DEI STUDY GROUP REPORT AND RECOMMENDATIONS

Actions Requested:

1. Receive the report of the Diversity, Equity and Inclusion Study Group.

2. Consider the recommendations of the Diversity, Equity and Inclusion Study Group, which are included within the report and Attachment A.

Executive Summary: On March 14, 2023, Board of Regents President Michael Richards appointed a working group to conduct “a comprehensive study and review of all Diversity, Equity and Inclusion (DEI) programs and efforts at the University of Iowa, Iowa State University and the University of Northern Iowa.” President Richards appointed Regents Barker, Lindenmayer and Rouse (the Study Group) to lead the study. On June 1, Governor Reynolds signed into law Senate File 560. Division V of SF 560 directs the Board of Regents to “conduct a comprehensive study and review of the diversity, equity and inclusion programs and efforts of each institution of higher learning under [its] control.” This review shall include an assessment of the following elements from each institution:

1. Current diversity, equity and inclusion programming, curricula, training and related activities.
2. The salary, benefits and any other compensation paid to employees or individuals tasked with furthering an institution’s diversity, equity and inclusion efforts.
3. Compliance with required applicable federal and state laws, rules, regulations, court orders, settlement agreements, or executive orders related to diversity, equity and inclusion.
4. Contracts or grants requiring diversity, equity and inclusion efforts, and the requirements of third-party accreditors or similar entities in order to assess whether and to what extent these efforts are aligned with the overall mission and purpose of the institution.

Over the course of six months, the Study Group gathered information from campus leaders in the areas of diversity, equity and inclusion; human resources; legal and compliance; academic affairs; and faculty and staff governance. The Study Group also broadly solicited input from campus constituencies, students, the legislature and members of the public through an online public survey and feedback form. Information and exhibits relevant to this report and responsive to the requirements of SF 560 are included in Attachments B-I.

The Study Group Report contains 10 recommendations for consideration by the Board of Regents. These recommendations are not intended to prohibit programs, campus activities, or functions required for compliance with state or federal laws, rules, regulations, grants, or contracts; or those necessary to meet the minimum requirements for obtaining or retaining institutional or discipline-specific accreditation.
INTRODUCTION: The Board of Regents is committed to assuring equal opportunity and nondiscrimination in all aspects of the operations of the Regent universities. This commitment is affirmed in the Board of Regents Policy on Non-Discrimination, which states that it is an unfair practice for any educational institution to discriminate based on membership in a protected class in any program or activity. See Board Policy Manual section 3.1. This applies to exclusion from participation in and denial of the benefits of any academic, extracurricular, research, occupational training, or other program or activity.

The Board of Regents is equally committed to the principles of free expression embodied in the First Amendment to the United States Constitution and Article 1 of the Constitution of the State of Iowa. As a companion to the broader policy on non-discrimination, the Board of Regents Policy on Freedom of Expression explicitly prohibits discrimination based on an individual’s constitutionally protected viewpoints or expression of those viewpoints.

The Board of Regents is also committed to assuring the Regent universities are welcoming and accessible to all citizens of the State of Iowa, and that every individual who chooses to attend a Regent university has the educational resources and support structures necessary to be successful. In fulfilling this core mission, the Board of Regents expects the universities to allocate all resources efficiently and effectively.

There is a prominent national debate right now on the commitment of resources towards DEI efforts by institutions of higher education. Considering the questions raised in Iowa and nationally, the Study Group conducted a comprehensive review of current DEI efforts at each Regent university to determine the extent to which these efforts: 1) sustain the core mission of providing a high-quality education that is accessible to all Iowans; 2) are required to maintain legal or compliance obligations; and 3) should be modified, reduced or discontinued.

Diversity, Equity and Inclusion Defined: The phrase “diversity, equity and inclusion”, including each of its individual components, does not have a standardized definition within the context of higher education supports and services. The Study Group considered definitions currently adopted by the Regent universities, as well as the definitions considered in other states that have recently passed laws related to DEI in public higher education. At the universities the definitions include broad descriptions of diversity that generally align with the federal protected class definitions and Iowa civil rights law. A review of definitions from peer institutions indicated similarly broad definitions.

The Study Group also considered recently enacted legislation addressing DEI in the states of Florida and Texas. The state of Florida passed SB 266 in 2023. This law generally prohibits the expenditure of state or federal funds on DEI activities, while permitting functions required for compliance with state or federal laws or regulations; obtaining or retaining institutional or discipline-specific accreditation; and access programs for military veterans, Pell grant recipients, first generation college students, nontraditional students, “2+2” transfer students, students from low-income families, or students with unique abilities. The state of Texas passed SB 17 in 2023 which prohibits institutions of higher education from establishing or maintaining a diversity, equity and inclusion office, but permits certain activities that are necessary for the sole purpose of ensuring compliance with any applicable court order or state or federal law.

University Definitions. The universities provide the following definitions for each component of DEI. The University of Northern Iowa has only adopted a definition of diversity and equity.
**Diversity**

- SUI: Diversity refers to all aspects of human difference, social identities, and social group differences, including but not limited to race, ethnicity, creed, color, sex, gender, gender identity, sexual identity, socio-economic status, language, culture, national origin, religion/spirituality, age, (dis)ability, and military/veteran status, political perspective, and associational preferences.

- ISU: Commitment to fostering a climate in all the ways people differ, including primary and secondary characteristics, in a welcoming environment.

- 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. Diversity is a dynamic concept, shaped by history, and changing as our understanding of the world and its people evolves.

**Equity**

- SUI: Equity refers to fair and just practices and policies that ensure all campus community members can thrive. Equity is different than equality in that equality implies treating everyone as if their experiences are exactly the same. Being equitable means acknowledging and addressing structural inequalities — historic and current — that advantage some and disadvantage others. Equal treatment results in equity only if everyone starts with equal access to opportunities.

- ISU: Commitment to fostering a climate where all individuals have access and opportunity to fully participate in the educational and working environment.

- UNI: The cultivation and nurturing of a diverse, just and inclusive community, culture, and environment.

**Inclusion**

- SUI: Inclusion refers to a campus community where all members are and feel respected, have a sense of belonging, and are able to participate and achieve to their potential. While diversity is essential, it is not sufficient. An institution can be both diverse and non-inclusive at the same time, thus a sustained practice of creating inclusive environments is necessary for success.

- ISU: Commitment to fostering a climate where all individuals have a sense of belonging through support and respect to fully participate in the educational and working environment.

The Study Group acknowledges the value of a broad definition of diversity in supporting the goal of creating an inclusive campus environment where all feel welcome. The Study Group does not
propose changes to each campus’s definitions for these terms, although it does wish to clarify the scope of the current study and resulting recommendations considering these broadly defined concepts. When referencing “DEI” in this report and recommendations, it will generally not refer to activities, policies and procedures that are necessary for compliance with state and federal laws, grants or contracts, even if those activities are based on or connected to protected class status. This includes, but is not limited to, veteran services, disability services, federal TRIO programs, and state or federal affirmative action and compliance functions.

**State and Federal Laws, Accreditation, and NCAA, Contract and Grant Compliance:** Each Regent university is required to take affirmative steps to assure compliance with state and federal laws that prohibit discrimination in education and employment. The universities must also satisfy certain obligations to maintain institutional and discipline-specific accreditation, NCAA eligibility, and compliance with grants and contracts. A summary of key laws and compliance obligations follows.

**Federal Laws**

*Executive Order 11246 (EO 11246) - Equal Employment Opportunity* - EO 11246, as amended, prohibits federal contractors from discriminating in employment decisions on the basis of race, color, religion, sex, sexual orientation, gender identity or national origin and requires federal contractors to take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, color, religion, sex, sexual orientation, gender identity, or national origin.

As federal contractors, the Regent universities are required to develop and maintain a written affirmative action program. As part of the affirmative action program, EO 11246 requires the contractor to:

- Provide for the implementation of equal employment opportunity and the affirmative action program by assigning responsibility and accountability to an official of the organization;
- Perform in-depth analyses of its total employment process to determine whether and where impediments to equal employment opportunity exist;
- Develop and execute action-oriented programs designed to correct any problem areas identified and attain established goals and objectives. The contractor must demonstrate that it has made good faith efforts to remove identified barriers, expand employment opportunities, and produce measurable results; and
- Develop and implement an auditing system that periodically measures the effectiveness of its total affirmative action program.

*Section 503 of the Rehabilitation Act of 1973, as amended* (Rehabilitation Act) - Section 503 of the Rehabilitation Act of 1973 prohibits federal contractors and subcontractors from discriminating in employment against individuals with disabilities and requires contractors and subcontractors to take affirmative action to employ and advance in employment qualified individuals with disabilities.

*Vietnam Era Veterans’ Readjustment Assistance Act of 1974, as amended* (VEVRAA) - VEVRAA prohibits federal contractors and subcontractors from discriminating in employment against protected veterans and requires employers to take affirmative action to recruit, hire, promote and retain qualified protected veterans.
Title IX of the Education Amendments of 1972 (Title IX) – Title IX prohibits discrimination on the basis of sex in education programs and activities. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence. All universities receiving any Federal funds must comply with Title IX and are required to:

- Designate a Title IX Coordinator who is responsible for coordinating the university’s compliance with Title IX;
- Have and distribute a policy against sex discrimination; and
- Adopt and publish grievance procedures for students to file complaints of sex discrimination.

Title VI of the Civil Rights Act of 1964 (Title VI) – Title VI prohibits discrimination on the basis of race, color, or national origin in any program or activity that receives Federal funds or other Federal financial assistance.

Title VII of the Civil Rights Act of 1964, as amended (Title VII) – Title VII prohibits employment discrimination based on race, color, religion, national origin and sex (including pregnancy, sexual orientation and gender identity). Pursuant to Title VII, employers must take appropriate corrective action to end any discriminatory behavior and prevent its recurrence when the employer is on notice of allegations of discrimination. Corrective action includes conducting employment investigations.

Age Discrimination in Employment Act of 1967 (ADEA) – The ADEA prohibits employment discrimination against persons 40 years of age or older in any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, benefits and any other term or condition of employment.

Americans with Disabilities Act of 1990 (ADA) – The ADA prohibits discrimination against individuals with disabilities. Title I of the ADA prohibits discrimination against qualified individuals with disabilities in applying for jobs, hiring, firing and job training. Title II of the ADA prohibits discrimination in programs or activities that receive federal financial assistance from the Department of Education. Pursuant to the ADA, the universities must provide reasonable accommodations to qualified individuals with disabilities, both in the workplace and in academic programs.

