

Contact: Tim Cook

ANNUAL DIVERSITY REPORT

Actions Requested:

- ▶ Receive the annual reports on Affirmative Action and the Regents' Minority and Women Educators Enhancement Program; and
- ▶ Ratify the submission of these reports in accordance with Iowa Code §19B.5 and §262.93. Both reports were filed with the Iowa General Assembly by the statutory deadline of January 31.

Executive Summary: This memorandum consists of two annual reports.

- ▶ Affirmative Action:
 - ◆ Primary Occupational Activity Group Comparisons – Illustrates overall progress in the percentage of females and minority groups over the last 10 years. (pages 2-3)
 - ◆ Peer Group Comparisons – Shows data on the percentages of women and minorities in faculty ranks at the Regent universities and the average percentages of women and minorities in faculty ranks in their respective peer institution group. (page 4)
 - ◆ Funding Sources and Itemized Costs – FY 2017. (page 5)
 - ◆ Individual reports for each of the five institutions may be found on the Board's website as a link to this agenda item.
- ▶ Regents' Minority and Women Educators Enhancement Program:
 - ◆ Individual reports for each of the three universities may be found on the Board's website as a link to this agenda item.

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

Background:

AFFIRMATIVE ACTION – Iowa Code §19B.5 requires that the Board and its institutions submit an annual report on affirmative action, diversity, and multicultural accomplishments to the Iowa General Assembly by January 31. The report is to include information identifying funding sources and itemized costs, including administrative costs, for these programs. The Iowa School for the Deaf and Iowa Braille and Sight Saving School do not have offices dedicated solely to affirmative action activities; therefore, cost reports are not required.

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

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

Affirmative Action – Primary Occupational Activity Group Comparisons

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

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

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

ANNUAL AFFIRMATIVE ACTION REPORT COMPARISONS															
UNIVERSITY OF IOWA															
Primary Occupational Activity Group	September 30, 2008*					October 31, 2013					October 31, 2018				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial Staff	380	143	37.6%	28	7.4%	389	143	36.8%	20	5.4%	364	166	45.6%	36	9.9%
Tenured and Tenure Track Faculty	1,488	437	29.4%	264	17.7%	1,480	479	32.3%	301	20.6%	1,343	455	33.9%	308	22.9%
Non-Tenure Track Faculty	703	339	48.2%	102	14.5%	931	454	48.8%	184	19.8%	1,389	715	51.5%	319	23.0%
Professional and Scientific Staff	7,596	5,418	71.3%	521	6.9%	8,585	6,133	71.4%	692	8.1%	10,827	7,821	72.2%	1095	9.3%
Secretarial and Clerical Staff	2,505	2,184	85.1%	115	4.5%	1,922	1,611	83.8%	101	5.3%	1,359	1,094	80.5%	117	8.6%
Technical and Paraprofessional Staff	562	396	70.5%	38	6.8%	667	507	76.0%	76	11.4%	891	703	78.9%	124	13.9%
Skilled Crafts Staff	398	34	8.5%	21	5.3%	358	22	6.1%	17	4.7%	341	18	5.3%	16	4.7%
Service and Maintenance Staff	1,883	1,003	53.3%	257	13.6%	1,895	987	52.1%	358	19.2%	2,088	1,153	55.3%	589	27.3%
Total	15,575	9,952	63.9%	1,346	8.6%	16,157	10,336	64.0%	1,749	10.8%	18,600	12,125	65.2%	2,494	13.4%
IOWA STATE UNIVERSITY															
Primary Occupational Activity Group	September 30, 2008*					October 31, 2013					October 31, 2018				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial Staff	383	135	35.2%	35	9.6%	407	182	44.7%	30	7.4%	463	214	46.2%	47	10.2%
Tenured and Tenure Track Faculty	1,213	345	28.4%	255	21.0%	1,248	388	31.1%	293	23.5%	1,247	406	32.6%	352	28.2%
Non-Tenure Track Faculty	418	224	53.6%	48	11.5%	650	360	55.4%	99	15.2%	581	327	56.3%	99	17.0%
Professional and Scientific Staff	2,087	1,028	49.3%	225	10.8%	2,196	1,098	50.0%	279	12.7%	2,811	1,464	52.1%	550	19.6%
Secretarial and Clerical Staff	1,071	969	90.5%	36	3.4%	890	790	88.8%	34	3.8%	757	651	86.0%	47	6.2%
Technical and Paraprofessional Staff	167	103	61.7%	6	3.6%	133	90	67.7%	6	4.5%	131	98	74.8%	8	6.1%
Skilled Crafts Staff	279	13	4.7%	4	1.4%	283	11	3.9%	4	1.4%	261	11	4.2%	7	2.7%
Service and Maintenance Staff	530	259	48.9%	31	5.8%	585	287	49.1%	52	8.9%	568	270	47.5%	72	12.7%
Total	6,128	3,076	50.2%	640	10.4%	6,392	3,206	50.2%	797	12.5%	6,819	3,441	50.5%	1,182	17.3%
UNIVERSITY OF NORTHERN IOWA															
Primary Occupational Activity Group	September 30, 2008*					October 31, 2013					October 31, 2018				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial Staff	110	41	37.3%	5	4.5%	93	41	44.1%	9	9.7%	103	51	49.5%	12	11.7%
Tenured and Tenure Track Faculty	545	235	43.1%	67	12.3%	521	229	44.0%	77	14.8%	450	204	45.3%	80	17.8%
Non-Tenure Track Faculty	39	22	56.4%	5	12.8%	36	21	58.3%	2	5.6%	56	36	64.3%	4	7.1%
Professional and Scientific Staff	570	307	53.9%	45	7.9%	609	361	59.3%	57	9.4%	642	369	57.5%	80	12.5%
Secretarial and Clerical Staff	271	261	96.3%	13	4.8%	244	239	98.0%	10	4.1%	217	210	96.8%	14	6.5%
Technical and Paraprofessional Staff	30	8	26.7%	4	13.3%	20	5	25.0%	3	15.0%	18	3	16.7%	2	11.1%
Skilled Crafts Staff	64	6	9.4%	2	3.1%	59	3	5.1%	2	3.4%	54	3	5.6%	1	1.9%
Service and Maintenance Staff	252	138	54.8%	35	13.9%	225	114	50.7%	29	12.9%	210	95	45.2%	31	14.8%
Total	1,881	1,018	54.1%	176	9.4%	1,807	1,013	56.1%	189	10.5%	1,750	971	55.5%	224	12.8%

* Note: The annual snapshot date changed from September 30 to October 31 in 2010.

Continued on the following page.

IOWA SCHOOL FOR THE DEAF															
Primary Occupational Activity Group	September 30, 2008*					October 31, 2013					October 31, 2018				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial Staff	4	1	25.0%		0.0%	1		0.0%		0.0%	5	1	20.0%		0.0%
Tenured and Tenure Track Faculty			0.0%		0.0%			0.0%		0.0%			0.0%		0.0%
Non-Tenure Track Faculty	44	37	84.1%		0.0%	35	32	91.4%		0.0%	31	26	83.9%		0.0%
Professional and Scientific Staff	35	27	77.1%		0.0%	35	25	71.4%	1	2.9%	40	28	70.0%	1	2.5%
Secretarial and Clerical Staff	4	4	100.0%	1	25.0%	4	4	100.0%		0.0%	5	5	100.0%		0.0%
Technical and Paraprofessional Staff	24	20	83.3%	3	12.5%	24	20	83.3%	1	4.2%	23	17	73.9%	1	4.3%
Skilled Crafts Staff	6		0.0%		0.0%	4		0.0%		0.0%	5		0.0%		0.0%
Service and Maintenance Staff	20	9	45.0%	4	20.0%	16	9	56.3%	2	12.5%	14	7	50.0%	1	7.1%
Total	137	98	71.5%	8	5.8%	119	90	75.6%	4	3.4%	123	84	68.3%	3	2.4%

IOWA BRAILLE AND SIGHT SAVING SCHOOL															
Primary Occupational Activity Group	September 30, 2008*					October 31, 2013					October 31, 2018				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial Staff	4	2	50.0%		0.0%	5	2	40.0%		0.0%	3	2	66.7%		0.0%
Tenured and Tenure Track Faculty			0.0%		0.0%			0.0%		0.0%			0.0%		0.0%
Non-Tenure Track Faculty	34	26	76.5%		0.0%	50	41	82.0%		0.0%	54	46	85.2%		0.0%
Professional and Scientific Staff	8	7	87.5%		0.0%	3	3	100.0%		0.0%	2	1	50.0%		0.0%
Secretarial and Clerical Staff	4	4	100.0%		0.0%	5	5	100.0%		0.0%	4	4	100.0%		0.0%
Technical and Paraprofessional Staff	19	17	89.5%		0.0%	1		0.0%		0.0%	2	1	50.0%		0.0%
Skilled Crafts Staff			0.0%		0.0%			0.0%		0.0%			0.0%		0.0%
Service and Maintenance Staff	19	6	31.6%	1	5.3%	11	5	45.5%	1	9.1%	8	3	37.5%		0.0%
Total	88	62	70.5%	1	1.1%	75	56	74.7%	1	1.3%	73	57	78.1%	0	0.0%

TOTAL REGENT INSTITUTIONS															
Primary Occupational Activity Group	September 30, 2008*					October 31, 2013					October 31, 2018				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial Staff	861	322	37.4%	68	7.9%	875	368	42.1%	59	6.7%	938	434	46.3%	95	10.1%
Tenured and Tenure Track Faculty	3,246	1,017	31.3%	586	18.1%	3,229	671	20.8%	671	20.8%	3,040	1,065	35.0%	740	24.3%
Non-Tenure Track Faculty	1,238	648	52.3%	155	12.5%	1,702	908	53.3%	285	16.7%	2,111	1,150	54.5%	422	20.0%
Professional and Scientific Staff	10,296	6,785	65.9%	791	7.7%	11,428	7,620	66.7%	1,029	9.0%	14,322	9,683	67.6%	1,636	11.4%
Secretarial and Clerical Staff	3,915	3,422	87.4%	165	4.2%	3,063	2,649	86.5%	145	4.7%	2,342	1,964	83.9%	178	7.6%
Technical and Paraprofessional Staff	802	544	67.8%	51	6.4%	845	622	73.6%	86	10.2%	1,065	822	77.2%	135	12.7%
Skilled Crafts Staff	747	53	7.1%	27	3.6%	704	36	5.1%	23	3.3%	661	32	4.8%	24	3.6%
Service and Maintenance Staff	2,704	1,415	52.3%	328	12.1%	2,702	1,402	51.9%	442	16.4%	2,886	1,465	50.8%	673	23.3%
Total	23,809	14,206	59.7%	2,171	9.1%	24,548	14,276	58.2%	2,740	11.2%	27,365	16,615	60.7%	3,903	14.3%

* Note: The annual snapshot date changed from September 30 to October 31 in 2010.

Affirmative Action – Peer Group Comparisons

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

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

This data originates from the Integrated Post-Secondary Data System (IPEDS) and reflects only full-time faculty for Fall 2017; data provided on pages 2-3 reflects faculty with appointments 50% and greater in Fall 2018. Workforce data as portrayed in the tables on pages 2-3 are not available for peer institutions.

Full-Time Tenured and Tenure Track - Fall 2017		
	Percent Female	Percent Minority
University of Iowa	32.80%	19.90%
Peer Group Average	35.00%	23.50%
Iowa State University	32.40%	24.60%
Peer Group Average	33.80%	24.10%
University of Northern Iowa	45.70%	17.10%
Peer Group Average	41.80%	20.30%

Affirmative Action – Funding Sources and Itemized Costs

AFFIRMATIVE ACTION REVENUES AND EXPENDITURES - FY 2018				
	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	\$526,824	\$458,941	\$41,014	\$1,026,779
Other				0
State Appropriations - Subtotal	\$526,824	\$458,941	\$41,014	\$1,026,779
Other Revenues				
Federal Support				0
Interest				0
Tuition and Fees				0
Reimbursed Indirect Costs				0
Sales and Services				0
Other Income				0
Other Revenues - Subtotal	\$0	\$0	\$0	\$0
Total Revenues	\$526,824	\$458,941	\$41,014	\$1,026,779
EXPENDITURES				
Salaries				
Faculty and Institutional Officers Salaries				\$0
Professional and Scientific Staff Salaries	487,896	446,441	30,707	965,044
General Service Staff Salaries				0
Hourly Wages	3,505		5,558	9,063
Labor in Transfers				0
Vacancy Factor				0
Salaries - Subtotal	\$491,401	\$446,441	\$36,265	\$974,107
Other				
Professional and Scientific Staff Supplies	\$35,423	\$12,500	\$4,749	\$52,672
Library Acquisitions				0
Rentals				0
Utilities				0
Building Repairs				0
Auditor of State Reimbursement				0
Aid to Individuals				0
Other - Subtotal	\$35,423	\$12,500	\$4,749	\$52,672
Total Expenditures	\$526,824	\$458,941	\$41,014	\$1,026,779

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

*ISU's report of revenues and expenditures reflects the salaries/benefits of staff related to affirmative action efforts and the affirmative action plan. It does not reflect the entire budget of the Office of Equal Opportunity.



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

**Annual Equal Employment Opportunity and
Affirmative Action Workforce Report
November 2018**

Submitted by

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Annual Equal Employment Opportunity and Affirmative Action Workforce Report November 2018

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 2018 *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 Contract Compliance Programs. It is important to note that other university reports may use different data sources and definitions; thus, prudence should be used when comparing the data in this report to data in other workforce-related reports, such as the Integrated Postsecondary Educational Data System (IPEDS) Human Resources Survey and reports produced by other university offices.²

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

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

II. OVERVIEW: HIGHLIGHTS OF EMPLOYMENT ACTIVITY

- **One-Year Comparison of Workforce Categories.** From November 1, 2017 to November 1, 2018, the University of Iowa workforce increased by 241 individuals (1.3%), from 18,359 to 18,600.
 - The faculty and staff increased by 206 women (1.7%).
 - Racial/ethnic minority representation increased by 146 individuals (6.2%).
 - There was a decrease of 27 tenured/tenure track faculty (2.0%).
 - The number of women faculty members on the tenure track increased by 7 (1.6%), increasing representation from 32.7% to 33.9%.
 - The number of minority faculty members on the tenure track increased by 9 (3.0%), increasing representation from 21.8% to 22.9%.
 - Female representation among executive, administrative, and managerial staff decreased by 13 (7.3%), from 47.1% in 2017 to 45.6% in 2018.
 - The number of racial/ethnic minorities among executive, administrative, and managerial staff did not change; because this primary occupational group overall decreased in size by 4.2%, minority representation increased from 9.5% in 2017 to 9.9% in 2018.
 - Minority representation among professional and scientific staff increased by 39 individuals (4.0%), increasing representation from 9.1% to 9.3%.
 - During the 2017-18 data year, the university hired or promoted 1,917 women and 525 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 401 women (2.2%) and by 201 minorities (1.1%).³
 - There was a net increase of 3 individuals (2.4%) who self-reported having disabilities.
 - There were small increases in the numbers of disabled veterans (1 individual) and recently separated veterans (1 individual). The number of Active Duty Wartime or Campaign Badge veterans decreased by 29 (7.1%), and there was no change in the number of Armed Forces Service Medal veterans.

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 Section V of this report.

- **Five-Year Comparison of Workforce Categories.** From November 1, 2013 to November 1, 2018, the University of Iowa workforce increased by 2,443 individuals (15.1%), from 16,157 to 18,600.
 - The faculty and staff increased by 1,789 women (17.3%).
 - Racial/ethnic minority representation increased by 745 individuals (42.6%).
 - There was a net decrease of 117 tenured/tenure track faculty (8.0%). The number of female tenure track faculty decreased by 24 (5.0%), while the number of minority faculty increased by 7 (2.3%).
 - The number of employees who self-reported having disabilities increased by 41 (48.2%); this increase is likely attributable in part to a re-survey of the workforce in Fall 2016.
 - There were increases in the numbers of employees who self-identified as disabled veterans (6 individuals or 19.4%) and Armed Forces Service Medal veterans (23 individuals or 31.5%) The number of Active Duty Wartime/Campaign Badge veterans decreased by 127 (25.0%), and the number of recently separated veterans decreased by 4 (40.0%).

- **Ten-Year Comparison of Workforce Categories.** From October 1, 2008 to November 1, 2018, the University of Iowa workforce increased by 3,025 individuals (19.4%), from 15,575 to 18,600.
 - The faculty and staff increased by 2,173 women (21.8%).
 - Racial/ethnic minority representation increased by 1,148 individuals (85.3%).
 - There was a net decrease of 145 tenured/tenure track faculty (9.7%). The number of female tenure track faculty increased by 18 (4.1%), and minority representation increased by 44 (16.7%).
 - There was an increase of 44 individuals (53.7%) who self-reported having disabilities; this increase is likely attributable in part to a re-survey of the workforce in Fall 2016.
 - The number of self-identified disabled veterans increased by 13 (54.2%), and the number of Active Duty Wartime/Campaign Badge veterans increased by 63 (19.7%).

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, equity, and inclusion (DEI) within the university and the broader Iowa community, providing campus-wide leadership regarding the importance of DEI 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, equity, and inclusion.

Effective Fall 2018, the title of chief diversity officer was changed to associate vice president and executive director for diversity, equity, and inclusion (AVP-DEI) to reflect the focus on DEI as institutional priorities and the coordination of DEI efforts by faculty, staff, students, and colleagues across campus and within the community. Equity and inclusion were added as key aspects of the position with the goals of helping address fairness and improving the campus climate.

The AVP-DEI works with other campus leaders, faculty, staff, and students to identify and pursue opportunities to create and enhance diversity, equity, and inclusion within each division and foster a campus climate in which all community members are respected, valued, and supported. Some of the specific areas of effort include:

- Recruitment and retention of faculty, staff, and students from underrepresented U.S. racial/ethnic minority groups
- Using data to assess and improve campus culture
- Advocating for students of diverse backgrounds, identities, and experiences
- Facilitating a coordinated campus effort regarding diversity, equity, and inclusion

B. The Office of Equal Opportunity and Diversity

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

In connection with its compliance responsibilities, EOD is actively involved in monitoring the recruitment and hiring process for all faculty positions and for Professional and Scientific (P&S) staff positions of 50% or greater lasting for one year or longer. Throughout the review process for faculty positions, the staff evaluates 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.

In Fall 2018, the university implemented OTAC, a cloud-based online recruitment and application system, for P&S positions, prompting changes to the recruitment process. University Human Resources (UHR) now reviews requisitions to ensure that appropriate outreach efforts are made to attract women and minority applicants. Where underrepresentation of women and/or minorities exists, UHR works with search committees to advertise the vacancy using recruitment resources targeted toward women and/or minorities. HR representatives and senior HR leaders are tasked with ensuring compliance with EEO/AA principles and policies at the offer stage.

EOD worked closely with UHR and the Office of the General Counsel to ensure the new recruiting tool meets all applicable EEO/AA federal and state laws and UI policies. EOD continues to monitor the recruitment process for P&S positions by conducting post-transaction reviews and audits, providing feedback to UHR and UI Health Care HR as appropriate.

C. 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, then 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

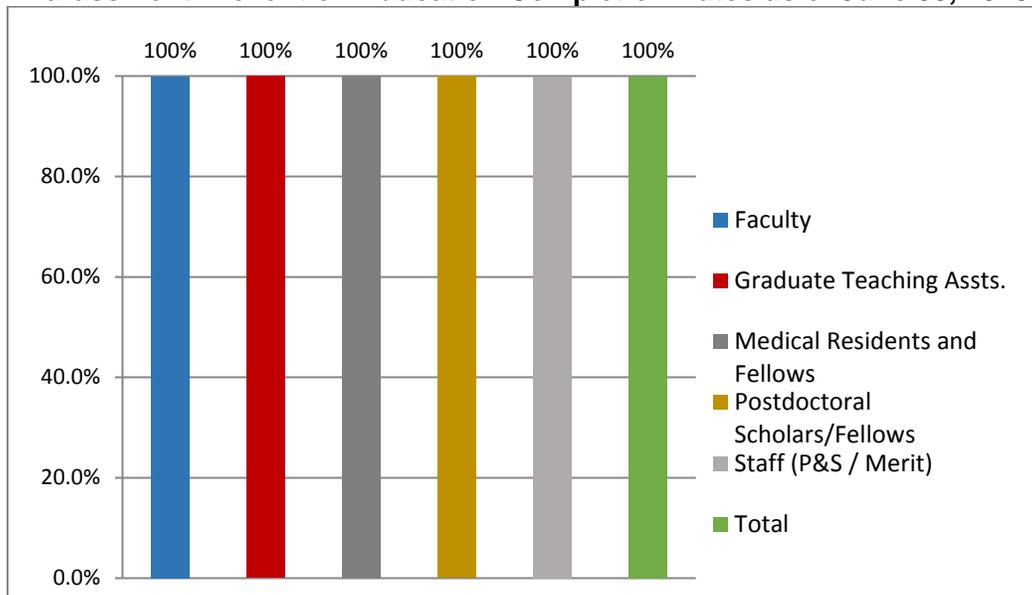
In addition to instructor-led courses, an online anti-harassment course is available to faculty and staff from the university's Employee Self Service website. Deans, directors, departmental administrative officers, and human resources representatives across campus are instrumental in ensuring that covered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

During Fiscal Year 2018, a total of 8,256 individuals completed one of the approved harassment prevention courses; of these, 69 percent completed an online training and 31 percent attended

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

in-person training. As of June 30, 2018, 100 percent of current covered employees were compliant with the mandate for periodic training on harassment prevention.

Figure 1
Harassment Prevention Education Completion Rates as of June 30, 2018



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

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

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

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

D. National Coalition Building Institute (NCBI)

The National Coalition Building Institute (NCBI) is a nonprofit leadership training organization based outside of Washington, D.C. NCBI works through a coalition-building model to provide leadership training for inclusion and equity with the goal of eliminating all forms of prejudice throughout the world. The University of Iowa has been affiliated with NCBI since 2011, and since that time has reached over 3,000 faculty, staff, students, and community members through ongoing workshops. Additionally, over 120 faculty, staff, and students have attended additional train-the-trainer workshops, allowing them to join our campus team; 40 trainers are currently active. These individuals are taught effective leadership skills in the areas of prejudice reduction, violence prevention, conflict resolution, and coalition building so that they can serve as a resource for diversity and inclusion on campus.

In 2017-18, UI's NCBI affiliate held 19 total workshops, including Leadership for Equity & Inclusion (full day), Conflict & Controversial Issues (half day), the Art of Building Effective Relationships Across Group Lines (half day), one skills lab (3 hours), and one campus conference (three days). A total of 486 faculty, staff, students, and community members attended these workshops. Feedback from participants' pre- and post-evaluations continues to be overwhelmingly positive.

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 19th annual Diversity Catalyst Award reception was held on April 11, 2018. The 2018 Diversity Catalyst Award recipients were:

- Student Award: Lilián M. Sánchez Garcia, vice president, University of Iowa Student Government; College of Liberal Arts and Sciences
- Faculty/Staff Award: Nkanyezi Ferguson, MD, clinical assistant professor, Department of Dermatology, Carver College of Medicine
- Faculty/Staff Award: Barbara Baquero, PhD, MPH, assistant professor in Community and Behavioral Health, and deputy director of the UI Prevention Research Center, College of Public Health
- Faculty/Staff Award: Tracy R. Peterson, director of Diversity and K-12 Outreach, College of Engineering

Dr. Tonya L. Peeples, associate dean for Diversity and Outreach in the College of Engineering, associate director of the Center for Biocatalysis and Bioprocessing, and professor of Chemical and Biochemical Engineering, delivered the keynote address. The Diversity Catalyst Award Reception was held in conjunction with the Erroll B. Davis, Jr. / Alliant Energy Awards. The

event was supported by the Chief Diversity Office, the Office of Equal Opportunity and Diversity, and the University of Iowa Staff Council.

The Diversity Catalyst Seed Grant program was designed to support the Diversity Catalyst Award. Targeted toward creative projects with potential to impact the diversity goals of the university's strategic plan, the program provides seed grants of up to \$1,000 for start-up projects, programs with potential sustainability, or short-term projects that demonstrate significance and impact. The grants support projects that advance cross-cultural understanding; strengthen positive inter-group relations; and promote more welcoming learning, living, and working environments. Activities are encouraged that cross curricular, co-curricular, and/or extra-curricular domains.

The recipients of the 2018 Diversity Catalyst Award Seed Grants were:

- Autism Spectrum Disorder: Training Modules for Faculty and Staff
- College of Nursing Networks and Engagement in Communities through Service (CONNECTS)
- Exploring Your Social Identities: Intergroup Dialogue Among Graduate Students, Faculty, and Staff
- Launching a Dialog on Diversity in Technology
- New Immigrants in the Hospital Workplace: Discovering Models for Success

F. Recruitment Ambassadors Program

The Recruitment Ambassadors Program, jointly sponsored by University Human Resources and the Office of Equal Opportunity and Diversity, supports the university's strategic goals for increasing the diversity of the faculty and staff. Recruitment ambassadors are current or former faculty and staff members who volunteer to help recruit diverse prospective employees. The program is designed to be a valuable part of the search process that ensures that talented and diverse candidates who visit our campus and community acquire a broad knowledge of all the area has to offer.

G. Faculty Diversity Opportunity Program (FDOP)

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

For fiscal year 2018, the Office of the Provost budgeted FDOP funds totaling \$2,050,741 for partial salaries and other resources supporting 28 faculty members. These positions are in the University Library and the Colleges of Education, Engineering, Liberal Arts and Sciences, Nursing, Pharmacy, and Public Health. Since 1999, FDOP has been used to support 143

diversity hires to the UI campus. When appropriate, FDOP funding has been successfully used to support the research of post-doctoral fellows as a means of increasing the pipeline to the professorate. The Faculty Diversity Opportunity Program has proven to be an important incentive to colleges and departments to identify and recruit faculty from underrepresented communities and has contributed significantly to the increased representation of faculty from underrepresented communities in the nineteen-year period ending 2018.

H. Staff Diversity Opportunity Program (SDOP)

Reflecting best practices identified from the Faculty Diversity Opportunity Program, the Staff Diversity Opportunity Program promotes employment of minorities and women in Professional and Scientific (P&S) staff classifications exhibiting underrepresentation. Administered through University Human Resources, SDOP allows opportunity for the development of talent through apprenticeships, internships, pipeline positions, and other hires that enable the university to bring on board high potential, diverse candidates who do not fill a specific, immediate need, as well as for development opportunities to increase the new employee's skill, knowledge, abilities, and likelihood of a successful candidacy for future P&S vacancies. During FY 2018, the salaries of three P&S staff members were supported by SDOP funding.

**IV. ONE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:
2017 - 2018**

**A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity,
2017 – 2018**

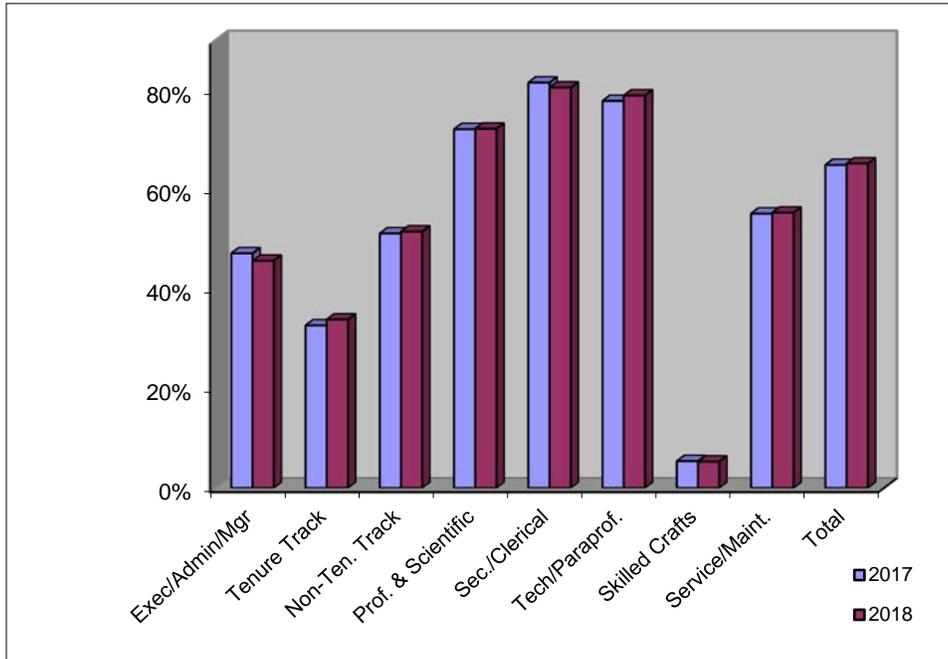
Overall Changes. The University of Iowa workforce increased by 241 employees (1.3 percent) during the 2017-18 data year, from 18,359 to 18,600. For analytical purposes, job titles have been categorized into Primary Occupational Activity (POA) groups based on job content, salary, and opportunities. The POA group with the greatest proportional increase was Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease occurred among Secretarial and Clerical Staff.

