developed guidelines allowing P&S employees to adjust their work schedule in order to accomplish the following goals:

- Provide excellent service for all students, faculty and staff.
- Allow alternative work schedules for P&S employees in the College of Design when personal or professional circumstances apply, as the CoD is a 24-hour building.
- Support the varying hours required of different positions for the most successful completion of duties and ensuring complete coverage during the core working hours.

Diversity is a critical component of all creative processes, and in a college where creativity is essential, diversity is not just about being politically correct—it goes to the very core of our mission. The College of Design acts to assemble a truly diverse environment for the benefit of all the members of our community. (<http://www.design.iastate.edu/diversity.php>)

The Diversity Board of the College of Design:

- Creates and promotes strategies to ensure equity in accordance with ISU's Equal Opportunity and Diversity policies.

- Supports and develops programming to increase recruitment and retention of minority or marginalized students within the College of Design.
 - Recognizes and rewards faculty and staff service and research related to diversity.
 - Encourages the development of new courses, curricula, and programs to improve the incorporation of diversity throughout the curricula.
 - Supports the yearly recruitment and retention of diverse students, faculty, and staff.
 - Encourages the use and creation of educational resources to enhance the equity, inclusion, understanding and respect of all individuals.
- <http://home.design.iastate.edu/FacultyStaff/designdiversityboard.php>

The new Bachelor of Design program was conceived to help recruit and retain a more diverse student population, including transfer and non-traditional students. These include community college students, non-traditional students who need part-time and/or flexible curricula, and students who are having trouble fitting into existing programs. Our efforts have been successful so far in that the program's students are racially and ethnically diverse, including a number of students returning to school after a first career or resuming school after having a family.

Additional efforts include:

- Faculty and staff delivered presentations regarding diversity in design fields at the Iowa State Conference of Race and Ethnicity (ISCORE), George Washington Carver Academy, Multicultural Vision Program, Greek Affairs Office, Science Bound, Iowa Academic Advising Network, and the Lesbian Gay Bisexual and Transgender Student Services Office. The College of Design also sponsored the Midwest Bisexual Lesbian Gay Transgender Ally College Conference 2012.
- Published the *Multicultural Student E-News: Celebrating and Recognizing Diversity*, sent monthly to more than 340 College of Design students.
- Hosted multicultural portfolio and design workshops.
- Presented a "Difficult Discussion" session to determine best practices for incorporating inclusivity inside and outside the classroom.
- Supporting diverse recruitment and retention activities, including: Academic Program for Excellence (APEX), a summer bridge program for incoming multicultural students; Upward Bound College Fair for Native Americans; George Washington Carver Appeals Committee; and the *I'll Make Me a World in Iowa* program in Des Moines.
- A spring 2012 Bachelor of Design studio focused on the Latino community in Marshalltown. Students visited with various stakeholders to learn about the challenges of integration in Marshalltown, where a large influx of new Latino immigrants has caused stress in the community. Students proposed design interventions that addressed the built environment with the goal of making more inclusive spaces.
- The college established a \$2,500 diversity scholarship for first-year students, and is working implement a summer program introducing first-generation and/or underrepresented student populations to design.
- A faculty member serves as national board secretary of the United States Society for Education Through Art National Board of Directors, which is dedicated to multicultural art education and research. She is also a representative for the USSEA-INSEA, where she addresses multi- and cross-cultural education issues and initiatives.

COLLEGE OF ENGINEERING

The College of Engineering (COE) strives to foster an environment of scholarship, diversity, and leadership among the students, faculty, and staff, and is working to have the entire organization embrace diversity as a shared responsibility. Each academic department maintains department-level diversity initiatives directed at the recruitment, retention, and academic success of women and underrepresented minority students.

Faculty Recruitment and Development. A diverse faculty is one of the best predictors of recruitment and success of diverse students. The college is committed to diversity among its faculty and leadership – 50 percent of department chairs are women; search committees receive formal training with respect to cognitive errors and bias in the search process. New faculty meet with the equity advisor during orientation to assign/select mentor(s), develop Position Responsibility Statements, and discuss resources and expectations.

Student Recruitment and Retention. The COE continues to focus on the recruiting a diverse student population. The Community-Based Recruitment and Transition (C-BRT) effort was expanded to include underrepresented students in Texas and Puerto Rico. We also conduct an “Experience Engineering” event that brings prospective minority engineering students to campus, with their parents, to learn more about opportunities in the College. Recruiting of diverse graduate students is largely accomplished by having staff members attend national and regional professional conferences, including the AGMUS Research Symposium, the Hispanic Engineer National Achievement Awards Corporation, the Mexican American Engineers and Scientists, the Society of Hispanic Professional Engineers, the Society of Women Engineers (SWE) National Conference, and the National Society of Black Engineers.

Additional efforts include:

- Iowa State’s Society of Women Engineers (SWE) student chapter partners with the COE for a “SWE Sleepover,” where high school girls develop relationships with current students, and encouraging them to consider engineering as a career.
- The SPEED program provides students the opportunity to experience college life in the summer before their first fall semester. This program has both academic and research tracks to prepare students for the rigors of engineering, provide hands-on experience in the lab, and build 1:1 relationships faculty.
- The Leadership through Engineering Academic Diversity (LEAD) Program supports underrepresented students throughout their academic career, providing academic, professional, social support, and development opportunities for undergraduate multicultural and female students. LEAD also provides opportunities for students to serve as peer mentors; peer mentor participation has increased 70% since 2010.
- The college has developed partnerships with 20 international universities, providing diverse cultural opportunities, and preparing graduates to enter the global marketplace.

Departmental Initiatives & Successes

- Agricultural and Biosystems Engineering received a grant from the USDA Multicultural Scholars Program to provide scholarship support for underrepresented students preparing to enter the biofuels industry, and is an active participant in the Science Bound program.

- Aerospace Engineering recruited two women and one underrepresented minority as tenured/ tenure-track faculty. Sustaining Progress & Inspiring Careers in Aerospace (SPICA) was created to encourage women to study aerospace engineering, supports women already in the program, and create an inviting and collaborative culture.
- Electrical and Computer Engineering focused a number of undergraduate scholarships toward women and underrepresented minorities, and has continued to develop their *Digital Women* program to aid in the retention of undergraduate female students.
- Undergraduate female enrollment in Mechanical Engineering is now 11 percent, up from 7 percent three years ago. Female graduate enrollment has increased to from 7 percent to 12 percent over the last four years. The department continues to develop the Women in Mechanical Engineering (WiME) program, actively recruits women through WiME scholarships and personal recruitment by the department chair.
- Civil, Construction, and Environmental Engineering hired two female tenure-track faculty and two instructors. The Construction Engineering and Civil Engineering ladies groups provide opportunities for women to interact with industry partners.
- Industrial and Manufacturing Systems Engineering successfully recruited one minority female hire, which brought the overall faculty level to 28 percent women. The department also explored the use of learning communities for at-risk underrepresented minority students at transfer and/or reinstatement.
- Chemical and Biological Engineering was an ADVANCE focal department in this time period, developing and implementing innovative strategies related to hiring and improving the climate for all department faculty, especially women and minorities. The department has one of the most gender-diverse faculty in the college, at 40 percent female, and is among the nation's highest departments in this category.
- Material Science and Engineering hired one new female faculty member, and one female NTE research professor. The department now has three tenured or tenure eligible female faculty (of 19 FTE) – including the department chair – and two non-tenure eligible female faculty out of five. A faculty member in this department was a co-PI on two successful Women and Diversity Grants.

COLLEGE OF HUMAN SCIENCES

The College of Human Sciences (CHS) continues to focus on increasing diversity and equity throughout its programs and offerings:

In the area of recruitment:

- Provides five \$2,000 scholarships/year for the recruitment of multicultural students.
- The CHS Multicultural Recruitment Team assists in meeting, calling and e-mailing prospective students of color. This team also assists with events such as I'll Make Me a World In Iowa, Multicultural Transfer Student Visit Days, and Multicultural Scholars Breakfasts hosted by the Office of Admissions.
- Prospective multicultural students receive post cards, letters and scholarship information and phone calls from Multicultural Programs.

In the area of retention:

- Student Services added a graduate assistant to assist in outreach to students and coordinate Connect Four, CHS' freshman retention program.
- Connect Four peer mentors participated in a Multicultural Leadership Retreat in 2012.
- Trans-four, a retention program for new multicultural transfer students that began in 2011, connects new students to resources, opportunities, peer mentors, and each other.

In the area of programming for faculty, staff, and students:

- Presentations on bias, diversity and professional preparation for all new students enrolled in orientation courses in AESHM, Kinesiology, Human Sciences Undecided students, Curriculum and Instruction/School of Education, and FSHN.
- CHS hosted a faculty forum on diversity, equity and community in November. The forum, designed to improve equity per Iowa State's Equal Opportunity and Diversity policies, addressed issues related to recruitment and retention of students of color and other marginalized populations, and reviewed policies and procedures within CHS to ensure equal opportunity for all students, faculty, and staff.
- The CHS presented, *The Hidden Secrets of Soul Food: Examining nutrition and culture through food* at the *I'll Make Me A World In Iowa* conference (January 2012).
- The College hosted a webinar series for administration and staff in January 2012 regarding recruitment and retention of a diverse faculty.
- CHS hosted *Beyond the Illusion of Inclusion: Living and leading as a social justice change agent is not a job, it's a lifestyle* with Jamie Washington; *Preparing Multicultural Teachers: Dinner and Discussion with Ames Community School District*; and *The Ten Myths of Social Justice* with Vernon Wall.
- The college presented "Counting What Matters: From Representational to Intellectual Diversity in Accountability for Diversity and Equity at ISU" at the Iowa State Conference on Race and Ethnicity.

Other Efforts

CHS' diversity committee is charged with promoting strategies to improve equity throughout the college, and works with the Recruitment and Retention Committee on issues related to recruitment and retention of students of color and other marginalized populations. They also encourage diversity instruction throughout the curricula, and analyze and disseminate yearly data on diverse students, faculty, and staff within the College.