State Laws

Iowa Code 19B - Equal Opportunity and Affirmative Action – Iowa Code Chapter 19B sets forth the administrative responsibilities of the Board of Regents for the administration and promotion of equal opportunity and affirmative action efforts in the recruitment, appointment, assignment and advancement of personnel by the Board and the institutions under its jurisdiction.

Iowa Code 216 - Iowa Civil Rights Act of 1965 – The Iowa Civil Rights Act prohibits discrimination in the areas of employment, housing, public accommodations, education and credit. The Iowa Civil Rights Act prohibits discrimination on the basis of a person’s race, creed, color, sex, sexual orientation, gender identity, national origin, religion or disability.

Iowa Code 261H - Speech and Expression - Public Institutions of Higher Education – Iowa Code Chapter 261H requires the Board of Regents to adopt a policy addressing speech and expression at the universities under its jurisdiction. Pursuant to Iowa Code 261H the Board of Regents adopted Board Policy Manual Chapter 4.2 Freedom of Expression.
Accreditation

In U.S. postsecondary education, accreditation provides quality assurance from external experts in the areas of faculty, curriculum, administrative and student support. Each of the Regent universities has been institutionally accredited for more than 100 years, providing transparency and assurance to students and taxpayers of the soundness of the institutions. Each of the Iowa Regent universities is institutionally accredited by the Higher Learning Commission, a status which is required for students to be eligible for federal and state financial aid programs, for students to be able to transfer earned academic credits, and for institutional eligibility for many federal grants.

In addition, many colleges, departments or academic programs have accreditation that is specific to the discipline (architecture, business, engineering, medicine, teacher preparation, etc.). In many professions there are licensing boards and employers that require completion of an accredited program to ensure employees have the knowledge, skills and training expected for the profession (ex. healthcare fields, law, teaching, vet med). The loss of program-level accreditation would have a direct impact on some graduates’ ability to become licensed, get accepted to graduate schools or enter their chosen profession.

Along with required assurances around faculty qualifications, financial stability, and curricular offerings, many of these accreditors have categories of requirements associated with student support, accessibility and resources necessary for successful graduation, retention and career development outcomes. It is in this area that accreditors often refer to expectations of addressing diversity, equity or inclusion through the work of the institution or academic program. All of this extends to the University of Iowa Hospitals and Clinics which are also required to maintain good standing with its hospital regulator and accreditors. Attachment B includes information provided by the universities that outlines some of the accreditation expectations and standards. The Study Group acknowledges the critical importance of the Regent universities and their programs maintaining good standing in accreditation while also observing that the accreditors do not typically mandate a specific organizational structure to meet those expectations. Maintaining accreditation is a labor-intensive activity, and one in which many faculty and staff at each campus and in the healthcare enterprise engage to ensure the quality and effectiveness of the education and services being provided to all students, patients and other stakeholders. Specific requirements that have been associated with DEI may be necessary for that work to meet the relevant accreditation standards.

NCAA Requirements

The Regent universities are active member institutions of Division I of the NCAA. The NCAA Division I Manual requires member institutions to commit to promoting diversity and inclusion in athletics activities and events, hiring practices, professional coaching relationships, and leadership and advancement opportunities. As part of this commitment, member institutions are required to complete an Equity, Diversity and Inclusion review pursuant to Section 20.2.4.3 of the NCAA Division I Manual which states:

Equity, Diversity and Inclusion Review. An active member institution shall complete an equity, diversity and inclusion review at least once every four years and provide written confirmation of completion to the national office. Failure to complete an equity, diversity and inclusion review at least once every four years shall subject an institution to a penalty pursuant to a penalty structure and timeline maintained by the Strategic Vision and Planning Committee.
The NCAA provides a sample framework for Diversity, Equity and Inclusion Reviews. Step 3 is a review of athletic policies and practices for impact on DEI, which includes a review of:

- Hiring practices;
- Student-athlete recruitment practices;
- Professional development efforts for individuals from historically marginalized populations in athletics;
- Student-athlete and staff support offerings/retentions efforts; and
- DEI educational efforts for student-athletes and staff.

Grant and Contract Requirements

Each Regent university currently has Federal grants, contracts, subcontracts or cooperative agreements that provide substantial funding for various research projects and initiatives. The universities continually seek applications for new Federal grants and contracts to sustain the research enterprise. These grants and contracts typically contain affirmative requirements that the institution demonstrate ongoing compliance with civil rights laws, which often includes the requirement show proactive efforts to increase diversity and create inclusive environments. For example, Iowa State University’s contract with the United States Department of Energy for the Ames Laboratory – valued at $60.5 million for FY23 – includes requirements that ISU comply with EO 11246 on Equal Opportunity and submit a diversity plan in accordance with Department of Energy Acquisition Regulations. The institution’s performance under the contract is evaluated, in part, based on demonstrated compliance with these requirements. Additional information regarding grant and contract requirements is included in Attachment C.

Summary of feedback form: When President Richards appointed the Study Group, he noted that opportunities for public feedback would be provided as part of the process. In early July, a feedback form was posted on the Board of Regents public website. In August, an email was sent to the full campus communities, hospital staff and all members of the Iowa legislature providing a direct link to the feedback form. The form remained available until mid-September.

More than 8,400 people provided responses to at least some questions on the form. Of those, 7,400 were from either current students, faculty or staff with the rest coming from alumni, parents, employers, government officials or other members of the public. Institutional affiliations were generally proportional to the size of the campus communities, and there were a few hundred that did not identify an institutional affiliation. The results are available in Attachment D. The Study Group appreciated receiving this breadth of stakeholder perspectives.

ANALYSIS AND RECOMMENDATIONS

I. Current Structure of DEI and Compliance Functions on Each Campus

Each Regent university currently maintains a central office for diversity, equity and inclusion, although the structure and oversight responsibilities of these offices vary among the institutions. To better understand which functions of the central office are primarily dedicated to DEI, the Study Group reviewed current university operations and organizational structures in a broad range of areas, including diversity, equity and inclusion; compliance; and student services.
The University of Iowa Division of Diversity, Equity and Inclusion is comprised of three distinct offices: the Center for Inclusive Academic Excellence, the Office of Inclusive Education and Strategic Initiatives, and the Office of Institutional Equity. The central division is led by the Executive Officer and Associate Vice President for DEI, who reports directly to the Executive Vice President and Provost and indirectly to the President. The division organizational chart is included as Attachment E. The mission of the Division of DEI is, in part, to provide “leadership and resources to support the University diversity, equity and inclusion goals, as articulated in its Strategic Plan 2022-2027.”

The Center for Inclusive Academic Excellence (CIAE) offers programming and support services focused on ensuring student success. This includes pre-college student development, assistance with the enrollment process, and academic coaching through all aspects of the college experience, as well as the federally sponsored TRIO and Upward Bound programs that support middle and high school students from low income and first-generation college-going families. The programs offered by CIAE are available to all students, although they are targeted towards historically marginalized students, first-generation students, and students from low socioeconomic backgrounds.

The Office of Inclusive Education and Strategic Initiatives (IESI) is primarily responsible for fulfilling the university's diversity, equity, and inclusion mission and vision. This office provides professional development (trainings or workshops for faculty, staff, departments, or community organizations), educational resource development, coaching, and consultation focused on DEI initiatives primarily to staff and the various offices throughout campus. The DEI Success Collaborative and Women’s Leadership Initiative are supported by IESI.

The Office of Institutional Equity (OIE) is the centralized office for receiving and processing reports of alleged policy violations concerning bias, harassment, discrimination, equity, free speech and sexual misconduct. The office oversees investigations as required by state and federal law and supports programming to educate the campus community on compliance obligations.

Reporting to the Vice President for Student Life, the Office of Multicultural and International Student Support and Engagement (MISSE) houses five cultural centers which support minority, LGBTQ and international student issues. MISSE supports student success through planned activities, diversity programming, and student organization events. The services provided by MISSE are available to all students and the cultural center facilities may be utilized by any student organization. Though not part of the centralized Division of Diversity, Equity and Inclusion, MISSE is a key area for programming and student support.

Also within the Division of Student Life is the Belonging and Inclusion department which includes:

- Rape Victim Advocacy Program (RVAP), which provides free, confidential, trauma-informed advocacy to people affected by sexual violence and promotes social change through prevention education. RVAP serves anyone impacted by sexual violence, survivors and/or their loved ones in Cedar, Des Moines, Henry, Iowa, Johnson, Lee, Washington and Van Buren County.
- Student Disability Services (SDS), which provides support and academic accommodations for students with disabilities. SDS collaborates with students, faculty and staff to create an accessible educational environment for all.
• Women’s Resource and Action Center (WRAC), which works to create greater equity for
individuals and communities of all identities, with a particular focus on women, through
leadership training, advocacy, service and personal and professional development.

Military Community at Iowa has several offices on campus dedicated to assisting Veteran and
Military-Connected students and their families including: Iowa Veteran Education, Transition, and
Support (IVETS), Iowa Supports Education and Resources for Veterans and Enlisted Center (I-
SERVE), Air Force ROTC (AFROTC) and Army ROTC.

Iowa State University

The Iowa State University Office of Diversity, Equity and Inclusion advises the overall institutional
strategy for advancing the university’s strategic initiatives related to DEI as articulated in the ISU
Principles of Community. The office supports and promotes DEI-related programming,
workshops, and training across campus and within the larger ISU community. The office is led by
the Vice President for Diversity, Equity and Inclusion, which reports directly to the President. The
Office of DEI organizational chart is included as Attachment F.

The Office of Equal Opportunity (OEO) is responsible for assuring compliance with state and
federal civil rights laws. OEO’s compliance functions include investigation of complaints and
complaint resolution, education and training on state and federal laws and university policies
governing anti-discrimination and harassment, and administration of the university’s affirmative
action plan. The office is separate from the Office of DEI and led by the Director of Equal
Opportunity, which reports directly to the President. The OEO organizational chart is included as
Attachment G.

Also separate from the central Office of DEI, and reporting to the Vice President for Student
Affairs, the Office of Multicultural Student Affairs (MSA) supports the academic, social and cultural
development of all students, with an emphasis on the transition, retention and graduation of
multicultural students. MSA manages scholarship programs, offers academic and cultural
programming, and provides meeting and event spaces available for use by student, university
and community organizations.

Iowa State University maintains additional programs that provide support services and resources.
This includes:

• The Center for LGBTQIA++ Student Success was established in 1992 and provides
programs, events, and resources to build community and achieve academic success.
• The Margaret Sloss Center for Women and Gender Equity, which provides programming
and events to support student success, connectedness and wellbeing.
• Military Affiliated Student Center, which provides academic support, transition, assistance
and advocacy for students who are Active-Duty service members, Veterans, ROTC
cadets, Reservists, National Guard members and their families.
• Student Accessibility Services (SAS), which provides support and academic
accommodations for students with disabilities.