Sex. The number of women in the workforce increased by 206 (1.7 percent). The largest proportional increase was in Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease occurred among Secretarial and Clerical Staff.

**Table I
Faculty and Staff by Primary Occupational Activity Group and Sex
November 1, 2017 – November 1, 2018**

Primary Occupational Activity Group	2017		2018		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	380	179 47.1 %	364	166 45.6 %	- 16 - 4.2 %	- 13 - 7.3 %
2 Tenured/Tenure Track Faculty	1,370	448 32.7 %	1,343	455 33.9 %	- 27 - 2.0 %	+ 7 + 1.6 %
3 Non-Tenure Track Faculty	1,257	642 51.1 %	1,389	715 51.5 %	+ 132 + 10.5 %	+ 73 + 11.4 %
4 Professional & Scientific Staff	10,576	7,621 72.1 %	10,827	7,821 72.2 %	+ 251 + 2.4 %	+ 200 + 2.6 %
5 Secretarial and Clerical Staff	1,468	1,196 81.5 %	1,359	1,094 80.5 %	- 109 - 7.4 %	- 102 - 8.5 %
6 Technical and Paraprofessional Staff	828	644 77.8 %	891	703 78.9 %	+ 63 + 7.6 %	+ 59 + 9.2 %
7 Skilled Crafts Staff	355	19 5.4 %	341	18 5.3 %	- 14 - 3.9 %	- 1 - 5.3 %
8 Service and Maintenance Staff	2,125	1,170 55.1 %	2,086	1,153 55.3 %	- 39 - 1.8 %	- 17 - 1.5 %
Total	18,359	11,919 64.9 %	18,600	12,125 65.2 %	+ 241 + 1.3 %	+ 206 + 1.7 %

Figure 2
Female Faculty and Staff by Primary Occupational Activity Group
November 1, 2017 – November 1, 2018



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

The total number of racial/ethnic minorities increased by 146 (6.2 percent) from 2017 to 2018. The largest proportional and increase was in Non-Tenure Track Faculty; there were no net decreases in any POA groups. There were increases in the total numbers of employees in all racial/ethnic categories except for American Indians/Alaska Natives, which decreased by one employee overall. Changes in the racial/ethnic composition of the University of Iowa’s workforce over the past year are detailed in the table and charts on the following pages.

Table II
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity
November 1, 2017 – November 1, 2018

Primary Occupational Activity Group	2017							2018							Net Change						
	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races
1 Executive, Admin., & Managerial Staff	380	36 9.5%	13 3.4%	12 3.2%	6 1.6%	3 0.8%	2 0.5%	364	36 9.9%	13 3.6%	9 2.5%	7 1.9%	4 1.1%	3 0.8%	-16 -4.2%	0	0	-3 -25.0%	+1 +16.7%	+1 +33.3%	+1 +50.0%
2 Tenured/ Tenure Track Faculty	1,370	299 21.8%	198 14.5%	29 2.1%	62 4.5%	2 0.1%	8 0.6%	1,343	308 22.9%	204 15.2%	31 2.3%	61 4.5%	2 0.1%	10 0.7%	-27 -2.0%	+9 +3.0%	+6 +3.0%	+2 +6.9%	-1 -1.6%	0	+2 +25.0%
3 Non-Tenure Track Faculty	1,257	271 21.6%	181 14.4%	21 1.7%	60 4.8%	4 0.3%	5 0.4%	1,389	319 23.0%	203 14.6%	32 2.3%	70 5.0%	5 0.4%	9 0.6%	+132 +10.5%	+48 +17.7%	+22 +12.2%	+11 +52.4%	+10 +16.7%	+1 +25.0%	+4 +80.0%
4 Professional & Scientific Staff	10,576	966 9.1%	460 4.3%	173 1.6%	256 2.4%	18 0.2%	59 0.6%	10,827	1,005 9.3%	478 4.4%	174 1.6%	264 2.4%	17 0.2%	72 0.7%	+251 +2.4%	+39 +4.0%	+18 +3.9%	+1 +0.6%	+8 +3.1%	-1 -5.6%	+13 +22.0%
5 Secretarial & Clerical Staff	1,468	109 7.4%	25 1.7%	41 2.8%	35 2.4%	5 0.3%	3 0.2%	1,359	117 8.6%	27 2.0%	47 3.5%	35 2.6%	5 0.4%	3 0.2%	-109 -7.4%	+8 +7.3%	+2 +8.0%	+6 +14.6%	0	0	0
6 Technical & Paraprofessional Staff	828	107 12.9%	27 3.3%	25 3.0%	44 5.3%	5 0.6%	6 0.7%	891	124 13.9%	26 2.9%	33 3.7%	48 5.4%	4 0.4%	13 1.5%	+63 +7.6%	+17 +15.9%	-1 -3.7%	+8 +32.0%	+4 +9.1%	-1 -20.0%	+7 +116.7%
7 Skilled Crafts Staff	355	15 4.2%	2 0.6%	3 0.8%	5 1.4%	5 1.4%	0	341	16 4.7%	2 0.6%	3 0.9%	6 1.8%	4 1.2%	1 0.3%	-14 -3.9%	+1 +6.7%	0	0	+1 +20.0%	-1 -20.0%	+1 n/a
8 Service & Maintenance Staff	2,125	545 25.6%	103 4.8%	257 12.1%	160 7.5%	10 0.5%	15 0.7%	2,086	569 27.3%	113 5.4%	265 12.7%	165 7.9%	10 0.5%	16 0.8%	-39 -1.8%	+24 +4.4%	+10 +9.7%	+8 +3.1%	+5 +3.1%	0	+1 +6.7%
Total	18,359	2,348 12.8%	1,009 5.5%	561 3.1%	628 3.4%	52 0.3%	98 0.5%	18,600	2,494 13.4%	1,066 5.7%	594 3.2%	656 3.5%	51 0.3%	127 0.7%	+241 +1.3%	+146 +6.2%	+57 +5.6%	+33 +5.9%	+28 +4.5%	-1 -1.9%	+29 +29.6%

* In 2018, seven employees self-identified as Native Hawaiian or Other Pacific Islander); due to the small number, this racial/ethnic category is combined with the Asian category in this report.

Figure 3
Minority Faculty and Staff by Primary Occupational Activity Group
November 1, 2017 – November 1, 2018

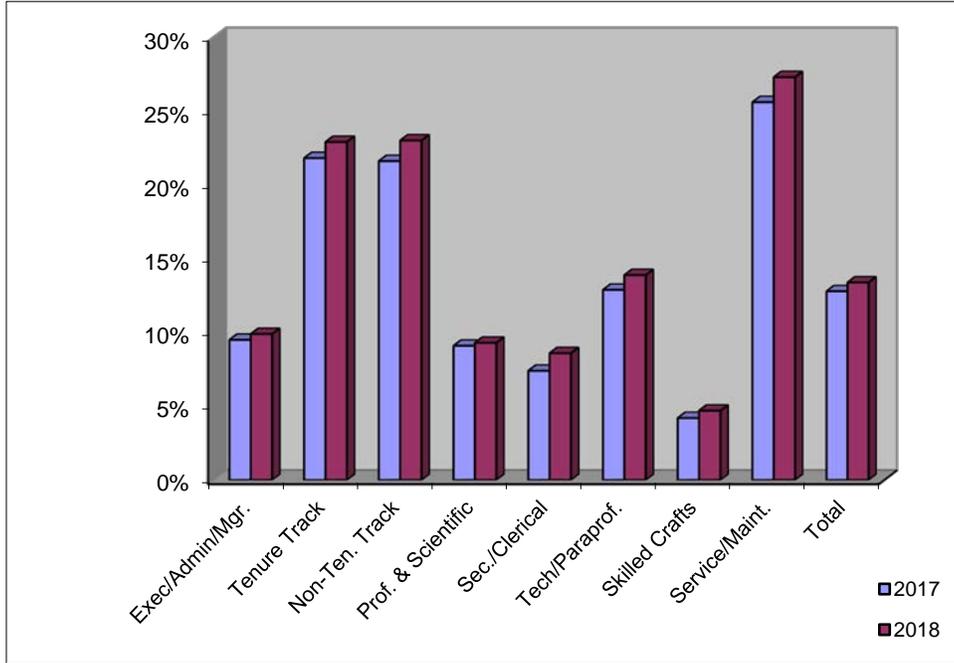
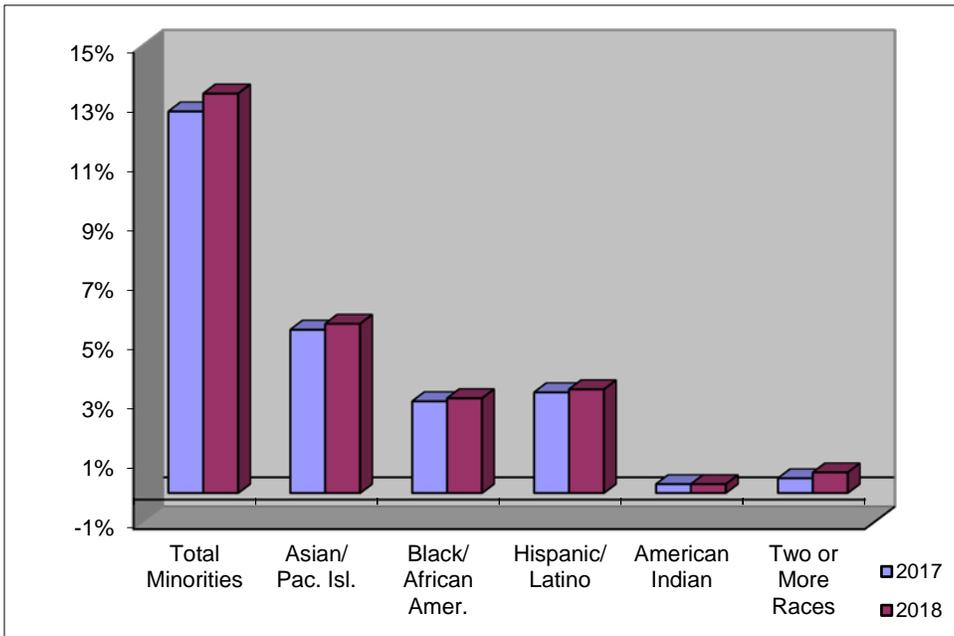


Figure 4
Total Workforce by Race/Ethnicity
November 1, 2017 – November 1, 2018



Actual Workforce Gains and Losses. Each Primary Occupational Activity (POA) group includes several job groups (groupings of similar classifications). The table below shows the totals across job groups within each POA of 1) gains (e.g., hires, promotions, transfers in); 2) losses (e.g., resignations, terminations, transfers out); and 3) the net increase or decrease in the workforce. These figures are presented for the overall workforce and for women and minorities.

**Table III
Workforce Gains and Losses by Primary Occupational Activity Group,
Sex, and Minority Status, November 1, 2017 – November 1, 2018**

Primary Occupational Activity Group	Gains			Losses			Net Change		
	Total	Women	Minorities	Total	Women	Minorities	Total	Women	Minorities
1 Executive, Administrative, & Managerial Staff	47	20	8	63	33	8	-16	-13	0
2 Tenured/Tenure Track Faculty	81	37	26	108	30	17	-27	+7	+9
3 Non-Tenure Track Faculty	269	139	89	137	66	41	+132	+73	+48
4 Professional & Scientific Staff	1,554	1,159	185	1,303	959	146	+251	+200	+39
5 Secretarial and Clerical Staff	158	122	29	267	224	21	-109	-102	+8
6 Technical and Paraprofessional Staff	212	164	44	149	105	27	63	+59	+17
7 Skilled Crafts Staff	40	1	3	54	2	2	-14	-1	+1
8 Service and Maintenance Staff	480	275	141	519	292	117	-39	-17	+24
Total	2,841	1,917	525	2,600	1,711	379	+241	+206	+146

Some gains and losses result from promotions, transfers, reclassifications, or demotions across POA groups, with a gain in one POA group corresponding to a loss in another. 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 237 employees (2.0 percent). Nearly half of the past year's net growth is attributed to the addition of 100 staff nurses to reduce the organization's usage of travel agency nurses. Additionally, to improve the quality of patient care in the area and the state, all Quick Care walk-in medical clinics were transitioned under UI Health Care management, resulting in an increase of over 140 employees, including advanced registered nurse practitioners, physician assistants, medical assistants, licensed practical nurses, and frontline clinic support positions.

B. Faculty and Staff by Disability and Veteran Status, 2017 – 2018

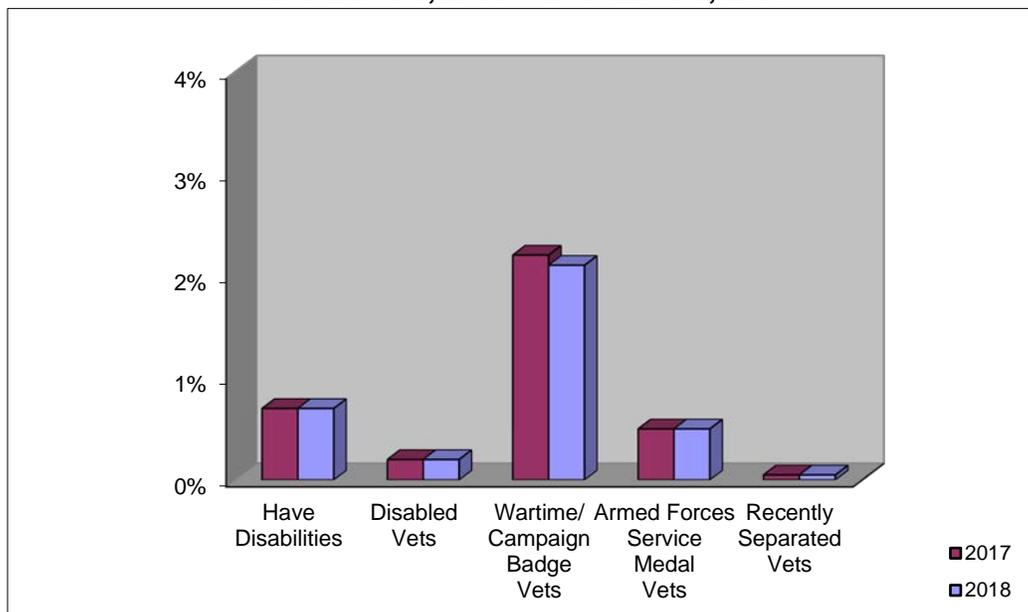
Employees may self-report disability and veteran status to the university at the time of appointment, and may update or correct this information at any time.

The number of faculty and staff who reported having a disability increased by 3 individuals (2.4 percent) over the past year. The number of faculty and staff who self-identified as disabled veterans increased by 1 (2.8 percent), Active Duty Wartime/Campaign Badge veterans decreased by 29 (7.1 percent), and there was no change in the number of Armed Forces Service Medal veterans. The number of veterans whose discharge date from military service was within the three years prior to the data snapshot date increased by 1 (20.0 percent).

Table IV
Faculty and Staff by Disability and Veteran Status
November 1, 2017 – November 1, 2018

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2017	18,359	123 0.7 %	36 0.2 %	411 2.2 %	96 0.5 %	5 < 0.1 %
2018	18,600	126 0.7 %	37 0.2 %	382 2.1 %	96 0.5 %	6 < 0.1 %
Net Change	+ 241 + 1.3 %	+ 3 + 2.4 %	+ 1 + 2.8 %	- 29 - 7.1 %	0	+ 1 + 20.0 %

Figure 5
Faculty and Staff by Disability and Veteran Status
November 1, 2017 – November 1, 2018



C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2017 – 2018

The number of tenured/tenure track faculty decreased by 27 (2.0 percent) in the last year. The number of female tenured/tenure track faculty increased by 7 (1.6 percent), and the total number of minority faculty increased by 9 (3.0 percent).

**Table V
Tenured/Tenure Track Faculty by Sex and Race/Ethnicity
November 1, 2017 – November 1, 2018**

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2017	1,370	448 32.7 %	299 21.8 %	198 14.5 %	29 2.1 %	62 4.5 %	2 0.1 %	8 0.6 %
2018	1,343	455 33.9 %	308 22.9 %	204 15.2 %	31 2.3 %	61 4.5 %	2 0.1 %	10 0.7 %
Net Change	- 27 - 2.0 %	+ 7 + 1.6 %	+ 9 + 3.0 %	+ 6 + 3.0 %	+ 2 + 6.9 %	- 1 - 1.6 %	0	+ 2 + 25.0 %

**Figure 6
Tenured/Tenure Track Faculty by Sex
November 1, 2017 – November 1, 2018**

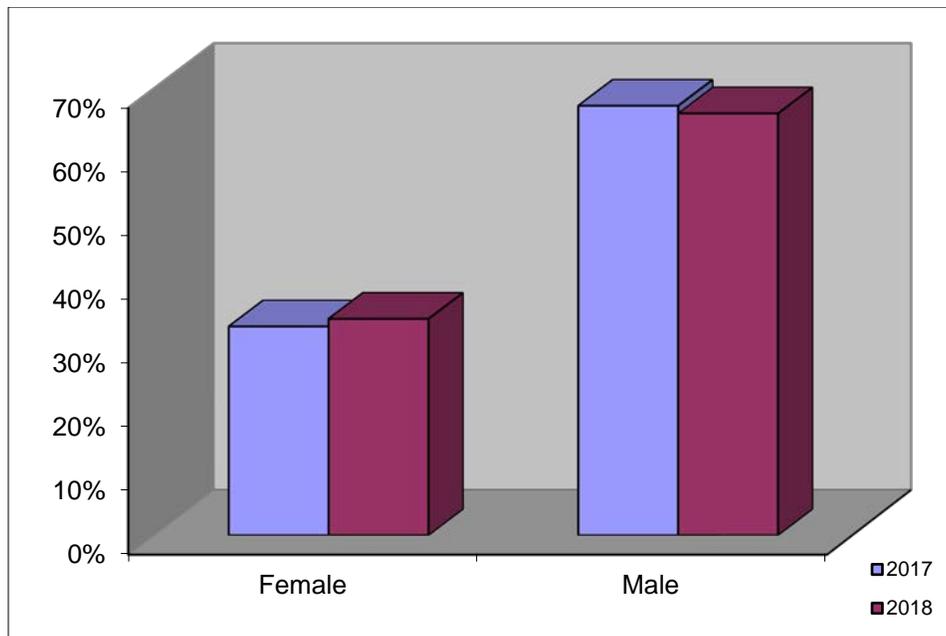
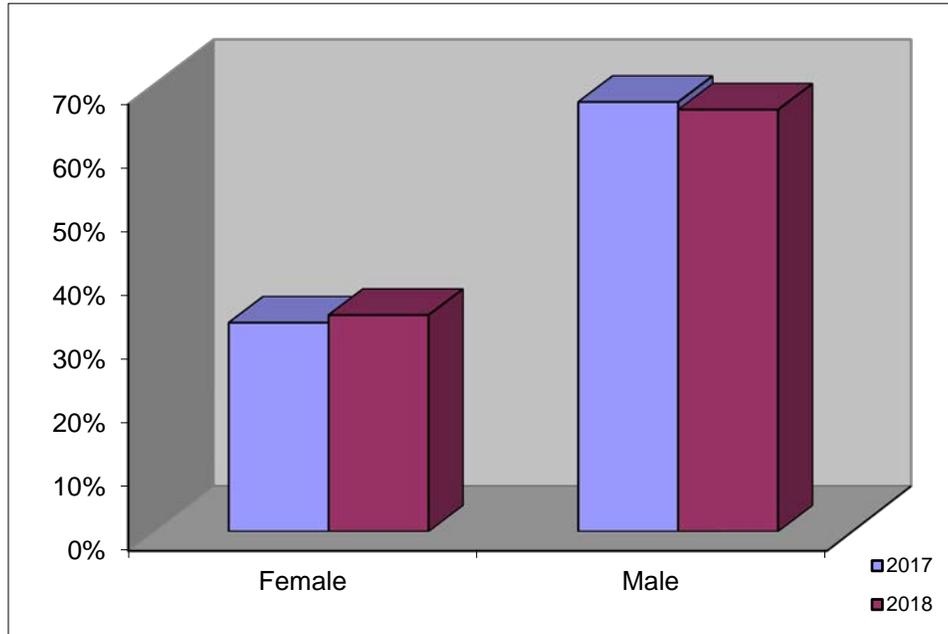


Figure 7
Tenured/Tenure Track Faculty by Race/Ethnicity
November 1, 2017 – November 1, 2018



D. Tenured/Tenure Track Faculty Promotion and Tenure Rates by Sex and Minority Status, Academic Year 2018–19

A total of 88 tenure track faculty were granted promotions effective Academic Year 2018-19, of whom 32 are women. This rate of promotion (36.4 percent) approximates the percentage of women on the tenure track faculty, now at 33.9 percent. Minorities received 21 of the 88 promotions (23.9 percent); this representation is similar to the representation of minorities on the tenure track faculty (22.9 percent).

Fifty-five tenure track faculty members were granted tenure effective Academic Year 2018-19, of whom 20 (36.4 percent) are women. As of November 2018, women represent 42.5 percent of the untenured faculty on the tenure track. Among the 55 tenure track faculty members who received tenure, 15 (27.3 percent) are members of minority groups. As of November 2018, minorities represent 33.1 percent of the untenured faculty on the tenure track.

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

Table VI
Tenured/Tenure Track Faculty Promotions & Tenure Rates by Sex and Minority Status
Effective 2017-18 Academic Year

	Total	Women	Minorities
PROMOTIONS			
Number on Tenure Track	1,343	455	308
Percentage of Total on Tenure Track		33.9%	22.9%
Sought Promotions	89	33	21
Percentage of All Faculty Who Sought Promotions (n = 89)		37.1%	23.6%
Percentage of Subgroup (Total, Women, or Minorities)	6.6%	7.3%	6.8%
Granted Promotions	88	32	21
Percentage of All Faculty Who Were Granted Promotions (n = 88)		36.4%	23.9%
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Promotions	98.9%	97.0%	100.0%
TENURE			
Number of Untenured Faculty on Tenure Track	320	136	106
Percentage of Total Untenured on Tenure Track		42.5%	33.1%
Sought Tenure	56	21	15
Percentage of All Faculty Who Sought Tenure (n = 56)		37.5%	26.8%
Percentage of Subgroup (Total, Women, or Minorities)	17.5%	15.4%	14.2%
Granted Tenure	55	20	15
Percentage of All Faculty Who Were Granted Tenure (n = 55)		36.4%	27.3%
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Tenure	98.2%	95.2%	100.0%

E. Clinical Track Faculty by Sex and Race/Ethnicity, 2017 – 2018

The university experienced a net increase of 34 clinical track faculty (4.2 percent) over the past year. Faculty appointed to clinical track positions are included in POA Group 3, Non-Tenure Track Faculty.

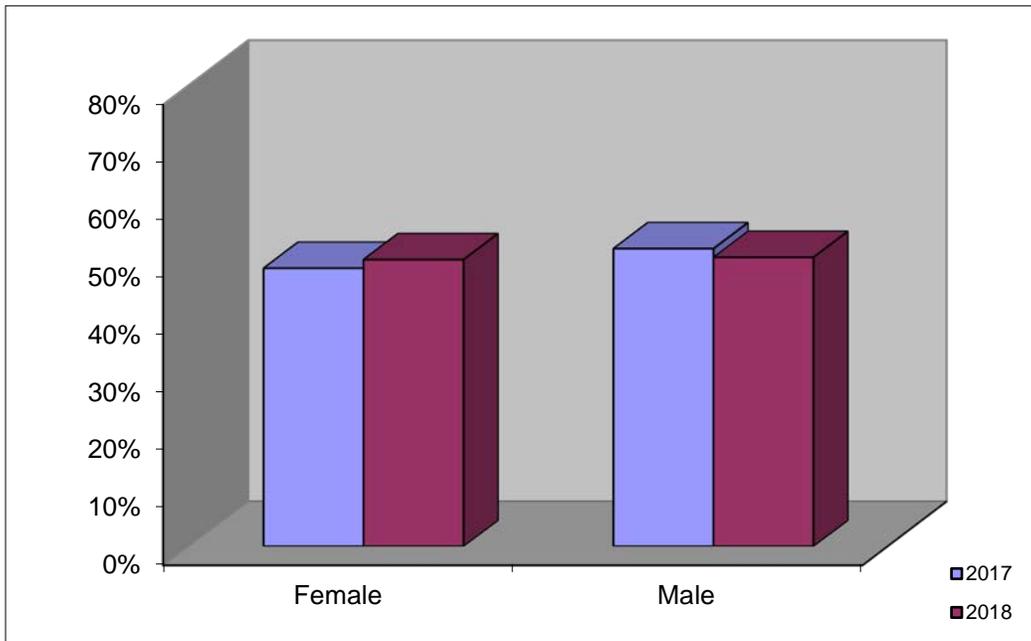
The number of women on the clinical track increased by 29 (7.4 percent), and the number of minorities on the clinical track increased by 15 (7.6 percent).

Carver College of Medicine continues to employ the majority of the clinical track faculty (83 percent), followed by the College of Dentistry (6 percent). The remaining clinical track faculty are employed in the colleges of, Pharmacy, Nursing, Education, Liberal Arts and Sciences, Public Health, Law, or the Tippie College of Business.