Other efforts include:

- CHS sent a team to the National Association for Multicultural Education (NAME) 2012 Summer Institute.
- Several faculty are engaged in research on diversity related topics.
- Supporting the Iowa State chapter of the National Society of Minorities in Hospitality.
- Hosting the AMD (Apparel, Merchandising, and Design) Multicultural Organization – the only one of its kind in the country.
- Working with CHS Community College Leadership Program, Iowa Community College Presidents, and Excelencia in Education to address the needs of Iowa's Latino students.

COLLEGE OF LIBERAL ARTS AND SCIENCES

"Diversity" means more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that involve:

- Understanding and appreciating interdependence of humanity, cultures, and the natural environment.
- Practicing mutual respect for qualities and experiences that are different from our own.
- Understanding that diversity includes not only ways of being but also ways of knowing.
- Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others.
- Building alliances across differences so that we can work together to eradicate all forms of discrimination.

Diversity includes knowing how to relate to those qualities and conditions that are different from our own, and outside the groups to which we belong, yet are present in other individuals and groups. These include but are not limited to age, ethnicity, class, gender, physical abilities/qualities, race, sexual orientation, as well as religious status, gender expression, educational background, geographical location, income, marital status, parental status, and work experiences.

Departmental Diversity Efforts

Departments within LAS appoint a diversity representative to monitor individual units, and to be a resource for the unit. These representatives met for the first time in the fall of 2011, sharing best practices regarding staff and faculty searches, student recruitment, and minority student retention and graduation rates. A concern expressed in the diversity committee is that our multicultural liaison employee, due to budget cuts, has been assigned to half-time status as a general advisor, limiting the time to address the needs of minority students. LAS also created a website to help minority faculty and students connect with the community and services that might be unique to their needs, including hair care, food items, and entertainment venues.

Additional efforts include:

- Two single use bathrooms in Hamilton Hall were re-designated as gender-neutral, triggering university wide discussions that resulted in a policy change to provide gender neutral bathrooms in campus buildings when feasible and in new construction and remodeling plans.
- The ADVANCE program meets with search committee chairs to share information about open and inclusive searches. Sample language to encourage the discussion of diversity is provided to each committee.
- Sponsorship of several diversity focused activities, including Freedom Riders; Holocaust and Human Behavior with Contemporary Connections; Social Justice and Equity, and Difficult Dialogues and Dialogues on Diversity.
- The Center for American Intercultural Studies supports teaching and research on the experiences of the major underrepresented ethnic groups in American society. The Center organized the first Future of Ethnic Studies Summit, a daylong conference with 200 participants and presenters from Mt. Mercy College, Cornell College, University of Minnesota, University of Northern Iowa and Iowa State.

- American Indian Studies, with an annual enrollment of more than 500 students in more than 20 courses, submitted its proposal for a large-lecture format for the Introduction to American Indian Studies, and offered two new online courses in fall 2011.
- Sponsoring numerous diversity related speakers through departments and the University Lectures program.
- More than 1,000 students took classes in the Interdisciplinary Women's and Gender Studies program last year.
- Offering diversity related awards, including the LAS Diversity Award, the Cassling Family Faculty Award for Early Achievement in Teaching, and the new Engel Family Upstander Award to recognize outstanding students involved in social justice issues.
- Participation in the annual Lavender Graduation and Small Victories celebrations sponsored by the LGBT Student Services program. The Lesbian, Gay, Bisexual, Transgender, Ally Alliance hosted the 2012 MBLGTACC at Iowa State, bringing 2,000 participants to Ames for the largest conference of its kind in the country.

UNIVERSITY LIBRARY

The University Library provides and promotes discovery tools, trusted informational resources, and information literacy skills as a vital campus partner in ensuring that the university will lead the world in advancing the land-grant ideals of putting science, technology and human creativity to work. One of the Library's priorities is that all students, regardless of their learning location, enjoy group or solitary work in a technologically advanced, safe environment that serves as an intellectual, cultural and social center for efficient academic work and personal success.

One avenue of assisting the campus is through Library Guides. We currently have the following guides available to assist with diversity related research:

- [African & African American Studies: Getting Started with Research](#)
- [African & African American Studies: In-Depth Research](#)
- [American Indian Studies: Getting Started with Research](#)
- [American Indian Studies: In-Depth Research](#)
- [Asian American Studies: Getting Started with Research](#)
- [Asian American Studies: In-Depth Research](#)
- [Latino Studies: Getting Started with Research](#)
- [Latino Studies: In-Depth Research](#)

Research and Access

Access for researchers, regardless of location, includes broad interdisciplinary and basic research collections, rapid access to a broad array of research materials, and a digital repository and publishing infrastructure that ensures global awareness and access to Iowa State Research. The Library also continues its systematic collection programs in the areas of:

- Diversity: African American Studies, American Indian Studies, Asian American Studies, Latino/a Studies, Women's Studies, LGBT Studies, and multicultural diversity materials
- Globalization: Chinese Studies, French, German, Russian Studies, Spanish, and International materials of all types
- Religious diversity materials

Subject Librarians assigned to each subject area are responsible for building collections, providing classroom and online instruction, and research assistance to faculty and students. The Library also has a wide variety of online guides related to diverse classes and subject areas.

The University Library also offers a variety of services for patrons with temporary or permanent disabilities, and works closely with the Disability Resources Center to continuously improve these services. The e-Library provides a complete overview of all disability-related equipment and services provided by the Library (www.lib.iastate.edu/services1/other/disab.html). Branch facilities throughout campus are also extremely valuable for patrons with disabilities. Service and materials are available online, and in the Parks Library, Veterinary Medical Library, and Design Reading Room. We also offer delivery between our branch facilities and storage building.

Community of Faculty and Staff

The Library supports the retention of an outstanding faculty and staff internally and externally to the library. Staff members may join the Library Staff Association (LSA), which promotes and enhances the well-being of Library staff; or the Library Diversity Committee, which promotes a diverse work force. The Committee's charge includes:

- To inform and educate Library personnel concerning diversity issues
- To maintain a focus on equal employment opportunity and affirmative action
- To help create a work environment in which all personnel are able to develop to the fullest extent of their potential
- To review with selection committees the recruitment process in relation to members of protected classes for professional positions, and serve as a resource for hiring at all levels

The Committee presented diversity displays over the 2012 spring and fall semesters, highlighting material available within the Library's on selected diversity topics; offered valuable training regarding diversity topics to Library faculty and staff; invited various speakers to the Library, and provided information regarding diversity related events on campus. Library student employees, from various countries and cultures, also add diversity to our organization.

COLLEGE OF VETERINARY MEDICINE

The College of Veterinary Medicine (CVM) is continuing its efforts to increase diversity among faculty, staff, and students. As the demographics of veterinary students continue to remain significantly shifted toward women entering the profession at a higher rate compared to men, it will be important to embrace the opportunity for an increasing number of women faculty and administrators to serve as role models and mentors. These opportunities are available at the highest levels – the first woman was selected as CVM dean in 2011.

CVM places a high priority on creating and sustaining a welcoming and nurturing environment that allows all employees and students to reach their full potential. The college continues to diffuse and expand diversity understanding and competence in its curriculum and instill awareness of multicultural issues within the veterinary profession.

Disability Accommodations

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

ADVANCE/SP Program

An equity advisor (EA) position is under review to assist in a broader range of faculty and staff advancement and success opportunities. The position is expected to assist CVM administration with promoting diversity, creating a welcoming environment for faculty, staff, and students, and identifying and implementing awareness strategies. The EA will also advise on best practices leading to career advancement for women and minority faculty members.

Office of Academic and Student Affairs (OASA)

CVM is dedicated to “ensure the quality and diversity of our student population” by implementing objectives, action plans, and benchmarks. OASA continues its efforts to recruit diverse and underrepresented students from diverse backgrounds, and support their success in an accepting academic environment. Recruiting personnel participated in Association of American Veterinary Medical College career fairs and symposia, as well as the Association’s DiVersity Matters Culture and Climate Initiative.

The admissions committee has been changed from a male majority to a 50/50 make-up to enhance gender diversity and the ability to understand and promote role models of both genders in the profession. Training for faculty and staff who interview veterinary students has an emphasis on fairness and equity, in accordance with EEO guidelines. Training sessions are conducted twice yearly for interviewers, and written guidelines are issued at the time of interviews. A group leader monitors interviews for compliance and reports non-compliance behavior to the Associate Dean for Academic and Student Affairs.

Underrepresented Populations

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

While veterinary medicine remains one of the least diverse professions in the U.S. due to the low number of racially and/or ethnically underrepresented students, CVM administration and departments continue to focus on recruiting outstanding faculty to the college. Special attention is directed to recruiting a diverse pool of candidates, and student scholarships are available to support underrepresented and/or minority veterinary students.

Departmental Efforts

- Biomedical Sciences (BMS) participates in the ADVANCE program to foster greater participation of women in academic science disciplines, and provides assistance to women on the tenure track. An active mentoring program is in place to support their success, and all have received competitive funding awards during the past year. Currently, BMS has seven females in faculty positions ranging from Full Professor to Adjunct Assistant Professor.
- Veterinary Pathology focuses on maintaining a supportive, flexible, and inclusive work environment. Mentorship, participation in the summer scholars program, and actively attending ADVANCE seminars are important to support growth and equity in a department where over 50% of its total employee base is female.
- Veterinary Microbiology and Preventive Medicine has enhanced its cultural and ethnic diversity through the presence of international visiting scholars, as well as many international graduate students, post docs, and research associates. One faculty member participates on the Institute for International Collaboration in Animal Biologics diversity program planning and grants review committees.
- Veterinary Diagnostics and Production Animal Medicine is working to increase the gender and ethnic diversity among its faculty. The department is utilizing resources from the ISU ADVANCE program to assist in their efforts, reviewing previous and current exit interviews from faculty to gauge an understanding of why they are leaving, and all positions are now being advertised with the National Registry of Diverse & Strategic Faculty (<http://www.theregistry.ttu.edu>) at Texas Tech University.