University of Northern Iowa

The University of Northern Iowa’s Chief Diversity Officer (CDO) is a position within the Office of
the President. The CDO is the centralized role that is responsible for advancing DEI initiatives in
furtherance of the university’s strategic plan. The CDO works collaboratively with individuals in all
areas of campus, and provides a connection to community organizations and businesses, as well as provides support, as needed, to federal TRIO programs and the activities of UNI’s Center for Urban Education (UNI-CUE).

The Office of Diversity, Inclusion and Social Justice (DISJ) is a component of the Division of Student Life at UNI. The office is responsible for “promot[ing] equity and inclusion for all members of the university by leading efforts in diversity education, advocacy and support of underrepresented and minoritized individuals, and implementing best practices to foster a sense of belonging for all.” Organizational charts depicting the position of CDO and the Office of DISJ are included as Attachment H. The Office of DISJ is primarily composed of the following units:

- The Center for Multicultural Education’s (CME) mission is to “develop engaged and culturally competent students into leaders who contribute to creating a more inclusive and just society.” The Center houses five cultural clubs centered on supporting minority student issues, although all students are welcome to participate. CME provides student support in exploring Greek life, applying for scholarships, and academic success.
- The Thrive mentoring program provides first year and transfer students with an upperclassman mentor who assists in developing leadership skills and other tools for academic success.
- Military and Veteran Student Services (MVSS) provides services and support to military and veteran students, their spouses, and dependents. MVSS connects military and veteran students with a network of internal and external resources to assure academic success, including admissions assistance, financial aid, academic advising, and military transition assistance.
- Gender and Sexuality Services (GSS) “promote[s] healthy, engaged, successful LGBT students and allies.” GSS provides educational programming central to its stated mission as well as individual and group support and referrals to campus partners such as housing, student health, financial aid, and counseling services.

The UNI Office of Compliance and Equity Management (OCEM) is responsible for assuring compliance with state and federal civil rights laws. OCEM processes reports of discrimination, harassment and sexual misconduct and prepares and administers the university’s affirmative action plan. The office is separate from the CDO and from the Office of DISJ and is led by the Assistant to the President for Compliance and Equity, which reports directly to the President. The OCEM organizational chart is included as Attachment H.

The office of Student Accessibility Services (SAS) at UNI works with individuals to determine appropriate accommodations for the academic and campus environment. Students with disabilities are encouraged to connect with SAS to engage in the individualized process of determining reasonable accommodations, based on the nature of the disability and the academic or living environment.

Summary

As noted in the summaries above, each university supports offices and functions that are required to maintain compliance with state and federal laws. This includes the offices of equity and compliance, veteran and military affairs, and student and employee disability services. Other functions are supported solely by federal funding through grants or contracts and are governed by federal requirements, such as TRIO programming for low-income and/or first-generation K-12 students. These functions must be sustained by the universities to assure federal compliance,
receipt of federal funding and continued support of the unique needs of these populations. Information regarding individual positions necessary to support compliance and related functions is included in Attachment I.

For the purposes of recommendation one, the following offices or units represent the central, university-wide DEI functions: at SUI the Division of Diversity, Equity and Inclusion; at ISU the Office of Diversity, Equity and Inclusion; and at UNI the Chief Diversity Officer in the Office of the President. The Study Group recognizes that in some instances these offices might perform functions necessary to assure compliance with state and federal laws, grant and contract requirements, or accreditation. However, the Study Group is unable to conclude that all the programming, training and services provided by these units are necessary for one of these purposes. To assure that the institutions are utilizing their resources efficiently and effectively, the Study Group proposes the following recommendation:

Recommendation 1: Restructure the central, university-wide DEI offices to eliminate any DEI functions that are not necessary for compliance or accreditation. Support services in these offices must be broadly available to all students and/or employees, subject to applicable state or federal eligibility requirements.

Separate from the central, university-wide DEI offices, the universities also have employees in other units, colleges and departments across campus whose job titles indicate roles related to DEI. Additional information on these positions is in Attachment I. In addition, there are multicultural offices that provide critical academic support services, such as mentoring, resource consultation and connection, and scholarship opportunities. These offices also serve as centers where students can connect with their peers over areas of common interest. While the services provided by these offices, and some others in colleges, departments or residence life, are available to all students and/or student organizations, a review of the programming and promotional materials indicates that some of the services could be perceived as being offered only to students who share certain identity characteristics. For example, the ISU Office of Multicultural Student Affairs states that it supports students who self-identify as African American, Asian, Pacific Islander, Desi American, Latinx, Native American/Alaskan Native, or multi-racial. UNI’s Center for Multicultural Education has a stated purpose of supporting underrepresented and marginalized students. Similarly, while SUI’s MISSE states that its cultural centers can be utilized by any student, the programming is centered on minority or underrepresented populations. A student could reasonably interpret the services provided by these offices as being limited to minority students.

The Study Group agrees that staff in decentralized units and the multicultural centers offer some important services that support student success, although better efforts could be made to assure that students understand that all are welcome. The Study Group proposes the following recommendations:

Recommendation 2: Review all college, department, or unit-level DEI positions to determine whether DEI-specific job responsibilities are necessary for compliance, accreditation or student and employee support services. Any position responsibilities that are not necessary for these purposes shall be adjusted or eliminated. Position and/or

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1 Pursuant to SF 560, the Study Group reviewed the salary, benefits and other compensation paid to employees tasked with furthering each university’s diversity, equity and inclusion efforts, which is included in Attachment I. The Study Group also received salary and benefit information for employees who support compliance with state and federal laws. This additional information is also reflected in Attachment I.
working titles shall be reviewed to ensure they appropriately reflect position responsibilities.

Recommendation 3: Review the services provided by offices currently supporting diversity or multicultural affairs in other divisions of the university to ensure they are available to all students, subject to applicable state or federal eligibility requirements. Program promotional and informational materials and websites shall be updated to clarify that the mission of these offices is to support success broadly.

II. Human Resources

Affirmative Action Plans

Each university has in effect an affirmative action plan as required by state and federal law. The affirmative action plan is a tool used to identify equal employment opportunities for applicants and existing employees based on the federal definition which includes the following: race, color, religion, sex, sexual orientation, gender identity or national origin. Using a quantitative analysis, affirmative action plans compare the composition of the university’s workforce to that of the relevant labor pool. An affirmative action goal may be identified based on this analysis, and recruitment or other employment strategies may be implemented to achieve the goal. These strategies include evaluating position descriptions, advertising, and recruitment strategies to attract a broader pool of potential candidates. Importantly, the Study Group found no evidence of quotas based on protected class in hiring or other employment practices.

Hiring Practices

Outside of the implementation of affirmative action plans, the Study Group reviewed university hiring and employment processes to assess the extent to which they incorporate requirements related to DEI. The Study Group found no evidence of any official university policies requiring applicants or employees to submit a written DEI statement. However, in practice some individual departments were occasionally imposing such a requirement as part of the hiring process.

While not a requirement for submission of a written DEI statement, the University of Iowa currently has a requirement that candidates for all positions above a certain paygrade demonstrate experience with or a commitment to diversity in the work and academic environment. See SUI Operations Manual section 9.8.

Requirements such as these could serve to limit the applicant pool, particularly where the requirement has little or no direct relationship to the position requirements. The Study Group wants to emphasize that over the past several months each institution has taken steps to explicitly prohibit department or unit-level requirements related to DEI statements in hiring, effectively ending any opportunity for individual departments or units to do so. The Study Group proposes a recommendation formally adopting this prohibition.

Employment Expectations and Evaluations

While not standard among the three universities, the Study Group found some instances where employee performance is evaluated based on a commitment to advancing DEI. At the University of Iowa, DEI is considered a universal competency that applies to all employment classifications. The standard employee evaluation form requests that employees describe steps taken to demonstrate level of proficiency in relation to this universal competency. Iowa State University
and the University of Northern Iowa do not have a DEI competency requirement that is standard for all employment classifications, although individual departments or units may have expectations related to DEI that could reasonably be interpreted as performance expectations. For example, the ISU Department of Geological and Atmospheric Sciences publishes a DEI checklist and requests that faculty annually update faculty pages to include DEI statements and progress.

The Study Group supports university efforts to ensure that employees can competently and professionally work and thrive in a diverse employment environment and effectively create a welcoming educational environment for all students, but the Study Group questions the necessity of DEI-specific competencies or employment expectations, particularly when there is little direct relationship to the requirements of the position. The Study Group proposes a recommendation assuring performance is not evaluated based on an individual’s participation in DEI initiatives, except as it specifically relates to an employee’s job responsibilities. The Study Group wants to make clear that this recommendation should not be interpreted as prohibiting any employee from voluntarily participating in a DEI program or activity. This recommendation also does not prohibit the universities from evaluating an employee’s performance as it relates to policies and procedures governing appropriate workplace conduct. Rather, the Study Group agrees that the universities should not require that employees be evaluated based on their participation in DEI activities or functions, unless such participation is necessary for compliance or accreditation purposes.

**Pronoun Disclosure**

The Study Group received survey feedback and heard examples of situations when students, employees or visitors on campuses were asked to provide information regarding their personal use of pronouns in ways that made them uncomfortable. Societal norms on pronoun usage have evolved in recent years and the issue is one that is now seen to intersect with political viewpoints. While the Study Group found no evidence that the universities have policies to require individuals to declare their pronouns, all three institutions provide opportunities for students, employees, or any others on campus to voluntarily do so. The Study Group agrees that an individual’s decision to disclose or not disclose their pronouns should be respected, and it supports university efforts to foster an environment where individuals feel comfortable exercising their right to speak. The universities should, however, ensure that no individual is compelled to disclose pronouns by their institutions.

**Recommendation 4:** Take reasonable steps to assure the following:

- **No employee, student, applicant, or campus visitor is required to submit a DEI statement or be evaluated based on participation in DEI initiatives, unless the position is required for DEI-related compliance or accreditation.**
- **No employee, student, applicant, or campus visitor is compelled to disclose their pronouns.**

**III. Academic and Curricular Matters**

**Admissions**

The United States Supreme Court recently ruled that the consideration of race as a factor in university admissions processes is unconstitutional. The undergraduate admissions process at each Regent university does not consider race as a factor. Since 1958 when the Board of Regents
passed a policy to guarantee admission to Iowans graduating in the top 50 percent of their high school class, Iowa's Regent universities have had a policy (Board Policy 3.2) guaranteeing automatic admission irrespective of race, ethnicity, sex or any other protected characteristic. The Regent Admission Index has been the pathway for undergraduate automatic admission since 2009 and continues to assure that undergraduate admissions decisions are free from consideration of any protected class characteristics.