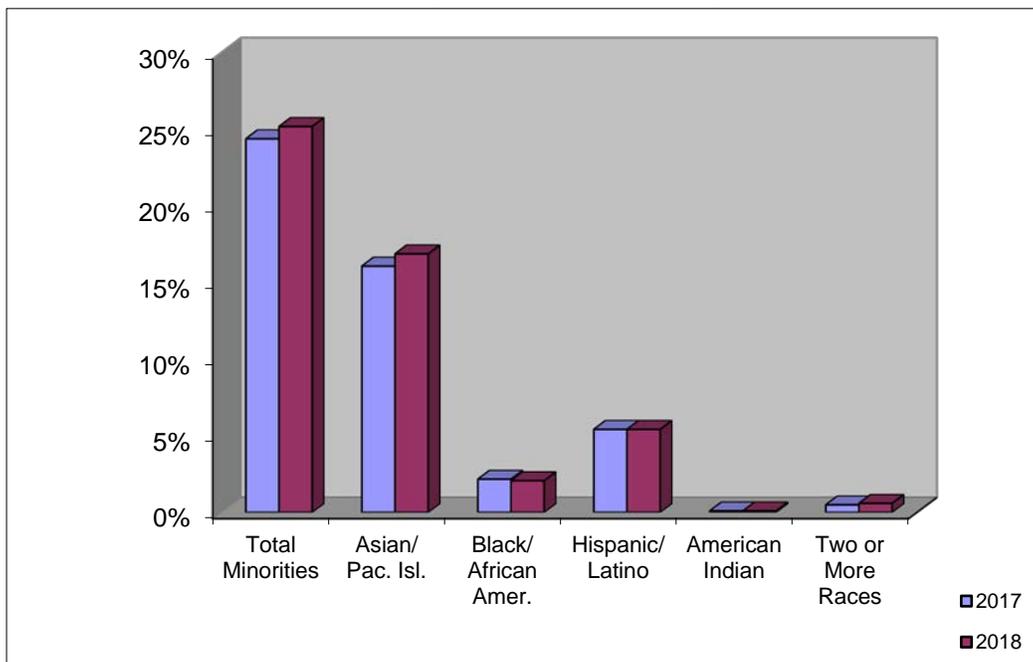
**Table VII
Clinical Track Faculty by Sex and Race/Ethnicity
November 1, 2017 – November 1, 2018**

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2017	807	390 48.3 %	197 24.4 %	130 16.1 %	18 2.2 %	44 5.5 %	1 0.1 %	4 0.5 %
2018	841	419 49.8 %	212 25.2 %	142 16.9 %	18 2.1 %	46 5.5 %	1 0.1 %	5 0.6 %
Net Change	+ 34 + 4.2 %	+ 29 + 7.4 %	+ 15 + 7.6 %	+ 12 + 9.2 %	0	+ 2 + 4.5 %	0	+ 1 + 25.0 %

**Figure 8
Clinical Track Faculty by Sex
November 1, 2017 – November 1, 2018**



**Figure 9
Clinical Track Faculty by Race/Ethnicity
November 1, 2017 – November 1, 2018**



F. Research Track Faculty by Sex and Race/Ethnicity, 2017 – 2018

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

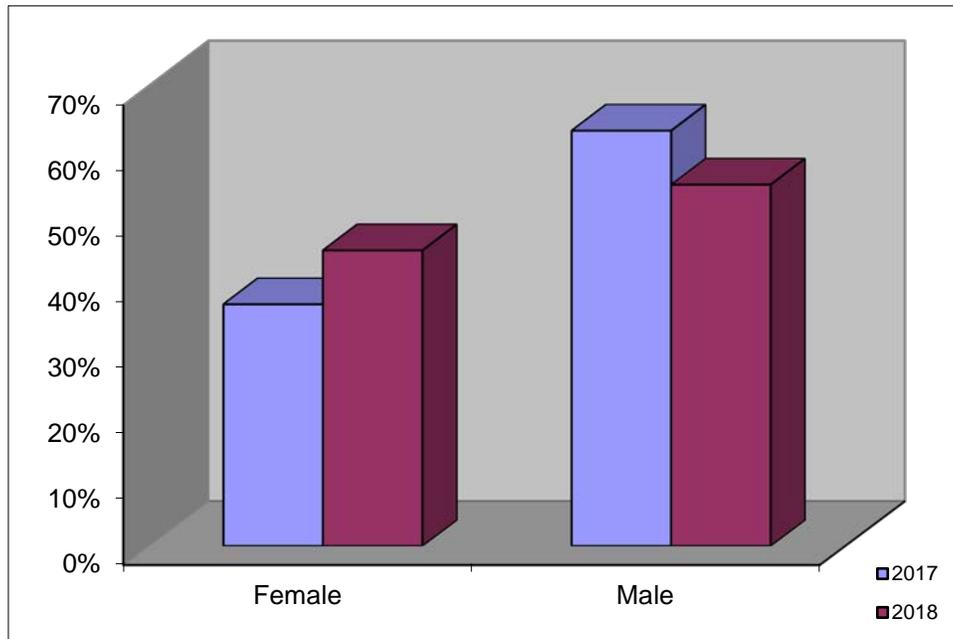
The research track increased by 2 individuals (5.3 percent) over the last year. The number of women on the research track increased by 4 (28.6 percent), and the number of racial/ethnic minorities increased by 3 (25.0 percent).

As of November 1, 2018, Carver College of Medicine employs all of the research track faculty.

**Table VIII
Research Track Faculty by Sex and Race/Ethnicity
November 1, 2017 – November 1, 2018**

Year	Research Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2017	38	14 36.8 %	12 31.6 %	12 31.6 %	0	0	0	0
2018	40	18 45.0 %	15 37.5 %	12 30.0 %	0	3 7.5 %	0	0
Net Change	+ 2 + 5.3 %	+ 4 + 28.6 %	+ 3 + 25.0 %	0	0	+ 3 n/a	0	0

**Figure 10
Research Track Faculty by Sex
November 1, 2017 – November 1, 2018**



G. Instructional Track Faculty by Sex and Race/Ethnicity, 2017 – 2018

The instructional track is a subset of POA Group 3, Non-Tenure Track Faculty, for faculty who devote most of their time engaging in the university’s teaching mission. The UI Instructional Faculty Policy was developed through an extensive shared governance process and approved in Fall 2016, providing more substantial contracts, representation on the UI Faculty Senate, access to dispute procedures, and opportunities for promotion.

Approximately 90% of faculty with instructional track appointments in 2017 and 2018 had held other non-tenure track appointments at the University of Iowa prior to the implementation of the new policy.

The instructional track increased by 115 individuals (61.5 percent) over the last year. The number of women on the research track increased by 57 (45.6 percent), and the number of racial/ethnic minorities increased by 19 (105.6 percent).

As of November 1, 2018, the College of Liberal Arts and Sciences employs 69 percent of the instructional track faculty, followed by the Tippie College of Business (15%). The remaining instructional faculty are employed in the colleges of Nursing, Engineering, Law, Education, and the Graduate College.

Table IX
Instructional Track Faculty by Sex and Race/Ethnicity
November 1, 2017 – November 1, 2018

Year	Instructional Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2017	187	125 66.8 %	18 9.6 %	9 4.8 %	2 1.1 %	4 2.1 %	3 1.6 %	0
2018	302	182 60.3 %	37 12.3 %	14 4.6 %	5 1.7 %	13 4.3 %	4 1.3 %	1 0.3 %
Net Change	+ 115 + 61.5 %	+ 57 + 45.6 %	+ 19 + 106 %	+ 5 + 55.6%	+ 3 + 150 %	+ 9 + 225 %	+ 1 + 33.3 %	+ 1 n/a

Figure 11
Instructional Track Faculty by Sex
November 1, 2017 – November 1, 2018

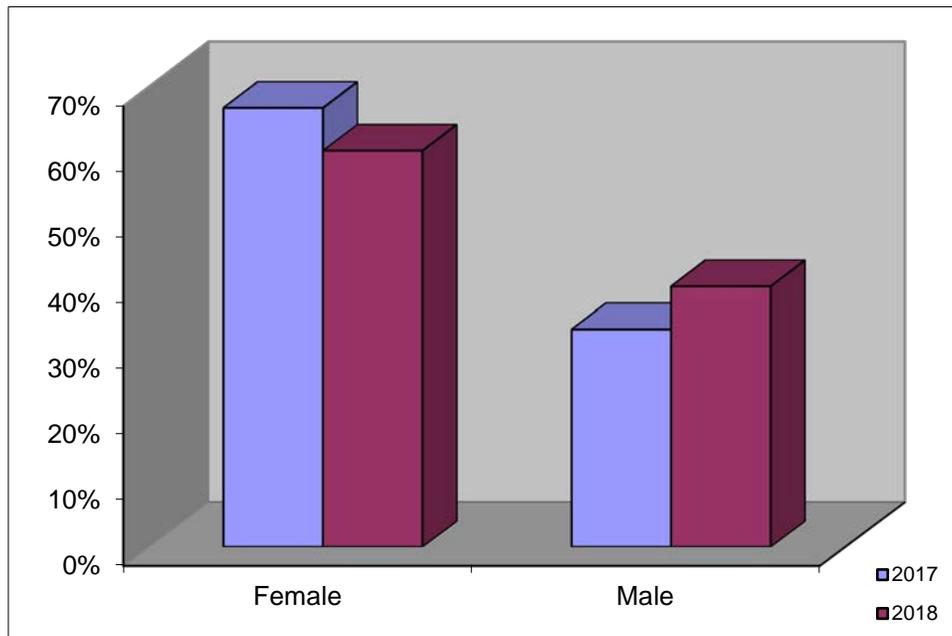
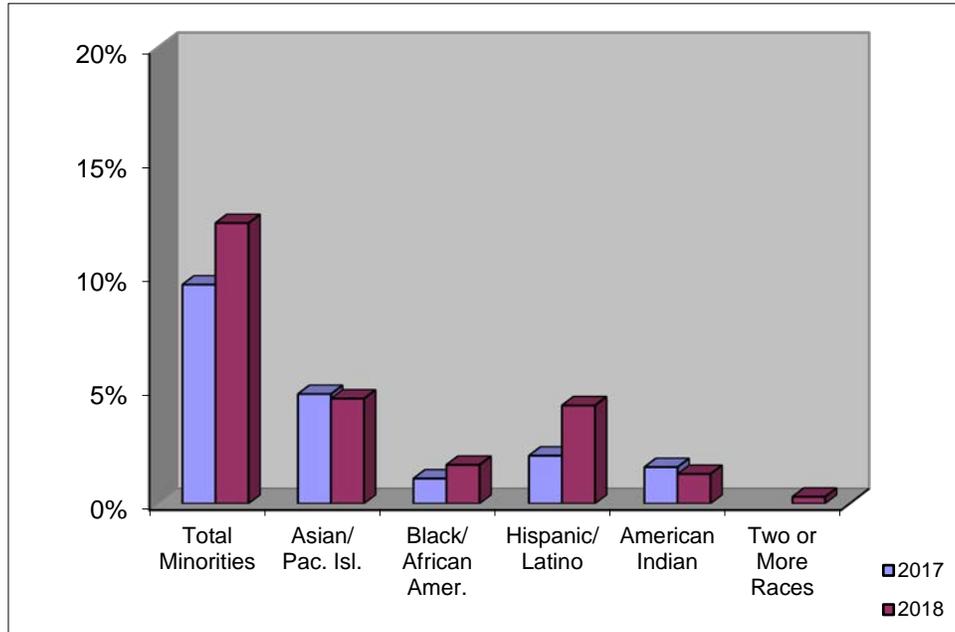


Figure 12
Instructional Track Faculty by Race/Ethnicity
November 1, 2017 – November 1, 2018



V. ANNUAL HIRING GOALS: 2017-18 AND 2018-19

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.⁵ 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 2017-18 Data Year

After adjusting to reflect the actual rate of hiring, annual hiring goals for the 2017-18 data year totaled 166 women and 97 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 401 women (2.2%) and by 201 minorities (1.1%) as of November 1, 2018.

The following tables show departments/job groups in which underrepresentation was identified as of November 1, 2017; the hiring goals in those departments/job groups (as adjusted to reflect the actual rate of hiring) for 2017-18; and whether these goals were met.

⁵ Statistical analyses are conducted for each faculty department and staff job group; if the difference between the estimated availability and the actual workforce percentage meets or exceeds two standard deviations, the department or job group is identified as underrepresented. For small job groups, an alternate test is used: if incumbency is less than 80% of the estimated availability and the difference is equal to at least one whole person, the job group is determined to be underrepresented.

Table X
Progress toward Annual Hiring Goals for Faculty, Data Year 2017-18

College	Department	Number of New Hires	Women			Minorities		
			Hiring Goal for Women	Total Women Hired	Was Goal Met?	Hiring Goal for Minorities	Total Minorities Hired	Was Goal Met?
POA 2: Tenured/Tenure Track Faculty								
Education	Psychological and Quantitative Foundations	0	0	0	n/a *			
Engineering	Civil & Environmental Engineering	1	0	1	Yes			
Liberal Arts & Sciences	Art & Art History	3	2	2	Yes			
	Cinematic Arts	2	1	2	Yes			
	Psychological & Brain Sciences	2	1	1	Yes			
	Theatre Arts	1	1	1	Yes			
Carver College of Medicine	Biochemistry	0				0	0	n/a *
	Ophthalmology & Visual Sciences	0	0	0	n/a *			
	Pathology	0	0	0	n/a *			
	Pediatrics	3	2	0	No	1	0	No
Public Health	Biostatistics	0	0	0	n/a *			
	Health Management & Policy	2	1	1	Yes			
	Occupational & Environmental Health	0	0	0	n/a *	0	0	n/a *
POA 3: Non-Tenure Track Faculty								
Liberal Arts & Sciences	English as a Second Language	0				0	0	n/a *
Pharmacy	Pharmacy Practice & Science	0				0	0	n/a *
Public Health	Health Management & Policy	0	0	0	n/a *			
	Occupational & Environmental Health	3	2	1	Partially			

* 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 2017-18

Job Group	Number of New Hires	Women			Minorities		
		Hiring Goal for Women	Total Women Hired	Was Goal Met?	Hiring Goal for Minorities	Total Minorities Hired	Was Goal Met?
1A	6				1	0	No
1B	12	8	8	Yes			
3D	112				21	15	Partially
3I	32	23	15	Partially			
3K	23	13	2	Partially	2	0	No
3L	59				5	4	Partially
3P	33	9	9	Yes			
3Q	44				7	8	Yes
3R	15	13	10	Partially			
3S	30				3	1	Partially
4C	14	12	11	Partially	1	0	No
4F	69				8	8	Yes
4K	20	9	2	Partially			
5A	7	5	0	No	1	1	Yes
5C	14				2	2	Yes
5D	10				1	1	Yes
5E	5	4	4	Yes			
5G	51	37	31	Partially			
6A	1	0	0	n/a *			
6C	13	1	0	No			
6D	11	1	1	Yes	0	0	n/a *
6F	4	1	0	No			
7B	27	14	7	Partially			
7D	169				34	23	Partially
7E	16	8	3	Partially			
7I	1	0	0	n/a *	0	0	n/a *
8D	76				10	7	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 2018–19 Data Year

Anticipated hiring goals for women and minorities for 2018-19, aggregated by Primary Occupational Activity group, are shown in the table below.

Table XII
Annual Hiring Goals for Data Year 2018-19

Primary Occupational Activity Group	Women Total Hiring Goals	Minorities Total Hiring Goals
1 Executive, Administrative, and Managerial Staff	6	1
2 Tenured/Tenure Track Faculty	10	1
3 Non-Tenure Track Faculty	0	0
4 Professional & Scientific Staff	116	29
5 Secretarial and Clerical Staff	8	2
6 Technical and Paraprofessional Staff	43	3
7 Skilled Crafts Staff	3	3
8 Service and Maintenance Staff	16	11
Total	202	50

Note: Zeroes 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:
2013 - 2018**

**A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity,
2013 – 2018**

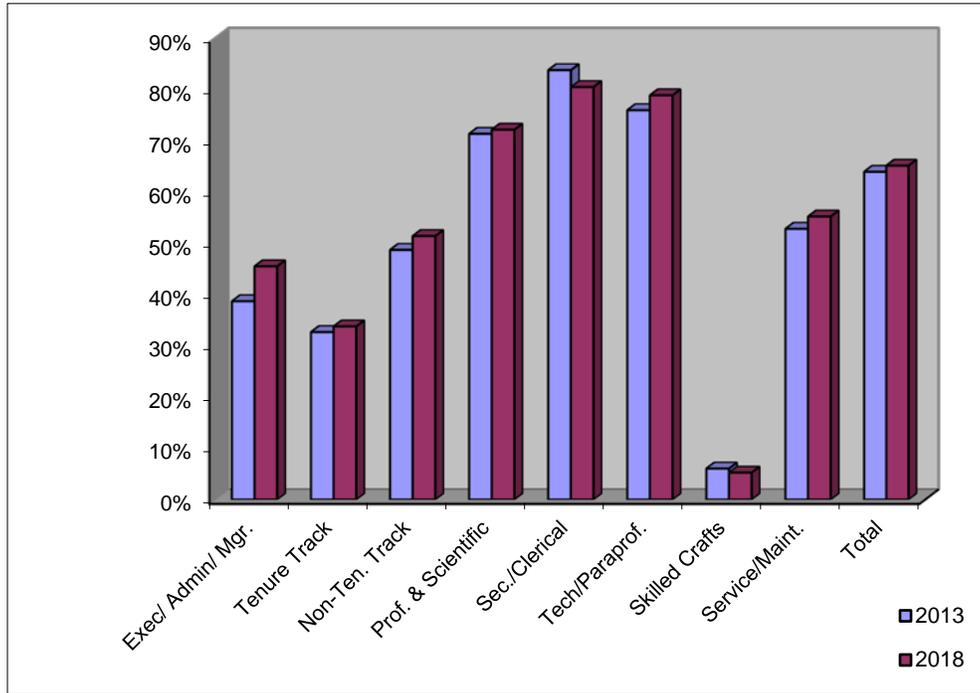
Overall Changes. The University of Iowa workforce increased by 2,443 individuals (15.1 percent) over the last five years, from 16,157 in 2013 to 18,600 in 2018. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease was among Secretarial and Clerical Staff.

Sex. The number of women in the workforce increased by 15.1 percent over the five-year period, with the largest proportional increase in Non-Tenure Track Faculty and the largest net increase in Professional and Scientific Staff. The largest proportional and net decrease was among Secretarial and Clerical Staff.

**Table XIII
Faculty and Staff by Primary Occupational Activity Group and Sex
November 1, 2013 – November 1, 2018**

Primary Occupational Activity Group	2013		2018		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	369	143 38.8 %	364	166 45.6 %	- 5 - 1.4 %	+ 23 + 16.1 %
2 Tenured/Tenure Track Faculty	1,460	479 32.8 %	1,343	455 33.9 %	- 117 - 8.0 %	- 24 - 5.0 %
3 Non-Tenure Track Faculty	931	454 48.8 %	1,389	715 51.5 %	+ 458 + 49.2 %	+ 261 + 57.5 %
4 Professional & Scientific Staff	8,585	6,133 71.4 %	10,827	7,821 72.2 %	+ 2,242 + 26.1 %	+ 1,688 + 27.5 %
5 Secretarial and Clerical Staff	1,922	1,611 83.8 %	1,359	1,094 80.5 %	- 563 - 29.3 %	- 517 - 32.1 %
6 Technical and Paraprofessional Staff	667	507 76.0 %	891	703 78.9 %	+ 224 + 33.6 %	+ 196 + 38.7 %
7 Skilled Crafts Staff	358	22 6.1 %	341	18 5.3 %	- 17 - 4.7 %	- 4 - 18.2 %
8 Service and Maintenance Staff	1,865	987 52.9 %	2,086	1,153 55.3 %	+ 221 + 11.8 %	+ 166 + 16.8 %
Total	16,157	10,336 64.0 %	18,600	12,125 65.2 %	+ 2,443 + 15.1 %	+ 1,789 + 17.3 %

Figure 13
Female Faculty and Staff by Primary Occupational Activity Group
November 1, 2013 – November 1, 2018



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

From 2013 to 2018, overall racial/ethnic minority representation increased by 42.6 percent, with notable gains among Executive, Administrative, and Managerial Staff, Technical and Paraprofessional Staff, Service and Maintenance Staff, Professional and Scientific Staff, and Non-Tenure Track Faculty. The number of minorities among Skilled Crafts staff decreased by 1 (5.9 percent). The total numbers of Asians/Pacific Islanders,⁶ Blacks/African Americans, and Hispanic/Latinos increased during this time period, while the number of American Indians/Alaska Natives decreased by 5 (8.9 percent). Changes in the racial/ethnic composition of the workforce from 2013 to 2018 are detailed in the table and charts on the following pages.

⁶ Due to small numbers of employees who self-identified as Native Hawaiian or Other Pacific Islander, this racial/ethnic category is combined with the Asian category in this report.

Table XIV
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity
November 1, 2013 – November 1, 2018

Primary Occupational Activity Group	2013							2018							Net Change						
	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races
1 Executive, Admin., & Managerial Staff	369	20 5.4%	3 0.8%	8 2.2%	6 1.6%	1 0.3%	2 0.5%	364	36 9.9%	13 3.6%	9 2.5%	7 1.9%	4 1.1%	3 0.8%	-5 -1.4%	+16 +80.0%	+10 +333%	+1 +12.5%	+1 +16.7%	+3 +300%	+1 +50.0%
2 Tenured/ Tenure Track Faculty	1,460	301 20.6%	194 13.3%	34 2.3%	59 4.0%	7 0.5%	7 0.5%	1,343	308 22.9%	204 15.2%	31 2.3%	61 4.5%	2 0.1%	10 0.7%	-117 -8.0%	+7 +2.3%	+10 +5.2%	-3 -8.8%	+2 +3.4%	-5 -71.4%	+3 +42.9%
3 Non-Tenure Track Faculty	931	184 19.8%	120 12.9%	21 2.3%	38 4.1%	3 0.3%	2 0.2%	1,389	319 23.0%	203 14.6%	32 2.3%	70 5.0%	5 0.4%	9 0.6%	+458 +49.2%	+135 +73.4%	+83 +69.2%	+11 +52.4%	+32 +84.2%	+2 +66.7%	+7 +350%
4 Professional & Scientific Staff	8,585	692 8.1%	371 4.3%	116 1.4%	164 1.9%	14 0.2%	27 0.3%	10,827	1,005 9.3%	478 4.4%	174 1.6%	264 2.4%	17 0.2%	72 0.7%	+2,242 +26.1%	+313 +45.2%	+107 +28.8%	+58 +50.0%	+100 +61.0%	+3 +21.4%	+45 +167%
5 Secretarial & Clerical Staff	1,922	101 5.3%	21 1.1%	39 2.0%	31 1.6%	7 0.4%	3 0.2%	1,359	117 8.6%	27 2.0%	47 3.5%	35 2.6%	5 0.4%	3 0.2%	-563 -29.3%	+16 +15.8%	+6 +28.6%	+8 +20.5%	+4 +12.9%	-2 -28.6%	0
6 Technical & Paraprofessional Staff	667	76 11.4%	20 3.0%	19 2.8%	28 4.2%	5 0.7%	4 0.6%	891	124 13.9%	26 2.9%	33 3.7%	48 5.4%	4 0.4%	13 1.5%	+224 +33.6%	+48 +63.2%	+6 +30.0%	+14 +73.7%	+20 +71.4%	-1 -20.0%	+9 +225%
7 Skilled Crafts Staff	358	17 4.7%	1 0.3%	7 2.0%	4 1.1%	5 1.4%	0	341	16 4.7%	2 0.6%	3 0.9%	6 1.8%	4 1.2%	1 0.3%	-17 -4.7%	-1 -5.9%	+1 +100%	-4 -57.1%	+2 +50.0%	-1 -20.0%	+1 n/a
8 Service & Maintenance Staff	1,865	358 19.2%	72 3.9%	163 8.7%	101 5.4%	14 0.8%	8 0.4%	2,086	569 27.3%	113 5.4%	265 12.7%	165 7.9%	10 0.5%	16 0.8%	+221 +11.8%	+211 +58.9%	+41 +56.9%	+102 +62.6%	+64 +63.4%	-4 -28.6%	+8 +100%
Total	16,157	1,749 10.8%	802 5.0%	407 2.5%	431 2.7%	56 0.3%	53 0.3%	18,600	2,494 13.4%	1,066 5.7%	594 3.2%	656 3.5%	51 0.3%	127 0.7%	+2,443 +15.1%	+745 +42.6%	+264 +32.9%	+187 +45.9%	+225 +52.2%	-5 -8.9%	+74 +140%

* In 2018, seven employees self-identified as Native Hawaiian or Other Pacific Islander; due to the small number, this racial/ethnic category is combined with the Asian category in this report.

Figure 14
Minority Faculty and Staff by Primary Occupational Activity Group
November 1, 2013 – November 1, 2018

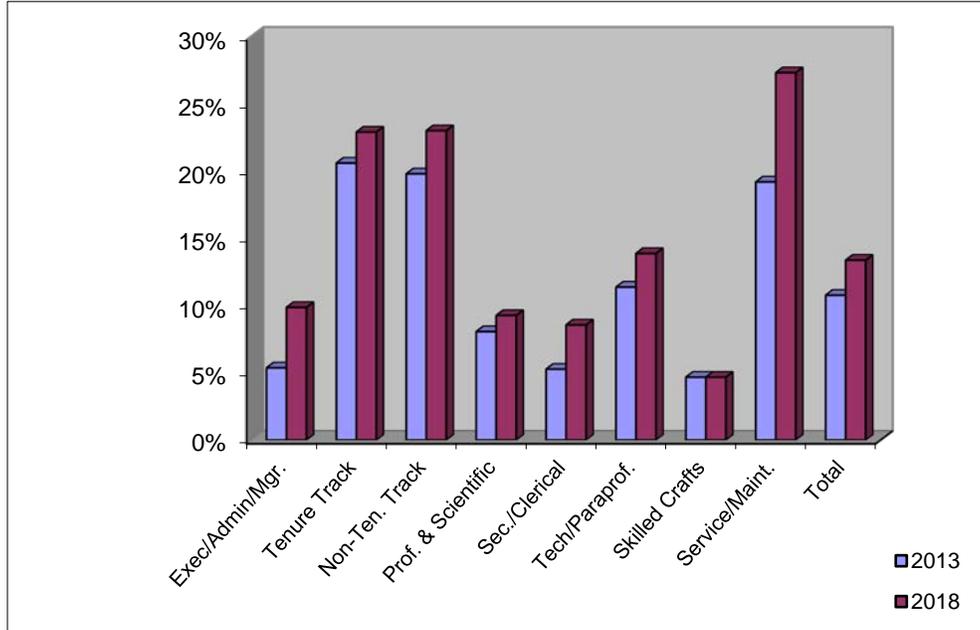
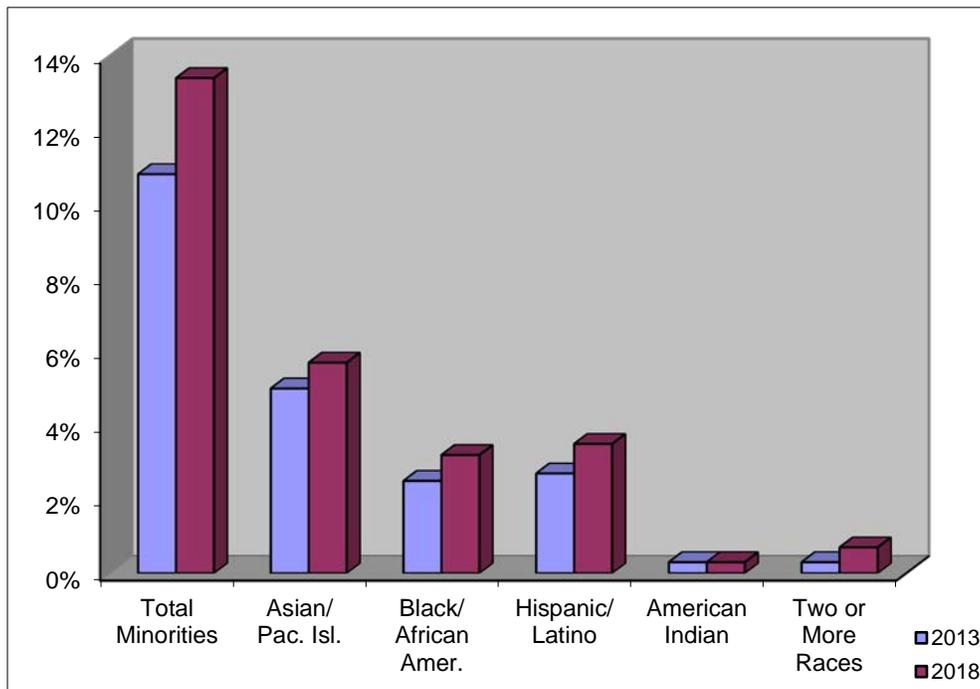


Figure 15
Total Workforce by Race/Ethnicity
November 1, 2013 – November 1, 2018



B. Faculty and Staff by Disability and Veteran Status, 2013 – 2018

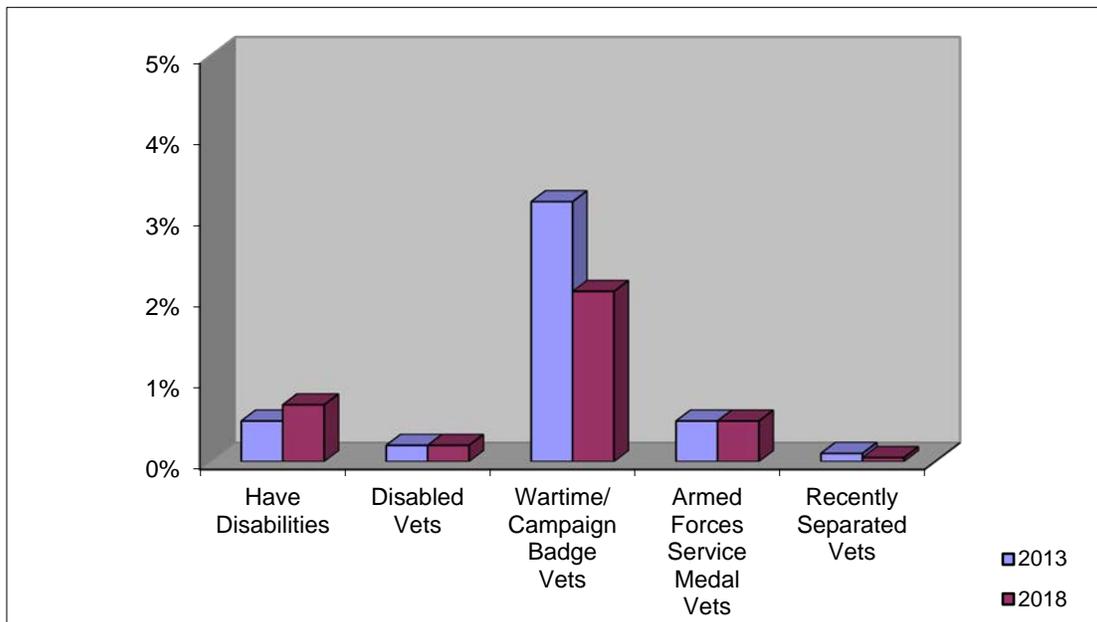
Employees may self-report disability and veteran status to the university at the time of appointment, and may update or correct this information at any time. Over the five-year period, the number of employees who reported having disabilities increased by 48.2 percent; this increase is likely attributable in part to a re-survey of the workforce in Fall 2016.