International Activities

CVM has engaged in numerous international activities that increase both technical knowledge and cultural understanding. The college received students from Norway and Jordan for learning experiences in its clinical rotations, while sending 70 Iowa State students to eight countries in Study Abroad programs. CVM faculty took 28 international trips for conference presentations, trainings, site visits, and guest lecturing.

DIVISION OF STUDENT AFFAIRS

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

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

The Division continues its effective recruitment and retention strategies. In fall 2012, Iowa State enrolled its most diverse student body ever, including record numbers of 3,510 international students (an increase of 86 students from fall 2011), and 1,989 international undergraduates. More than one in five students is either a minority or an international student. Total U.S. minority and international enrollment is 6,765, or 21.79% of the student body. U.S. minority enrollment is 3,255 (10.5% of total enrollment), a new record and an increase over last fall's 2,945 students. For the past six years, Iowa State has met or exceeded the 8.5% minority enrollment goal set by the Iowa Board of Regents.

The Division actively recruits a diverse staff and encourages the retention of a diverse workforce through formal and informal programs within the Division. We will continue to strive to include a greater representation of diverse populations on our staff. The Division's commitment to diversity is also infused into our programs and services. Selected programs from 2011-2012 that supported diversity goals include:

Conferences:

- Hosted the Midwest Bisexual Lesbian Gay Transgender Ally College Conference, the largest student-run LGBTQA conference in the country, in 2012. Nearly 1,800 attendees from 28 states had the opportunity to engage in educational growth on topics of history, identity, and socially just action.
- Student Disability Resources hosted the annual Regent University Disability Awareness Summit in 2011. The 120+ attendees included staff, faculty, and students from the University of Iowa, University of Northern Iowa, area community colleges and agencies responsible for providing support/assistance to people with disabilities.

Staff training:

- Training for interns at the Student Counseling Service includes a full day on multicultural awareness and exploration of cultural identities. In addition, diversity issues are integrated into all SCS case conferences and seminars.
- Student Health staff partnered in reading the book *Foreign to Familiar* (by Sarah A. Lanier) to build competency in working with international students and colleagues.

Student training & programming:

- Student Counseling Service and Recreation Services offered *Taking Care of Me/ Becoming an Academic Olympian* for new multicultural students.
- Recreation Services provided leadership and wellness activities for twelve multicultural and international student groups.
- The Social Justice Summit, formerly known as the Multicultural Leadership Summit, drew 50 students who participated in the half-day program.
- The Margaret Sloss Women's Center and Multicultural Student Affairs continue to support the development of a Womyn of Colour Network for undergraduate students.
- The National Pan-Hellenic Council and Office of Multicultural Student Affairs presented Robert N. Page, Jr.: *The Relevancy of Historically Black and Multicultural Greek Organizations on Predominately White Campuses in the 21st Century*.
- The Multicultural Greek Council and National Pan-Hellenic Council sponsored a breakfast at Greek Getaway, an overnight preview program for high school and transfer students, as well as current students who are not members of fraternities and sororities. About 650 students attended the session, new to the Greek Getaway agenda in 2012.

Other public and community programs:

- Recreation Services hosted the World Series of Beep Baseball for blind individuals.
- The Margaret Sloss Women's Center hosted Jaclyn Friedman, founder and executive director of Women, Action & the Media, a national organization. MSWC also sponsored a screening of *Misrepresentation*, exposing how American youth are saturated with images and concepts that suggest a female's value lies in her youth, beauty and sexuality.
- Multicultural Student Affairs supports various heritage/ethnic months and weeks including Black History Month, Latino Heritage Month and Asian American Heritage Week. Recent programs included spoken word artist Brandon Thorton, performance artists, and a lecture by Jorge Cham who screened his film, *Piled Higher and Deeper*.
- The LGBT Student Services Lunch-n-Learn Series provides the Iowa State and Ames community an opportunity to engage in discussion about LGBTQA topics. Six lunch-and-learn sessions scheduled for the academic year will cover topics such as coming out, Transgender 201, LGBTQA history, and becoming an ally.
- The Memorial Union hosted several multicultural events, including: Mystical Arts of Tibet: Mandala Construction and *Symbolism of the Sand Mandala*; *Platanos Y Collard Greens* performance and discussion; *My Perestroika* documentary; ZuZu Acrobats; and the Global Gala event with additional "Global Gallery" showcase (new in 2012).

Two units in Student Affairs co-administer MAP-Works, an annual survey given to first-year students to assess how well they are making the transition to college. The Department of Residence collects and analyzes data related to MAP-Works, including:

- Mean comparisons of 4 years of MAP-Works *Transition Survey* data (F08-F11) comparing minority/majority student responses. See the report and table at: <http://www.housing.iastate.edu/research/mapworks-study.html>.
- Comparisons of 4 years of MAP-Works *Transition Survey* responses (F08-F11) for students in programs compared with “other minority” who were not in the Multicultural Vision Program or George Washington Carver Program.

Multicultural Student Affairs was awarded an Educational Benchmarking, Inc. MAP-Works Excellence Award for their implementation of the 2900 Project, which documents and assesses the web of support services multicultural students utilize at Iowa State University.

A review of the demographics of Student Counseling Service clients shows that SCS continues to serve Asian American, Hispanic/Latino, and African American students at a higher rate than their representation in the student body. The rate of service to White/European students is equivalent to their representation in the ISU population. The rate of service to international students continues to be lower than their representation in the ISU population.

Additional initiatives include:

- Greek Affairs presented at the 2011 annual conference for the Association of Fraternity/Sorority Advisors about risk management and membership intake policies for multicultural Greek organizations on predominately white campuses.
- Thielen Student Health Center staff compared National College Health Association results around high-risk drinking for various ethnic and racial groups.
- Staff throughout the Division of Student Affairs serve on teams working on diversity issues. These include the University Committee on Women, Multicultural Student Services Coordinating Team, ISCORE planning team, National Intramural Recreation Sports Association, and the Consortium of Higher Education LGBT Resource Professionals.

DIVISION OF BUSINESS AND FINANCE

OFFICE OF THE SENIOR VICE PRESIDENT FOR BUSINESS AND FINANCE

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

The division values aesthetics, inclusion, integrity, innovation, excellence and stewardship. Staff is held accountable through a qualitative and quantitative annual review process. Our plan is to continue to increase awareness of diversity and cultural differences, foster inclusion of ideas, viewpoints, unique gifts and talents, and ensure there is a mechanism in place to capture recruitment, selection, and retention data, create strategies to increase diversity of the applicant pools, and evaluate progress. Initiatives include:

- Identifying a diverse pool of applicants for vacant positions.
- Iowa Public Radio produces "Being In Iowa" – an in-depth, multi-part series that examines what it is like to be a minority in Iowa.
- The Department of Public Safety continues to promote diversity by actively recruiting to women and minorities. Specially trained staff members participated in numerous college career fairs and other outreach activities in an effort to elicit application interest.
- The Treasurer's Office provided orientation to the Offices of Multicultural Student Affairs and International Students and Scholars as well as attended ISCORE.
- Reiman Gardens contributes admission passes and hosts benefits for numerous groups, makes scooters and wheelchairs available for guests, and has lowered counters to accommodate guests using wheelchairs.
- Reiman Gardens identifies the country of origin of all the species of butterflies and plants on its campus. International students often remark that plants and butterflies on display are the same ones found in their home country.
- EH&S Learning Center accommodates participants in wheel chairs, and provides alternative, healthy training refreshments for diabetics and vegetarians.
- EH&S employs, interacts with and learns from staff and students with diverse backgrounds. A Diversity Committee promotes diversity, maintains a diversity web page to post activities and information. Staff share facts about holidays in other countries to facilitate awareness of cultural differences.
- EH&S has improved the work-life balance of staff by allowing flex time to attend graduate school, and to deal with family hardships, life changes, and medical needs.
- Controller's Department established a lactation room in the Administrative Services Building to accommodate nursing mothers.
- Campus Organizations Accounting advises many diverse student groups, working closely with the International Student Council on budgetary issues concerning international student groups who request funds from the Government of the Student Body. The unit is also represented on the Multicultural Student Program Advisory Council.

- Payroll assisted 600 international students with paperwork necessary to claim tax treaty benefits.
- FP&M developed an on-line orientation program for new staff, and has increased its use of social networking such as LinkedIn for recruiting.
- FP&M staff provides representation on the University Committee on Diversity, and ISCORE conference, and provided direct support for the Regents Disability Summits in 2011 and 2012.
- Martha Ellen Tye Performing Arts Institute Youth Matinee Series provides diverse programming opportunities for K-12 students attending public, private and home schools. Programming featured multi-cultural musician Todd Green, an African re-telling of the Cinderella story and a Latino hero in the pre-kindergarten story, Skippyjon Jones. The Center offers free admission scholarships to more than 3,500 students annually.
- The Performing Arts Series at Stephens provides diverse programming opportunities that bring the world to Iowa State University and the community. To ensure access, the Center directly underwrites or secures grants that underwrite the distribution of tickets to underserved populations within the community and central Iowa region.
- The Iowa State Center hosts many diverse events each year in Stephens Auditorium, Scheman Building and Fisher Theater. Last year, these included: Kennedy Center College Theater Festival – Region 5; Midwest Bisexual, Gay, Lesbian, and Transgender Conference; Odyssey of the Mind World Finals; Youth and Shelter Services annual Risky Business Conference; Iowa Public Health Conference; Iowa Mental Health Conference, The ISU Foundation Women and Philanthropy Conference; and the Iowa State University Graduate Minority Assistantship Program (GMAP).
- Iowa State Center completed and received a very positive analysis from SMG of the Affirmative Action Program for Minorities and Women review of the Iowa State Center.
- Each year the Iowa State Center marketing department uses creative ways to engage, excite, influence, and involve people who might look very different from the traditional event ticket buyer, including women, individuals with disabilities, ethnic minorities, members of the LGBTQA community, immigrants, and older Americans.
- Iowa State Center Marketing targeted three main diverse audiences during the 2011-2012 Series: Irish (Irish Chamber Orchestra and Danu), Eastern Europeans (St. Petersburg State Orchestra) and Gays (Chanticleer).
- HRS has added health care coverage for all dependents to age 26 per provisions of the Affordable Care Act, and continues to communicate health care for same-sex and opposite-sex domestic partners.
- HRS provides counseling, services, and resources through the Employee Assistance Program (EAP) through Employee and Family Resources.
- HRS updated lactation locations across campus for ADA compliance, and coordinates campus day-care for Iowa State students, faculty and staff.
- HRS revised the Orientation and Acclimation program.
- HRS has worked with the Office of the Provost to assist two emerging affinity groups – Black Faculty and Staff Association and the LGBT Faculty and Staff Association.
- HRS has/had representation on the CUPA-HR Board of Directors, Iowa Business Council, ISU Diversity Committee, steering committee for the Emerging Leaders Academy, Cyclone Society for Human Resource Management organization.