Graduate admissions are generally not managed through a centralized mechanism. The submission of applications to graduate and professional programs occurs through a centralized system, but the review process is handled by the departments to which the students are applying. The nature of graduate education is such that the faculty and department level staff are most well-equipped to evaluate academic qualifications as well as alignment of other critical applicant skills and interests with the faculty who will provide the coursework, advising and research guidance. Starting about two years ago, the University of Iowa removed all race and ethnicity fields from the review screens that are visible to departments in the application system. Iowa State University and the University of Northern Iowa have not removed these fields from the application or review materials, but both ISU and UNI affirmed to the Study Group that applicant race, ethnicity, sex and other protected characteristics are not used as factors in admissions decisions by their graduate and professional programs. To provide clarity and assure full compliance with the law, the Study Group proposes a recommendation for a new Board policy.

**Recommendation 5: Develop a Board policy prohibiting the consideration of race and other protected class characteristics in admissions that is consistent with the law.**

**General Education Requirements**

A foundational piece of undergraduate education at all three Regent universities is the general education curriculum. Survey feedback indicates these courses often provide education on topics that students find valuable in expanding their worldview. All bachelor’s degree granting institutions must have a general education curriculum to maintain compliance with accreditation obligations. It is also expected that the content of the curriculum will be determined by the faculty of the university. However, as with general education at most universities, students have a wide spectrum of course choices in order to fulfill the general education requirements.

The Study Group observed that each university has a portion of its general education program identified as being associated with concepts of diversity, equity and inclusion, but no specific course is required of all students.

- **Iowa State University:** All students must choose one course to fulfill the U.S. Diversity core area requirement. A review of the current options available to students to fulfill that requirement indicate that 94 courses covering a wide range of topics, including courses not related to DEI, are approved, with the majority of those courses offered at least once each year. Course topics span a wide range of cultural, historical, literary and social issues.

- **University of Iowa:** The relevant general education core area is entitled Diversity and Inclusion. Students must choose one 3-credit course to fulfill this requirement out of more than 60 courses, including courses not related to DEI, that are approved in this category. The available courses represent a wide array of topics from departments across the university.
• University of Northern Iowa: The university recently revised its general education program. A core category of courses in the general education program is entitled Human Condition and requires students to take one course from more than 20 options in both the “Domestic” category and the “Global” category. Many of the options are not DEI related. In addition, students at UNI can add an optional general education certificate that permits a deeper study of an issue with four additional courses. One option offered for the first time in Fall 2023 is the Diversity, Equity and Inclusion certificate. While this can be embedded as part of the general education curriculum, it is only for those students who choose to pursue it. No student is required to earn this certificate.

The Board has a long history of recognizing and respecting the academic freedom of the faculty and the role that shared governance plays in successful institutions as outlined in Board Policy 3.10. Due to this commitment and in accordance with accreditation requirements, the Study Group notes the importance of faculty control of the curriculum. The options available as described above provide significant opportunity for undergraduate students to look for a course that is aligned with their interests or educational goals. However, the Study Group observed that the names of the general education categories at ISU and SUI, in particular, are not well aligned with the spectrum of courses available for students to choose from to fulfill the requirement. To assure that students have a clear understanding of the purpose of this portion of the general education requirements as well as the range of ways to meet that requirement, the Study Group proposes a recommendation to review and update the name of this category of courses.

**Recommendation 6:** Initiate a review of DEI-related general education categories and update category names to accurately reflect the array of options students may select from to satisfy these requirements and ensure a breadth of offerings.

The Study Group reviewed and discussed a number of other aspects in the academic realm of the universities. In line with prior Board of Regents actions pertaining to free speech, the Study Group found that existing academic policies are in place at all three institutions to protect students whose perspectives span a range of viewpoints. Since 2020, all three universities have required that all course syllabi must include a statement making clear that viewpoint diversity is encouraged with no student being penalized for any content or viewpoint expressed in a class context that is germane to the course (an example syllabus statement from Iowa State University is here). In addition to emphasizing free speech rights, this also provides an important mechanism for protecting the academic freedom of students. For instances in which students feel they have been unfairly penalized based on their viewpoints in a class, existing policies for grade reviews and appeals are robust at each institution. No examples of bias in grading were brought forward during the review, and all three institutions noted that grade appeals on the basis of viewpoint bias are extremely rare. The Study Group is pleased with the successful use of the syllabus statements at the universities and the availability of the appeal mechanisms provided to students who feel they may have been penalized for personally held viewpoints.

**IV. Free Speech and Related Matters**

There is a perception by some that the Regent universities are dominated by individuals who share a singular political perspective on current matters of societal concern and use the university as a vehicle for advocacy. Individual political viewpoints are deeply personal and closely guarded by the First Amendment. While employees are free to engage in political advocacy on their personal time, Iowa law prohibits the use of university resources for political activities. See I.C.A. section 68A.505. The Study Group agrees that annual reminders on the application of Iowa law would be beneficial to reinforce the importance of this separation of personal political views from
professional responsibilities. Each university currently distributes annual reminders to faculty and staff (ISU example, SUI policy, UNI policy) although now is the right opportunity to formalize and standardize this process for all employees.

**Recommendation 7: Standardize issuance of annual employee guidance regarding the separation of personal political advocacy from university business and employment activities.**

A frequent sentiment in conversations with campus constituents and in survey feedback is the value to the universities and the state of Iowa in having a welcoming, diverse campus community. The Study Group agrees that diversity in all its forms contributes to a richer and more vibrant campus environment. This includes diversity of thought and perspective as captured in each campus definition. The Regent universities are and should continue to be places where individuals can engage in the free and robust exchange of ideas, even those that some may find disagreeable. Feedback received in this process indicated that at times people on campus experience a “chilling effect” on their free speech rights due to not entirely agreeing with some content from a DEI-related training or program. Improving the atmosphere for free, robust civil discourse is critical to the mission of the universities, but it requires thoughtful strategies and possibly access to additional resources to do it well.

Similarly, the Study Group recognizes that the First Amendment prohibits the universities from discriminating against individuals in employment and education based on their viewpoints or expressions of those viewpoints but agrees that more should be done to foster an environment where a variety of perspectives are welcomed and shared. The universities currently utilize employee recruitment strategies to increase the number of underrepresented minorities in applicant pools. The Study Group agrees that similar recruitment strategies, if available, could further support a campus environment that is comprised of a diversity of perspectives.

**Recommendation 8: Explore potential recruitment strategies for advancing diversity of intellectual and philosophical perspective in faculty and staff applicant pools.**

The Board of Regents policy on Freedom of Expression acknowledges that the primary mission of the universities is to support the discovery and dissemination of knowledge through research, teaching, discussion, and debate. Consistent with the principles of Board Policy 4.2.1, the universities should be a platform for the free exchange of a diversity of ideas while refraining from taking action that could unduly pressure individuals to support a particular viewpoint. The Board of Regents and the universities have dedicated considerable effort to supporting freedom of expression, including, establishment of the Free Speech Committee, adoption of the policy on Freedom of Expression, and implementation of annual training and biennial surveys. The Study Group notes that universities across the country have or are considering the establishment of centers, institutes or similar initiatives dedicated to freedom of expression and civic education. The Study Group recommends that the Regent universities evaluate whether such an initiative could be efficiently and effectively implemented within the Regent system.

**Recommendation 9: Develop a proposal, including cost, to establish a widespread initiative that includes opportunities for education and research on free speech and civic education.**

Free speech for individuals, academic freedom, and institutional positions on policy issues are areas that frequently intersect and require careful attention. Board Policy Manual 4.2.1 states, “[t]he University’s proper role is in supporting and encouraging freedom of inquiry by fostering
opportunities for the expression of differing views regarding many issues in multiple areas of study, research, and debate, including current political, social, and public policy issues." In fulfilling this role, the universities are prohibited from taking action that requires or unduly pressures members of the campus community to adopt a particular viewpoint. While the universities may speak on matters of public concern that are central to their missions, any statements must be consistent with the position of the Board of Regents.

The Study Group reviewed university websites for the central DEI offices, as well as those for a number of related departments and activities. While these websites contain general information on the mission and structure of the units, in some instances websites contain statements that could be perceived as the official position of the university on a political, social or public policy matter. One example noted by the Study Group is the publication of land acknowledgment or similar statements that describe the history of inhabitants of the land the campuses encompass. The source and content of these statements vary across the institutions and in some instances may use language that suggests a position that might depart from a Board position. The Study Group agrees that the Board office should review central university statements like these to assure that their purpose and content aligns with Board policy. Annual reminders of the universities' obligations when speaking on matters of public concern will also serve to support the Board of Regents' ongoing commitment to freedom of expression for all members of the campus community.

**Recommendation 10:** Annually, the Board office shall issue a reminder to the universities on the requirements of 4.2.I, which governs university websites and other university communications.

**CONCLUSION**

The Study Group presents this report and 10 recommendations for consideration and deliberation by the Board of Regents. Following final action by the Board of Regents, the Board office and the Universities shall review and modify all relevant policies, practices and procedures to assure consistency with any recommendations adopted by the Board. The Study Group suggests that the Board of Regents direct the Universities to provide a progress report, including any necessary implementation timelines, during the April 2024 meeting.
DEI STUDY GROUP RECOMMENDATIONS

The following recommendations are not intended to prohibit programs, campus activities, or functions required for compliance with state or federal laws, rules, regulations, grants, or contracts; or those necessary to meet the minimum requirements for obtaining or retaining institutional or discipline-specific accreditation.

1. Restructure the central, university-wide DEI offices to eliminate any DEI functions that are not necessary for compliance or accreditation. Support services in these offices must be broadly available to all students and/or employees, subject to applicable state or federal eligibility requirements.

2. Review all college, department, or unit-level DEI positions to determine whether DEI-specific job responsibilities are necessary for compliance, accreditation or student and employee support services. Any position responsibilities that are not necessary for these purposes shall be adjusted or eliminated. Position and/or working titles shall be reviewed to ensure they appropriately reflect position responsibilities.

3. Review the services provided by offices currently supporting diversity or multicultural affairs in other divisions of the university to ensure they are available to all students, subject to applicable state or federal eligibility requirements. Program promotional and informational materials and websites shall be updated to clarify that the mission of these offices is to support success broadly.

4. Take reasonable steps to assure the following:
   a. No employee, student, applicant, or campus visitor is required to submit a DEI statement or be evaluated based on participation in DEI initiatives, unless the position is required for DEI-related compliance or accreditation.
   b. No employee, student, applicant, or campus visitor is compelled to disclose their pronouns.

5. Develop a Board policy prohibiting the consideration of race and other protected class characteristics in admissions that is consistent with the law.

6. Initiate a review of DEI-related general education categories and update category names to accurately reflect the array of options students may select from to satisfy these requirements and ensure a breadth of offerings.