The number of faculty and staff who self-identified as disabled veterans increased by 6 (19.4 percent). The number of Active Duty Wartime/Campaign Badge veterans decreased by 127 (25.0 percent), and the number of Armed Forces Service Medal veterans increased by 23 (31.5 percent). There was a decrease of 4 (40.0 percent) in the number of veterans whose discharge date from military service was within the three years prior to the data snapshot date.

Table XV
Faculty and Staff by Disability and Veteran Status
November 1, 2013 – November 1, 2018

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2013	16,157	85 0.5 %	31 0.2 %	509 3.2 %	73 0.5 %	10 0.1 %
2018	18,600	126 0.7 %	37 0.2 %	382 2.1 %	96 0.5 %	6 < 0.1 %
Net Change	+ 2,443 + 15.1 %	+ 41 + 48.2 %	+ 6 + 19.4 %	- 127 - 25.0 %	+ 23 + 31.5 %	- 4 - 40.0 %

Figure 16
Faculty and Staff by Disability and Veteran Status
November 1, 2013 – November 1, 2018



C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2013 – 2018

The university has experienced a net decrease of 117 tenured/tenure track faculty (8.0 percent) since 2013. During this five-year period, the number of female tenured/tenure track faculty decreased by 24 (5.0 percent) and the number of minorities increased by 7 (2.3 percent). The largest gain in minority tenure track faculty was among Asians/Pacific Islanders (10 faculty or 5.2 percent).

Table XVI
Tenured/Tenure Track Faculty by Sex and Race/Ethnicity
November 1, 2013 – November 1, 2018

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2013	1,460	479 32.8 %	301 20.6 %	194 13.3 %	34 2.3 %	59 4.0 %	7 0.5 %	7 0.5 %
2018	1,343	455 33.9 %	308 22.9 %	204 15.2 %	31 2.3 %	61 4.5 %	2 0.1 %	10 0.7 %
Net Change	- 117 - 8.0 %	- 24 - 5.0 %	+ 7 + 2.3 %	+ 10 + 5.2 %	- 3 - 8.8 %	+ 2 + 3.4 %	- 5 - 71.4 %	+ 3 + 42.9 %

Figure 17
Tenured/Tenure Track Faculty by Sex
November 1, 2013 – November 1, 2018

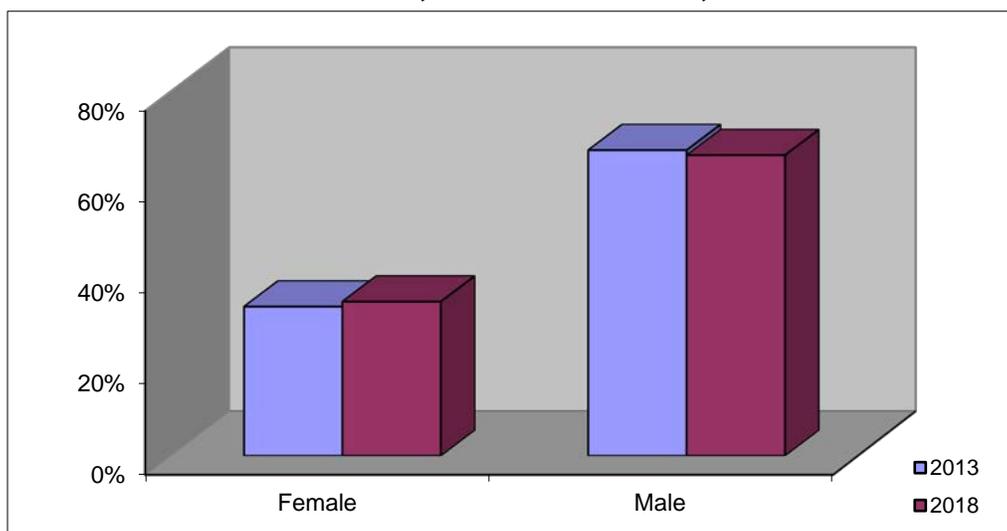
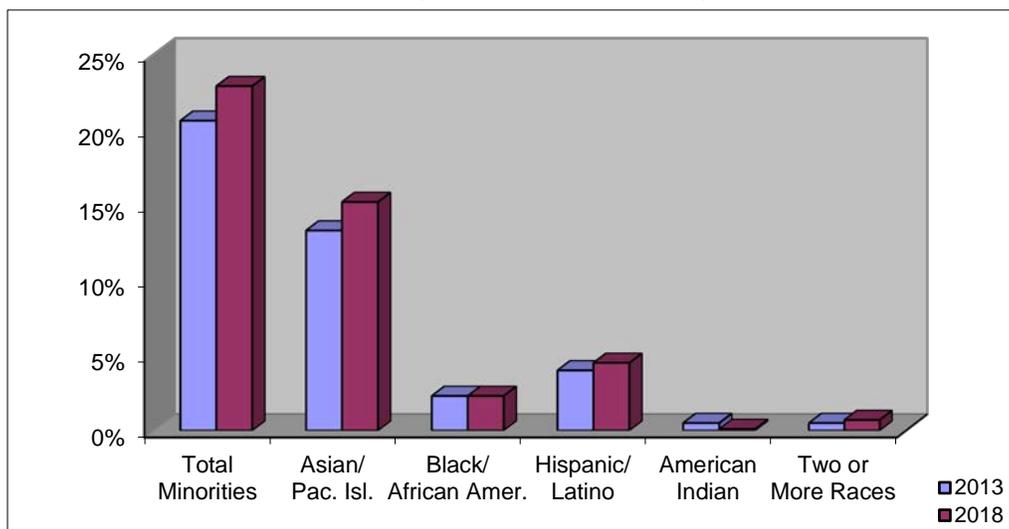


Figure 18
Tenured/Tenure Track Faculty by Race/Ethnicity
November 1, 2013 – November 1, 2018



D. Clinical Track Faculty by Sex and Race/Ethnicity, 2013 - 2018

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 609 in 2013 to 841 in 2018, an increase of 38.1 percent. The number of women on the clinical track increased by 46.5 percent, and the number of minorities increased by 96.3 percent.

Table XVII
Clinical Track Faculty by Sex and Race/Ethnicity
November 1, 2013 – November 1, 2018

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2013	609	286 47.0 %	108 17.7 %	65 10.7 %	16 2.6 %	24 3.9 %	1 0.2 %	2 0.3 %
2018	841	419 49.8 %	212 25.2 %	142 16.9 %	18 2.1 %	46 5.5 %	1 0.1 %	5 0.6 %
Net Change	+ 232 + 38.1 %	+ 133 + 46.5 %	+ 104 + 96.3 %	+ 77 + 118 %	+ 2 + 12.5 %	+ 22 + 91.7 %	0	+ 3 +150 %

Figure 19
Clinical Track Faculty by Sex
November 1, 2013 – November 1, 2018

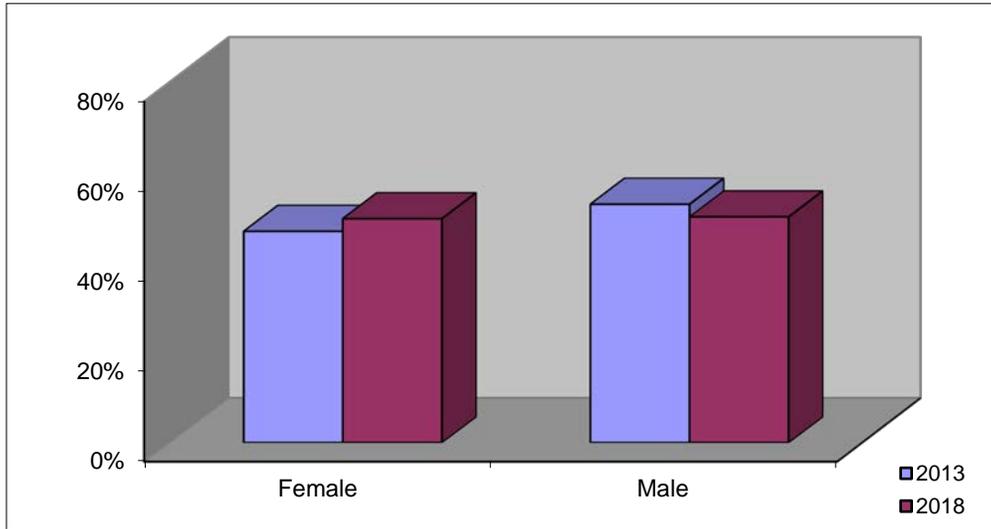
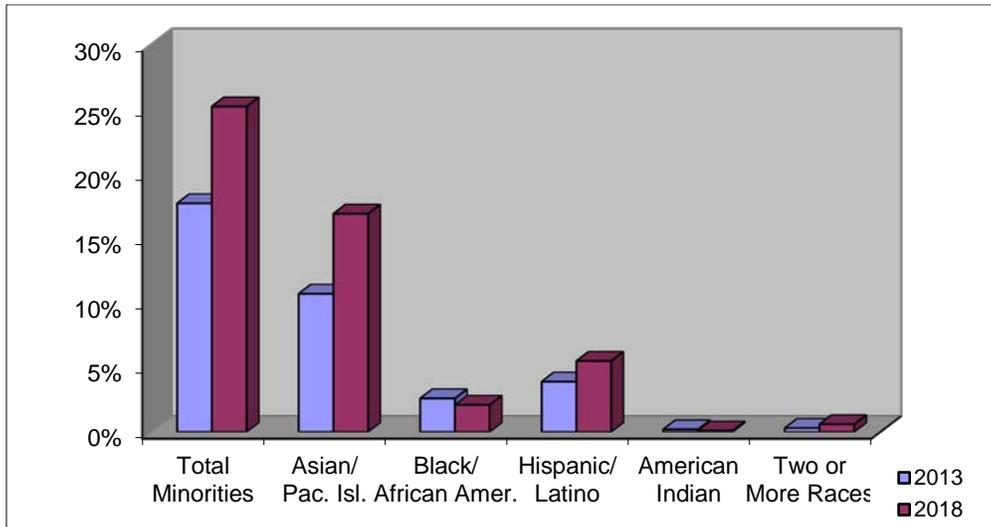


Figure 20
Clinical Track Faculty by Race/Ethnicity
November 1, 2013 – November 1, 2018



E. Research Track Faculty by Sex and Race/Ethnicity, 2013 – 2018

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

The research track has increased by 8 individuals (25.0 percent) over the past five years. The number of women on the research track increased by 4 (28.6 percent), and the number of racial/ethnic minorities has increased by 3 (25.0%).

Table XVIII
Research Track Faculty by Sex and Race/Ethnicity
November 1, 2013 – November 1, 2018

Year	Research Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2013	32	14 43.8 %	12 37.5 %	10 31.3 %	0	2 6.3 %	0	0
2018	40	18 45.0 %	15 37.5 %	12 30.0 %	0	3 7.5 %	0	0
Net Change	+ 8 + 25.0 %	+ 4 + 28.6 %	+ 3 + 25.0 %	+ 2 + 20.0 %	0	+ 1 + 50.0 %	0	0

Figure 21
Research Track Faculty by Sex
November 1, 2013 – November 1, 2018

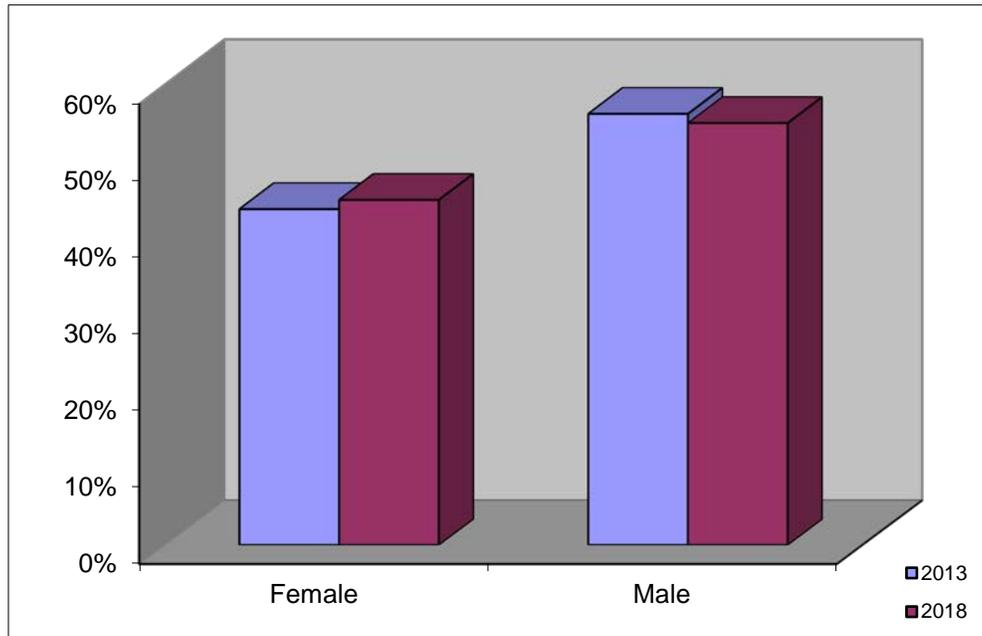
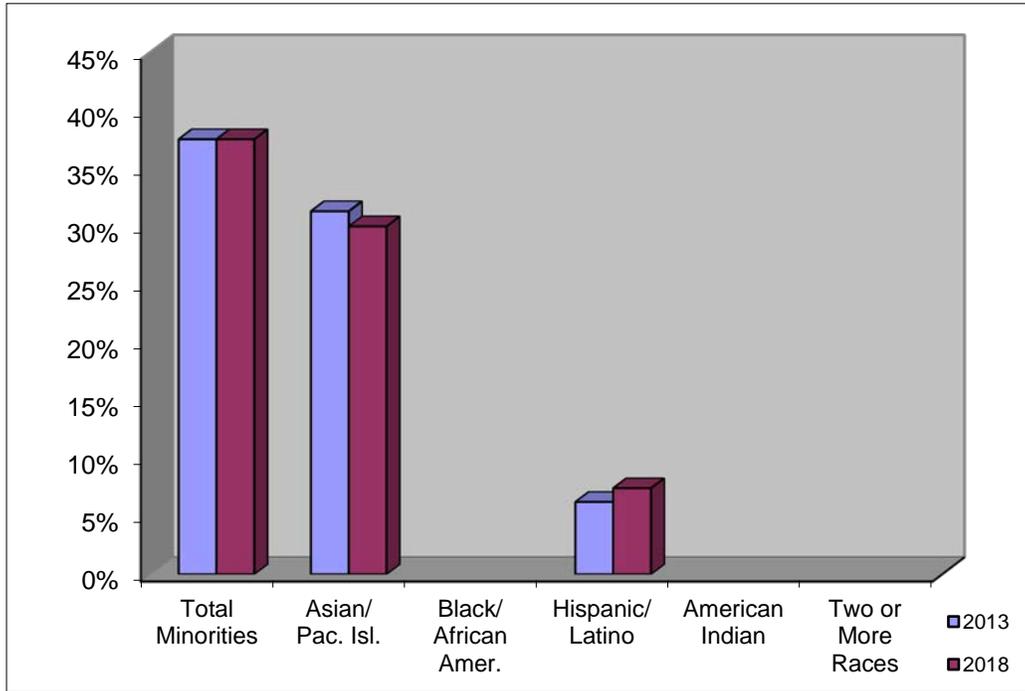


Figure 22
Research Track Faculty by Race/Ethnicity
November 1, 2013 – November 1, 2018



**VII. TEN-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:
2008 - 2018**

**A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity,
2008 - 2018**

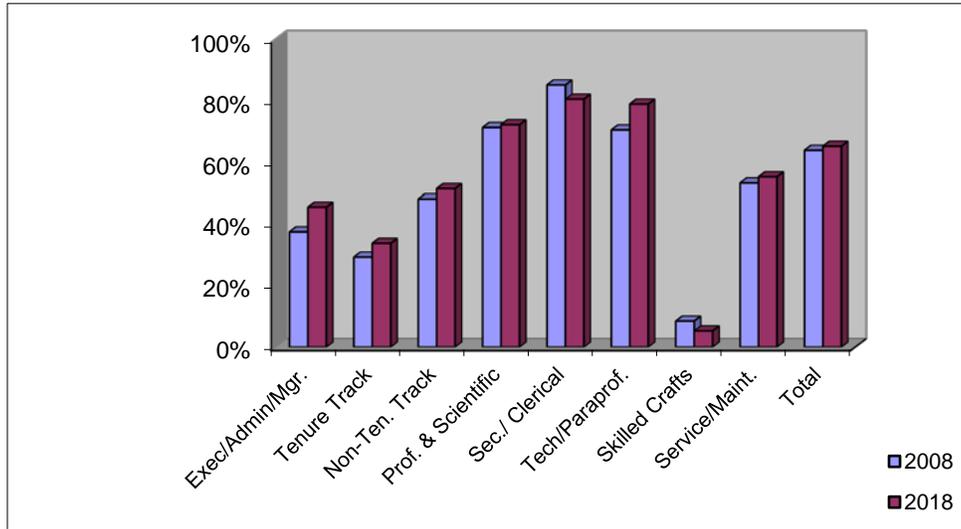
Overall Changes. Over the last ten years, the University of Iowa workforce has increased by 19.4 percent, from 15,575 in 2008 to 18,600 in 2018. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was among Professional and Scientific Staff. The greatest proportional and net decrease was in Secretarial and Clerical Staff.

Sex. The number of women in the workforce increased by 21.8 percent overall, with the largest proportional increase in Non-Tenure Track Faculty and the largest net increase in Professional and Scientific Staff. The greatest proportional and net decrease was among Secretarial and Clerical Staff.

**Table XIX
Faculty and Staff by Primary Occupational Activity Group and Sex
October 1, 2008 – November 1, 2018**

Primary Occupational Activity Group	2008		2018		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	380	143 37.6 %	364	166 45.6 %	- 16 - 4.2 %	+ 23 + 16.1 %
2 Tenured/Tenure Track Faculty	1,488	437 29.4 %	1,343	455 33.9 %	- 145 - 9.7 %	+ 18 + 4.1 %
3 Non-Tenure Track Faculty	703	339 48.2 %	1,389	715 51.5 %	+ 686 + 97.6 %	+ 376 + 110.9 %
4 Professional & Scientific Staff	7,596	5,416 71.3 %	10,827	7,821 72.2 %	+ 3,231 + 42.5 %	+ 2,405 + 44.4 %
5 Secretarial and Clerical Staff	2,565	2,184 85.1 %	1,359	1,094 80.5 %	- 1,206 - 47.0 %	- 1,090 - 49.9 %
6 Technical and Paraprofessional Staff	562	396 70.5 %	891	703 78.9 %	+ 329 + 58.5 %	+ 307 + 77.5 %
7 Skilled Crafts Staff	398	34 8.5 %	341	18 5.3 %	- 57 - 14.3 %	- 16 - 47.1 %
8 Service and Maintenance Staff	1,883	1,003 53.3 %	2,086	1,153 55.3 %	+ 203 + 10.8 %	+ 150 + 15.0 %
Total	15,575	9,952 63.9 %	18,600	12,125 65.2 %	+ 3,025 + 19.4 %	+ 2,173 + 21.8 %

Figure 23
Female Faculty and Staff by Primary Occupational Activity Group
October 1, 2008 – November 1, 2018



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

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

Since 2008, racial/ethnic minority representation in the workforce has increased by 85.3 percent overall, with increases in the numbers of Asians/Pacific Islanders, Hispanics/Latinos, and Blacks/African Americans. The number of American Indians decreased by 10 individuals. The largest proportional increase in racial/minority representation overall was among Technical and Paraprofessional Staff, and the largest net increase was in Professional and Scientific Staff. Minority representation decreased among Skilled Crafts Staff by 5 individuals (23.8 percent).

The table and charts on the following pages show the racial/ethnic composition of the workforce on October 1, 2008 and November 1, 2018.

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

Table XX
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity
October 1, 2008 – November 1, 2018

Primary Occupational Activity Group	2008							2018							Net Change						
	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native		Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races
1 Executive, Administrative, & Managerial Staff	380	28 7.4%	9 2.4%	14 3.7%	4 1.1%	1 0.3%		364	36 9.9%	13 3.6%	9 2.5%	7 1.9%	4 1.1%	3 0.8%	-16 -4.2%	+8 +28.6%	+4 +44.4%	-5 -35.7%	+3 +75.0%	+3 +300%	+3 n/a
2 Tenured/ Tenure Track Faculty	1,488	264 17.7%	172 11.6%	38 2.6%	46 3.1%	8 0.5%		1,343	308 22.9%	204 15.2%	31 2.3%	61 4.5%	2 0.1%	10 0.7%	-145 -9.7%	+44 +16.7%	+32 +18.6%	-7 -18.4%	+15 +32.6%	-6 -75.0%	+10 n/a
3 Non-Tenure Track Faculty	703	102 14.5%	61 8.7%	15 2.1%	24 3.4%	2 0.3%		1,389	319 23.0%	203 14.6%	32 2.3%	70 5.0%	5 0.4%	9 0.6%	+686 +97.6%	+217 +213%	+142 +233%	+17 +113%	+46 +192%	+3 +150%	+9 n/a
4 Professional & Scientific Staff	7,596	521 6.9%	316 4.2%	88 1.2%	102 1.3%	15 0.2%		10,827	1,005 9.3%	478 4.4%	174 1.6%	264 2.4%	17 0.2%	72 0.7%	+3,231 +42.5%	+484 +92.9%	+162 +51.3%	+86 +97.7%	+162 +159%	+2 +13.3%	+72 n/a
5 Secretarial & Clerical Staff	2,565	115 4.5%	37 1.4%	42 1.6%	28 1.1%	8 0.3%		1,359	117 8.6%	27 2.0%	47 3.5%	35 2.6%	5 0.4%	3 0.2%	-1,206 -47.0%	+2 +1.7%	-10 -27.0%	+5 +11.9%	+7 +25.0%	-3 -37.5%	+3 n/a
6 Technical & Paraprofessional Staff	562	38 6.8%	9 1.6%	14 2.5%	13 2.3%	2 0.4%		891	124 13.9%	26 2.9%	33 3.7%	48 5.4%	4 0.4%	13 1.5%	+329 +58.5%	+86 +226%	+17 +189%	+19 +136%	+35 +269%	+2 +100%	+13 n/a
7 Skilled Crafts Staff	398	21 5.3%	0	7 1.8%	7 1.8%	7 1.8%		341	16 4.7%	2 0.6%	3 0.9%	6 1.8%	4 1.2%	1 0.3%	-57 -14.3%	-5 -23.8%	+2 n/a	-4 -57.1%	-1 -14.3%	-3 -42.9%	+1 n/a
8 Service & Maintenance Staff	1,883	257 13.6%	67 3.6%	110 5.8%	62 3.3%	18 1.0%		2,086	569 27.3%	113 5.4%	265 12.7%	165 7.9%	10 0.5%	16 0.8%	+203 +10.8%	+312 +121%	+46 +68.7%	+155 +141%	+103 +166%	-8 -44.4%	+16 n/a
Total	15,575	1,346 8.6%	671 4.3%	328 2.1%	286 1.8%	61 0.4%		18,600	2,494 13.4%	1,066 5.7%	594 3.2%	656 3.5%	51 0.3%	127 0.7%	+3,025 +19.4%	+1,148 +85.3%	+395 +58.9%	+266 +81.1%	+370 +129%	-10 -16.4%	+127 n/a

* In 2018, seven employees self-identified as Native Hawaiian or Other Pacific Islander; due to the small number, this racial/ethnic category is combined with the Asian category in this report. Two or More Races was a new category beginning in 2010.

Figure 24
Minority Faculty and Staff by Primary Occupational Activity Group
October 1, 2008 – November 1, 2018

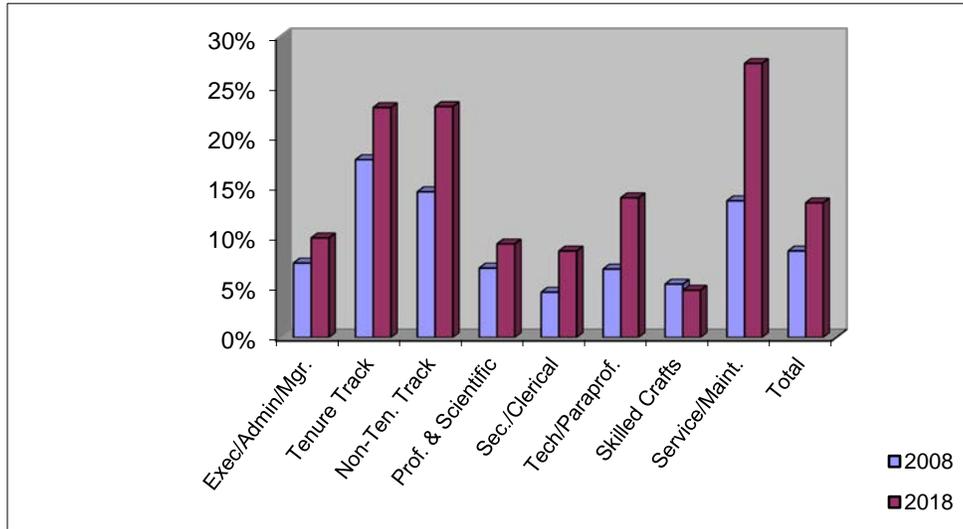
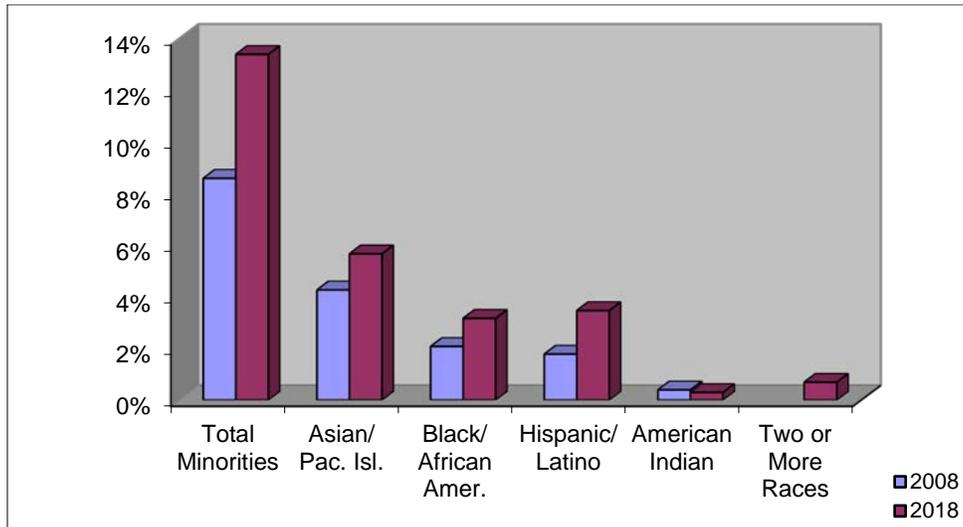


Figure 25
Total Workforce by Race/Ethnicity
October 1, 2008 – November 1, 2018



B. Faculty and Staff by Disability and Veteran Status, 2008 – 2018

Employees may self-report disability and veteran status to the university at the time of appointment, and may update or correct this information at any time. Since 2008, the number of faculty and staff who reported having a disability has increased by 44 individuals (53.7 percent); this increase is likely attributable in part to a re-survey of the workforce in Fall 2016.