- Office of Risk Management (ORM) partners with many university departments, units, and student organizations to help successfully bring events and visitors of all backgrounds and interests to campus.
- ORM works closely with the Office of International Students and Scholars and University Counsel to prepare International Visitors Agreements.
- ORM staff members are encouraged to participate in diversity classes. ORM staff attended the Regents “Disability Awareness Summit”.
- The purchasing department has a written Vendor Diversity Initiative (available at <http://www.purchasing.iastate.edu/vendors/diversity.html>). This effort is designed to foster greater minority-owned and women-owned business participation.
- Through training efforts, the purchasing department increased business conducted with Iowa certified minority-owned and women-owned businesses by 22 percent from FY10 to FY11. Over the four-year period from FY08 to FY12 spending with certified minority-owned and women-owned businesses has increased by 40 percent.
- The purchasing department participates in the State’s Annual Workshop for Targeted Small Businesses.
- The UBS textbook department became involved in an eText digital pilot, allowing it to assist with selection of courses and to gain experience, while gathering student feedback on digital delivery. Members of the committee include employees from IT, disabilities office and the bookstore among others. The committee assures that all students will be treated equally and alternative formats will be made available to students with disabilities or those that cannot learn in an online environment.
- Approximately ten percent of the University Book Store’s student workforce represents members of an underrepresented population.
- At the start of the semester, extra staffing is provided in the English aisle of the textbook department to help ensure international students receive the correct materials.
- UBS supports a number of student organizations each year, often donating a number of door prizes to student groups with diverse backgrounds to assist their organizations.
- Transportation Services assists departments with transportation issues involving guests with physical disabilities, including events like Iowa Special Olympics, Odyssey of the Mind and the annual 4-H Youth and Services Conference.
- Several Printing Services’ staff members are deeply involved in Iowa Special Olympics as committee members and volunteers.
- All Printing Services facilities are accessible to those with physical disabilities. Central Stores staff continues to work with FP&M’s Space and Scheduling office to quickly locate and move wheelchair accessible student workstations when needed.
- All Central Stores facilities are accessible to those with physical disabilities and are designated as safe zones. Well-trained staff assist other departments in addressing issues that would otherwise negatively impact individuals with disabilities.
- Purchasing Department added a position to serve as a liaison between Purchasing, OSPA and Principal Investigators, to better understand their procurement needs.
- Office of Risk Management and Purchasing are finalizing the contract with a company that will provide and assist in implementation of a new electronic volunteer services system. This system will create broader outreach to the community and students by raising awareness of volunteer, intern and service learning opportunities on campus.

PERSPECTIVE: TEN YEARS OF AFFIRMATIVE ACTION: 2002-2012

The total workforce increased by 180 employees, from 2002 to 2012. With this increase in overall employees, Iowa State University has continued to work hard to increase the number of minority and female employees in its workforce.

The female workforce has experienced growth in five of the POA groups from 2002 to 2012. The largest increase in workforce for females from 2002 to 2012 was in the POA groups Faculty: Non-Tenure Track and Professional and Scientific. The number of females in the workforce had an overall increase of 206 employees, an increase of 1.9% in this ten-year period. Females in 2012 are 50.4% of the total workforce compared to 48.5% in 2002.

The minority workforce has experienced growth in five of the POA groups during this time period. The largest increase in workforce for minorities was in the POA groups Faculty: Tenure Track and Faculty: Non-Tenure Track. The minority workforce had an overall increase of 148 employees, an increase of 2.1% in this ten-year period. In 2002, minority employees were 9.8% of the total workforce. In 2012, minority employees are 11.9% of the total workforce.



University of Northern Iowa
Office of Compliance and Equity Management

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

October 2012

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**Annual Report on Affirmative Action
To the Board of Regents, State of Iowa
University of Northern Iowa (UNI)
October 2012**

I. INTRODUCTION.

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

This report presents recent employment activities at UNI. The data in this report are compiled according to Board of Regents, State of Iowa guidelines, and include all non-temporary, full-time, and part-time employees working 50 percent time or more as of October 1, 2012. 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. 2011-12 OVERVIEW.

As of October 1, 2012, the UNI workforce totals 1788 non-temporary employees. This includes 1002 (56.0%) female employees and 187 (10.5%) minority employees. One year ago, UNI employed 1866, including 1029 (55.1%) female employees and 193 (10.3%) minority employees. The decline in the number of employees is a result of major restructuring including program eliminations at UNI over the last year. The percentages representing female and minority employment remained stable during this time.

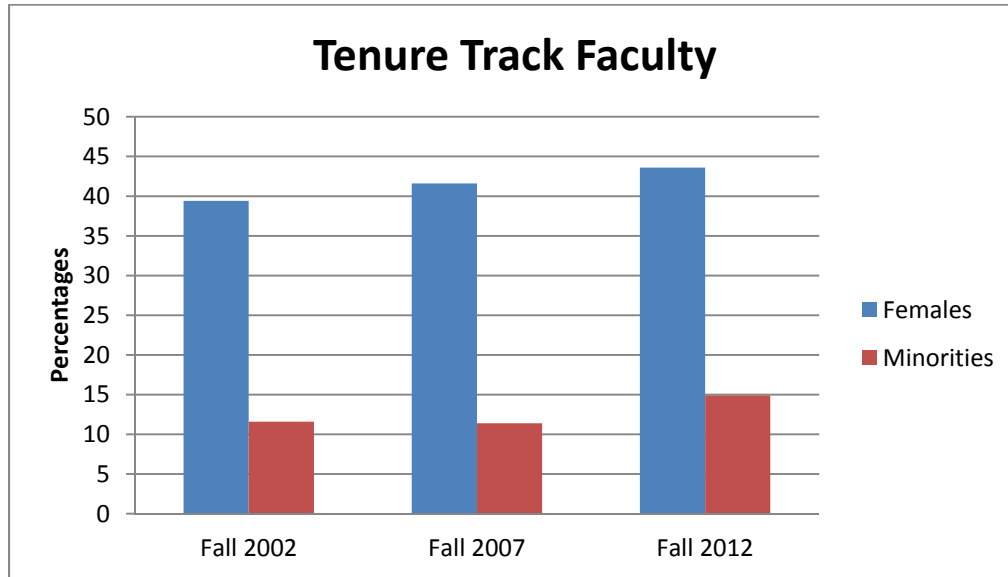
Five- and ten-year comparisons for the overall workforce show progress in female and minority representation. Over the ten-year history, total employment numbers varied dramatically in response to budget fluctuations. The total number of non-temporary employees working at UNI is down over 200 from 10 years ago, yet the percentage of female and minority employees has made steady gains over the same period.

Females were employed at a rate of 53.8% ten years ago. Although there are 204 less employees overall, the number of females employed over the last ten years has seen a decrease of only 70 employees. Females are currently employed at a rate of 56% of total employment.

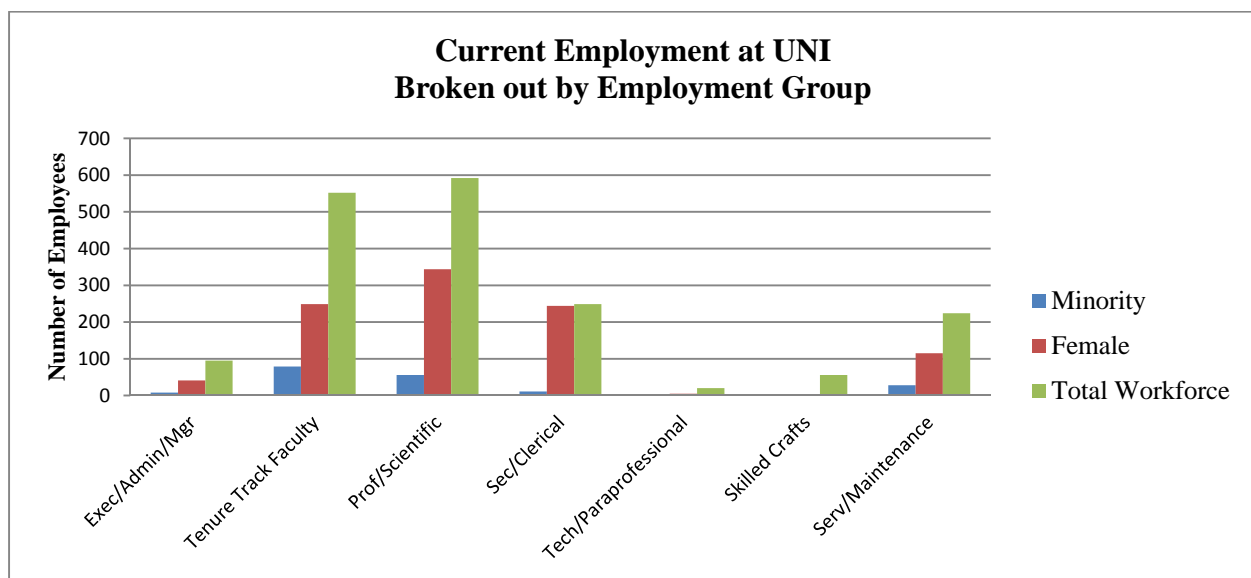
A similar trend is seen with regard to minority employment. The number of non-temporary minority employees has decreased by only three employees out of the 204 total over the ten year period, with the percentage increasing from just under 9.5% to 10.5% this year.