7. Standardize issuance of annual employee guidance regarding the separation of personal political advocacy from university business and employment activities.

8. Explore potential recruitment strategies for advancing diversity of intellectual and philosophical perspective in faculty and staff applicant pools.

9. Develop a proposal, including cost, to establish a widespread initiative that includes opportunities for education and research on free speech and civic education.

10. Annually, the Board office shall issue a reminder to the universities on the requirements of 4.2.l, which governs university websites and other university communications.
ACCREDITATION EXPECTATIONS AND STANDARDS

University of Iowa

The University of Iowa and its individual colleges and administrative units have requirements that must be met in order to effectively serve the people of Iowa.

There are more than two dozen federal requirements, accreditation standards, and research stipulations that mandate programming related to diversity, equity, and inclusion (DEI). Even the University of Iowa’s membership in the NCAA is conditioned on paying attention to diversity, equity and inclusion activities. Failure to comply with these standards is not an option.

Accreditation

The US Department of Education, as authorized by the Higher Education Act, recognizes national accrediting agencies that provide quality assurances for consumers and the federal government. This mark of quality is required by the federal government in order for students of the university to receive federal aid.

An element of accreditation is the comparison of the institution/department against peer institutions/departments. This comparison is used, instead of specific metrics, to recognize that growth and variation can exist within the broad parameters set by the governing body.

ACCREDITATION

The University of Iowa is well below the average of its national peer set with respect to the overall number of employees focused on diversity, equity, and inclusion efforts. Current staffing levels allow the university to maintain accreditation while maximizing efficiency through a centralized hub-and-spoke model of engagement.

The chart shows that the university has 40 full time employees in the Division of DEI, whereas the average for the UI’s peers is 58. The remaining 12 full-time employees at the University of Iowa are distributed among colleges and departments. All UI colleges and departments are at or below the average of their peers.

The UI’s peer set is comprised of the following institutions:
• University of Arizona
• University of Illinois
• University of Michigan
• Michigan State University
• University of Minnesota
• University of North Carolina
• Ohio State University
• University of Utah
• University of Wisconsin

**Accreditation for the University of Iowa and University of Iowa Hospitals & Clinics**

**The University of Iowa**
30,015 students
$768M General Education Fund budget – FY 23
Accreditor - Higher Learning Commission
DEI – 40 FTE ($4.8M)

**3.B. paragraph 3** (Higher Learning Commission)

“The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world”

**UI Health Care**
Regulator – Centers for Medicare and Medicaid Services
Accreditor – Joint Commission
Accreditor – Accreditation Council for Graduate Medical Education

Centers for Medicare and Medicaid Services (“CMS”) regulates health care entities including hospitals. CMS regulations impose Conditions of Participation that hospitals must meet to participate in Medicare and Medicaid. CMS is establishing health equity priorities that are in the process of becoming Conditions of Participation:

“‘Framework for Health Equity’ 5 priorities:
1. Expand the collection, reporting, and analysis of standardized data
2. Assess causes of disparities within CMS programs, and address inequities in policies and operations to close gaps
3. Build capacity of health care organizations and the workforce to reduce health and health care disparities
4. Advance language access, health literacy, and the provision of culturally tailored services
5. Increase all forms of accessibility of health care services and coverage”

**EP 1 – 6** (Joint Commission)
“Effective January 1, 2023, new and revised requirements to reduce health care disparities will apply to organizations in the Joint Commission’s ambulatory health care, behavioral health care and human services, critical access hospital, and hospital accreditation programs.”

“Organizations will still be required to do the following:
1. Identify an individual to lead activities to improve health care equity
2. Assess the patient’s health-related social needs
3. Analyze quality and safety data to identify disparities
4. Develop an action plan to improve health care equity
5. Take action when the organization does not meet the goals in its action plan
6. Inform key stakeholders about progress to improve health care equity”

IV.B.1.a (1) (e) (Accreditation Council for Graduate Medical Education)

“respect and responsiveness to diverse patient populations, including but not limited to diversity in gender, age, culture, race, religion, disabilities, national origin, socioeconomic status, and sexual orientation”

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Accreditation for University of Iowa’s Colleges

Carver College of Medicine
1,539 students
$79M General Education Fund budget – FY 23
Accreditor - Commission on Accreditation of Athletic Training Education
Accreditor - Liaison Committee on Medical Education
Accreditor - Joint Review Committee on Educational Programs in Nuclear Medicine Technology
Accreditor - Commission on Accreditation in Physical Therapy Education
Accreditor - Accreditation Review Commission on Education for the Physician Assistant
DEI – 3 FTE ($223,331)

Section II Standard DEI 1 (Commission on Accreditation of Athletic Training Education)

“The program demonstrates systematic diversity, equity, inclusion and social justice efforts in its development, design and delivery. Programs advance diversity, equity, inclusion, and social justice through a variety of efforts.”

Standard 3.3 (Liaison Committee on Medical Education)

“A medical school has effective policies and practices in place, and engages in ongoing, systematic, and focused recruitment and retention activities, to achieve mission-appropriate diversity outcomes among its students, faculty, senior administrative staff, and other relevant members of its academic community. These activities include the use of programs and/or partnerships aimed at achieving diversity among qualified applicants for medical school admission and the evaluation of program and partnership outcomes.”
Standard 7.6 (Liaison Committee on Medical Education)

“Structural Competence, Cultural Competence and Health Inequities
The faculty of a medical school ensure that the medical curriculum provides opportunities for medical students to learn to recognize and appropriately address biases in themselves, in others, and in the health care delivery process. The medical curriculum includes content regarding the following:

1. The diverse manner in which people perceive health and illness and respond to various symptoms, diseases, and treatments
2. The basic principles of culturally and structurally competent health care
3. The importance of health care disparities and health inequities
4. The impact of disparities in health care on all populations and approaches to reduce health care inequities
5. The knowledge, skills, and core professional attributes needed to provide effective care in a multidimensional and diverse society”

Standards C5 (Joint Review Committee on Educational Programs in Nuclear Medicine Technology)

“The program shall include opportunities for students to develop personal and professional attributes and values relevant to clinical practice. These attributes include:
   c. showing respect for diversity; and”

Standard 2B (Commission on Accreditation in Physical Therapy Education)

“The program promotes a culture of justice, equity, diversity, inclusivity (JEDI)*, belonging* and anti-racism*”

Standard A1.11 (Accreditation Review Commission on Education for the Physician Assistant)

“The sponsoring institution must demonstrate its commitment to student, faculty and staff diversity, equity, and inclusion by:
   a) supporting the program in defining its goal(s) for diversity, equity and inclusion,
   b) supporting the program in implementing recruitment strategies,
   c) supporting the program in implementing retention strategies, and
   d) making available, resources which promote diversity, equity and inclusion.”

College of Dentistry
400 students
$31M General Education Fund budget – FY 23
Accreditor - Commission on Dental Accreditation
DEI -

Standard 1-4 (Commission on Dental Accreditation)

“The dental school must have policies and practices to:
a. achieve appropriate levels of diversity among its students, faculty and staff;
b. engage in ongoing systematic and focused efforts to attract and retain students, faculty
and staff from diverse backgrounds; and

c. systematically evaluate comprehensive strategies to improve the institutional climate
for diversity”

College of Education
1,508 students
$23M General Education Fund budget – FY 23
Accreditor – State of Iowa Teacher Preparation
Accreditor – State of Iowa Administrator Preparation
Accreditor – Council for Accreditation of Counseling and Related Educational Programs
(CACREP)

281-79.15(2) (Iowa Administrative Code Teacher Preparation)

“Each teacher candidate receives dedicated coursework related to the study of human relations,
cultural competency, and diverse learners, such that the candidate is prepared to work with
students from diverse groups, as defined in rule 281—79.2(256). The unit shall provide evidence
that teacher candidates develop the ability to identify and meet the needs of all learners,
including:

a. Students from diverse ethnic, racial and socioeconomic backgrounds.
b. Students with disabilities. This will include preparation in developing and
implementing individualized education programs and behavioral intervention plans, preparation
for educating individuals in the least restrictive environment and identifying that environment,
and strategies that address difficult and violent student behavior and improve academic
engagement and achievement.

c. Students who are struggling with literacy, including those with dyslexia.
d. Students who are gifted and talented.
e. English learners.
f. Students who may be at risk of not succeeding in school. This preparation will
include classroom management addressing high-risk behaviors including, but not limited to,
behaviors related to substance abuse.”

281-79.17(6) (Iowa Administrative Code Administrator Preparation)

“Each administrator candidate demonstrates, within specific coursework and clinical
experiences, the ability to develop and maintain a supportive, equitable, culturally responsive,
and inclusive district culture with students and staff from diverse groups, as defined in rule
281—79.2(256). The unit shall provide evidence that administrator candidates develop the
ability to meet the needs of all learners, as well as ensuring teachers meet the needs of diverse
learners, including:

a. Students from diverse ethnic, racial and socioeconomic backgrounds.
b. Students with disabilities. This will include preparation in developing and
implementing individualized education programs and behavioral intervention plans, preparation
for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.

c. Students who are struggling with literacy, including those with dyslexia.
d. Students who are gifted and talented.
e. English learners.
f. Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse.”

**Section 1 - K – (CACREP)**

“The academic unit makes continuous and systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.”

**Section 1 - Q – (CACREP)**

“The academic unit makes continuous and systematic efforts to recruit, employ, and retain a diverse faculty to create and support an inclusive learning community.”

**Section 5H - 2e – (CACREP)**

“impact of psychosocial influences, cultural beliefs and values, diversity and social justice issues, poverty, and health disparities, with implications for employment and quality of life for individuals with disabilities”

**Section 6 – 5k – (CACREP)**

“strategies of leadership in relation to current multicultural and social justice issues“

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**College of Engineering**

2,038 students

$25M General Education Fund budget – FY 23

Accreditor - [Accreditation Board of Engineering and Technology](https://www.abet.org)

**Criterion 3 – 5** (Accreditation Board of Engineering and Technology)

“an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives”

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**College of Law**

508 students

$20M General Education Fund budget – FY 23
**Standard 206** (American Bar Association)

“Diversity and Inclusion

(a) Consistent with sound legal education policy and the Standards, a law school shall demonstrate by concrete action a commitment to diversity and inclusion by providing full opportunities for the study of law and entry into the profession by members of underrepresented groups, particularly racial and ethnic minorities, and a commitment to having a student body that is diverse with respect to gender, race, and ethnicity.

(b) Consistent with sound educational policy and the Standards, a law school shall demonstrate by concrete action a commitment to diversity and inclusion by having a faculty and staff that are diverse with respect to gender, race, and ethnicity.”