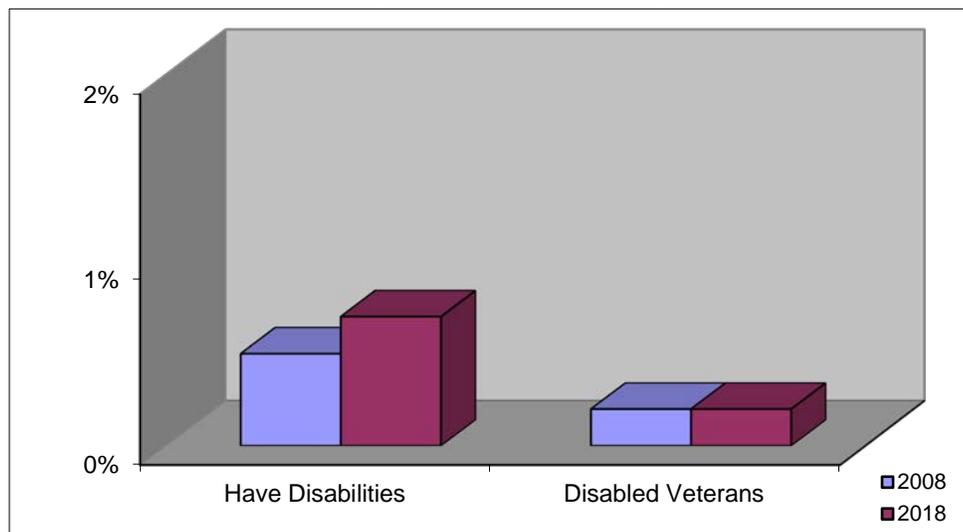
The number of faculty and staff who self-identified as disabled veterans increased by 13 (54.2 percent) during the ten-year period. In 2009, the university modified the categories of veteran status to comply with changes in reporting requirements to the U.S. Department of Labor. As a result, direct comparisons between 2008 and 2018 data are not possible for several of the veteran categories. The changes are as follows:

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

Table XXI
Faculty and Staff by Disability and Veteran Status
October 1, 2008 – November 1, 2018

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Vietnam-Era Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2008	15,575	82 0.5 %	24 0.2 %	322 2.1 %	319 2.0 %	n/a	n/a
2018	18,600	126 0.7 %	37 0.2 %	n/a	382 2.1 %	96 0.5 %	6 < 0.1 %
Net Change	+3,025 +19.4 %	+ 44 + 53.7 %	+ 13 + 54.2 %	n/a	+ 63 + 19.7 %	n/a	n/a

Figure 26
Faculty and Staff by Disability and Veteran Status
October 1, 2008 – November 1, 2018



C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2008 - 2018

The number of tenured/tenure track faculty decreased by 145 (9.7 percent) over the ten-year period, from 1,488 in 2008 to 1,343 in 2018. The numbers of female and racial/ethnic minority tenured/tenure track faculty increased over this time period, women by 4.1 percent and minorities by 16.7 percent.

Table XXII
Tenured/Tenure Track Faculty by Sex and Race/Ethnicity
October 1, 2008 – November 1, 2018

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2008	1,488	437 29.4 %	264 17.7 %	172 11.6 %	38 2.6 %	46 3.1 %	8 0.5 %	n/a
2018	1,343	455 33.9 %	308 22.9 %	204 15.2 %	31 2.3 %	61 4.5 %	2 0.1 %	10 0.7 %
Net Change	- 145 - 9.7 %	+ 18 + 4.1 %	+ 44 + 16.7 %	+ 32 + 18.6 %	- 7 - 18.4 %	+ 15 + 32.6 %	- 6 - 75.0 %	+ 10 n/a

Figure 27
Tenured/Tenure Track Faculty by Sex
October 1, 2008 – November 1, 2018

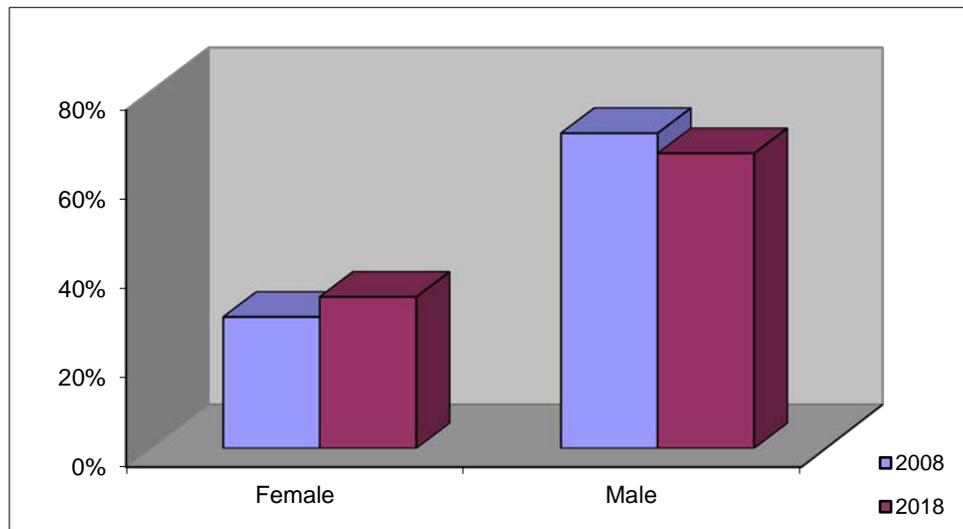
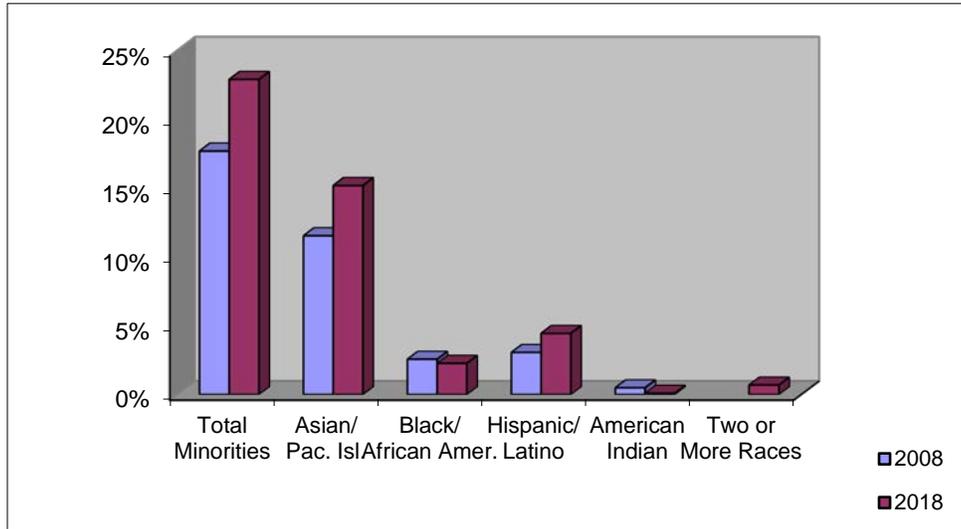


Figure 28
Tenured/Tenure Track Faculty by Race/Ethnicity
October 1, 2008 – November 1, 2018



D. Clinical Track Faculty by Sex and Race/Ethnicity, 2008 - 2018

The clinical track faculty has grown by 87.3 percent in the last ten years, from 449 in 2008 to 841 in 2018. 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 207 (46.1 percent) in 2008 to 419 (49.8 percent) in 2018. Over the ten-year period, the number of minorities on the clinical track increased from 68 (15.1 percent) to 212 (25.2 percent).

Table XXIII
Clinical Track Faculty by Sex and Race/Ethnicity
October 1, 2008 – November 1, 2018

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2008	449	207 46.1 %	68 15.1 %	41 9.1 %	12 2.7 %	13 2.9 %	2 0.4 %	n/a
2018	841	419 49.8 %	212 25.2 %	142 16.9 %	18 2.1 %	46 5.5 %	1 0.1 %	5 0.6 %
Net Change	+ 392 + 87.3 %	+ 212 + 102 %	+ 144 + 212 %	+ 101 + 246 %	+ 6 + 50.0 %	+ 33 + 254 %	- 1 - 50.0 %	+ 5 n/a

Figure 29
Clinical Track Faculty by Sex
October 1, 2008 – November 1, 2018

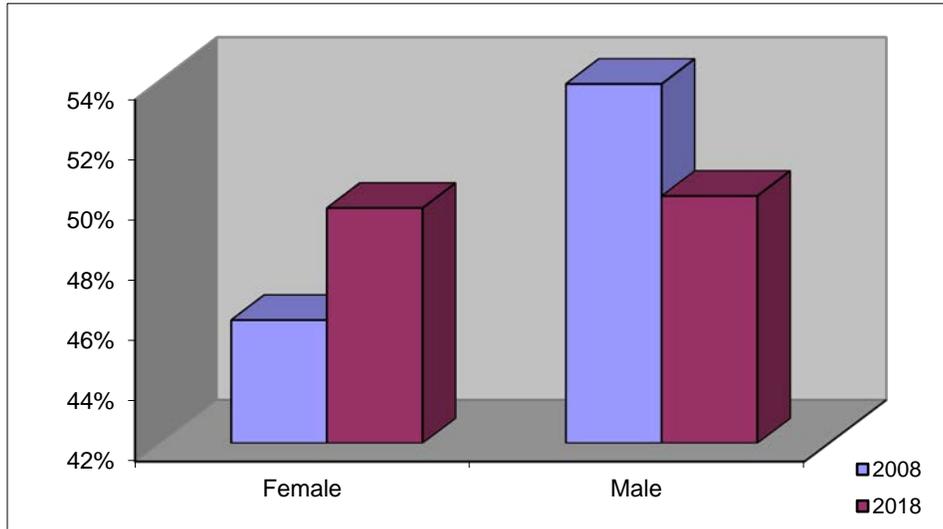
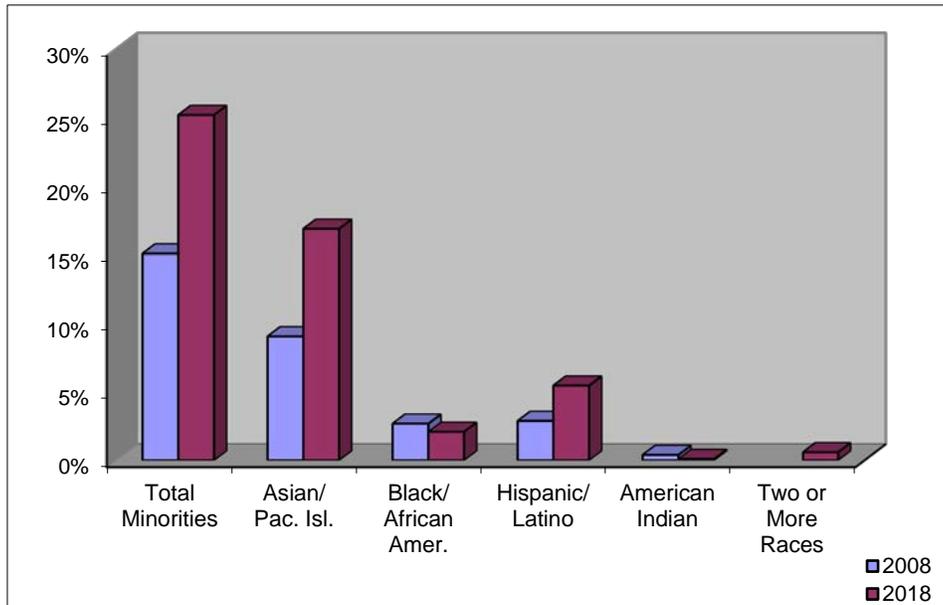


Figure 30
Clinical Track Faculty by Race/Ethnicity
October 1, 2008 – November 1, 2018



VIII. FIVE-YEAR AND TEN-YEAR COMPARISON SUMMARY

Table XXIV

The University of Iowa Workforce by Primary Occupational Activity Group, Sex, and Minority Status in 2008, 2013, and 2018

Primary Occupational Activity (POA) Group	September 30, 2008					October 31, 2013					October 31, 2018				
	Total Work-force	Women	% of Total	Minorities	% of Total	Total Work-force	Women	% of Total	Minorities	% of Total	Total Work-force	Women	% of Total	Minorities	% of Total
Executive, Administrative, and Managerial Staff	380	143	37.6%	28	7.4%	369	143	38.8%	20	5.4%	364	166	45.6%	36	9.9%
Tenured/Tenure Track Faculty	1,488	437	29.4%	264	17.7%	1,460	479	32.8%	301	20.6%	1,343	455	33.9%	308	22.9%
Non-Tenure Track Faculty	703	339	48.2%	102	14.5%	931	454	48.8%	184	19.8%	1,389	715	51.5%	319	23.0%
Professional and Scientific Staff	7,596	5,416	71.3%	521	6.9%	8,585	6,133	71.4%	692	8.1%	10,827	7,821	72.2%	1,005	9.3%
Secretarial and Clerical Staff	2,565	2,184	85.1%	115	4.5%	1,922	1,611	83.8%	101	5.3%	1,359	1,094	80.5%	117	8.6%
Technical and Paraprofessional Staff	562	396	70.5%	38	6.8%	667	507	76.0%	76	11.4%	891	703	78.9%	124	13.9%
Skilled Crafts Staff	398	34	8.5%	21	5.3%	358	22	6.1%	17	4.7%	341	18	5.3%	16	4.7%
Service and Maintenance Staff	1,883	1,003	53.3%	257	13.6%	1,865	987	52.9%	358	19.2%	2,086	1,153	55.3%	569	27.3%
Total	15,575	9,952	63.9%	1,346	8.6%	16,157	10,336	64.0%	1,749	10.8%	18,600	12,125	65.2%	2,494	13.4%

Annual Report on Regents Minority and Women Educators Enhancement Program

**Iowa State University
December 2018**

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

1. **Emerging Leaders Academy.** The Office of the Senior Vice President and Provost (SVPP) continues to support its leadership development program, the Emerging Leaders Academy, in place since January 2009. The program aims to develop depth of leadership skills among faculty and staff, as well as to diversify the potential pool of leadership candidates at ISU. Underrepresented and women faculty and staff are especially encouraged to apply. Presently, over 200 faculty and staff have been trained in leadership, teamwork, communication, fiscal responsibility, diversity, management and public accountability. (<https://www.extension.iastate.edu/ela>)
2. **ISU ADVANCE.** This is the university's flagship program dealing with faculty equity and diversity issues. ADVANCE has been able to develop initiatives, programming, and materials to address diversity among the faculty ranks in STEM fields at ISU. Since 2011, ADVANCE has broadened its scope beyond STEM to engage all faculty, with particular emphasis on the advancement of women and underrepresented faculty across all colleges. In 2013, the SVPP charged each academic college with appointing an Equity Advisor to provide training to faculty search committees and to develop programming in support of the needs of faculty in each college. Programming targeted by Equity Advisors centers around improving departmental climate, faculty promotion and retention and work-life balance. ADVANCE is also leading a Departmental Enhancement Program for departments that: 1) are preparing to undergo program review, 2) have just undergone a program review and are working to implement recommendations, or 3) are undergoing a leadership transition. The Departmental Enhancement Program assists department faculty with identifying and addressing barriers to transparency within department culture. The university depends on the quality of the materials and programming that ADVANCE has produced to define diversity conversations among ISU faculty. (<https://www.provost.iastate.edu/faculty-and-staff-resources/development/isu-advance>)
3. **COACHE Survey of Faculty Satisfaction.** The most recent COACHE survey was administered during AY2016-17. The goal is to survey all full-time faculty – regardless

of appointment type or rank – every three to four years. We achieved excellent results in the recent bi-annual COACHE survey of faculty climate, with 10 areas of strength, and no areas of concern identified as compared to our peer universities. The SVPP Office has been proactive and diligent with emphasis on fair faculty work-life policies, and on faculty professional development; the results of the survey reflect this.

In addition, we are in the process of administering the COACHE national collaborative exit survey to better understand the experiences of faculty who resigned from ISU. The goal of this survey is to further improve the experiences of current and future ISU faculty.

4. **Inclusion Initiatives Grant Program.** What was formerly the Women's and Diversity Grant Program has been reimagined as the Inclusion Initiatives Grant (IIG) Program. Enhancements include a broadening of the grant scope and criteria, the addition of grant workshops for applicants, and ongoing coaching for awardees during the grant period. Funds administered by the Office of the Vice President for Diversity and Inclusion (VPDI) support initiatives intended to foster community engagement that positively impact Iowa State University. Proposed initiatives must (1) involve collaborative teams, (2) have widespread impact on the ISU community, (3) align with ISU's guiding documents and principles regarding diversity and inclusion, and (4) be innovative. Seven projects were selected for the 2018-19 award period. (www.diversity.iastate.edu/iig)
5. **Diversifying the Faculty.** The SVPP Office 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. Currently, over 255 faculty couples have been retained due to the support of this program.

The ADVANCE Equity Advisors, in collaboration with the Office of Equal Opportunity, further contribute to these efforts by providing training on inclusive faculty searches to department and college search committees.

6. **Mentoring.** The mentoring of faculty continues to be an important way for ISU to ensure that a diverse faculty succeeds at ISU. In addition to a one-on-one mentoring program that involves all first year faculty, the Provost supports college-level peer mentoring programs. A peer-mentoring program ensures that each college has appointed a senior faculty member to serve as a peer mentoring coordinator for the first-year faculty in the college. Programming throughout the semester on issues of mentoring, promotion, scholarship, and work-life management further builds a sense of community among the first-year cohort. The Provost's Office provides support for the New Faculty Scholars Program (in collaboration with the Center for Excellence in Learning and Teaching, CELT), and subscribes to a virtual-mentoring program through the *National Center for Faculty Development and Diversity (NCFDD)*. Institutional membership in the *NCFDD* allows all faculty, post-docs, and graduate students to participate in the virtual mentoring events and opportunities at no cost.

7. **Vice President for Diversity and Inclusion Council.** The VPDI Council provides insight and counsel to the Vice President for Diversity and Inclusion. Using the shared governance model of leadership, council members represent the interests of a diverse cross section of the Iowa State University community. The council meets monthly to discuss both national and local challenges, opportunities, and priorities for the university related to diversity, equity and inclusion. Chaired by the Vice President for Diversity and Inclusion, the Council assists with the design of new policies; improved recruitment and increased retention of students, faculty and staff; and the advancement of equity. (www.diversity.iastate.edu/vpdicouncil)
8. **Iowa Network for Women in Higher Education (WHE).** The Associate Provost for Faculty works with the Iowa Network to encourage more women to consider leadership in higher education. The primary goal of the Iowa Network (affiliated with the American Council on Education) is to facilitate the development of women leaders in higher education, through conversations, collaborations, and mentoring across the state. IOWAWHE is committed to fostering diversity in higher education leadership with regard to race, gender, ethnicity, sexual orientation, and physical ability. IOWAWHE offers a women's leadership conference each spring at one of the institutions of higher education in the state. ISU continues to play an important role in the leadership of the Iowa Network.
9. **Child Care Resources.** This unit within University Human Resources supports Iowa State University families by linking them with professional programs and services that can help meet their child care needs. The university childcare consultant is available to assist families in accessing on campus and community-based services. The university supports two child care centers located on campus, University Community Childcare in Pammel Court and the University Child Care Center at Veterinary Medicine. In addition to these full-time programs, the university supports several other childcare initiatives including care for mildly ill children, part-time childcare for student families, and a family child care infant network.
10. **Faculty and Staff Associations.** The University continues to support the development and growth of several Faculty and Staff Associations (FSA) and the FSA Council, a collective of leaders from each of the FSAs. FSAs are designed to cultivate and connect Iowa State's diverse faculty and staff populations to each other and 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 from underrepresented communities. FSAs align with the university's strategic goals by positively impacting the ongoing effort to create and support a more inclusive campus community. All FSAs are supported by the Office of the Vice President for Diversity and Inclusion. (www.diversity.iastate.edu/fsa)
11. **University Committee on Women and Gender Equity (UCW).** Formerly the University Committee on Women, the UCW is a diverse group of women from across the Iowa State University campus that promotes the full participation of women faculty,

staff and students. UCW is an active and involved network that responds to women's issues including monitoring and improving the number of women in leadership positions at ISU, with special attention to the need for more women department chairs, and also continuing work to improve the climate on campus for women students, staff and faculty. Key responsibilities of the UCW are to advise university administration on issues affecting women and assist in the development of policies and practices that promote the equitable participation and treatment of women employees and students. The Office of the Vice President for Diversity and Inclusion supports the work of the UCW. (www.diversity.iastate.edu/ucw)

12. **Women's Leadership Consortium (WLC).** The WLC brings together the leaders of women's programs and services on the Iowa State University campus. The Consortium's mission is to facilitate coordination of programs and initiatives; to serve as a resource to administration; and to encourage the advancement of women into leadership positions. The WLC is supported by the Office of the Vice President for Diversity and Inclusion. (www.diversity.iastate.edu/wlc)
13. **Strengthening the Professoriate at ISU (SP@ISU).** *Strengthening the Professoriate at ISU* allows ISU to continue efforts to strengthen and diversify faculty and senior scholars by building on good diversity programs around the campus as well as strong policies and central support. The long-term goal is to develop a diverse faculty who integrate their broader impacts efforts with their research enterprise. The program is a collaboration of the SVPP, the Graduate College, and the Vice President for Research. In particular, the SP@ISU collaboration with the Vice President for Research's Grants Hub is of significance in institutionalizing its role in broadening impacts.
14. **Martin Luther King, Jr. Advancing One Community Awards.** Each January the Iowa State University community observes the birthday of Dr. Martin Luther King, Jr. with a campus-wide celebration and the recognition of individuals and groups who have followed the principles of Dr. Martin Luther King, Jr. The Advancing One Community Awards, coordinated by the Office of the Vice President for Diversity and Inclusion, recognize recipients' efforts to create an inclusive university community that embraces justice and equity. (www.diversity.iastate.edu/mlkaward)
15. **University Award for Inclusive Excellence.** Established in 2017 and awarded annually, Iowa State University's first-ever university-level inclusion award recognizes faculty and Professional and Scientific (P&S) staff who have advanced the university's mission of diversity, equity, and inclusion outside of their compensated responsibilities. (www.diversity.iastate.edu/ieaward)

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

University of Northern Iowa
Office of Compliance and Equity Management
January 2019

**Annual Report on Affirmative Action
To the Board of Regents, State of Iowa
University of Northern Iowa
January 2019**

I. INTRODUCTION.

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

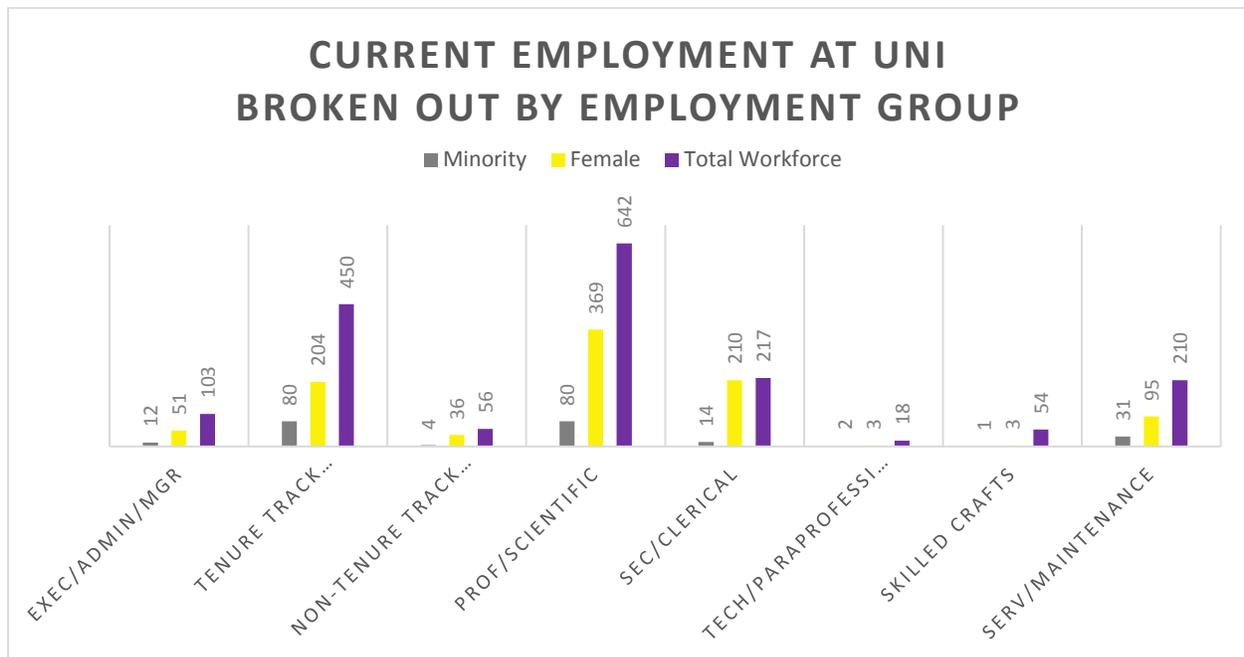
This report presents recent employment activities at UNI. The data in this report are compiled according to Board of Regents, State of Iowa guidelines, and include all non-temporary, full-time, and part-time employees working 50 percent time or more as of October 1, 2018. The categories used for the job groupings are determined by federal guidelines. It is important to note that other reports generated for other University purposes will use different data sources, definitions, and groupings of employees. Care should be taken in attempts to compare data from this report with other UNI workforce reports.

II. OVERVIEW.

As of October 1, 2018, the UNI workforce totals 1,750 non-temporary employees. This includes 971 (55.5%) female employees and 224 (12.8%) minority employees. One year ago, UNI employed 1,770 non-temporary employees, including 985 (55.6%) female employees and 201 (11.4%) minority employees. Total number of employees decreased by 20 (1.1%) from last year; the number of females decreased by 14 (1.4%); and the number of minorities increased by 23 (11.4%).

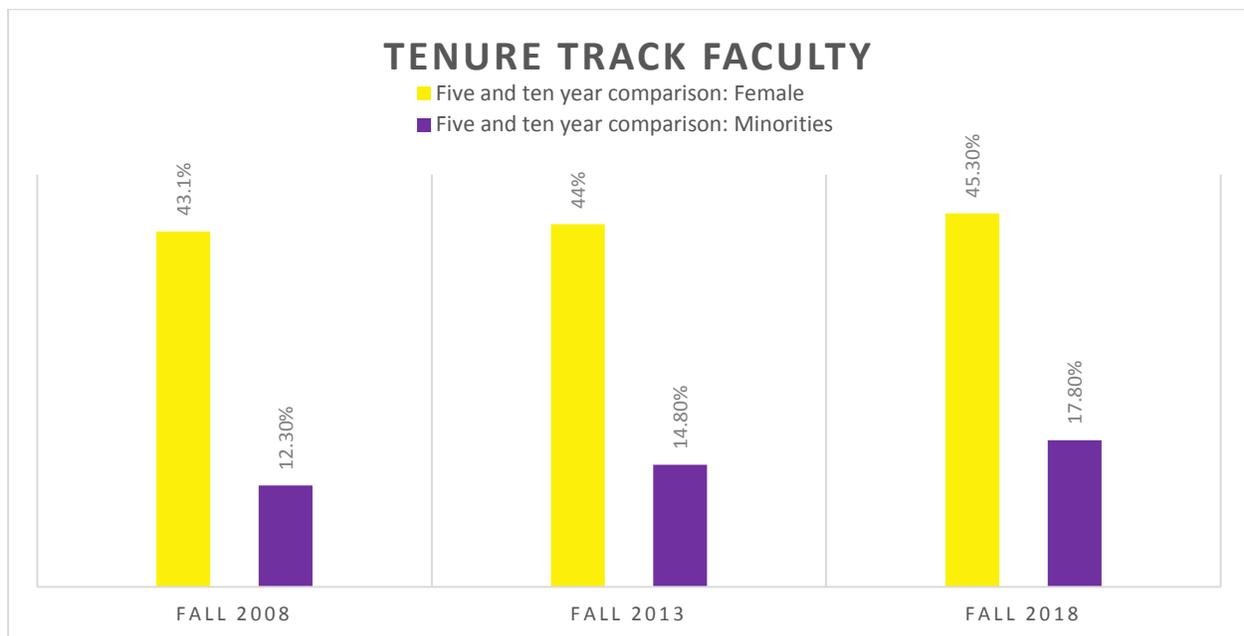
Five- and ten-year comparisons for the overall workforce show progress in both female and minority representation. While the total number of non-temporary employees working at UNI is down by 131 (7.0%) compared to ten years ago, the percentages of female and minority employees have made steady gains over the same period. Females were employed at a rate of 54.1% ten years ago and are now employed at a rate of 55.5% of total employment. The percentage of minority employees has also seen steady growth over the ten-year period, from 9.4% in 2008 to 12.8% in 2018.