The tenured and tenure track employee group employs a total of 516 employees. This represents an increase of 11 from last year. The five- and ten-year comparisons reflect overall gains in the proportion of both females and minorities in the tenured and tenure track faculty group. While the overall number of employees in that job group has actually decreased by 35 employees over the past ten years, female and minority representation has increased, to 43.6% and 14.9%, respectively.

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



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



III. EQUAL EMPLOYMENT OPPORTUNITY ACTIONS.

In FY12, a total of 198 employment searches were initiated. This number was 74 less than the FY11 count and marks a 27% decrease in search activity from the previous fiscal year.

Faculty Searches. Forty-eight (48) faculty searches were initiated in FY12:

- 4 academic administrators;
- 18 tenure-track appointments;
- 2 term appointments;
- 8 renewable term appointments; and
- 16 temporary appointments.

The number of faculty searches initiated in FY12 decreased by a total of seventy-three (73) searches over the previous year, which is a 60% decrease from FY11.

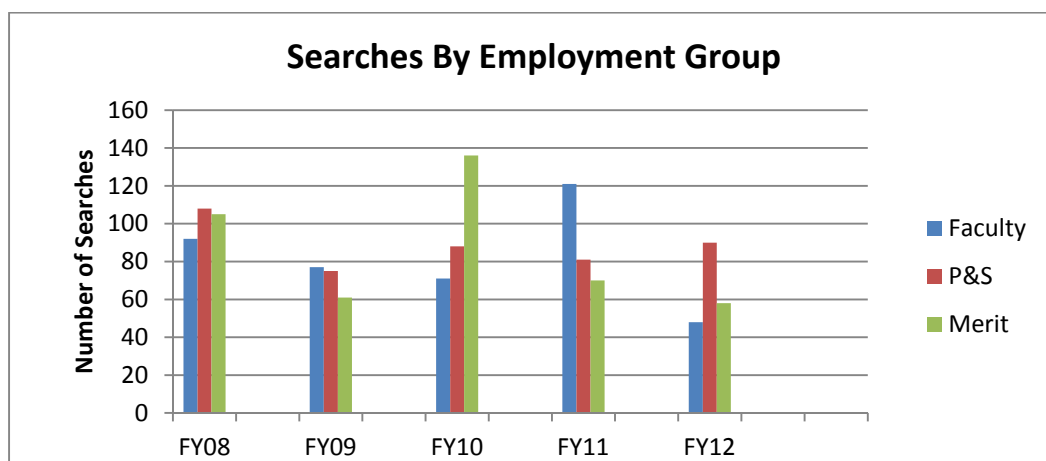
P&S Searches. Ninety-two (92) P&S searches were initiated in FY12:

- 51 probationary appointments;
- 22 term appointments;
- 8 contract (coach) appointments;
- 5 annual appointments; and
- 6 temporary appointments.

The number of P&S searches initiated in FY12 increased by 12% as compared to the number of P&S searches in FY11.

Merit Searches. Fifty-eight (58) Merit searches were initiated in FY12. Merit search activity in FY12 decreased by 17% from the previous fiscal year.

Searches Initiated	FY08	% of Total	FY09	% of Total	FY10	% of Total	FY11	% of Total	FY12	% of Total
Faculty	92	30%	77	36%	71	24%	121	45%	48	24%
P&S	108	35%	75	35%	88	30%	81	30%	92	46%
Merit	105	35%	61	29%	136	46%	70	25%	58	30%
	305		213		295		272		198	



Internal Searches. Forty-seven (47) or 24% of the 198 searches initiated in FY12 were internal searches with the bulk (44) of those from the Merit system. Two of the internal searches conducted were faculty searches; P&S had one internal search in FY12.

Search Waivers. The Office of Compliance and Equity Management received 17 requests for search waivers during FY12. Of those requests, nine internal promotions were approved, six transfers were approved, and two search waiver requests were denied.

Geographic Origin of New Hires.

Faculty. Fifty-seven (57) faculty searches were completed and filled within the fiscal year. Nine (9) of those were carried into FY12 from the previous fiscal year. An additional 13 searches were closed without making a hire. Thirty-five (35) successful applicants from the following geographic areas were hired as a result of searches that were initiated and completed within FY12:

- 34% originated from within UNI
 - 11% temporary employees
 - 6% term employees
 - 3% internal promotions/transfers
 - 11% renewable term employees
 - 3% tenure track employees;
- 11% from Black Hawk County;
- 14% originated from other parts of Iowa;
- 14% from the Midwest region; and
- 27% from other parts of the United States.

P&S. Ninety-four (94) P&S searches were completed and filled within the fiscal year. Two (2) of those were carried into FY12 from the previous fiscal year. An additional 12 searches were closed. Eighty (80) successful P&S applicants from the following geographic areas were hired as a result of searches that were initiated and completed within FY12:

- 34% originated from within UNI
 - 23% temporary employees
 - 11% internal promotions/transfers;
- 29% originated from Black Hawk County;
- 9% originated from other parts of Iowa;
- 14% from the Midwest region; and
- 14% from other parts of the United States.

Merit. Fifty-nine (59) Merit searches were completed and filled within the fiscal year. One (1) of those was carried into FY12 from the previous fiscal year. An additional two searches were closed. Fifty-six (56) successful Merit applicants came from the following sources:

- 20% filled through internal searches;
- 41% filled by contract transfers;
- 10% filled by reassignments;
- 4% filled by demotion;
- 4% filled by recall from layoff; and
- 21% filled by outside applicants through external searches.

IV. 2011-12 HIRING GOAL ATTAINMENT BY EMPLOYMENT GROUP.

The following table shows 2011-12 hiring goals for women and minorities by job groups. Actual numbers hired are shown in parentheses. *Numbers do not reflect any losses experienced during the same time period.*

Employment Group (with total number hired)	2011-12 Goal		Achieved?	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial (5)	1	2	Yes (1)	Yes (4)
Faculty (Tenured and Tenure Track) (11)		9		No (8)
Professional/Scientific (46)	3		Yes (10)	
Secretarial/Clerical (23)	1		Yes (2)	
Technical/Paraprofessional (0)		1		No (0)
Skilled Craft (5)				
Service/Maintenance (28)				
Total (122)	5	12		

V. CURRENT PROGRAMS AND ACTIVITIES.

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

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

UNI emphasizes the benefits of having a diverse work force. We believe that opportunity is the true value of affirmative action and that diversity remains a key component in strengthening excellence throughout the University. To that end, the Office of Compliance and Equity Management has been assisting with efforts designed to embed an appreciation for diversity into the core culture of the University. Working with a multitude of departments and committees on campus, major strides have been made in terms of increasing the awareness of the importance and significance of diversity. Examples of such actions include regular climate surveys, increased coordination of existing campus resources, promoting diversity-related research and activity of individual faculty and staff, and expanded web access to diversity resources.

The Diversity Matters web site (www.uni.edu/diversity) serves as a clearinghouse to promote the many diversity-minded activities, research, and resources available at UNI. Diversity Matters is linked from the main UNI web page to offer an immediate connection to diversity resources. The icon and link also appears on divisional, college, and primary web sites. An employment link on the front page of the UNI site offers a welcoming presence to those considering employment at UNI. For administrators and search committees, additional tools and resources are continually added and updated in the Hiring Toolkit found on the web site for the Office of Compliance and Equity Management (www.uni.edu/equity).

Beginning this year UNI is partnering with the University of Iowa and rolling out an online applicant tracking system, Jobs@UNI. The system is the same system used by the University of Iowa, but modifications to meet UNI's needs have been made. After this year, we will see the benefits of Jobs@UNI in efficiency, as well as being able to see reports that will give us better information about how well our advertising sources do in reaching diverse applicant pools.

President Allen appointed the first Diversity Council in fall 2008. The Diversity Council provides university-wide leadership and coordination. In addition, a Diversity Advisory Committee was formed to provide input and ideas to the Diversity Council. Diversity town hall meetings are now held each January to report activities to and receive feedback from the campus. 2010 marked the first year of the annual Diversity Matters award program. In this program, individuals from across campus are recognized for their outstanding contributions to enhancing diversity at UNI. Information from the climate surveys guides the work of the Diversity Council and was used to further define the diversity mission and vision for the UNI campus.

Additional recruitment tools and advertising locations continue to be sought and researched. As new ad locations are identified the information is added to the Hiring Toolkit located on the Office of Compliance and Equity Management web site. Members of departments and search committees also participate in year-round recruitment at conferences, meetings, and other professional activities. Staff members from the Office of Compliance and Equity Management meet with search committees and departments to strategize on recruitment efforts in order to maximize the potential applicant pool.

UNI has also been actively enhancing their efforts of addressing the needs for persons with disabilities. The Office of Disability Services is now broken out into two separate offices, Student Disability Services and Faculty and Staff Disability Services. This separation provides for more specific services to each of the groups and has allowed services in both areas to be expanded. In addition, the Coordinating Committee for Disability Accommodations was recommissioned and renamed the Disability Advisory and Advocacy Committee (DAAC). The DAAC provides for campus-wide attention to providing accessibility and resources to persons with disabilities, and makes related recommendations to administration.