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**College of Liberal Arts and Sciences**

16,068 students

$143M General Education Fund budget – FY 23

Accreditor - American Psychological Association

Accreditor - Accrediting Council on Education in Journalism and Mass Communications

Accreditor - Council on Social Work Education

DEI – 1 FTE ($100,000)

**Standards of Accreditation I. B. 2.** (American Psychological Association)

“The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists. The Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The program has made systematic, coherent, and long-term efforts to attract and retain students and faculty from diverse backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of individuals who are diverse and the provision of training opportunities for a broad spectrum of individuals.”

**Accrediting Standards 4 (a - e)** (Accrediting Council on Education in Journalism and Mass Communications)

“The unit has a written diversity plan that has been implemented and discussed annually, for achieving an inclusive curriculum, a diverse, culturally proficient faculty, staff and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit’s definition
of diversity, identify under-represented groups and articulate key performance indicators upon which the unit intends to focus and improve. The unit posts its diversity plan in a prominent, easy-to-find place on its website.

The unit’s curriculum creates culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit’s curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society.

The unit demonstrates effective efforts to enhance all faculty members’ understanding of diversity, equity, inclusion and ability to develop culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit also demonstrates intentional efforts to recruit and retain faculty and professional staff who are from demographics that are historically, domestically marginalized.

In alignment with the institution’s mission, the unit demonstrates effective efforts to help recruit, retain and graduate a student population reflecting the diversity of the population the institution aims to serve.

The unit demonstrates that it has an inclusive climate, free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.”

**Accreditation Standard 2.0** (Council on Social Work Education)

“The program engages in specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion.

a. The program provides examples of its specific and continuous efforts within the explicit curriculum related to ADEI, as described in Educational Policy 2.0.

b. The program addresses all program options.

The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion.

a. The program provides examples of its specific and continuous efforts within the implicit curriculum related to ADEI, as described in Educational Policy 2.0.

b. The program addresses all program options.”

**Standards for Accreditation 3.4A** (Council on Academic Accreditation in Audiology & Speech-Language Pathology)

“An effective audiology program is organized and delivered in such a manner that the diversity, equity, and inclusion are reflected in the program and throughout academic and clinical education.”
College of Nursing
922 students
$16M General Education Fund budget – FY 23
Accreditor - Council of Accreditation of Nurse Anesthesia Education Program
Accreditor – American Association of Colleges of Nursing – Baccalaureate
Accreditor – American Association of Colleges of Nursing – Master
Accreditor – American Association of Colleges of Nursing – Doctoral
DEI – 1 FTE ($77,432)

(Standard C21 B9) Council of Accreditation of Nurse Anesthesia Education Program

“Deliver culturally competent perianesthetic care throughout the anesthesia experience (see Glossary: Culturally competent).
Cultural competency is demonstrated by effectively utilizing various approaches in assessing, planning, implementing, and administering anesthesia care for patients based on culturally relevant information.”

(Essential I) American Association of Colleges of Nursing – Baccalaureate

“5. Apply knowledge of social and cultural factors to the care of diverse populations.
6. Engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen.
8. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system.”

(Essential II) American Association of Colleges of Nursing – Baccalaureate

“8. Promote achievement of safe and quality outcomes of care for diverse populations.”

(Essential IV) American Association of Colleges of Nursing – Baccalaureate

“9. Apply patient care technologies as appropriate to address the needs of a diverse patient population.”

(Essential V) American Association of Colleges of Nursing – Baccalaureate

“8. Discuss the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery.
9. Use an ethical framework to evaluate the impact of social policies on health care, especially for vulnerable populations.”

(Essential VII) American Association of Colleges of Nursing – Baccalaureate
“7. Collaborate with other healthcare professionals and patients to provide spiritually and culturally appropriate health promotion and disease and injury prevention interventions.
12. Advocate for social justice, including a commitment to the health of vulnerable populations and the elimination of health disparities.”

(Essential VIII) American Association of Colleges of Nursing – Baccalaureate

“(Essential IX) American Association of Colleges of Nursing – Baccalaureate

“1. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness parameters in patients, using developmentally and culturally appropriate approaches.
7. Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in their care.
18. Develop an awareness of patients as well as healthcare professionals’ spiritual beliefs and values and how those beliefs and values impact health care.
22. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system as related to nursing practice.”

(Essential I) American Association of Colleges of Nursing – Master

“(Essential II) American Association of Colleges of Nursing – Master

“(Essential III) American Association of Colleges of Nursing – Master

“(Essential VIII) American Association of Colleges of Nursing – Master
“1. Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence-based, culturally relevant clinical prevention interventions and strategies.
3. Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations.
4. Advance equitable and efficient prevention services and promote effective population-based health policy through the application of nursing science and other scientific concepts.
5. Integrate clinical prevention and population health concepts in the development of culturally relevant and linguistically appropriate health education, communication strategies, and interventions.”

(Essential IX) American Association of Colleges of Nursing – Master

“9. Apply advanced knowledge of the effects of global environmental, individual and population characteristics to the design, implementation, and evaluation of care.
13. Establish therapeutic relationships to negotiate patient-centered, culturally appropriate, evidence-based goals and modalities of care.”

(Essential II) American Association of Colleges of Nursing – Doctoral

“2. Ensure accountability for quality of health care and patient safety for populations with whom they work.
   e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.”

(Essential III) American Association of Colleges of Nursing – Doctoral

“3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.”

(Essential V) American Association of Colleges of Nursing – Doctoral

“7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.”

(Essential VII) American Association of Colleges of Nursing – Doctoral

“2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.
3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.”

(Essential VIII) American Association of Colleges of Nursing – Doctoral
“1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.”

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**College of Pharmacy**

437 students
$10M General Education Fund budget – FY 23
Accreditor - [Accreditation Council for Pharmacy Education](https://www.acpe-accredit.org)

**Standard 3.5** (Accreditation Council for Pharmacy Education)

“Cultural sensitivity – The graduate is able to recognize social determinants of health to diminish disparities and inequities in access to quality care.”

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**College of Public Health**

518 students
$14M General Education Fund budget – FY 23
Accreditor - [Commission on Accreditation of Healthcare Management Education](https://www.chmecol.org)
Accreditor - [Council on Education for Public Health](https://www.acep.org)

**Standard IV.A.2** Commission on Accreditation of Healthcare Management Education

“The Program will foster faculty diversity and a culture of inclusiveness in the learning environment.”

**Standard G1** (Council on Education for Public Health)

“The school or program defines systematic, coherent, and long-term efforts to incorporate elements of diversity. Diversity considerations relate to faculty, staff, students, curriculum, scholarship, and community engagement efforts.”

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**Tippie College of Business**

4,971 students
$40M General Education Fund budget – FY 23
Accreditor – [AACSB](https://www.aacsb.edu)
DEI – 1 FTE ($71,121)

**Guiding Principles and Expectations for Accredited Schools #9**

“Diversity and Inclusion.

*Diversity in people and ideas enhances the educational experience and encourages excellence in every business education program. At the same time, diversity is a culturally-embedded concept rooted in historical and cultural traditions, legislative and regulatory concepts, ethnicity,*
gender, socioeconomic conditions, religious practices, and individual and shared experiences. Within this complex environment, the school is expected to demonstrate a commitment to advancing diversity and inclusion issues in the context of the cultural landscape in which it operates. The school fosters awareness, understanding, acceptance, and respect for diverse viewpoints related to current and emerging issues.”

“In addition to time on tasks related to readings, course participation, knowledge development, projects, and assignments, learners engage in experiential and active learning designed to be inclusive for a diverse student body, and to improve skills and the application of knowledge in practice.

In addition to maintaining policies and programs intended to attract a diverse set of learners, the school should have programs and policies in place to ensure that learners from underrepresented populations thrive and succeed.”

Graduate College
1,384 students
$4M General Education Fund budget – FY 23
Accreditor – American Library Association
Accreditor – Planning and Accreditation Board

Standard I.2.6 (American Library Association)
“Student learning outcomes:
The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups”

Accreditation and Standards 2B (Planning and Accreditation Board)

“Student Diversity: Diversity is an inclusive concept which encompasses, but is not limited to, race, ethnicity, class, gender, age, sex, sexual orientation, ability, educational attainment, first-generation status, spiritual beliefs, creed, culture, tribal affiliation, nationality, immigration status, political beliefs, and veteran status.

The Program shall develop a holistic strategy that addresses the following elements:
1) Recruitment: Consistent with applicable law and institutional policy, the Program shall establish strategic goals that demonstrate an active commitment to attracting a diverse student population. Programs must report how they are arriving at their program’s diversity goals and determining what student populations, if any, are underrepresented in their Program. The Program shall collect and analyze data on student demographics to inform and enhance its efforts to identify effective and appropriate methodologies for achieving 2022 PAB Accreditation Standards 6 diversity in its student body. Furthermore, the Program shall establish assessment mechanisms for each of its strategic goals that are focused on achieving diversity. Because diversity is not a static concept, and because all planning programs should seek to improve the diversity of the graduates entering the profession, the Program shall provide evidence of
activities and programs intended to assist in achieving student diversity along with specific diversity-related strategic goals that have been met.

2) Climate of inclusiveness: The Program shall report on actions being taken to promote a culture of inclusiveness within the Program, including but not limited to support of student groups, promotion of community events, curricular elements, and faculty involvement.

3) Student support: The Program shall report on actions being taken to support and retain students from underrepresented groups, including but not limited to mentorship and internship programs, financial assistance and fellowship programs, professional development programs and career services, and initiatives to support engagement in the profession.”

Iowa State University

Accreditation provides quality assurance to the public, students, and employers regarding the educational offerings of an institution. Standards are regularly reviewed and updated to keep them current and continuously improve, and to reflect the needs of employers. Accreditation reviews are conducted by panels of experts having no conflict of interest relative to the institution, to provide an independent and objective assessment. Panelists generally represent professional practice, business and industry, government, and academia.

Comprehensive self-study reports are prepared by the institution to inform the panel’s review. In addition to written documentation, the review includes on-campus interviews and generally includes meetings with students, employers, and stakeholders, and can include feedback provided by the public. Accreditation standards are applied and interpreted relative to the institution’s mission.

The panel makes a recommendation to the accrediting body, which makes the final decision. Iowa State University reports the outcome of its accreditation reviews to the Board of Regents.

Iowa State pursues accreditation from bodies based on the quality and reputation of the accrediting body, and not on their DEI standards or viewpoints. For some professions, such as engineering or dietetics, graduating from an accredited program is a criterion for professional licensure. Institutions are also required to publicly communicate the accreditation status of their programs.

Institutional accreditation is required to participate in Federal Student Aid Programs, which include grants such as the Pell Grant, work-study, and loans.