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



The tenured and tenure track employee group currently employs a total of 450 employees. This represents a decrease of 21 (4.5%) faculty employees from last year. The five- and ten-year comparisons reflect overall gains in the proportion of both females and minorities in the tenured and tenure track faculty group. While the overall number of tenured and tenure track employees has decreased 17.4% from 545 to 450 over the past ten years, female representation has increased from 43.1% to 45.3%. Minority representation in the tenured and tenure track employee group rose from 12.3% to 17.8% over the same ten-year period.

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



III. EQUAL EMPLOYMENT OPPORTUNITY ACTIONS.

In FY18, a total of 362 searches were initiated. This marks a 13.1% increase from the total number of searches in FY17. Of the 362 FY17 searches, 239 (66%) were for non-temporary employment.

Faculty Searches. Sixty seven (67) non-temporary faculty searches were initiated in FY17:

- 3 academic administrators;
- 49 tenure-track appointments; and
- 15 term appointments

The number of non-temporary faculty searches initiated in FY18 increased by a total of 26 searches from 41 the previous year, a 63.4% increase.

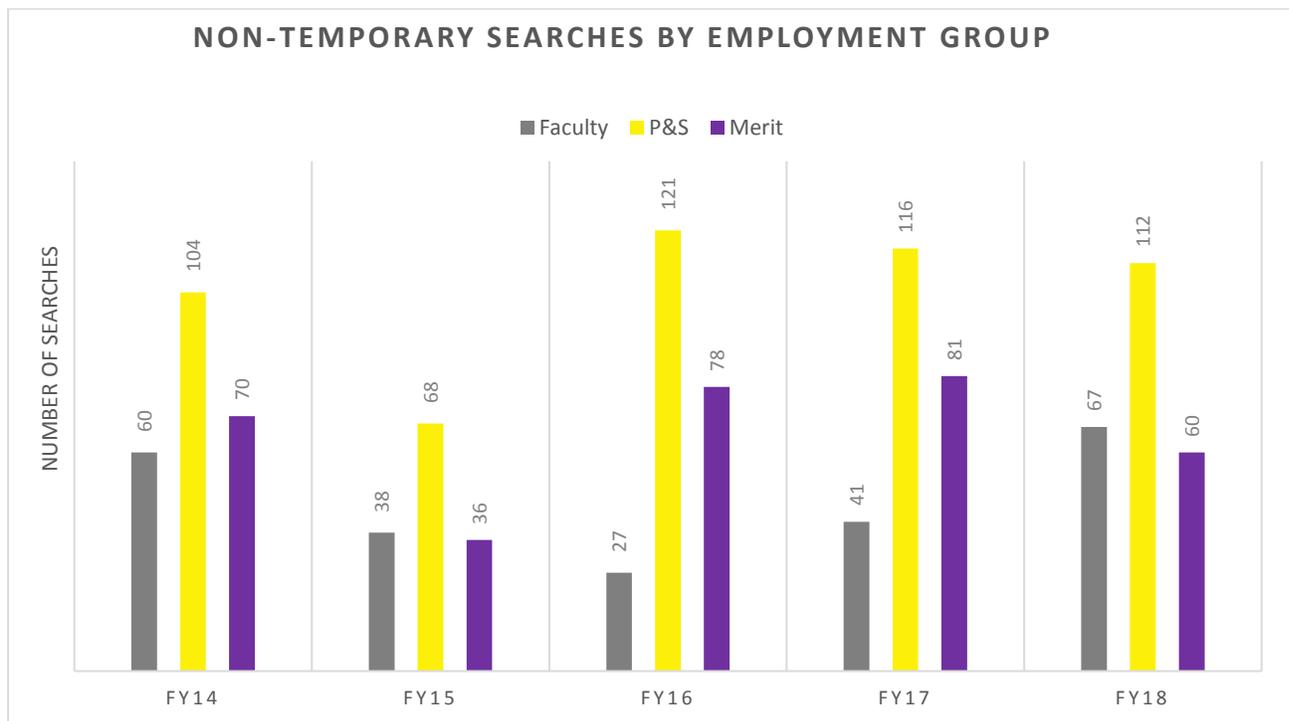
P&S Searches. One hundred twelve (112) non-temporary P&S searches were initiated in FY18:

- 63 probationary appointments;
- 31 term appointments;
- 15 contract (coach) appointments; and
- 3 annual appointments.

The number of P&S searches initiated in FY18 decreased by a total of four searches, a 3.5% decrease from FY17.

Merit Searches. Sixty (60) Merit searches were initiated in FY18 as compared to 81 in FY17, a decrease of 25.9%.

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



IV. 2017-18 HIRING GOAL ATTAINMENT BY EMPLOYMENT GROUP.

The following table shows 2017-18 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)	2017-18 Goal		Achieved?	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial (5)	8	10	No (1)	No (3)
Faculty (Tenured and Tenure Track) (19)	0*	0*	-	-
Faculty (Term) (5)	0*	0*	-	-
Professional/Scientific (81)	23	0*	Yes (23)	-
Secretarial/Clerical (30)	5	0*	No (3)	-
Technical/Paraprofessional (0)	0*	0*	-	-
Skilled Craft (6)	5	0*	No (0)	-
Service/Maintenance (62)	18	11	No (12)	Yes (34)
Total (208)	59	21	No (39)	Yes (37)

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

V. LOOKING AHEAD: 2018-19 HIRING GOALS BY EMPLOYMENT GROUP.

As part of our commitment to affirmative action, UNI conducts an annual availability analysis to establish a benchmark against which the demographic composition of UNI's workforce may be compared. Through this analysis, the University is able to determine whether barriers to equal employment opportunity exist within particular job groups.

The availability analysis for each job group examines two potential areas of availability: individuals with the requisite skills outside the institution (external availability) and those within the institution who are promotable, transferable and/or trainable (internal availability). Recruitment areas vary by job group, but are determined by a combination of national, state, and local census data, as well as internal feeder positions and reasonable paths of progression. Finally, where a job group is composed of different job titles that carry different availability rates, a composite availability figure is calculated and then weighted accordingly.

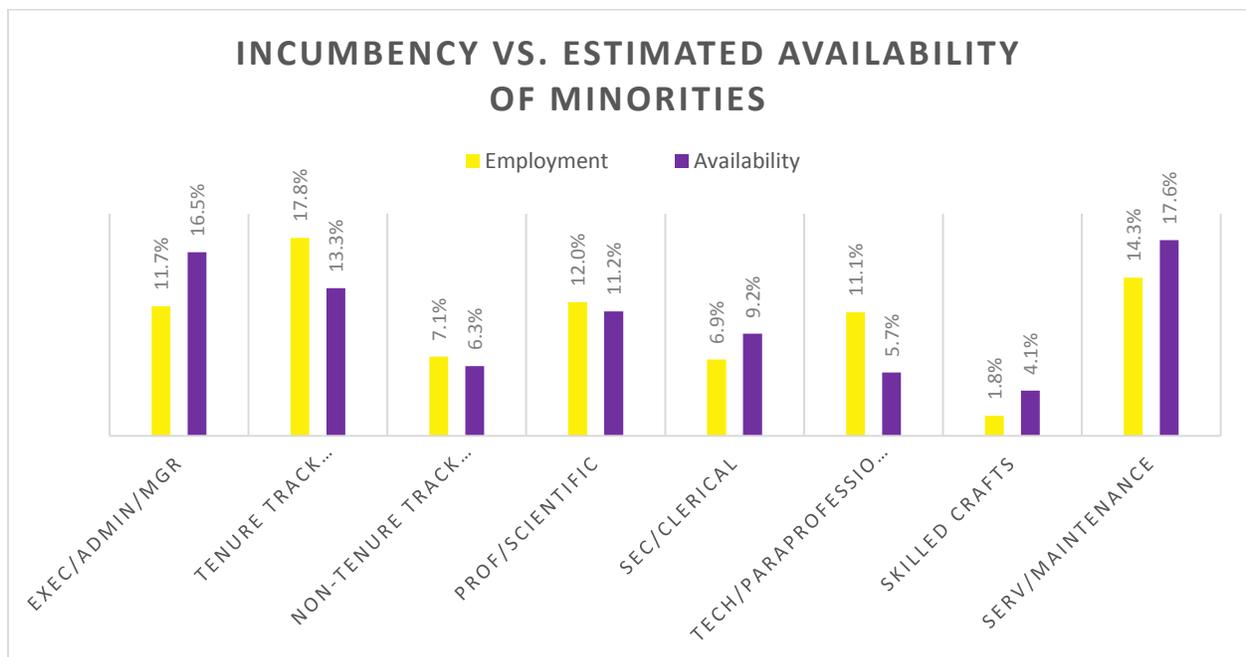
The representation of minorities and women in each job group is compared with the availability analysis of the respective job group. Where actual representation is less than the calculated availability, a statistical test identifies whether the difference is greater than could reasonably be expected. The comparison of availability with actual representation (incumbency) is then reviewed for statistical significance. UNI establishes placement goals where the actual representation of women or minorities in a job group is less than would be reasonably expected based on calculated availability.

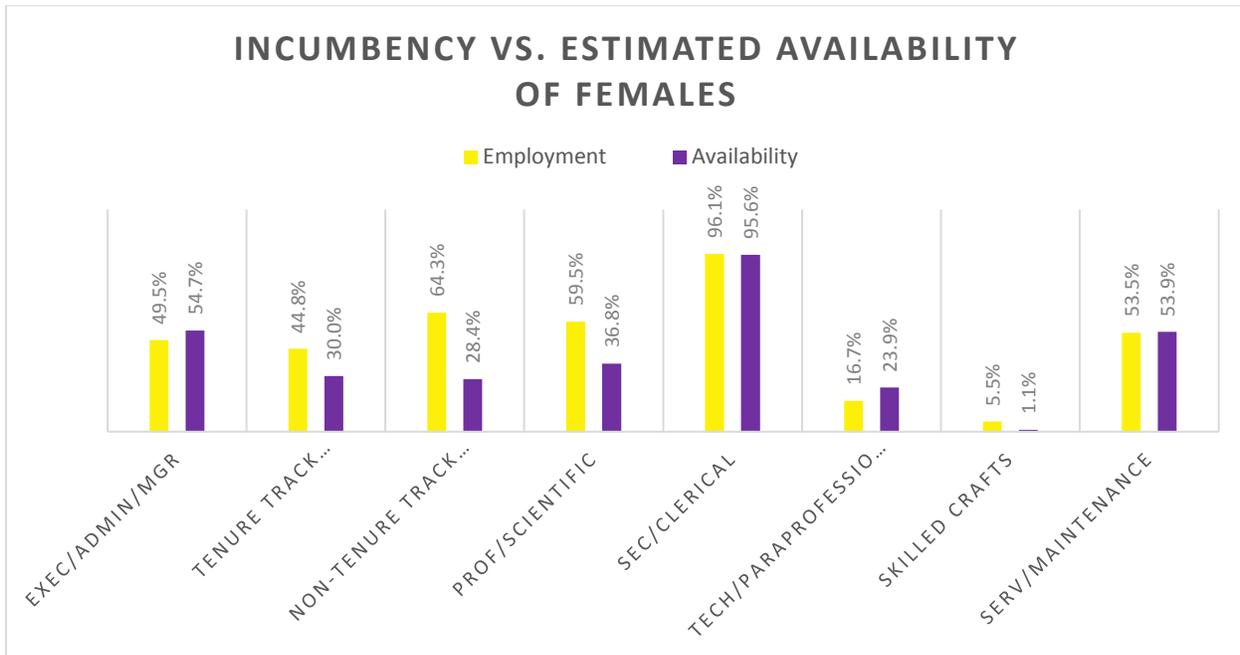
In establishing placement goals, the following principles are applied:

- When the percentage of minorities or women employed in a particular job group is less than would reasonably be expected given their availability percentage in that job group, UNI establishes a placement goal at least equal to the availability figure derived for women or minorities, as appropriate, for that job group.
- Placement goals are not quotas that must be met, nor are they to be considered as either a ceiling or a floor for the employment of particular groups.

- In all employment decisions, UNI makes selections in a nondiscriminatory manner. Placement goals do not provide a justification to extend a preference to any individual, select an individual, or adversely affect an individual's employment status on the basis of that individual's age, color, creed, disability, ethnicity, gender identity, genetic information, marital status, national origin, political affiliation, race, religion, sex, sexual orientation, or veteran or military 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.

Taking into account both external and internal availability, the availability analyses by job group are reflected in the charts below. The first chart shows minority employment and availability, followed by female employment and availability in the second chart.





The factors described previously are reflected in the goals established for the 2018-19 hiring year as shown in the following table.

Employment Group	2018-19 Goals	
	Minority	Female
Executive/Administrative/Managerial	5	5
Faculty (Tenured and Tenure Track)	0*	0*
Faculty (Term)	0*	0*
Professional/Scientific	0*	0*
Secretarial/Clerical	5	0*
Technical/Paraprofessional	0*	1
Skilled Craft	1	0*
Service/Maintenance	13	2
Total	24	8

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

VI. EFFORTS REGARDING INDIVIDUALS WITH DISABILITIES AND PROTECTED VETERANS.

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

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

second phase changes include:

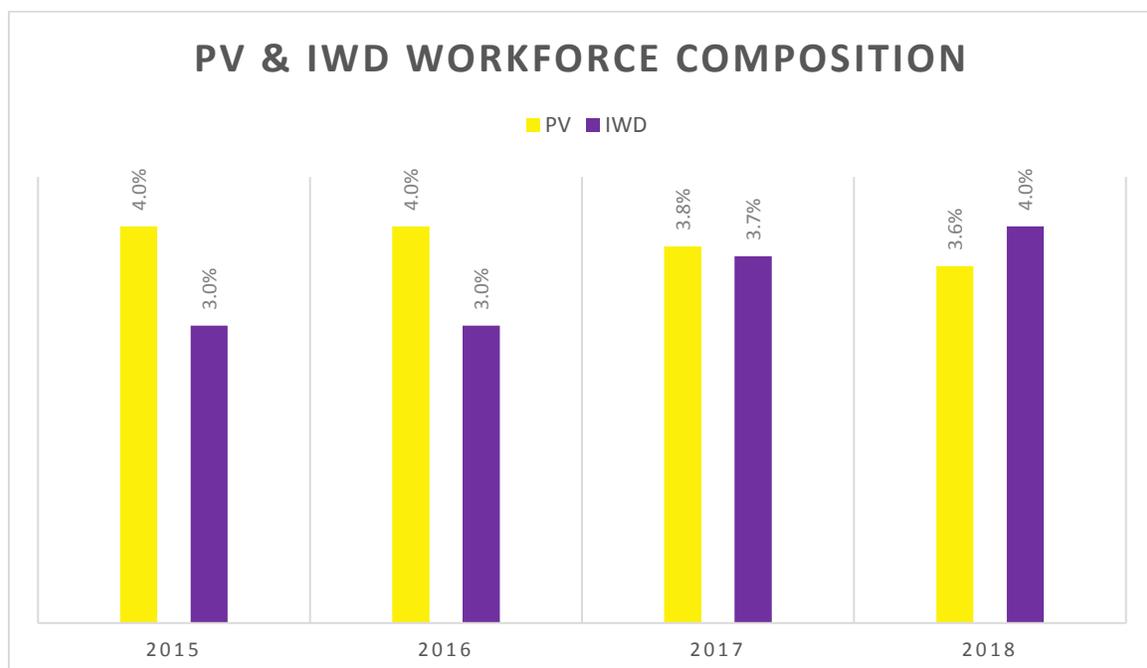
- A modified search process is now used for temporary and adjunct positions;
- Applicants and new employees are invited to self-identify as individuals with disabilities and/or protected veterans, and a survey of current employees was conducted to collect baseline information on disability and protected veteran status;
- Advertising sources that target individuals with disabilities and protected veterans are required for all searches;
- A 7% utilization goal for individuals with disabilities was used to provide accountability for the outreach efforts during the 2017-18 AAP year; and
- A 6.4% benchmark was used to measure the hiring of protected veterans during the 2017-18 AAP year.

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

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

- As of September 30, 2018, 4.0% of UNI's workforce identified as individuals with disabilities as compared to the 7% utilization goal established by the OFCCP; and
- As of September 30, 2018, 3.6% of UNI's workforce identified as protected veterans as compared to the 6.4% benchmark established by the OFCCP.

UNI has remained fairly consistent in workforce composition in these two areas over the last three years of reporting, with a slight rise in the employment of individuals with disabilities. Regular evaluation of outreach efforts will continue and adjustments will be made as new opportunities are discovered.



**Iowa School for the Deaf
Annual Diversity Report
November 1, 2017 – October 31, 2018**

The Iowa School for the Deaf employed 123 full-time and part-time employees on October 31, 2018. This is a decrease of 3 employees compared with October 31, 2017.

The October 31, 2018 breakdown of ISD employees compared to October 31, 2017, is as follows:

CATEGORY	# EMPLOYEES		% OF POPULATION		2018
	2018	2017	2018	2017	% CHANGE
Male-Majority	37	35	30.1%	27.8%	2.3%
Female-Majority	83	87	67.5%	69.0%	-1.5%
Male-Minority	2	2	1.6%	1.6%	0.0%
Female-Minority	1	2	0.8%	1.6%	-0.8%

The following are the goals ISD established for last year:

**Iowa School for the Deaf
Affirmative Action Hiring Goals
November 1, 2017 – October 31, 2018**

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				
Service/Maintenance	1			1

Executive/Administrative/Managerial:

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

Faculty Tenure Track:

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

Faculty Non-Tenure Track:

This group had four female majority members; one male majority member; and one female minority member leave ISD. One male majority and one female majority employees were hired to this group.

Professional and Scientific:

Over the course of this year, four majority members left this employment group. Four majority members were hired into this group leaving the overall demographics unchanged.

Secretarial/Clerical:

One female majority members left this group and one was hired.

Technical/Paraprofessional:

This group lost four majority members and hired five majority member.

Skilled Crafts:

There were no changes to the composition of this group during the year.

Service Maintenance:

We had a goal to hire a male minority member in this category. We did not accomplish this goal. Three majority members left the group. Three additional hires were majority employees.

Summary:

The Iowa School for the Deaf established one affirmative action goal for last year. One goal was to add a male minority to the Service/Maintenance category. This goal was not accomplished.

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. Thirty-two (32) percent of our current employees are deaf or hard of hearing. This is the highest percentage of deaf employees since this data began being gathered regularly in 1998.

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

Recruiting efforts for ISD positions center around the Omaha/Council Bluffs area for the non-exempt positions. For vacancies in our executive, teaching, and professional positions, we do nation-wide searches. Routinely, we list positions with the Iowa Workforce, Nebraska Job Service, local and regional newspapers. Additionally, we have contacted local Area Educational Associations; deaf schools; several deaf related internet sites; colleges that offer programs which match our needs; Teach Iowa – a state-wide site for PreK-12 schools; journals; sign language interpreter registries; and employee referrals. The ISD website and social media accounts have been successful in announcing vacancies to a wider population. This website and the deaf related internet publications greatly assist us in reaching the highly specialized professional employees we need. However, there is still an extremely limited pool for these positions.

**Iowa School for the Deaf
Affirmative Action Hiring Goals
November 1, 2018 – October 31, 2019**

Category	Projected Vacancies	Female Majority	Female Minority	Male Minority
Exec/Adm/Mgmt				
Faculty-Tenured				
Faculty-Non-Tenured	3			1
Professional/Scientific				
Secretarial/Clerical				
Tech/Paraprofessional				
Skilled Crafts				
Service/Maintenance	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 that 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
November 1, 2017 - October 31, 2018**

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

Iowa Educational Services for the Blind and Visually Impaired / Iowa Braille and Sight Saving School provides leadership in the field of vision in the State of Iowa through an inter-governmental agreement between the Board of Regents, State Board of Education, the Iowa Department for the Blind and the Association of Area Education Agencies. Collaborative efforts with these agencies and the local education agencies results in service provision to children in Iowa who are blind, visually impaired, deaf-blind, or multi-disabled with a visual impairment, from birth through age twenty-one. Most services are provided throughout Iowa in the local school districts using an itinerant teaching model. Extended school year services are also provided in local school districts. Supplemental special programs are regionalized based on student and parent need and interest. The school also provides a 4PLUS program on the Iowa School for the Deaf campus, which is a school-to-work program providing room, board, transportation, tutoring and job coaching for young adults (ages 17– 21) who are blind or visually impaired and entering the adult world.

As of October 31, 2018, the Iowa Braille and Sight Saving School employed 47 Teachers of the Visually Impaired (TVIs) and Orientation and Mobility Specialists (OMS). 7 additional faculty were employed as consultants with expertise in the fields of math, STEM, literacy, assistive technology, special education, family services, and deafblind education. In order to plan for future effective and efficient operation of services for students with sensory impairments in Iowa, the school continues to evaluate a feasibility study to examine the administrative and programmatic functions of the Iowa Braille and Sight Saving School and the Iowa School for the Deaf. The feasibility study is required by Iowa Code §270.10, along with other stipulations, prior to any action that would result in a merger of the schools or closure of either school.

As of October 31, 2018, there were a total of 73 permanent employees. Of those, all 73 were non-minority and 57 were female. We have not asked our staff to disclose any physical disabilities, however, we are aware that 3 faculty were blind or visually impaired. 1 was female and 2 were male. Recruitment and retention of female employees are strengths of the school. Recruitment of vision professionals, in general, is a challenge as there is a national shortage of teachers in the field.

The goal of hiring a minority was not met in 2017/18. Since November 1, 2017, a total of 11 employees were hired through competitive searches. These hires included 7 faculty positions, 2 secretarial/clerical positions and 2 technical/paraprofessional positions. None of the new hires were of minority status. All 7 faculty new hires were female. Both of the 2 secretarial/clerical new hires were female. 1 of the 2 technical/paraprofessional new hires was female. Faculty recruitment postings were advertised nationwide and included a diversity network managed by a major online commercial recruitment resource service. The school's application continues to include an optional information sheet where candidates may choose to self-identify race, sex and/or disability, however, many applicants choose not to complete this information.

The school is a strong proponent of diversity and we desire to have a diverse staff. As we have employment opportunities, we will continue to try to create a more diverse workforce. Despite nationwide advertising for faculty positions, a severe national shortage of teachers of the visually impaired and limited college and university training programs has led IESBVI to hire most new faculty from within Iowa. We continually seek new recruitment sources to expand the diversity of applicant pools for IESBVI faculty and professional positions.

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 November 1, 2018 through October 31, 2019.

DIVERSITY ACTION GOALS
November 1, 2018 – October 31, 2019

Iowa Braille School	Number of Projected <u>Vacancies</u>	Numerical Goals:	
		<u>Women</u>	<u>Minorities</u>
01 Exec/Admin/Mgr	1	0	1
02 Faculty	4	0	1
04 Professional	0	0	0
05 Secretarial/Clerical	0	0	0
06 Technical/Paraprofessionals	0	0	0
07 Skilled Crafts	not applicable (not using)		
08 Service/Maintenance	0	0	0
TOTAL	5	0	2

APPENDIX A: Section 504 Compliance

EQUAL EDUCATIONAL OPPORTUNITY FOR STUDENTS
AT THE IOWA BRAILLE SCHOOL

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

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

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

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

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

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
3501 Harry Langdon Blvd
Council Bluffs, IA 51503
712-309-0678

OR

Director of Human Resources
Iowa Braille School
3501 Harry Langdon Blvd
Council Bluffs, IA 51503
712-309-0678

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
3501 Harry Langdon Blvd
Council Bluffs, IA 51503
712-309-0678

OR

Director of Human Resources
Iowa Braille School
3501 Harry Langdon Blvd
Council Bluffs, IA 51503
712-309-0678

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
2017-2018**

**BOARD OF REGENTS,
STATE OF IOWA**

Submitted by
Melissa Shivers
Interim 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
2017-2018**

Introduction

The University of Iowa's strategic plan for 2016-2021 outlines a vision of commitment to the state, nation, and global community with a spirit of inclusiveness and collaboration. Diversity and inclusion are embedded throughout the plan's strategies, tasks, indicators, and metrics, and two of the fifteen strategies specify these efforts as essential to our mission. In addition to recruiting, retaining, mentoring, and supporting diverse faculty, staff, and students, the plan calls for creating a more inclusive campus culture.

This report describes several initiatives across campus striving to foster more diverse and inclusive learning and working environments during academic year 2017-2018.

National Coalition Building Institute (NCBI)

The National Coalition Building Institute (NCBI) is a nonprofit leadership training organization based outside of Washington, D.C. NCBI works through a coalition-building model to provide leadership training for inclusion and equity with the goal of eliminating all forms of prejudice throughout the world. The University of Iowa has been affiliated with NCBI since 2011, and since that time has reached over 3,000 faculty, staff, students, and community members through ongoing workshops. Additionally, over 120 faculty, staff, and students have attended train-the-trainer workshops; 40 trainers are currently active. These individuals are taught effective leadership skills in the areas of prejudice reduction, violence prevention, conflict resolution, and coalition building so that they can serve as a resource for diversity and inclusion on campus.

In 2017-18, UI's NCBI affiliate held 19 total workshops, including Leadership for Equity & Inclusion (full day), Conflict & Controversial Issues (half day), the Art of Building Effective Relationships Across Group Lines (half day), one skills lab (3 hours), and one campus conference (three days). A total of 486 faculty, staff, students, and community members attended these workshops. Feedback from participants' pre- and post-evaluations continues to be overwhelmingly positive.

Diversity Opportunity Programs

In 1999, the Office of the Provost established a program to aid collegiate efforts to recruit and retain faculty from underrepresented communities, with an emphasis on recruiting faculty of color. This program, now called the Faculty Diversity Opportunity Program, has been an important tool for reaching the university's diversity goals and thereby enhancing the excellence of the University of Iowa. The program is administered by the chief diversity officer and associate vice president (CDO), who works with collegiate deans to

identify potential faculty hires who would add to the diversity of the UI faculty. Mentoring and retention follow-up plans remain critical components of FDOP funding requests. The CDO, working in close collaboration with the associate provost for faculty, collegiate deans, and others, coordinates a central effort to recruit and retain minority faculty.

For fiscal year 2018, the Office of the Provost budgeted FDOP funds totaling \$2,050,741 for partial salaries and other resources supporting 28 faculty members. These positions are in the University Library and the Colleges of Education, Engineering, Liberal Arts and Sciences, Nursing, Pharmacy, and Public Health. Since 1999, FDOP has been used to support 143 diversity hires to the UI campus. When appropriate, FDOP funding has been successfully used to support the research of post-doctoral fellows as a means of increasing the pipeline to the professorate. The Faculty Diversity Opportunity Program has proven to be an important incentive to colleges and departments to identify and recruit faculty from underrepresented communities and has contributed significantly to the increased representation of faculty from underrepresented communities in the nineteen-year period ending 2018.

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 2018, the salaries of three P&S staff members were supported by SDOP funding.

Recruitment Ambassadors Program

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

Collegiate Diversity Group

The Chief Diversity Officer & Associate Vice President, Executive Vice President and Provost, and college deans have come together to form the Collegiate Diversity Group, focused on identifying challenges and opportunities around diversity on campus. The Collegiate Diversity Group will 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, recruitment, retention; admissions and financial aid concerns; and the recruitment and retention of underrepresented minority faculty. The

chairs of the university's Charter Committee on Diversity serve as ex officio members. Consideration of current diversity trends in the collegiate academic environment, curricula, and programming are also important foci of the Associate Deans for Academic Program group convened by the associate provost for undergraduate education.

Minority and Women Faculty Development

In collaboration with campus leadership and the Chief Diversity Office, the Office of the Provost continues to lead several initiatives to support the increased recruitment, retention, and advancement of underrepresented U.S. racial/ethnic minority faculty and women.