VI. LOOKING AHEAD: 2012-13 HIRING GOALS BY EMPLOYMENT GROUP.

UNI conducts an annual availability analysis to establish a benchmark against which the demographic composition of UNI's workforce may be compared 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

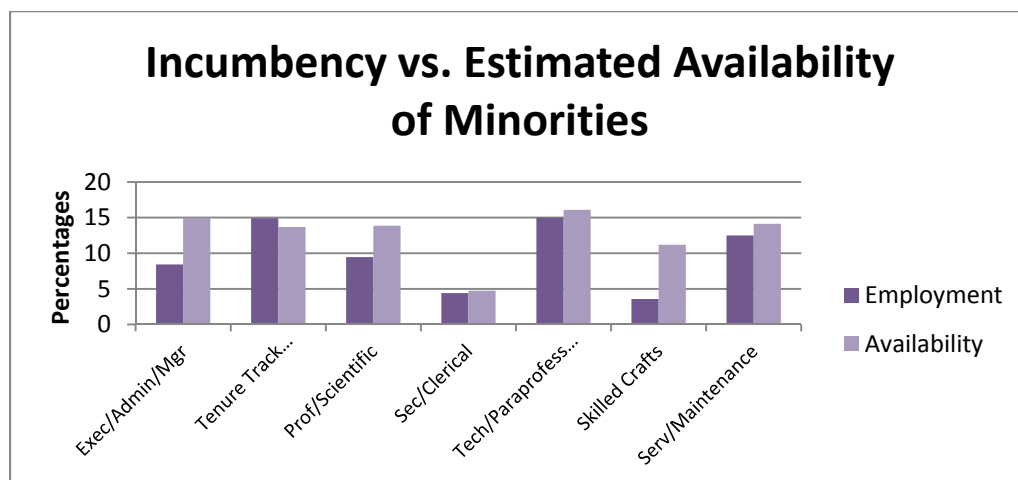
who are promotable, transferable and/or trainable (internal availability). Recruitment areas vary by job group, but include a combination of national, state, and local census data, as well as internal feeder positions and reasonable paths of progression. Finally, where a job group is composed of different job titles that carry different availability rates, a composite availability figure is calculated and then weighted accordingly.

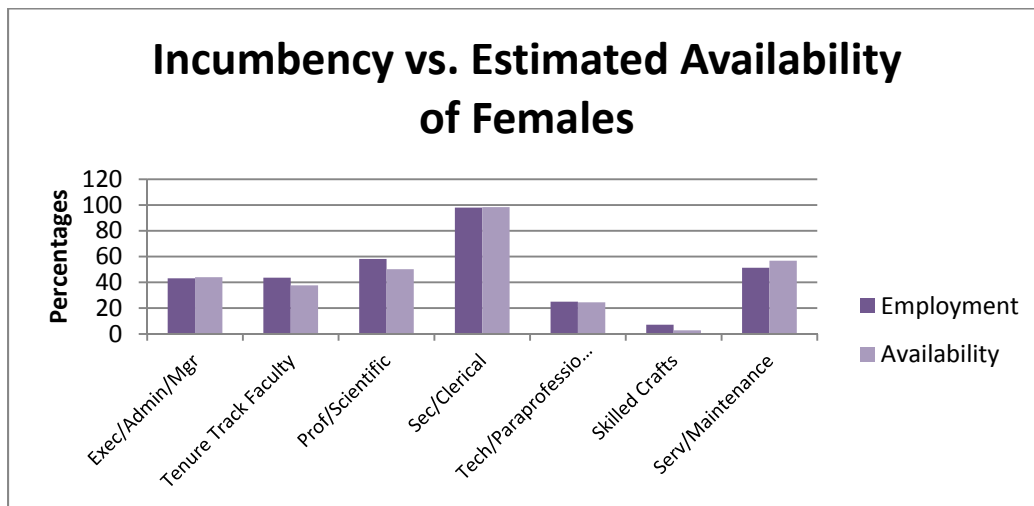
The representation of minorities and women in each job group is compared with the availability analysis of the respective job group. Where actual representation is less than the calculated availability, a statistical test identifies whether the difference is greater than could reasonably be expected. 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 2012-13 hiring year, as well as five-year goals, as shown in the following table.

Employment Group	2012-13 Goals		Five Year Goals 2016-17	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial	2	-	6	
Faculty (Tenured and Tenure Track)				
Professional/Scientific	5		25	
Secretarial/Clerical		1		1
Technical/Paraprofessional				
Skilled Craft	1		4	
Service/Maintenance	1	2	3	12
Total	9	3	38	13

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

**Iowa School for the Deaf
Annual Diversity Report
October 1, 2011 – September 30, 2012**

The Iowa School for the Deaf employed 121 full-time and part-time employees on September 30, 2012. This is a reduction of 4 since September 30, 2011 when there were 125 total employees.

The September 30, 2012 breakdown of ISD employees compared to September 30, 2011, is as follows:

CATEGORY	# EMPLOYEES		% OF POPULATION		2012
	2012	2011	2012	2011	% CHANGE
Male-Majority	28	29	23.1%	23.2%	-0.1%
Female-Majority	88	90	72.7%	72.0%	0.7%
Male-Minority	3	4	2.5%	3.2%	-0.7%
Female-Minority	2	2	1.7%	1.6%	0.1%

The following are the goals ISD established for the October 1, 2011, to September 30, 2012 period:

**Iowa School for the Deaf
Affirmative Action Hiring Goals
October 1, 2011 – September 30, 2012**

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

Executive/Administrative/Managerial:

This group lost two majority employees, a female and a male. One male majority member was hired to this group.

Faculty Tenure Track:

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

Faculty Non-Tenure Track:

This group lost one female majority member and one male majority employee due to retirements. No new employees were hired to this group.

Professional and Scientific:

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

Secretarial/Clerical:

This group is unchanged from last year.

Technical/Paraprofessional:

This group increased by one male majority member.

Skilled Crafts:

This group had one retirement and one employee from the Service/Maintenance group transferred to this group..

Service Maintenance:

We had a goal to hire a female minority member in this category. While two male majority members have left this group, the one hire in this area was a female majority member.

Summary:

The Iowa School for the Deaf established one affirmative action goal for the October 1, 2011 – September 30, 2011 time period. One goal was to add a female minority to the Service/Maintenance category. This goal was not met although a female majority employee was hired.

Iowa School for the Deaf believes it is important to have a diverse group of employees on our campus. As an education facility for deaf and hard of hearing children, deaf and hard

of hearing staff members are also very important. Traditionally, it has been difficult to recruit deaf professionals to this area of the country. 24 percent of our current employees are deaf or hard of hearing. This is the highest percentage of deaf employees we have since 1998 when this data has been regularly gathered.

The number of minority employees decreased by one this year. With budget limitations, staff has been downsized which has limited hiring opportunities. ISD will continue to work for applicant pools which represent a diverse cross-section of the population and to ensure all applicants are considered fairly.

Recruiting efforts for ISD positions center around the Omaha/Council Bluffs area for the non-exempt positions. For vacancies in our executive, teaching, and professional positions, we do nation-wide searches. Routinely, we list positions with the Iowa Workforce, Nebraska Job Service, local and regional newspapers. Additionally, we have contacted local Area Educational Associations, deaf schools, several deaf related internet sites, colleges that offer programs which match our needs, journals, sign language interpreter registries, and employee referrals. The ISD web-site has been successful in announcing vacancies to a wider population. This web-site and the deaf related internet publications greatly assist us in reaching the highly specialized professional employees we need. However, there is still an extremely limited pool for these positions.

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

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

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

**Iowa Educational Services for the Blind and Visually Impaired /
Iowa Braille and Sight Saving School
DIVERSITY ANNUAL REPORT
October 1, 2011 - September 30, 2012**

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

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

As of September 30, 2012, the Iowa Braille and Sight Saving School employed a total of 46 Teachers of the Visually Impaired (TVIs) and Certified Orientation and Mobility Specialists (COMS). Five additional professional employees serve as consultants and provide expertise in the fields of math, literacy, technology, special education, and family services. In order to plan for future effective and efficient operation of services for students with sensory impairments in Iowa, the school is taking part in a feasibility study to examine the administrative and programmatic functions of the Iowa Braille and Sight Saving School and the Iowa School for the Deaf. The feasibility study is required by Iowa Code §270.10, along with other stipulations, prior to any action that would result in a merger of the schools or closure of either school.

As of September 30, 2012, there were 73 permanent employees. Of those, 72 are non-minority, 54 are female and 1 female is Hispanic. We have not asked our staff to disclose any physical disabilities, however, we are aware that five faculty are blind or visually impaired. Three are female and two are 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 of minority was not met in 2011/12. Moderate hiring activity was conducted due regular retirements and voluntary resignations. Since October 1, 2011, a total of seven employees were hired through competitive searches. These hires included five faculty positions, one institutional official, and one merit position. None of the new hires were of minority status and five were female. This year, faculty recruitment was expanded to include postings with over twenty colleges and universities in the United States that focus on special education and/or vision. In addition, recruitment postings were placed with a network of over 3,800 colleges and universities nationwide. Recruitment postings were also advertised throughout a diversity network managed by a major online commercial recruitment resource service. The school's application continues to include an optional information sheet where candidates may choose to self-identify race, sex and/or disability, however, many applicants choose not to complete this information.

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

The following chart, notes the Diversity Goals of the Iowa Educational Services for the Blind and Visually Impaired / Iowa Braille and Sight Saving School projected for the period of October 1, 2012 through September 30, 2013.