Iowa State has been accredited by the Higher Learning Commission or its predecessor organizations for over a century. The next reaccreditation review will occur in 2026, and preparation is already underway.
The following sections provide examples of the DEI standards for institutional and certain program-level accrediting bodies.

Institutional accreditation

Higher Learning Commission standards relative to DEI include:

Criterion 1: Mission
1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.
   1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
   2. The institution’s processes and activities demonstrate inclusive and equitable treatment of diverse populations.
   3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Criterion 3. Teaching and Learning: Quality, Resources, and Support
3.B. The institution offers programs that engage students in collecting, analyzing, and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.
   1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
   2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
   3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
   4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution’s mission.

3.C.1 The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
4.C.1 The institution has defined goals for student retention, persistence, and completion that are ambitious, attainable, and appropriate to its mission, student populations, and educational offerings.

Program accreditation

College of Business
Accrediting Organization: AACSB International
Standards relative to DEI include:

9. Diversity and Inclusion. Diversity in people and ideas enhances the educational experience and encourages excellence in every business education program. At the same time, diversity is a culturally embedded concept rooted in historical and cultural traditions, legislative and regulatory concepts, ethnicity, gender, socioeconomic conditions, religious practices, and individual and shared experiences. Within this complex environment, the school is expected to demonstrate a commitment to advancing diversity and inclusion issues in the context of the cultural landscape in which it operates. The school fosters awareness, understanding, acceptance, and respect for diverse viewpoints related to current and emerging issues.

College of Engineering
Accrediting Organization: ABET
Standards relative to DEI include:

ABET accreditation is focused on programs producing graduates prepared to enter the global workforce in the applied and natural sciences, computing, engineering, and engineering technology professions. To succeed in these global professions, graduates must be prepared to thrive in diverse and inclusive environments.

ABET has developed new pilot General Criteria incorporating principles of diversity, equity, and inclusion in the following definitions and proposed changes to Criterion 5 (curriculum) and 6 (faculty) as approved for the 2023-24 and 2024-25 accreditation cycles. These definitions are:

- Inclusion is the intentional, proactive, and continuing efforts and practices in which all members respect, support, and value others.
- Diversity is the range of human differences, encompassing the characteristics that make one individual or group different from another. Diversity includes, but is not limited to, the following characteristics: race, ethnicity, culture, gender identity and expression, age, national origin, religious beliefs, work sector, physical ability, sexual orientation, socioeconomic status, education, marital status, language, physical appearance, and cognitive differences.
- Equity is the fair treatment, access, opportunity, and advancement for all people, achieved by intentional focus on their disparate needs, conditions, and abilities.
School of Education

Iowa Administrative Code Requirements authorized by the Board of Education include the following Standards relative to DEI:

**IAC 281- 79.15(2)** Each teacher candidate receives dedicated coursework related to the study of human relations, cultural competency, and diverse learners, such that the candidate is prepared to work with students from diverse groups, as defined in rule 281—79.2(256). The unit shall provide evidence that teacher candidates develop the ability to identify and meet the needs of all learners, including:

- Students from diverse ethnic, racial and socioeconomic backgrounds.
- Students with disabilities. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.
- Students who are struggling with literacy, including those with dyslexia.
- Students who are gifted and talented.
- English learners.
- Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse.

**IAC 281-79.15(3)** Each teacher candidate demonstrates competency in literacy, to include reading theory, knowledge, strategies, and approaches; and integrating literacy instruction into content areas. The teacher candidate demonstrates competency in making appropriate accommodations for students who struggle with literacy. Demonstrated competency shall address the needs of all students, including but not limited to students with disabilities; students who are at risk of academic failure; students who have been identified as gifted and talented or English learners; and students with dyslexia, whether or not such students have been identified as children requiring special education under Iowa Code chapter 256B. Literacy instruction shall include evidence-based best practices, determined by research, including that identified by the Iowa reading research center.

**IAC 281-79.15(5)** Each teacher candidate demonstrates competency in all the following professional core curricula:

- **Learner development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Learning differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
• **Learning environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Veterinary Medicine**
Accrediting Organization: American Veterinary Medical Association Council on Education

Standards relative to DEI include:

**Standard 1, Organization**
- The college must have and follow a statement on diversity, equity, and inclusion, consistent with applicable law. The college must create and promote an institutional structure and climate that does not discriminate and seeks to enhance diversity, equity, and inclusion, consistent with applicable law. Diversity may include, but is not limited to, race, color, religion, ethnicity, age, gender, gender identity, sexual orientation, first language, cultural and socioeconomic background, national origin, tribal membership, citizen status, and disability. The college or institution must establish a reliable, effective reporting and response system, and, if warranted, a process to remedy instances of discrimination and other forms of harassment involving faculty, staff and students.

**Standard 6, Students**
- The college must promote an inclusive institutional climate that fosters diversity within the student body, consistent with applicable law.

**Standard 7, Admission**
- The college must demonstrate its commitment to diversity, equity, and inclusion through its recruitment and admission processes, as consistent with applicable law. Such initiatives should include programs that promote achieving diversity among qualified applicants for veterinary college admission. The college must review its admissions processes at least every seven years, including identifying and reducing barriers in the application process. The college’s admissions policies must be non-discriminatory, as consistent with applicable law.

**Standard 8, Faculty**
- The college must cultivate a diverse faculty through its hiring policies and retention practices, consistent with applicable law.

**Standard 9, Curriculum**
- g. Opportunities throughout the curriculum for students to gain and integrate an understanding of the important influences of diversity and inclusion in veterinary medicine, including the impact of implicit bias related to an individual’s personal circumstance on the delivery of veterinary medical services.

**Standard 11, Outcomes Assessment**
- 8. ethical and professional conduct, including the knowledge, skills, and core professional attributes needed to provide culturally competent veterinary care in a multidimensional and diverse society; communication skills; including those that
demonstrate an understanding and sensitivity to how diversity and individual circumstance impact veterinary care.

University of Northern Iowa

At the University of Northern Iowa, we aspire to be Diverse, Equitable, and Inclusive. These aims, in part, have been an important part of our efforts to fulfill standards from our institutional accreditor (Higher Learning Commission, HLC) or our disciplinary (programmatic) accreditors. The Federal government, through the U.S. Department of Education, has bestowed the authority to (approved) institutional accreditors (including HLC) to determine (and insure) that students attending the accredited institution are receiving a basic level of educational quality. Development of these standards, in most cases, flows from a community-based process, and conversations guided by the U.S. Department of Education’s negotiated rulemaking on accreditation. The responsibility to assess these standards is placed on a cadre of trained peer reviewers who evaluate institutional practices, resources, and alignment with accreditor’s standards and highlight institutional strengths and weaknesses that will allow HLC to determine if accreditation is warranted. Accreditation offers many crucial benefits to a student and an institution, including (but not limited to), eligibility for Title IV funding from the Federal government (federal financial aid), the ability for students to transfer credits to other institutions, validation and calibration of quality standards, eligibility for graduate school, etc.

Similarly, disciplinary (programmatic) accreditors exist to provide a quasi-independent verification of the quality of educational experiences within some academic disciplines. Although not all disciplines have programmatic accrediting bodies, many of the applied disciplines (business, nursing, education, etc.) have one or more accrediting bodies. Importantly, accreditation in some disciplines bestows graduates in those academic areas the opportunity to vie for licensure—often a critical step in successfully being placed in the workforce within that field.

Additionally, there are accreditations for student services provided by university staff. Here, the accreditation serves as an external stamp of approval to assure the students and the community that the services provided to the students meet some minimum service standards. For example, Health and Wellness Services (Health Center and Counseling Center) are fully accredited at UNI.