- **2018 Faculty and Staff DEI Campus Climate Survey.** The Office of the Provost collaborated with the Chief Diversity Office and the Charter Committee on Diversity to design and implement the 2018 Faculty & Staff Diversity, Equity & Inclusion (DEI) Survey and follow-up focus groups. In spring 2019, the survey results will be released with the DEI-related questions from the Student Experience of Research University (SERU) surveys to inform colleges and the campus about current climate issues and develop data-informed targeted interventions. As part of this process, the Office of the Provost, Chief Diversity Office, and University Human Relations are collaborating to offer several sessions as part of the BUILD program entitled *Making the Paradigm Shift from Diversity to Diversity, Equity & Inclusion*, designed to support unit leaders in pragmatically advancing DEI efforts within their respective units and campus-wide.
- **Diversity, Equity & Inclusion Digest Project.** In collaboration with the Chief Diversity Office, the Office of the Provost is leading a process to map FY19 DEI-related activities being implemented centrally and in the colleges and units. Multiple units across campus have been asked to enter their respective activities in an online portal and the results will be used to assess campus strengths and areas of opportunity to inform campus-wide DEI action planning.
- **Distinction through Diversity Fund.** In FY19, the UI Department of Intercollegiate Athletics, the Office of the Provost, and the Chief Diversity Office launched a three-year pilot initiative to support undergraduate-serving departments and colleges to recruit and retain outstanding tenure track faculty who will further the UI's goals to advance its academic mission through the recruitment and retention of underrepresented U.S. racial/ethnic minority (URM) faculty and students. The fund provides financial support to aid in recruitment and retention, including summer salary support; support for research supplies, equipment or travel; programmatic support for the faculty member's research agenda; or other activities to enhance the faculty member's recruitment or retention.
- **Path to Distinction Pilot.** Using the opportunity presented by the implementation of a new online talent acquisition process (OTAC), the Office of the Provost will lead a pilot project in Spring 2019 with select colleges to integrate DEI best practices into key faculty recruitment process steps to enhance the ability of faculty search committees to advance diversity and equity.

- **Keeping Our American Indian Faculty and Faculty of Color Symposium (March 31 - April 2, 2019).** The Office of the Provost will lead a group of faculty to attend the annual “Keeping Our Faculty” conference at the University of Minnesota and bring the conference proceedings back to campus to inform institutional faculty recruitment and retention practices.
- **Dual Academic Career Fund.** This fund assists departments and colleges when the recruitment of a tenured/tenure-track faculty member is contingent upon the employment of a partner/spouse. The Office of the Provost will contribute salary/fringe support for the hiring of qualified partners/spouses, in partnership with the primary and secondary hiring departments, for up to three years.
- **Work/Life Resources.** In partnership with University Human Resources, the Office of the Provost launched the “Build a Career | Build a Life” initiative, including the development a work/life resources website providing one-stop access to multiple campus and community resources, including work/life policies and resources, relocation and housing, dual-career employment, diversity and inclusion, children and family resources, transportation, health and wellbeing, military and veteran families, adult and elder care, arts, culture and entertainment, and recreation. A companion flyer is available online and is distributed to prospective applicants via job ads and included in candidate packets to communicate the university’s commitment to work/life balance.
- **Higher Education Recruitment Consortium (HERC).** UI collaborated with ISU and UNI to form a regional affiliate of the nationally acclaimed Higher Education Recruitment Consortium (HERC), which launched in September 2016. HERC is a non-profit consortium of over 700 colleges, universities, hospitals, research labs, government agencies, and related non- and for-profit organizations committed to hiring the most diverse and talented faculty, staff, and executives. HERC offers one of the region’s largest job boards, designed to attract highly trained and diverse applicants and featuring an innovative dual-career search capability. HERC members also have access to a database of registered job seekers, the vast majority of whom have graduate degrees and about one-third of whom identify as racial/ethnic minorities. Additional benefits include discounts with human resources and advertising vendors and access to nationally endorsed professional development webinars.

The University of Iowa is the lead institution in the Central Midwest HERC, responsible for recruiting new member institutions, developing a robust regional network, convening a member-driven advisory board, and hosting a regional annual conference for higher education institutions and community partners to share best practices. To date, 26 higher education and community employers belong to the regional affiliate.

- **Faculty Search Committee Practices to Advance Equity.** The Office of the Provost continues to offer presentations to address unconscious bias in the faculty search process. All faculty search committees are strongly encouraged to participate in a workshop led by the assistant provost for faculty, and several colleges require attendance for all faculty search committees. A compendium of resources and best practices, *Faculty Search Committee Practices to Advance Equity*, is distributed during presentations and workshops. In FY19, the Office of the Provost is collaborating with the Chief Diversity Office and University Human Resources to develop an online video series for use in workshops and to provide just-in-time training to campus.
- **National Center for Faculty Development and Diversity.** The Office of the Provost and the Chief Diversity Office continue to co-sponsor an institutional membership in the National Center for Faculty Development and Diversity (NCFDD), an independent faculty development organization dedicated to supporting faculty throughout the pipeline from graduate student to full professor. Institutional membership offers numerous benefits to UI faculty members, including a monthly e-newsletter, access to monthly webinars, a private online networking forum, moderated monthly writing challenges, and the option to be matched with an accountability faculty partner to establish and meet individual writing goals. UI's institutional membership in the NCFDD provides early career faculty members and graduate students considering the professoriate access to high-quality professional development programs led by national experts in an efficient and cost-effective manner.
- **Faculty Development – Early Career.** The Office of the Provost, through the associate provost for faculty, sponsors faculty development programs for early-career faculty members. These programs include a new faculty orientation and seminars on promotion and tenure. The Office of the Provost sponsors both formal and informal events throughout the year to enhance networking among early-career faculty members and to introduce them to UI administrators. These events include the President and Provost New Faculty Welcome Reception and the New Faculty Breakfast with the Provost. Early career faculty members receive further support via the Center for Teaching's multiple programs, including the Early Career Instructor Program.
- **Faculty Development – DEO Leadership Development Program.** In AY15-16, the Office of the Provost collaborated with University Human Resources to launch the DEO Leadership Development Program. To date, 48 DEOs and other faculty administrators have participated in the program, 46% of whom are women and 25% of whom are minorities. In addition to a variety of leadership topics, the program contains a session addressing the department chairs' role in leading diversity, equity, and inclusion initiatives.
- **Employee Constituency Councils.** 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 Latinx Council, the Native American Council, and the LGBTQ Staff and Faculty Association.

Diverse Visiting Faculty and Speakers

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

Workshops and Programs on Diversity

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

In Fall 2015, the Chief Diversity Office and partners across campus launched the Building University of Iowa Leadership for Diversity (BUILD) certificate series, which has been very well-received. In its first three years, trainers hosted over 100 workshops reaching more than 1,200 faculty, staff, and graduate students. To date, 312 individuals have earned their BUILD certificate, which requires a minimum of 13 training hours. Feedback has been tremendously positive: 95% of participants reported learning something new in the course they attended, and 96% indicated they would recommend courses to a colleague.

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

The UI Disability Planning and Action Committee, with representation by key University of Iowa leaders and chaired by the chief diversity officer and associate vice president, furthers the work presented at the annual Disability Celebration and provides leadership and coordination for efforts to build a campus environment that welcomes individuals with disabilities.

Staff from the Chief Diversity Office offer courses on diversity as part of two ongoing leadership series offered for staff through Learning and Development: a 2.5-hour session entitled *Developing and Leading a Diverse Team* through the Supervising@Iowa series and a three-hour session entitled *Emotional Intelligence and Diversity* through the Advanced Management Series. Both series are offered one to two times per academic year.

The university partnered with the Iowa Network for Women in Higher Education (IOWAWHE) to continue the Women's Leadership Initiative to create a community of

support and empowerment for women leaders at all levels in higher education. This series, developed by women leaders for women leaders, will continue into future years and includes ongoing dialogue about topics impacting leadership. Each session is filmed and posted on the Chief Diversity Office website with a discussion guide.

Celebration of Excellence and Achievement Among Women

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

Diversity Catalyst Award and Diversity Catalyst Seed Grant

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

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

Support for Underrepresented Graduate and Undergraduate Students

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

Since 1986, the University of Iowa Graduate College has annually held the Summer Research Opportunities Program (SROP) to recruit, support, and assist talented underrepresented undergraduate students interested in pursuing graduate studies and possibly collegiate faculty careers. SROP is an award-winning program designed to provide participants with in-depth research experiences and prepare them to pursue graduate work. Students are paired with faculty mentors whose work is closely related to

the students' interests and career goals in biological sciences, engineering, humanities, mathematics, physical sciences, or social sciences. Each student plays an active role in identifying an area of study and a faculty mentor. The program encourages students to explore research opportunities at UI that can lead to doctoral degrees.

The Graduate College has a number of fellowship offerings targeted to support outstanding underrepresented graduate students (e.g., racial/ethnic, gender, first generation, individuals with disabilities). These include two different recruitment fellowships for doctoral students: the Iowa Recruitment Fellowship program and the LuLu Merle Johnson Fellowship program. Additional funding opportunities for underrepresented students include the ACT Scholars program (masters and doctoral students), the Graduate Diversity Scholarships and Fellowships (masters and doctoral students), an underrepresented minority master's thesis fellowship, and an underrepresented minority pre-comprehensive exam mentored research summer fellowship (doctoral students). Additional funding opportunities for underrepresented populations include the ACT Scholarship and the Graduate Diversity Scholarships.

The Office of Graduate Inclusion (OGI) works closely with all of the programs described above and reaches out to all underrepresented graduate students across campus. OGI is committed to creating, supporting, and encouraging diversity in the graduate student body as it enhances the intellectual and cultural experience of the entire academic community. OGI works collaboratively with other offices to bring underrepresented undergraduate students and graduate students together to learn about the graduate experience and support goals to pursue graduate studies. OGI seeks to create a space and community where students can safely share their particular strategies and concerns regarding the challenges and successes of undertaking graduate educational programs.

Diversity and outreach efforts have continued to increase the visibility, reputation, and reach of the College of Engineering. The Diversity and Outreach Programs team members have engaged a variety of groups on campus, across the state of Iowa, in the Midwest, and nationally. Collaborations of students, faculty, and staff continue to create an inclusive environment within science, technology, engineering, and mathematics (STEM) programs. The associate dean for diversity and outreach led efforts to engage faculty in broader impacts for research proposals.

In support of the College of Engineering's robust research enterprise, Diversity and Outreach Program team members have collaborated with faculty and staff to develop new outreach modules, refine presentations for K-12 students, connect investigators with campus and community partners, and provide collegiate and institutional data requested by federal agencies. Diversity and Outreach Programs supports activities that enhance faculty, departmental, and research center-led programs making positive contributions to society (i.e., the broader impacts of research) by advancing the STEM workforce as well as informing and inspiring the general public. This past year, we received a two-year grant from the Department of Defense entitled Army Educational Outreach Programs (AEOP) – UNITE to provide a pre-collegiate summer experience for talented high school students

from groups historically underserved and underrepresented in STEM areas. The program was very successful, enrolling 37 students, of whom 78 percent are female.

Diversity and Outreach Programs supports the success of students at key transition points through their academic careers and into professional careers through programs such as Transfer Student Visit Days, engineering preview events, Iowa Edge, GEM GRAD Lab, and other networking events. Diversity student organizations including the Society of Women Engineers (SWE), Out in Science Technology Engineering and Mathematics (oSTEM), the National Society of Black Engineers (NSBE), the Multi-Ethnic Engineering and Sciences Association (MESA), and the Society of Hispanic Professional Engineers (SHPE) had growing memberships and a robust menu of activities and programs to build and nourish constituents and allies.

The Ethnic Inclusion Effort for Iowa Engineering ($|eI|^2$) supports students' professional development and departments' recruitment of diverse graduate students at a variety of national and regional venues. Highlights for the year include diversity networking receptions that hosted over 80 participants, and travel assistance to UI members of SHPE and NSBE to attend professional conferences.

Ethnic Inclusion and outreach activities for K-12 students and teachers included support of the SWE High School Conference, SHPE's Noche de Ciencias, the MESA Tutoring Program, NSBE's Black Girls Do Science, and the American Institute of Chemical Engineers (AIChE) Halloween and Earth Day camp events. The first Project Lead the Way (PLTW) Launch Elementary Spring Break Camp was held in March. This camp was expanded to include more ages and was held again in July as a summer camp.

For the second year, the college sponsored eastern Iowa's first Girls Who Code club, with 14 participants from 5th to 12th grades. The College of Engineering once again held both spring break and summer Pre-Engineering Camps for grades K-9, reaching hundreds of students in the Iowa City area, West Liberty, and Tama. First Tech Challenge (FTC), a program that supports teams of high school students to design, build, and program robots to participate in competitions, reached 1,780 student participants on 175 teams in 52 Iowa counties.

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

Carver College of Medicine's (CCOM) RWJF funded Summer Health Professions Education Program (SHPEP) welcomed its second cohort of 80 undergraduate students to campus in Summer 2018. SHPEP is a free summer enrichment program focused on improving access to information and resources for college students interested in the health professions. The program's goal is to strengthen the academic proficiency and career

development of students underrepresented in the health professions and prepare them for a successful application and matriculation to health professions schools.

PREP@Iowa, funded by the National Institutes of Health, is a post-baccalaureate training program that supports the CCOM's goal of advancing inclusive excellence by identifying, recruiting, and preparing individuals from populations traditionally underrepresented in the biomedical sciences who aspire to PhD or MD/PhD programs. The program launched in June 2016. The second cohort of four scholars completed the program in June 2018. Each scholar received multiple offers of admission (including the University of Iowa) for PhD programs and matriculated into PhD programs in Fall 2018. The third cohort of six scholars began the program in June 2018.

Staff in the Office of Cultural Affairs & Diversity Initiatives facilitated 56 diversity trainings and educational sessions for a total of 1,770 participants throughout the CCOM and UI Health Care in fiscal year 2018.

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

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

University of Iowa Health Care

In fiscal year 2018, over 20,000 students from 76 counties across Iowa engaged in UI Health Care STEM (science, technology, engineering, and math) Education programs. 73% of STEM Education program participants self-identified as female, one-third self-identified as living in a rural community, and one-third self-identified as underserved or underrepresented. Seventy-five percent of all program attendees stated that their interest in

STEM increased as a result of attending our program. A total of 344 faculty, staff, and students dedicated more than 2,000 hours to educating K-12 students through UI Health Care STEM Education programming.

The UI Health Care Culturally Responsive Health Care Award was established in 2016. This annual award honors the extraordinary efforts that an individual or group has made to consciously practice culturally responsive health care and to stress the importance of inclusive excellence and its impact on our patients, families, and coworkers. The annual multi-disciplinary Culturally Responsive Health Care in Iowa conference, launched in 2014, is co-sponsored by University of Iowa Health Care, the Carver College of Medicine, and the Colleges of Dentistry, Nursing, Pharmacy, and Public Health. The conference draws health care professionals from throughout the state as well as from Illinois and Wisconsin; attendees receive continuing education credit. The conference supports UI Health Care's goal of providing a range of diversity education, cultural enrichment, and acclimation programs for members of the UI Health Care community to foster culturally sensitive and responsive health care to increasingly diverse patient populations.

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

University of Iowa Health Care acquired CultureVision (CV) in 2014, a comprehensive database of information about more than 50 ethnic and cultural groups across 12 clinical and non-clinical areas, including Concept of Health/Beliefs, Diet and Nutrition, Religion and Spirituality, Language and Communication, Death and Dying, Family and Social Issues, and Treatment Issues. CV continues to be heavily used, averaging over 21,000 hits per quarter by students, trainees, staff, nurses, and clinicians in fiscal year 2018.

Salary Equity

The Office of the Provost conducts a campus-wide study of faculty salary equity to assess for any sex or racial/ethnic disparities and works with colleges to make any needed corrections.

The Office of Equal Opportunity and Diversity and University Human Resources jointly conduct an annual review of the salaries of non-organized Professional and Scientific (non-organized) staff to ensure that the university's compensation procedures and practices are applied uniformly and consistently to each employee, regardless of sex or racial/ethnic minority status. The analyses include employing unit, length of employment at the university, and length of employment within the job classification. When salary differences are not explained by these factors, employing units are given the opportunity to provide explanations for the salary differences. If legitimate, non-discriminatory explanations are not provided, salary adjustments for the affected individuals are recommended.

Dual Career Services

In 1994, the University of Iowa established Dual Career Services (formerly the Dual Career Network), a program designed to assist the accompanying partners of new university faculty or staff members in locating and securing employment. Services include professional job search and career guidance, resume/CV and cover letter writing assistance, interviewing assistance, utilizing social media in the job search, up-to-date information about the local market and demographics, access to job openings with the university and other local employers, and introduction to local groups for networking. Dual Career Services has been successfully involved in helping to recruit and retain diverse faculty hires. As of August 2016, Dual Career Services joined the Central Midwest HERC (Higher Education Recruitment Consortium) to allow diverse dual career job seekers from across the US to access job listings and support services that meet the needs of both partners.

Women in Science and Engineering (WiSE)

Women in Science and Engineering (WiSE) celebrated 24 years of supporting the success and retention of women as students in STEM departments this year, providing leadership for campus-wide and outreach programs, collaborating with a variety of departments, offering academic and social networking opportunities, and growing participation in the Be-WiSE Living Learning Community. WiSE awarded eight recipients with the Dr. Eunice Schuytema Beam Travel Grant. This grant is awarded to doctoral students who identify as women in STEM departments or STEM-allied departments. The travel grants are available for the purpose of delivering oral presentations at national/international meetings, symposia, conferences, or other professional or academic gatherings. Additionally, WiSE hosted a number of both social and educational events including a resume workshop, a trip to Wilson's Apple Orchard, a departmental lunch with Mathematics, and an Interview Skills workshop. In Spring 2018 the team worked to create the WiSE Leadership Seminar, open to women participating as mentors in the WiSE peer mentoring program; the seminar launched in Fall 2018 with 60 registrants.

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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.

AFFIRMATIVE ACTION PLAN
FOR MINORITIES AND FEMALES
(EXECUTIVE ORDER PLAN)

EXECUTIVE ORDER 11246
AFFIRMATIVE ACTION PLAN

DESIGNATION OF RESPONSIBILITY
FOR IMPLEMENTATION

AFFIRMATIVE ACTION PLAN FOR WOMEN AND MINORITIES

DESIGNATION OF RESPONSIBILITY FOR IMPLEMENTATION

I. EXECUTIVE MANAGEMENT RESPONSIBILITY

As the representative of executive management, the EEO Coordinator has primary responsibility and accountability for implementing, directing and monitoring its Affirmative Action Plans ("AAPs" or "Plans"). The EEO Coordinator's responsibilities may include:

- A. Implementing the affirmative action programs set forth in these Plans, including the development of policy statements and related internal and external communication procedures to disseminate those policy statements.
- B. Developing and supervising the presentation of our equal employment opportunity policy during the supervisory training and new employee orientation programs, which may include question-and-answer sessions for supervisors and employees answering their questions about the AAPs.
- C. Designing and implementing an audit and reporting system that will accomplish the following:
 - 1. Measure the effectiveness of our affirmative action programs.
 - 2. Indicate when remedial action is needed.
 - 3. Determine the degree to which our goals and objectives have been attained.
- D. Advising management and supervisory personnel on developments in the laws and regulations governing equal employment opportunity.
- E. Serving as liaison between the University and all enforcement agencies.
- F. Identifying and implementing action-oriented programs to address any potential problem areas that may exist.
- G. Conferring with community organizations representing women and minorities.
- H. Auditing periodically our on-the-job training, hiring and promotion patterns to remove impediments to attainment of the University's goals and objectives.

- I. Rating supervisory employees based, in part, upon their efforts and success in furthering the goal of equal employment opportunity and informing supervisory employees of this evaluation practice.
- J. Discussing periodically the University's commitment to equal employment opportunity with managers, supervisors and employees. During these discussions, the EEO Coordinator will stress the importance of affirmative action and nondiscrimination.
- K. Reviewing the qualifications of all employees to ensure minorities, women, protected veterans, and individuals with a disability are given full opportunities for transfers, promotions and training.
- L. Providing access to career counseling for all employees.
- M. Conducting periodic audits to ensure the University is in compliance with federal and state laws and regulations requiring:
 - 1. Proper display of posters explaining the University's obligation to engage in nondiscriminatory employment practices.
 - 2. Integration of all facilities which we maintain for the use and benefit of our employees.
 - 3. Maintenance of comparable facilities, including locker rooms and rest rooms, for all employees.
 - 4. Providing full opportunity for advancement and encouraging minority and female employees to participate in educational, training, recreational and social activities sponsored by the University.
- N. Counseling supervisors and managers to take actions necessary to prevent harassment of employees placed through affirmative action efforts and to eliminate the cause of such complaints. Further, the EEO Coordinator will counsel supervisors and managers not to tolerate discriminatory treatment of any employee by another employee or supervisor and to report all complaints or incidents to the EEO Coordinator.
- O. Establishing an internal complaint system that will enable employees to discuss complaints with the EEO Coordinator whenever they feel that they are being discriminated against on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, disability or protected veteran status. A copy of the University's Discrimination and Harassment policy, pursuant to which employees may report concerns, is attached at the end of this section.

- P. Serving as liaison between the University and community organizations representing minorities and women.
- Q. Developing expertise and knowledge of equal employment opportunity guidelines and regulations to advise and update top management and supervisory personnel concerning developments affecting our equal employment opportunity program.

II. THE RESPONSIBILITIES OF SUPERVISORS AND MANAGERS

All supervisors and managers have the obligation as part of their general management objectives to support our equal employment opportunity policy and affirmative action program on a day to day basis. Specifically, they should endeavor to:

- A. Respond to inquiries about our Affirmative Action and Equal Employment Opportunity Policy, after consulting with our EEO Coordinator.
- B. Assist our EEO Coordinator during the investigation of allegations of discrimination.
- C. Participate in recruitment and accommodation efforts designed to enable disabled individuals, disabled veterans and others to secure employment and to advance to positions for which they are qualified.
- D. Ensure that all federal and state posters explaining the laws prohibiting discrimination are properly displayed.
- E. Participate in the development and implementation of affirmative action programs.

Discrimination and Harassment

Effective: May 1, 2006
Updated/Revised: April 3, 2017
Reviewed and Updated: April 2, 2018
Contact: Office of Equal Opportunity (OEO)

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Introduction

Respect is the foundation for interchange of ideas, for learning and for working toward common goals. Consequently, Iowa State University is committed to assuring that its programs are free from prohibited discrimination and harassment based upon race, ethnicity, sex, pregnancy, color, religion, national origin, physical or mental disability, age (40 and over), marital status, sexual orientation, gender identity, genetic information, status as a U.S. veteran (disabled, Vietnam, or other), or any other status protected by university policy or local, state, or federal law. Discrimination and harassment impede the realization of the university's mission of distinction in education, scholarship, and service, and diminish the whole community.

Iowa State University reaffirms and emphasizes its commitment to provide a professional working and learning environment that is fair and responsible; that supports, nurtures, and rewards educational and employment growth on the basis of relevant factors such as ability and performance; and that is free of discriminatory conduct or communication.

For these reasons, the university will not tolerate discrimination or harassment, as defined below, and is committed to preventing it or stopping it whenever it may occur at the university or in its programs. The policy presented here applies to employees, students, visitors, applicants, or program participants at Iowa State University. Students, however, should see the policy on *Sexual Misconduct, Sexual Assault, and Sexual Harassment Involving Students* for specific information regarding their unique rights and

responsibilities, including resources and complaint resolution (see [Resources](#) below).

Policy Statement

1. Discrimination and Harassment Defined

Iowa State University prohibits discrimination, which can include disparate treatment directed toward an individual or group of individuals based on race, ethnicity, sex, pregnancy, color, religion, national origin, physical or mental disability, age (40 and over), marital status, sexual orientation, gender identity, genetic information, status as a U.S. veteran (disabled, Vietnam, or other), or other protected class, that adversely affects their employment or education. For religion or disability, the law allows employees and students to request reasonable accommodations to continue their work or studies.

Iowa State University also prohibits harassment, which can be a form of discrimination if it is unwelcome and is sufficiently severe or pervasive and objectively offensive so as to substantially interfere with a person's work or education. Harassment may include, but is not limited to, threats, physical contact or violence, pranks, jokes, bullying, epithets, derogatory comments, vandalism, or verbal, graphic, or written conduct directed at an individual or individuals because of their race, ethnicity, sex, pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or U.S. veteran status. Even if actions are not directed at specific persons, a hostile environment may be created when the conduct is sufficiently severe or pervasive and objectively offensive so as to substantially interfere with or limit the ability of an individual to work, study, or otherwise to participate in activities of the university.

It is the university's goal to prevent the occurrence of discriminatory and harassing activity and to promptly stop such conduct. A determination as to whether discrimination or harassment has occurred will be based upon the context in which the alleged conduct occurs. For further discussion, see Section 3.4.

1.1. Sexual Harassment

Sexual harassment, in its legal definition, includes unwelcome sexual advances, requests to engage in sexual conduct, and other physical and expressive behavior of a sexual nature where (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; (2) submission to or rejection of such conduct by an individual is used, or threatened or suggested to be used, as the basis for academic or employment decisions affecting the individual; or (3) such conduct creates a hostile, intimidating or demeaning environment that is sufficiently severe, pervasive and objectively offensive to substantially interfere with an individual's academic or professional performance. Determination as to whether the alleged conduct constitutes sexual harassment should take into consideration the totality of the circumstances, including the context in which the alleged incidents occurred.

Under this policy, sexual harassment can be verbal, visual, or physical. It can be overt, as in the suggestion that a person could get a higher grade or a raise in salary by submitting to sexual advances. The suggestion or the advance need not be direct or explicit--it can be implied from the conduct, circumstances, and relationships of the persons involved. Sexual harassment can also consist of persistent, unwelcome attempts to change a professional or academic relationship to a romantic or sexual one. It can range from unwelcome sexual expressions directed at individual persons or classes of people to serious physical abuses such as sexual assault. Examples could include, but are not limited to, unwelcome sexual advances; repeated and unwelcome sexually-oriented bullying, teasing, joking, or flirting; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess, or sexual deficiencies; leering, touching, pinching, or brushing against another's body; or displaying objects or pictures, including electronic images, which are sexual in nature and which create a hostile or offensive work, education, or living environment.

1.1.1. Consensual Relationships

Sexual, romantic, or intimate relationships between persons in an unequal power relationship that appear to be voluntary and welcome may nonetheless constitute sexual harassment under this definition. Relationships between faculty and subordinate faculty or staff, between a supervisor and those employees whom he or she supervises, or between a faculty member or teaching assistant and his or her student may give rise to legal and ethical concerns or to conflict between personal and professional interests. Although such a relationship may be viewed by the parties involved as consensual, that fact alone does not mean that no sexual harassment exists.

In addition, such relationships can result in discrimination or harassment where (1) third parties are adversely affected in academic or employment matters because of a consensual relationship between others; (2) where a consensual relationship creates a hostile and intimidating work or learning environment for third parties; or (3) when a consensual relationship ends, and one of the parties continues behavior which the other party has made clear is now unwelcome.

Supervisors, instructors, or mentors involved in such relationships have the obligation to remove themselves from the supervisory or mentoring relationship (see Faculty Handbook, §7.2.2.1.1.).

1.2. Racial and Ethnic Harassment

Harassment that is directed at a person or group of persons because of race, color, ethnicity, or national origin is covered under this policy. Even if actions are not directed at specific persons, a hostile environment can be created when the conduct is sufficiently severe or pervasive and objectively offensive so as to substantially interfere with the person's work, education, or activities on campus.

1.3. Harassment Based on Religion, Disability, Pregnancy, Age, Marital Status, Sexual Orientation, U.S. Veteran Status, or Other Protected Status

Harassment that is directed at a person or group of persons because of any characteristic protected by this policy or local, state or federal law is also covered under this policy.

1.4. Retaliation

Retaliation against an individual for making a complaint of discrimination or harassment, for resisting discrimination or harassment, or for otherwise using or participating in the informal or formal complaint resolution process, is a violation of university policy, and any such action is itself cause for disciplinary action.