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

Iowa Braille School	Number of Projected <u>Vacancies</u>	Numerical Goals:	
		<u>Women</u>	<u>Minorities</u>
01 Exec/Admin/Mgr	0	0	0
02 Faculty	2	0	1
04 Professional	0	0	0
05 Secretarial/Clerical	0	0	0
06 Technical/Paraprofessionals	0	0	0
07 Skilled Crafts	not applicable (not using)		
<u>08 Service/Maintenance</u>	0	0	0
TOTAL	2	0	1

APPENDIX A: Section 504 Compliance

EQUAL EDUCATIONAL OPPORTUNITY FOR STUDENTS
AT THE IOWA BRAILLE SCHOOL

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

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

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

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

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

SECTION 504 NOTICE OF NONDISCRIMINATION

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

Superintendent
Iowa Braille School
Old Main, Room 132
1002 G Avenue
Vinton, IA 52349
319/472-5221, ext. 1132

OR

Director of Human Resources
Iowa Braille School
Old Main, Room 107
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,ext. 1132

OR

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

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

IMPARTIAL HEARING PROCEDURE

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

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

**MINORITY AND WOMEN EDUCATORS
ENHANCEMENT PROGRAM**

The University of Iowa

**Annual Report
2011-2012**

**BOARD OF REGENTS,
STATE OF IOWA**

Prepared 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
2011-2012

Introduction

Renewing the Iowa Promise, the University of Iowa's strategic plan for 2010-2016, recognizes the link between educational excellence and diversity, integrating a commitment to diversity as one of its seven interdependent core values of excellence, learning, community, diversity, integrity, respect, and responsibility. To achieve educational excellence, it is important to recruit to the university faculty, staff, and students from underrepresented communities and to foster a climate that enables all to succeed.

To develop the strategic plan, the Office of the Provost formed six strategic initiative task forces composed of faculty and staff who were recommended by shared governance leaders and collegiate deans. Their overarching charge was to offer ideas and recommendations to shape the academic direction of the university, bearing in mind the changing economic, demographic, and technological realities of our globalized world. One task force, the Task Force on Internationalization and Diversity, issued its final report in December 2009 with an emphasis on organizational effectiveness, recruitment and outreach, retention and cultural climate, and teaching and research.

All of these factors play a significant role in the recruitment and retention of diverse faculty. The strategies set forth by the task force will be implemented both by infusion into existing initiatives and the development of additional efforts to recruit and retain a more diverse faculty. The following initiatives reflect the progress of that work during academic year 2011-2012.

National Coalition Building Institute (NCBI)

The University of Iowa (UI) has become an affiliate of NCBI, an international non-profit leadership development network dedicated to the elimination of racism and other forms of oppression. Rooted in an understanding of individual, community, and systemic change, NCBI works to further cultural competence, collaboration, partnerships, and effective relationships within and across group identities. Through the Chief Diversity Office, 55 faculty, staff, and students have completed a three-day Train-the-Trainer workshop to gain skills for coalition building, prejudice reduction, conflict resolution, and educational outreach. This team offers a one-day workshop, *Leadership for Equity and Inclusion*, which has been attended by over 500 faculty, staff, and students, and an ongoing one-hour dialogue and discussion series on topics of prejudice reduction, coalition building, and conflict resolution.

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 2012, the Office of the Provost budgeted FDOP funds totaling \$1,996,791 for partial salaries and other resources supporting 51 faculty members. These positions are in the University Library, the Graduate College, and the Colleges of Education, Engineering, Law, Liberal Arts and Sciences, Medicine, Nursing, Pharmacy, and Public Health.

Since 1999, FDOP has been used to support 143 diversity hires to the UI campus. When appropriate, FDOP funding has been successfully used to support the research of post-doctoral fellows as a means of increasing the pipeline to the professorate. The Faculty Diversity Opportunities 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 fourteen-year period ending 2012.

Staff Diversity Opportunity Program (SDOP)

The Staff Diversity Opportunity Program promotes employment of minorities and women in Professional and Scientific (P&S) classifications exhibiting underrepresentation. Administered through University Human Resources, SDOP allows opportunity for the development of talent through apprenticeships, internships, pipeline positions, and other hires that enable the university to bring on board high potential, diverse candidates who do not fill a specific, immediate need, as well as for development opportunities to increase the new employee's skill, knowledge, abilities, and likelihood of a successful candidacy for future P&S vacancies. During fiscal year 2012, two P&S staff members were hired under SDOP.

Recruitment Ambassadors Program

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

Collegiate Diversity Group

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

Minority and Women Faculty Development

The Office of the Provost, through the associate provost for faculty, sponsors faculty development programs for junior faculty members. These programs include a two-day new faculty orientation, a seminar on promotion and tenure, workshops and resources on effective writing habits and time management, and a faculty-led weekly writing group called UI Write-on-Site. The Write-on-Site program was initiated by a junior minority faculty member and the vast majority of participants are comprised of women and/or faculty of color. The Office of the Provost also publishes a comprehensive calendar of faculty development programs offered by other offices (e.g., research support, teaching skills and innovation, instructional technology).

Informal events are offered to enhance networking among new faculty members and to introduce them to UI administration, including the President and Provost New Faculty Welcome Reception, New Faculty of Color Reception, New Faculty Breakfast with the Provost, and New Faculty End of Semester Reception.

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

Colleges develop initiatives for the retention of minority and women faculty members at the collegiate level. For example, the Carver College of Medicine hosts the annual Women in the Health Sciences and Engineering Faculty Development Conference each spring, which brings together women faculty from UI's five health sciences colleges and the College of Engineering to promote career advancement and networking skills.

Diverse Visiting Faculty and Speakers

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

Workshops and Programs on Diversity

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

The Chief Diversity Office, the Office of Equal Opportunity and Diversity, and the Office of the Provost collaborated to develop and pilot a session for deans, directors, and departmental executive officers (DDDEOs) and faculty that presents research on unconscious bias, how it can impact search and hiring processes, and strategies for minimizing the impact of bias.

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 Statewide Veteran's Conference in November 2011, co-sponsored by the Chief Diversity Office, the Office of Equal Opportunity and Diversity, the Office of the Registrar, and the Iowa Army National Guard. The event brought together approximately 100 attendees, including veterans' service providers, to address issues such as the needs of returning Iowa veterans after service and supporting student veterans transitioning back into the higher education environment.

The University participated in the fourth annual Disability Awareness Summit in October 2011 to discuss issues related to climate and physical and technological access at Iowa Regent institutions; the summit was hosted by Iowa State University and was attended by representatives from the Regent institutions. The UI Disability Planning and Action Committee, with representation by key University of Iowa leaders and chaired by the chief diversity officer and associate vice president, furthers the work started in those sessions and provides leadership and coordination for efforts to build a campus environment that welcomes individuals with disabilities.

Celebration of Excellence and Achievement Among Women

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

scope, recognizing outstanding scholarship, research, service, leadership, and activism among undergraduate and graduate/professional students, staff, and faculty women. The celebration now includes the awarding of the Distinguished Achievement Award, the Jean Y. Jew Women's Rights Award, the Adele Kimm Scholarship, the Adah Johnson/Otilia Maria Fernandez Women's Studies Scholarship, the Margaret P. Benson Memorial Scholarship, and the Wynonna G. Hubbard Scholarship.

Diversity Catalyst Awards

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

Support for Underrepresented Graduate and Undergraduate Students

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

Since 1986, the University of Iowa Graduate College has annually participated in the Committee on Institutional Cooperation (CIC) Summer Research Opportunities Program (SROP) to recruit, support, and assist talented undergraduate students from disadvantaged backgrounds interested in pursuing graduate studies and collegiate faculty careers. Beginning in 2007, a five-year Department of Education grant has funded the University of Iowa's Ronald E. McNair Scholars Program, which emphasized STEM fields and partnered with SROP to provide one-on-one research experience and extensive professional development programming for participants. Approximately 40-45 students have participated in these programs each year. The last cohort of nine UI McNair scholars will be supported through spring semester 2013.

The Graduate College Dean's Graduate Research Fellowship program promotes recruitment of outstanding students who are underrepresented in their graduate disciplines (e.g., racial/ethnic, gender, first generation socioeconomically disadvantaged). Applicants must be nominated by their graduate programs, and approximately 25 Dean's Graduate Research Fellows matriculate annually. While making good progress towards their degrees, Fellows receive generous financial support (doctoral students are supported for four years; master's students, for two years).

The primary goal of the National Science Foundation (NSF) Alliance for Graduate Education and the Professorate (AGEP) program is to increase the number of doctoral degrees awarded to underrepresented U.S. minority students in science, technology, engineering, and math (STEM) fields. Iowa's three Regent universities have jointly run an AGEP program to support minority graduate students and to provide summer research opportunities for undergraduates considering graduate education. Although formal NSF funding for this program ended several years ago, the Graduate College has continuously supported past AGEP scholars through the completion of their graduate degrees. In addition, the Graduate College had awarded targeted Dean's/AGEP Graduate Fellowships to the top recruits from AGEP-participating programs during a no-cost extension period of the AGEP grant. The four current UI AGEP scholars are being supported through the Dean's Graduate Research Fellowship program; in this way, the goals of AGEP are institutionalized and made sustainable, with scholars receiving meaningful support. The Graduate College was awarded an AGEP follow-up research grant by the NSF to assess the Iowa Regents' AGEP program. This assessment is ongoing and will be combined with the results of the CGS DIMAC project (described below) to develop best practices to improve completion of doctoral degrees.

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

In 2006, the Graduate College established an office to serve all diverse graduate students and to consult with departments and programs seeking to diversify their graduate student communities. The Office of Graduate Inclusion works closely with all of the programs described above and reaches out to all underrepresented graduate students across campus. Their activities support outreach to undergraduates in the graduate recruitment process, professional development programming, mentoring graduate students, and advising graduate program faculty and directors of graduate studies.

The College of Engineering's NSF Experimental Program to Stimulate Competitive Research (EPSCoR) aims to assist Iowa's economic development by building the infrastructure necessary to expand Iowa's research and development enterprise and to prepare a skilled and diverse workforce that can effectively meet the needs of the industry, academia, and government. The advancement of minority and women educators will strengthen the workforce in STEM fields by expanding and diversifying entrants into STEM pathways. EPSCoR seeks to build on existing STEM-related programs to broaden their reach across the entire educational continuum and to provide professional development to current and future generations of researchers and educators.