2. Complaint Resolution

In an effort to prevent or stop discriminatory or harassing behavior, the university has adopted specific avenues through which an individual can make his or her complaint known. With issues of discrimination and harassment, it is important to identify and remedy the situation as soon as possible. For this reason, the university has adopted two complaint resolution mechanisms that employees may use to raise discrimination and harassment concerns - informal and formal resolution. Claims of discrimination and harassment must be brought either as an informal complaint or a formal complaint to ensure that appropriate action can be taken right away. An informal complaint may, but need not be made before filing a formal complaint; however, once a formal complaint has reached resolution, the same complaint cannot be brought as an informal complaint.

Complaints by or against students, on the other hand, are handled differently. All complaints of discrimination or harassment by or against a student should be brought to the dean of students office. The policy on *Sexual Misconduct, Sexual Assault, and Sexual Harassment Involving Students* (see Resources below) contains information on support services for students during any complaint resolution process.

To best remedy a situation, complainants are urged to promptly share concerns or complaints rather than risking their wellbeing or negatively affecting the university's ability to investigate their case due to the passage of time and potential departure of witnesses. If a formal complaint contains incomplete

information, the Office of Equal Opportunity (OEO) will promptly seek to gather the needed information from the complainant. In the event that such information is not furnished to the OEO within 30 days from the date of the request, the case may be closed. Consistent with federal regulations governing the filing of complaints, the OEO may decline to investigate claims in which none of the alleged discrimination or harassing action occurred within the preceding 300 days.

Any employee, student, visitor, applicant, or program participant of Iowa State University may file a complaint alleging discrimination or harassment in violation of the university's policy prohibiting such conduct. In most cases, complaints against affiliates or contractors of Iowa State University must first proceed through the affiliate or contractor before Iowa State University may intervene. Information about the university's policy and resolution procedures may be found in several offices, including the dean of students office, the student counseling service, the women's center, the senior vice president and provost, the employee assistance program, and the OEO. As described below, the university has designated and trained certain individuals, called discrimination and harassment assistants, to assist a potentially injured person in deciding if and how to proceed and in carrying out that decision.

2.1. Informal Resolution

Iowa State University has adopted an informal process through which non-student harassment and discrimination complaints may be resolved promptly and discreetly, often through communication, education, and/or mutual agreement. If informal resolution fails to resolve the matter either party may file a formal complaint with, or seek the assistance of the university's Office of Equal Opportunity (OEO). The implementation of this informal process is the responsibility of all central administrators, deans, directors, department chairs, supervisors, and managers - hereinafter referred to collectively as "supervisors" for purposes of this policy.

Under the informal process, the complainant must bring the complaint, either verbally or in writing, to a supervisor with authority over the person against whom the complaint is directed. Because it is often more efficient to resolve matters locally, bringing the informal complaint to a supervisor with immediate authority over the person is useful, but not required. If a complainant is not comfortable speaking with a supervisor, informal complaints may also be raised with the OEO. To ensure responsiveness and consistent application of this policy, the supervisor must notify the OEO when he or she receives an informal complaint. If the allegations reveal conduct of a severe or repetitive nature, the supervisor or the OEO may deem a formal investigation under section 2.2 to be warranted. The supervisor is expected to review the complaint and explore avenues for resolution with the complainant. With the complainant's consent, the supervisor may contact the accused person.

Because the OEO can provide assistance through this process, the supervisor is encouraged to consult with the OEO regarding alternatives for resolution. Options for informal resolution may include advising the complainant about methods to resolve the concern, arranging educational programs for individuals or departments, helping modify a work or study situation, mediating between the parties, or intervening or arranging for a third party to intervene. The informal process is not a formal investigation. A supervisor shall not impose discipline against an accused person as a result of the informal process without first consulting with the OEO, or in the case of a complaint against a faculty member, the office of the senior vice president and provost (SVPP).

Supervisors should attempt to resolve complaints expeditiously, but consistent with the severity or complexity of the matter. As a guideline, supervisors should attempt to complete the informal resolution process within three weeks after receipt of the complaint. To ensure responsiveness and consistent application of this policy, the supervisor must notify the OEO as to the resolution of the complaint.

In cases of complaints against members of the faculty, the faculty conduct policy provides for mediation by a third party to resolve the complaint when all parties agree. For more information, see the Faculty Handbook, Faculty Conduct Policy, Mediated Process (§7.2.4).

For purposes of annual reporting, the supervisor shall maintain a written record of the complaint and of the informal resolution process undertaken, taking care to preserve the privacy rights of both the complainant and the alleged offender.

2.2. Formal Resolution

A person who wishes to file a formal complaint must do so in writing as described below. Students should see the policy on *Sexual Misconduct, Sexual Assault, and Sexual Harassment Involving Students* (see Resources below)

2.2.1. Complaints Against Faculty Members

When a person chooses to file a formal complaint against a member of the faculty, he or she may file the written complaint with either the SVPP office or the OEO (see details in 2.2.2. below). In cases where the complainant files a complaint with the OEO, that office will notify the SVPP of the complaint within one business day and coordinate with the faculty review board, as required by the faculty conduct policy. The faculty review board will conduct its own investigation or work in conjunction with an investigator and make recommendations to the SVPP.

2.2.2. Complaints Against Others

A person who believes that she or he has been subjected to harassment or discrimination may file a formal complaint with the university's Office of Equal Opportunity (OEO). A formal complaint with the OEO involves completing an intake form and submitting a written, signed statement describing the incident or incidents as completely as possible. Specific guidelines for the submission of a complaint may be obtained from the OEO, and the complainant may visit with a staff member of that office prior to filing a formal complaint.

Once a complaint is filed with the Office of Equal Opportunity, it will be assessed and, if an investigation is warranted, the case will be assigned for investigation to a staff member or designee. A complaint against the president will be referred to the board of regents for investigation and disposition. The person against whom the complaint is filed will be notified. Each investigation will necessarily be different depending on the facts, circumstances, and witnesses. Generally, an investigation will include interviews with the complainant or complainants, with the person against whom the complaint has been brought, and with anyone else who might have information that would be helpful. Based on this investigation, the Office of Equal Opportunity and/or designated investigator will meet with the supervisor of the accused person to share findings and discuss appropriate action to resolve the complaint.

The supervisor to whom the Office of Equal Opportunity reported must notify that office as to whether he or she accepts the findings as well as what action, if any, has been or will be taken. If the unit administrator does not accept the findings of the Office of Equal Opportunity, then the Office of Equal Opportunity shall submit a written summary of the findings and recommendation to the appropriate vice president or SVPP, who shall in turn take whatever action he or she believes to be necessary to remedy the situation. Any disciplinary action shall be handled under the appropriate employee handbook.

The investigation by the Office of Equal Opportunity or designated investigator will be conducted expeditiously, but in a manner consistent with the complexity and severity of the matter and availability of witnesses. The Office of Equal Opportunity will attempt to complete its investigation and recommendation within forty-five days of initiation of the formal complaint if possible.

The Office of Equal Opportunity shall notify the complainant in writing of the result of the investigation. Any subsequent complaints or appeals external to the university shall be at the discretion of the complainant in accordance with the rules and timelines of the entity receiving the complaint or appeal (e.g., board of regents, Iowa civil rights commission).

2.3. Office of Equal Opportunity Information Advisors

Because sexual harassment can be difficult to identify and understand, the university has designated persons on campus as information advisors to help anyone who believes she or he may have been subjected to discrimination and harassment including sexual harassment or who wishes to make an inquiry. Office of Equal Opportunity (OEO) information advisors are members of the university

community who have received extensive discrimination and harassment training to act as information advisors on topics pertaining to discrimination and harassment, have general knowledge about applicable laws, university policies and procedures, options available for resolution of complaints, confidentiality requirements, act as educators and trainers, and assist students, faculty, and staff with concerns about discrimination and harassment. OEO information advisors are designated by the president, provost, senior vice presidents, deans, and/or other University administrators to serve as OEO information advisors representing their respective areas. Information advisors are a resource for information but are not responsible for investigating or resolving complaints. A list of designated discrimination and harassment assistants are available from the Office of Equal Opportunity.

2.4. Other Internal Grievances

Students and employees may have concerns or complaints about their academic or work settings that may not directly involve discrimination or harassment (e.g., grades, office assignment). As described below, the university has established internal grievance procedures to address concerns other than discrimination and harassment.

For Students

- Academic matters. Complaints related to academic matters may be filed in accordance with the policy on appeal of academic grievances found in the university catalog (see Resources below). Such complaints should be brought to the attention of the instructor or the department chair.
- Complaints against students. Complaints regarding misconduct by a student may be directed to the office of student conduct (OSC) in accordance with the student conduct code, published in the student disciplinary regulations.
- Student employee grievances. Undergraduate student-employees may bring a grievance in accordance with the policy on undergraduate student-employee grievances (see Resources below).
- Student accommodation process. Students with disabilities who have concerns as to academic accommodations may also proceed informally by notifying Student Accessibility Services.

For Faculty and Staff

- Merit staff grievances. Complaints regarding terms of employment or working conditions may be brought by Merit staff in accordance with the grievance appeal procedure for the Merit system.
- Faculty and P&S grievances. Grievances of faculty and P&S employees may be brought in accordance with the provisions of the applicable employee handbook.

2.5. Title IX Coordinator

The university has designated Margo Foreman, director of equal opportunity, as the Title IX coordinator to handle inquiries regarding non-discrimination and harassment policies and complaints. Questions or concerns may be directed to the Office of Equal Opportunity at 515-294-7612, mforema@iastate.edu, or in person at 3410 Beardshear Hall, Ames, IA 50011.

Deputy Title IX coordinators are:

- Dawn Bratsch-Prince, associate provost, 515-294-6410
- Sara Kellogg, dean of students office, 515-294-1023
- Calli Sanders, athletics department, 515-294-3706
- Judith Strand, Graduate College, 515-294-5285

3. Enforcement

3.1. Responsibilities of the University, Administrators, and Supervisors

Iowa State University—including its officers and its employees—is committed to maintaining a working and learning environment free from discrimination and harassment. The administration will make widely known that discrimination and harassment are prohibited both legally and by this policy, and that

appropriate procedures for dealing with allegations of discrimination or harassment are available. Students, staff, faculty, and administrators should know that the university is concerned about such behavior and is prepared to take preventive and corrective action.

University administrators and supervisors who do not respond to discrimination or harassment complaints brought to their attention are in violation of this policy. This policy identifies what an administrator/supervisor should do in the event he or she learns of a discrimination or harassment complaint. In addition, administrators and supervisors are strongly encouraged to seek assistance in the event they feel unequipped to address such a concern by contacting the Office of Equal Opportunity.

3.2. Confidentiality

Persons seeking general information or guidance about harassment or discrimination may be concerned about whether the information they share with another person will be confidential. Legal obligations may require the university to take some action once it is informed that harassment or discrimination may be occurring. Because of their positions of authority, certain university personnel—i.e., central administrators, deans, directors, department chairs, supervisors, and managers—are particularly obligated to take action when they receive a complaint of harassment or discrimination. Although the confidentiality of the information received and the privacy of the individuals involved cannot be guaranteed, they will be protected to as great an extent as is legally possible. The expressed wishes of the complainant regarding confidentiality will be considered in the context of the university's legal obligation to act upon the charge and the right of the charged party to be informed concerning the charge.

3.3. Sanctions

Employees found to have engaged in discrimination or harassment in violation of this policy are subject to appropriate discipline up to and including termination of employment. Students found to have engaged in discrimination or harassment in violation of this policy are subject to appropriate discipline up to and including dismissal. In cases where complaints are found to be baseless or frivolous, and where the accused individual consents, the university will take affirmative steps to restore the reputation of a person believed to be wrongly accused. Appropriateness of such action shall be based upon the nature of the investigation, the findings, and the reputational damage which may have occurred.

3.4. Academic Freedom and Freedom of Speech

Enforcement of this policy must respect the principles of academic freedom and the right of free speech. Therefore, in evaluating whether speech has become harassment as defined above, the following factors will be considered:

- Whether the speech is accompanied by gestures or other behavior that would cause a reasonable person to fear for his or her safety or that of another;
- Whether there is conduct or speech which indicates a discriminatory purpose;
- Whether the speech is made in a context where the recipient is in a position to avoid the speaker;
- Whether the speech is germane to an academic exercise and recognized as having pedagogical purpose;
- Whether the speech is made in a public forum on a matter of public concern, or otherwise in a context in which free debate is encouraged;
- Whether the speech is directed toward specific individuals or a specific group of individuals;
- Whether the speech is so severe as to amount to a crime under Iowa law; and
- Whether the speaker did or could anticipate that the speech would interfere with an individual's ability to continue to participate in university activities.

Findings about any one or more of these factors, however, will not result in a determination that an individual has engaged in "harassment" where the definitions in Section 1 are not otherwise met. When investigating conduct which includes scholarly discourse, the Office of Equal Opportunity will be cognizant of the provisions of the Faculty Handbook on scholarly discourse and germaneness.

3.5. Direct Institutional Action

Even in the absence of a complaint, if university administrators, including the president, the SVPP, senior vice presidents, vice presidents, deans, department chairs, or directors, become aware of allegations of discrimination or harassment, they should inquire into, or seek assistance in inquiring into, allegations or behaviors that may be discriminatory or harassing in order to determine what action(s) are warranted. Appropriate procedures may include initiating an investigation. Supervisors needing assistance should consult with the Office of Equal Opportunity.

4. External Actions

In addition to the university's channels, a person who believes that she or he has been subjected to discrimination or harassment may file a charge under the various jurisdictions of the Iowa Civil Rights Commission, the Equal Employment Opportunity Commission, or the U.S. Office of Civil Rights. Information on filing charges with any of these agencies, including deadlines for doing so, may be obtained from each agency's website. (see links on the Office of Equal Opportunity website)

IDENTIFICATION OF PROBLEM AREAS

AFFIRMATIVE ACTION PLAN FOR WOMEN AND MINORITIES

IDENTIFICATION OF PROBLEM AREAS

The EEO Coordinator will, on an annual basis, as applicable, analyze the University's processes to identify potential problem areas in the total employment process, which may include review of the following areas:

- A. Composition of the workforce by protected group status.
- B. Composition of applicant flow by protected group status.
- C. Overall employee selection process including position specifications, application forms, interviewing procedures, test administration, test validity, referral procedures, final selection process and other employee selection procedures.
- D. New hires, promotions, terminations, etc.
- E. Compensation systems to determine whether there are gender-, race- or ethnicity-based disparities.
- F. Utilization of training, recreation and social events and other programs that are sponsored by the University.
- G. Technical aspects of compliance with laws prohibiting discrimination in employment and promoting affirmative action programs, e.g., retention of applications, notifications to subcontractors, etc.
- H. Whether there is "underutilization" of minorities or women in specific job groups.
- I. Whether there is "under-representation" or "concentration" of minorities or women in specific departments.
- J. Whether lateral or vertical movement of employees who are members of protected groups occurs at a lesser rate than that of employees who are members of non-protected groups.
- K. Whether the selection process eliminates a significantly higher percentage of employees who are members of protected groups than employees who are members of non-protected groups.
- L. Ensure that our employment application and other pre-employment evaluation forms or procedures comply with federal and state law.

- M. Determine whether job qualifications are accurate in relation to actual functions and duties of the particular job.
- N. Whether *de facto* segregation by protected characteristic exists in job titles or job groups.
- O. Whether supervisory employees are supporting our affirmative action and equal employment opportunity programs and policies.
- P. Whether minorities or women are significantly underrepresented in training or career improvement programs.
- Q. Whether we have in place adequate procedures for evaluating the effectiveness of the programs set forth in these Plans.
- R. Whether subcontractors and vendors are notified of their responsibility to assist the University in attaining the goals and objectives set forth in this Plan.
- S. Whether the Equal Opportunity clause is included in purchase orders and other contracts covered by Executive Order 11246.
- T. Whether required equal employment opportunity posters are on display.

If the EEO Coordinator's review indicates that the above-listed topics are areas of concern or that other impediments block the entry into or advancement within our workforce of minorities or women, the University will consider corrective action, as outlined in the Action-Oriented Programs section hereof.

ACTION-ORIENTED PROGRAMS

AFFIRMATIVE ACTION PLAN FOR WOMEN AND MINORITIES

ACTION-ORIENTED PROGRAMS

The University intends to meet the goals set forth in this Plan and to continue implementation of its equal employment opportunity policies through action-oriented programs. Described below are the types of actions the University may consider.

I. DISSEMINATION OF EQUAL EMPLOYMENT OPPORTUNITY POLICY

A. INTERNAL DISSEMINATION

The University will consider taking the following actions to disseminate its Affirmative Action and Equal Employment Opportunity Policy, as appropriate, on a regular and continuing basis:

1. Including the Affirmative Action and Equal Employment Opportunity Policy statement in its policy manual and employee handbook. A copy of our Non-Discrimination, Equal Opportunity and Affirmative Action Statement is attached at the end of this section.
2. Meeting with supervisory personnel to explain the intent of the Affirmative Action and Equal Employment Opportunity Policy and their individual responsibilities for its implementation. We conduct training for management about equal employment opportunity, affirmative action and sexual harassment on an on-going basis. Representative training materials are attached at the end of this section.
3. Discussing our equal employment opportunity policy during any orientation programs we hold, at which time all new employees (and if applicable, transferred and promoted employees) will be advised of our commitment to affirmative action and equal employment opportunity. Representative materials are attached at the end of this section.
4. Posting the Affirmative Action and Equal Employment Opportunity Policy, along with all required state and federal informational posters on our bulletin boards and updating such posters as required.
5. When pictures of employees are included in University announcements to employees or the public, we include pictures of minority and non-minority men and women employees, as appropriate. We proudly advertise our commitment to diversity in

marketing materials. Attached at the end of this section are representative samples.

B. EXTERNAL DISSEMINATION

Our equal employment opportunity policy will be disseminated externally, as considered appropriate, as follows:

1. Recruiting sources, when utilized, will be advised of the University's policy. Thereafter, such recruiting sources may be notified of our continuing commitment to equal employment opportunity.
2. The equal opportunity clause will be included in purchase orders, leases, contracts, etc., covered by Executive Order 11246, as amended.
3. When we advertise for prospective employees, the advertisement will include language that communicates we are an equal opportunity employer. We also will direct all advertisers not to place help-wanted advertisements in race- or sex-segregated columns. A representative job posting is attached at the end of this section.
4. Prospective employees are informed that the University is an equal opportunity employer that maintains an affirmative action program through the notices we post in areas accessible to applicants and employees and our application for employment. A screen shot of the University's careers page is attached at the end of this section.
5. Our primary subcontractors, vendors and suppliers will be sent written notification of our Affirmative Action and Equal Employment Opportunity Policy.
6. In the event that employees are featured in help-wanted, product or consumer advertising, employee handbooks or manuals or similar publications, minority and non-minority men and women will be pictured and included.

II. RECRUITMENT AND HIRING

- A. Contacting community agencies and educational institutions and seeking referrals of qualified individuals to increase the flow of minority and female applicants. Through our partnership with DirectEmployers the University regularly sends job vacancies to local organizations and educational institutions in an effort to recruit qualified female and minority candidates including, but not limited to, The Black Perspective, Hispanic Today,

Women for Hire, and Women in Business and Industry. In addition, the University is a member of the Heartland Higher Education Recruitment Consortium, which engages in employment outreach efforts to achieve diversity in faculty, other academic personnel, and staff. Also, the University has posted jobs with Texas Tech University's The Registry, which connects institutions of higher education with diverse faculty candidates. Documentation of these outreach efforts is attached at the end of this section.

- B. When meetings are held with representatives of recruiting sources, including presentations by minority, female, disabled, older or veteran employees, explanations about the job duties and responsibilities of current and future job openings, explanations of our employee selection process, and distribution of recruiting literature.
- C. As appropriate, placing a reasonable proportion of our help-wanted advertising in media directed to minorities or women.
- D. Evaluating and analyzing job requirements using job-performance criteria. Special attention will be given to academic, experience and skill requirements to ensure that such specifications are consistent and free from bias on account of race, color, religion, age, disability, protected veteran status, sex, sexual orientation, gender identity or national origin. Where requirements screen out a disproportionate number of candidates from protected groups, the continued use thereof will be evaluated and "validation" will be considered. We have conducted an analysis upon all selection procedures.
- E. Selecting and training personnel involved in recruiting, screening, selection, promotion, disciplinary and related processes to eliminate bias in all personnel actions. The University periodically presents EEO training for managers.

III. ADVANCEMENT IN EMPLOYMENT

With regard to our promotion and transfer procedures, we will consider the following:

- A. Posting or otherwise announcing appropriate promotion and transfer opportunities. The University regularly posts internal job opportunities. Representative documentation of the internal job postings is attached at the end of this section.
- B. Developing and implementing formal employee evaluation programs.
- C. Assuring that job qualifications are based on job-related criteria.
- D. Providing tuition reimbursement for job-related educational programs.

IV. SEPARATION FROM EMPLOYMENT

When minorities, women or other persons placed through affirmative action efforts or protected by law have experienced adverse personnel decisions, such as termination, we will consider:

- A. Sending an exit interview form to or conducting exit interviews with employees who resign to ascertain the reasons for their voluntary termination and to try to identify "voluntary resignations" that have been caused by unlawful conduct by employees or supervisors.
- B. Determining reasons for such adverse decisions, including involuntary terminations, and establishing whether persons not in the protected group with similar work histories and violations of work rules have also been terminated.
- C. Attempting to counsel employees about unsatisfactory job performance prior to involuntary termination to provide an opportunity to correct their performance, as practicable.

V. COMPANY SUPPORT OF COMMUNITY ACTION PROGRAMS

In addition to the employment-related good faith efforts the University engages in, we also undertake additional efforts to support the community.

**NON-DISCRIMINATION, EQUAL OPPORTUNITY
AND AFFIRMATIVE ACTION STATEMENT
IOWA STATE UNIVERSITY
(March 14, 2018 Reaffirmation)**

Iowa State University is committed to developing and implementing a program of non-discrimination and equal opportunity/affirmative action, a responsibility the university accepts willingly because it is the right and just thing to do. Removing societal barriers and promoting an inclusive and welcoming environment is especially critical considering the university's mission of exposing the youth of Iowa, the nation and the world to a multitude of ideas that positively influences their development.

The purpose of the university's non-discrimination and equal opportunity/affirmative action program is to provide a learning, living, and working environment free from unlawful discrimination and harassment and to foster a safe and supportive climate for all members of the university community. The university herein recommits itself to comply with all federal and state laws, regulations, and orders, including the policies of the Board of Regents, State of Iowa, which pertain to non-discrimination, equal opportunity and affirmative action.

All administrators and personnel providing input into administrative decisions are directed to ensure that their decisions relative to employment, conditions of employment and access to programs, services and benefits are made without unlawful discrimination on the basis of age, color, creed, disability, gender identity, genetic information, national origin, pregnancy, race, religion, sex, sexual orientation, U.S. veteran status, or any other applicable legally protected status. In addition, federal regulations require affirmative action programming on behalf of minority group members, women, disabled persons, and Vietnam-era and disabled veterans. No otherwise qualified person will be denied access to, or participation in, any program, activity, service, or the use of university facilities on the basis of factors previously enumerated. Reasonable accommodation will be made to facilitate the participation of persons with disabilities in all such activities consistent with applicable federal and state laws, orders and policies.

Further, all administrators and personnel are responsible for maintaining an environment that is free from unlawful discrimination and harassment and sexual misconduct. Unwelcome behavior that is sufficiently severe, persistent, or pervasive to unreasonably interfere with, limit, or deprive another's ability to participate in university programs, activities, or services is subject to discipline. Retaliation against persons filing complaints, for bringing the violation of this policy forward for review, or for assisting in a review, pursuant to a filed complaint or grievance, is also prohibited.

Questions and/or concerns related to the university's non-discrimination, equal opportunity/affirmative action, anti-harassment and anti-retaliation policies can be directed to Margo Foreman, Assistant Vice President for Diversity, Inclusion, and Equal Opportunity, in the Office of Equal Opportunity, 3410 Beardshear Hall, Iowa State University, Ames, Iowa, 50011-2024, (515) 294-7612. Ms. Foreman directs the university's equal opportunity, affirmative action, non-discrimination, anti-harassment and sexual misconduct programs, and serves as the university's Title IX Coordinator. Individuals who believe they have been subjected to unlawful discrimination, harassment or retaliation may also contact the United States Equal Employment Opportunity Commission, the Department of Labor's Office of Federal Contract Compliance Programs, and/or the Iowa Civil Rights Commission.



Wendy Wintersteen
President

Reaffirmed on March 14, 2018

Minority and Women Educators Enhancement Program

The University of Northern Iowa
2017-2018

The University of Northern Iowa's 2017-22 Strategic Plan reflects the importance of deeply integrating diversity and inclusion into efforts by which we achieve our mission, pursue our vision, and live our values. We work together to foster inclusion for all students, faculty, and staff, and we collaborate to enhance our living, learning, and working environments. To build on our understanding of and appreciation for diverse and inclusive communities, UNI delivers programs, services, resources, and activities that increase our understanding of critical social issues while celebrating the diversity that enriches the cultural and educational vitality of the institution. This report highlights many of the programs and projects that support diversity and inclusion across campus.

Diversifying the Faculty

The Minority and Women Educators Enhancement Program was utilized to supplement a minority faculty line in the Department of Political Science. Each semester the faculty member teaches two sections of non-western cultures, one course on Africa and another upper level political science class in the area of international relations or comparative politics. In addition, this professor typically teaches an overload section of the non-western cultures Africa course, either at UNI's Center for Urban Education or on-line.

Faculty Professional Development

Through required search committee training sessions, more than 100 faculty members participated in developmental sessions to prepare for their departmental national searches. A significant component of the training helps participants understand how unconscious biases can impact search processes and outcomes, thereby impeding campus' efforts to increase the presence of diverse faculty on campus. This component highlighted best practices that minimize the effects of implicit bias. UNI continues to encourage search committees to attract a diverse pool of applicants and thereby seeking top quality candidates to fill open and new positions. who are qualified for positions.

Affinity Groups

The Hispanic, African American/Black and Asian affinity groups at UNI support the recruitment and retention of faculty and staff, and provide a network to create a more supportive and inclusive campus. They provide opportunities for faculty and staff to connect, network, and offer the opportunity to serve as a university representative within UNI's surrounding community. The Chief Diversity Officer supports the development of affinity groups at UNI.

Diversity Mini Grants

The Chief Diversity Officer supports diversity mini grants to faculty and staff projects and events that enhance awareness of and education about issues of diversity at UNI. Diversity Grants align with the definition, mission, and vision of diversity at UNI. At UNI, diversity describes the rich

differences that people bring to the University of Northern Iowa community. It can refer broadly to culture, identity and ideology, or more specifically to age, gender, race, ethnicity, sexual orientation, religion, ability, gender identity, socioeconomic status, political affiliation, marital status, national origin, or veteran status. Projects and events that specifically address these rich differences, that work to create a more welcoming community, and that prepare students to thrive in a diverse, global environment are encouraged.

President's Diversity Common Read

The Chief Diversity Officer coordinates the campus common read that focuses on a different form of diversity each year. Faculty, staff and students facilitate discussions to help create a more welcoming and inclusive campus. The common read concludes with the author visiting campus to facilitate small group workshops and a campus-wide presentation.

Diversity Trainings.

The University, through the Center for Multicultural Education, facilitates workshops, trainings and events that enhance discussion and dialogue on diversity issues. They partner with departments and colleges across campus to provide workshops and trainings to enhance understanding and ways to include all members of the campus community.

Diversity Colloquiums

Three Diversity Colloquiums per semester are sponsored by the UNI Department of Sociology, Anthropology and Criminology, the College of Social and Behavioral Science, the Office of the President, and the Center for Excellence in Teaching and Learning. The Colloquiums provide opportunities to encourage research in the area of diversity, inclusion, and equity, strengthen scholarship, and provide opportunities for professional growth.

Diversity and Inclusion Conference

The 2017 Cedar Valley Diversity Conference on Inclusion emphasized collaboration between the community and the university. This conference provided faculty and staff the opportunity to present research on issues related to diversity, inclusion, and equity, and strengthened networks within the surrounding communities. The event was supported by the Chief Diversity Officer.

Iowa Network for Women in Higher Education.

The Office of the Provost works with the Iowa Network for Women in Higher Education (INWHE) to encourage and support women in leadership. INWHE works to advance women serving leadership roles in higher education by creating a network, providing professional development opportunities, promoting visibility, giving recognition, supporting the advancement of qualified women, and eliminating barriers to women's achievement in higher education leadership.