Since 2003, the Ethnic Inclusion Effort for Iowa Engineering has been addressing diversity issues in the engineering discipline locally and nationally by building and nourishing the College of Engineering's community, recruiting and retaining graduate and undergraduate students of racially and ethnically diverse backgrounds, awarding fellowships and scholarships to support graduate studies, and conducting outreach to ethnically diverse communities geographically connected to the University of Iowa.

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

Gender Equity

In 2005, the provost appointed the Gender Equity Task Force, charged to "take a broad look at the status of women faculty at the University of Iowa and recommend changes and programs to increase the number of women faculty and improve their quality of life." In response to the task force report, several of its recommendations related to faculty gender diversity have been implemented, including an enhanced parental leave policy and the development of the Dual Academic Career initiative, which helps fund spouse and partner appointments at the university. The Office of the Provost conducted a campus-wide study of gender salary equity among faculty in 2012. Results indicate that there was no systematic difference between the salaries of women and men faculty controlling for other relevant factors across most campus units. There were significant differences in a few areas and these are being further investigated before action is recommended.

Dual Career Network

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

Women in Science and Engineering (WISE)

The mission of the Women in Science and Engineering Program is to expand and improve educational and professional opportunities for women in all fields of science, technology, engineering, and math (STEM) by facilitating individual, institutional, and social change. The WISE Program was established in 1994 with support from the offices of the Vice President for Research and the Provost. The WISE Program cooperates with STEM programs at the University of Iowa in pursuing the following goals for STEM fields: to increase the retention, participation, professional development, and advancement of women students, faculty, and professional staff; to promote and monitor a supportive, inclusive, and safe environment for women to study and work; to support activities that prepare women to enter the international workforce and that encourage the scholarship and professional development of international women studying and working here; to provide specific strategies and access to current academic literature and emerging initiatives to increase retention of women; and to inform the public of educational and career opportunities for women.

Diversity Focus

In 2005, the University of Iowa became a charter member of Diversity Focus, a community and business organization with the mission to increase diversity along the Cedar Rapids-Iowa City corridor by integrating and coordinating existing efforts as well as identifying or creating other activities and programs. Other charter members include the Cedar Rapids Chamber of Commerce, Alliant Energy, and Rockwell Collins. The chief diversity officer and associate vice president serves as a member of the Diversity Focus Board. Diversity Focus plans events, such as conferences, training sessions, and social activities intended to support diversity in the corridor.

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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
October 2012

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

1. The Office of the Senior Vice President and Provost continues to support its leadership development program, the Emerging Leaders Academy, in place since January 2009. The 2012 cohort brings total participation in this program to 72 faculty and staff. The program aims to develop depth of leadership skills among faculty and staff, as well as to diversify the potential pool of leadership candidates at ISU. Underrepresented and women faculty and staff are especially encouraged to apply. Planning is underway for the next program which will begin in August 2013.
2. ISU's ADVANCE Institutional Transformation grant funding from the National Science Foundation has concluded, but the ADVANCE efforts continue. ISU ADVANCE has had the goal of improving recruitment, retention and leadership of women faculty in the science, technology, engineering and mathematics (STEM) fields... Over 40 partner faculty, students, administrators, and staff have directly participated in leading institutional efforts across campus. In 2011-2012, a plan was developed for the institutionalization of ISU ADVANCE in the Office of the Provost. In fall 2012, a faculty fellow was appointed by the provost to lead this effort over the next two years. In 2011-2012, several workshops for department chairs were held on topics related to ADVANCE including understanding departmental culture, advancement from associate professor to full, and conducting effective faculty searches. Five of our academic colleges have appointed an Equity Advisor and the provost has mandated that all academic colleges must have an Equity Advisor in place by the end of the current academic year. The Equity Advisor plays a central role in implementing the goals of ADVANCE and is the primary leader of efforts at the college level to ensure equity and advancement for women faculty and faculty of color. The Equity Advisor provides consultation at the college and departmental levels on issues including hiring, mentoring, professional development, and climate.
3. Iowa State University continues to make progress in creating a more flexible work environment for its faculty and staff. The Office of the Senior Vice President and Provost sponsors a Work/Life website which combines existing policies and resources so that the information can be accessed more efficiently and utilized more effectively. The Work/Life Advisory Committee is charged with reviewing current university policies, benchmarking best practices, and identifying gaps. This year we have added two workshops for newly hired tenure-track faculty on "Flexible Faculty Policies" as a result of feedback we received from faculty who participated in our mentoring program.
4. The COACHE Survey of Tenure-Track Faculty Satisfaction was administered for a second time in 2009-2010. The survey is administered every four years to junior faculty. This second

administration of COACHE indicates that Iowa State has made progress in clarifying the tenure process, creating policies to support work/life balance, and creating mentoring opportunities for junior faculty. The COACHE survey has helped the university identify issues on which there are significant differences by gender or minority status.

5. Women's and Diversity Grant Program. This funding pool of \$50,000 supports initiatives that will enrich the experiences of women faculty, staff and students and people of color at ISU. Proposals are expected to target education, research, and outreach in order to positively impact and advance faculty, staff, and student women, minorities and under-represented groups at Iowa State University. For FY13, eight projects received funding to enhance gender equity and diversity initiatives. Past projects include the "Women Impacting ISU Calendar", Ag multicultural programs, and a program to engage international spouses sponsored by the YWCA.
6. Coordination of Institutional Diversity Efforts. The university-wide diversity committee, UCD, was restructured to include college diversity committee chairs and to provide leadership of campus-wide diversity goals. The committee continues to work to increase coordination and collaboration across diversity efforts. The University Committee on Diversity is charged with three tasks: (1) to provide an annual report on diversity that is shared with the university president and the university community, (2) to assess progress made on the Implementation Plan for Community, Equity, and Diversity (2006-2011), and (3) to provide leadership on institutional diversity goals. In order to increase communication and collaboration regarding diversity, the committee launched a new Diversity @ ISU website. The UCD annually organizes a session at ISCORE to address a diversity issue of campus-wide interest.
7. 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 100 faculty couples has been supported through this program in its ten-year history.
8. 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.
9. The Women's Leadership Consortium continues to bring together leaders of various women's programs on campus, develops strategies for increasing the visibility of issues facing women, and studies the impact of women's initiatives and programs, on campus. Each year, the Women's Leadership Consortium sponsors a Women Impacting ISU Calendar to spotlight women in leadership, who serve as resources within the community.
10. The Associate Provost for Academic Personnel Officer works with the Iowa Network for Women in Higher Education (WHE) to encourage more women to consider leadership in higher education. With IowaWHE, she organized in April 2012 a highly successful Women's Leadership Conference at ISU that featured outstanding successful women in higher education leadership. Over 107 women attended from public, private and two-year colleges across the state.

11. The Margaret Sloss Women's Center provides academic programming and serves as a social support system for all women, on campus. Though many programs are directed specifically for students, the emphasis on safety, healthy relationships, and topics related to the role of women in society, uplift and benefit all. The Women's Center provides support and information through active advocacy, educational outreach; appropriate referral services and provides a safe space to discuss women's issues. The MSWC is undergoing a formal program review in 2012, with a team of external experts visiting campus to assess the work on the Women's Center. In spring 2013, the university will begin a national search for a permanent director for the MSWC which has been under interim leadership since July 1, 2011.
12. Child Care Resources, a unit of Human Resource Services, 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 a resource and referral service, care for mildly ill children, part-time childcare for student families, and a family child care infant network.
13. A collaboration of the University Committee on Women and the University Committee on Diversity resulted this year in a Welcome Reception and Resource Fair for all new university employees. The event gave new employees the opportunity to meet university senior leadership, to learn about institutional and community resources and support structures, and to network. Over 200 faculty and staff attended.
14. The development of faculty and staff affinity groups has been formalized this year through collaboration between the provost's office and HRS. These networks are designed to cultivate and connect Iowa State's diverse faculty and staff populations with the greater university community. These groups support recruitment and retention by addressing social and professional components essential to an enhanced quality of life for faculty and staff. The faculty and staff diversity networks align with the university's strategic goals by tackling the ongoing effort to create and support a more diverse campus community. The three active groups (Black Faculty and Staff Association, Latino Faculty and Staff Association, and WorkOut – LGBT Faculty and Staff Association) have begun to host networking opportunities and to work with the provost's office and HRS to identify challenges and opportunities in improved recruitment, retention, and advancement of our underrepresented faculty and staff talent.

October, 2012

TO: Board of Regents, State of Iowa
FROM: University of Northern Iowa
RE: Minority and Women Educators Enhancement Program

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

1. To supplement a minority faculty line in the Department of Political Science. The faculty member teaches two sections of non-western cultures: Africa and an upper level political science class in the area of international relations or comparative politics. In addition, he typically teaches an overload section of the non-western cultures: Africa course, either at UNI-CUE or on-line. His research focuses on the political economy of the African state, and in particular the political economy of military rule in Africa. He also serves as a senior analyst for the State Department and Department of Defense's Trans-Saharan Security Symposium.
2. To provide funding for minority scholarships in the Psychology Graduate program.
3. To provide funding for a research project for a minority faculty member. Professor Hem Mpundu joined UNI in Fall 2010 from the University of Oklahoma. He successfully defended his dissertation in May 2011. Dr. Mpundu teaches cost accounting (undergraduates) and managerial accounting (MBA). His research interest is in capital markets. His professional background includes international experience with KPMG, PricewaterhouseCoopers, the Lonrho Group, Zambia Centre for Accountancy Studies, and Hawkins Research, Inc. (US).

Hem's summer 2012 project (ongoing) examined a critical area in contemporary accounting research. His preliminary results suggest that strategic analysis of income provides incremental information beyond accruals and cash flows. This finding makes a strong case for additional disclosures in financial statements so users can perform strategic analysis of income changes when required. Existing disclosures make this a very difficult task. Thus, the study is expected to interest regulators as well as preparers and users of financial statements.

The funding support enabled Dr. Mpundu to collect the data required for this important study.

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