The accreditation process for programmatic accreditors varies, but in nearly all cases, requires peer review of the program, its outcomes, activities and resources to determine whether these align sufficiently well for the accrediting agency’s standards to bestow full-, provisional-, partial-, or no accreditation. The standards for each of these programmatic accreditors vary in their language, expectations, and flexibility to achieve full accreditation. Similarly, language describing requirements, guidance, or recommendations for DEI varies. In some cases, the language is more explicit and prescriptive, while in others, it is implicit, flexible, or open to interpretation. Below are all of the programs or units that are fully accredited at UNI, the accreditor, and representative text in the standards related to Diversity, Equity, and Inclusion. If available online, we have linked the full standards for each discipline so that you can examine, in context, the language guiding our disciplinary or institutional actions on DEI.
<table>
<thead>
<tr>
<th>Program or Unit</th>
<th>Accrider</th>
<th>Brief comments and link to standards or web guidance</th>
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<tr>
<td>Applied Engineering</td>
<td>Accreditation Board for Engineering and Technology (ABET) accredits some of the programs (e.g., electrical engineering technology and manufacturing engineering technology). The Accrediting Council for Collegiate Graphic Communication (ACCGC) accredits the Graphic Technology Program, and The Foundry Educational Foundation (FEF) offers certification for our metal casting emphasis within our manufacturing engineering technology major.</td>
<td>“Over the course of the past several years, we have developed accreditation criteria and processes for ensuring Diversity, Equity and Inclusion (DEI) is part of each student’s educational experience.” [<a href="https://www.abet.org/about-abet/diversity-equity-and-inclusion/">https://www.abet.org/about-abet/diversity-equity-and-inclusion/</a>]</td>
</tr>
<tr>
<td>Athletic Training (Master’s program)</td>
<td>Commission on Accreditation of Athletic Training Education (CAATE)</td>
<td>“...committed to equitable representation for all, including students, faculty, staff, and key stakeholders regardless of nationality, ethnicity, race, religion, age, sex, marital status, socioeconomic status, gender identity and expression, sexual orientation, physical ability or veteran status.” [<a href="https://caate.net/DEI">https://caate.net/DEI</a>]</td>
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<tr>
<td>Business</td>
<td>Association to Advance Collegiate Schools of Business (AACSB - International)</td>
<td>“Diversity and Inclusion are among AAACSB’s core values and are a critical component of the newly implemented accreditation standards.” [<a href="https://www.aacsb.edu/educators/accreditation/business-accreditation/diversity">https://www.aacsb.edu/educators/accreditation/business-accreditation/diversity</a>]</td>
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<td>The Culture and Intensive English Program (CIEP)</td>
<td>Commission on English Language Program Accreditation (CEA)</td>
<td>[<a href="https://www.cea-accredit.org/images/2022_docs_and_handbooks/2022_CEA_Standards.pdf">https://www.cea-accredit.org/images/2022_docs_and_handbooks/2022_CEA_Standards.pdf</a>] No explicit mention of DEI.</td>
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<td>Communication Disorders (M.A. program)</td>
<td>The Master of Arts (M.A.) program in speech-language pathology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA).</td>
<td>Standard 3.4A states, “3.4A An effective audiology program is organized and delivered in such a manner that the diversity, equity, and inclusion are reflected in the program and throughout academic and clinical education.” and, programs must “provide evidence that diversity, equity, and inclusion are incorporated throughout the academic and clinical program, in theory and practice;” [<a href="https://caa.asha.org/siteassets/files/accreditation-handbook.pdf">https://caa.asha.org/siteassets/files/accreditation-handbook.pdf</a>] [<a href="https://caa.asha.org/siteassets/files/Accreditation-Standards-for-Graduate-Programs.pdf">https://caa.asha.org/siteassets/files/Accreditation-Standards-for-Graduate-Programs.pdf</a>]</td>
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<tr>
<td>Accreditation Body</td>
<td>Educational Qualification</td>
<td>Educational Requirements</td>
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<tr>
<td>Counseling Council for Accreditation of Counseling and Related Educational Programs (CACREP)</td>
<td>Counselor education programs with a specialty area in rehabilitation counseling must document where each of the lettered standards listed below is covered in the curriculum. “Among these is the, “Impact of psychosocial influences, cultural beliefs and values, diversity and social justice issues, poverty, and health disparities, with implications for employment and quality of life for individuals with disabilities.” <a href="https://www.cacrep.org/section-5-entry-level-specialty-areas-rehabilitation-counseling/">https://www.cacrep.org/section-5-entry-level-specialty-areas-rehabilitation-counseling/</a></td>
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<td>Family Services (B.A. program) Certified Family Life Educators by the National Council on Family Relations (NCFR)</td>
<td>A CFLE student should be prepared to, “Demonstrate sensitivity to diversity and community needs, concerns, and interests;” and, be prepared to show competency in, Recognizing and Respecting the Diversity of Values and the Complexity of Value Choice in a Pluralistic Society;” <a href="https://www.ncfr.org/system/files/2023-02/APR%20Directions%20and%20Guidelines%202023_FINAL.pdf">https://www.ncfr.org/system/files/2023-02/APR%20Directions%20and%20Guidelines%202023_FINAL.pdf</a></td>
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<tr>
<td>HLC Higher Learning Commission</td>
<td>Within Accreditation criteria #3, “The institution’s processes and activities demonstrate include and equitable treatment of diverse populations. The institution fosters a climate of respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas, and perspectives. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.” <a href="https://www.hlc.org/about-our-accreditation/criteria/">HLC has five criteria for accreditation:</a> Criterion 1. Mission Criterion 2. Integrity: Ethical and Responsible Conduct Criterion 3. Teaching and Learning: Quality, Resources, and Support Criterion 4. Teaching and Learning: Evaluation and Improvement Criterion 5. Institutional Effectiveness, Resources and Planning</td>
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| Interior Design Council for Interior Design Accreditation (CIDA) | The interior design program exposes the role and value of:  
  k) legal recognition for the profession.  
  l) diversity, equity, and inclusion in workplace practices.  
  m) professional organizations.  
  n) life-long learning.  
  o) public service.  

Universal design refers broadly to “the design of products and environments to be useable by all people to the greatest extent possible, without the need for adaptation or specialized design.” A quote attributed to Ron Mace excerpted from North Carolina State University Center for Universal Design website. ADA and similar Canadian regulations are addressed in Standard 16. Inclusive design refers broadly to current social-political issues related to inclusion. It considers the full range of human diversity with respect to ability, language, culture, gender, age, and other forms of human difference. Design for inclusion includes a range of solutions in the built environment versus one design solution that accommodates multiple users. Examples could include gender neutral restrooms, non-gendered iconography and signage, cultural appropriation, etc.  

[https://static1.squarespace.com/static/5c9ae7530490796e32442342/t/61def12b98890e3d27744c59/1642000683919/Professional+Standards+2022.pdf](https://static1.squarespace.com/static/5c9ae7530490796e32442342/t/61def12b98890e3d27744c59/1642000683919/Professional+Standards+2022.pdf)
### Health and Wellness Services (Health Center and Counseling Center)

- Accreditation Association for Ambulatory Health Care (AAAHC) and the Health Clinic Laboratory is accredited by the Commission on Office Laboratory Accreditation (COLA), Student Wellness Services Student Wellness Services was awarded the three-year Federal Garrett Lee Smith Campus Suicide Prevention grant from Substance Abuse and Mental Health Services Administration (SAMHSA) and the Counseling Center is accredited by the International Association of Counseling Services (IACS).

- The Student Health Clinic is accredited by the Accreditation for Ambulatory Health Care (AAAHC) and Commission on Office Laboratory Accreditation (COLA). Neither of these have a DEI requirement.

- The SAMHSA grant is a campus-focused grant that requires collaboration with the Center for Multicultural Education, Gender and Sexuality Services, Military and Veterans Center, and Student Accessibility Services. How we collaborate, the effectiveness of the programs/efforts, and the number of students reached is reported back to SAMHSA through the required annual report.

- The Counseling Center is accredited through International Accreditation of Counseling Services (IACS) and according to their standards there are a few areas that require addressing diversity/multicultural services and training.

- In order to maintain IACS accreditation the UNI Counseling Center must provide the staff the ability, both funding and opportunity, to attend multicultural training to better serve underrepresented students. During the accreditation visit, UNI will need to demonstrate training staff have attended to obtain and sustain multicultural competence. Additionally, we will be required to illustrate methods of outreach focused toward diverse student populations, specifically those who frequently do not seek services but are at high risk.

### Music

- National Association of Schools of Music (NASM)


### Public Policy - Master of Public Policy (MPP)

- Network of Schools of Public Policy, Affairs, and Administration (NASPAA)

- The Dean or Program Head is asked to respond to various questions including, "How does the program promote diversity, equity, and a climate of inclusiveness for students and faculty?"; "How does the program promote diversity, equity, and a climate of inclusiveness for students?"; and, "Does the program have diversity goals?" Additionally, self-study reports require a Diversity Plan and related documents." [https://www.naspaa.org/sites/default/files/docs/2022-12/Site-visit-manual%20%20UPDATED%202022.pdf](https://www.naspaa.org/sites/default/files/docs/2022-12/Site-visit-manual%20%20UPDATED%202022.pdf)
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<th>Field</th>
<th>Organization</th>
<th>Description</th>
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<tr>
<td>Recreation and Tourism</td>
<td>The Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)</td>
<td>Standard 4.03, for example, indicates: The program shall utilize strategic hiring practices intended to result in a faculty that varies in education, training, institutions attended, gender, ethnicity, race, age, and other elements of diversity.</td>
<td><a href="https://accreditationcouncil.org/Portals/0/Documents/Standards/2022%20COAPRT%20Standards.pdf?ver=MTqs25K9F2N1FlnACse-7A%3d%3d">https://accreditationcouncil.org/Portals/0/Documents/Standards/2022%20COAPRT%20Standards.pdf?ver=MTqs25K9F2N1FlnACse-7A%3d%3d</a></td>
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<td>School Psychology EdS / Educational Psychology MAE</td>
<td>National Association of School Psychologists (NASP)</td>
<td>“School psychologists acknowledge the subtle racial, class, gender, cultural, and other biases and personal beliefs they may bring to their work and the impact these may have on their professional decisions, interactions, and activities. School psychologists also remain aware of the negative impact that biases—such as racism, sexism, and others—have on students, families, schools, and communities; thus, they collaborate with education professionals to promote respect for diversity for an inclusive and supportive school setting.”</td>
<td><a href="https://www.nasponline.org/x55315.html">https://www.nasponline.org/x55315.html</a></td>
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<td>Social Work</td>
<td>Council on Social Work Education (CSWE)</td>
<td>5.0.2(a) The program has a systematic plan to assess anti-racism, diversity, equity, and inclusion (ADEI) efforts within the program’s implicit curriculum.</td>
<td><a href="https://www.cswe.org/getmedia/94471c42-13b8-493b-9041-b30f48533d64/2022-EPAS.pdf">https://www.cswe.org/getmedia/94471c42-13b8-493b-9041-b30f48533d64/2022-EPAS.pdf</a></td>
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<tr>
<td>Teacher Preparation</td>
<td>Iowa State Department of Education</td>
<td>Guided by Standards for practitioner and administrator preparation program (Chapter 79 of Iowa State Code) which states, The institution and unit work to establish a climate that promotes and supports diversity.; “Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. (Equity, Inclusiveness, and Cultural Responsiveness)”; and, “Collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.”</td>
<td><a href="https://nast.arts-accredit.org/wp-content/uploads/sites/4/2023/05/T-2023-24-Handbook-Final-05-24-2023.pdf">https://nast.arts-accredit.org/wp-content/uploads/sites/4/2023/05/T-2023-24-Handbook-Final-05-24-2023.pdf</a></td>
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GRANT AND CONTRACT REQUIREMENTS

University of Iowa

The University of Iowa and its individual colleges and administrative units have requirements that must be met in order to effectively serve the people of Iowa.

There are more than two dozen federal requirements, accreditation standards, and research stipulations that mandate programming related to diversity, equity, and inclusion (DEI). Even the University of Iowa’s membership in the NCAA is conditioned on paying attention to diversity, equity and inclusion activities. Failure to comply with these standards is not an option.

Research

Federal funding agencies and private foundations have implicit and explicit stipulations regarding diversity, equity, and inclusion. Requirements vary and are supported via central university resources and collegiate activities. Any changes to DEI efforts on the campus of the University of Iowa will have a substantial negative impact on the research mission of the university.

RESEARCH

National Institutes of Health (NIH)

“NIH encourages institutions to diversify their student and faculty populations to enhance the participation of individuals from groups that are underrepresented in the biomedical, clinical, behavioral and social sciences.” NIH Notice (2019)

Specific grants include:
T32 training grants have required DEI components
  • UI has 26 T32 grants totaling $8M in FY 22

Other Training Grants (T34, T35, T90, R25)
  • UI has 7 T34, T35, T90, R25 grants totaling $10M in FY 22

NIH Cancer Center

“In addition, if the population of the catchment area of the Cancer Center has limited ethnic diversity, provide a discussion of the institution’s efforts to broaden the ethnic diversity of its clinical trial accrual.”
  • The UI has a Cancer Center Support Grant totaling $50M in FY 22

NIH Sponsored Clinical Trials

“People may experience the same disease differently. It’s essential that clinical trials include people with a variety of lived experiences and living conditions, as well as characteristics like race and ethnicity, age, sex, and sexual orientation, so that all communities can benefit from scientific advances.”
• The UI had $35M in clinical trials in FY 22

Department of Energy
11 grants
$13M awarded in FY 22

Debt of Energy requires Promoting Inclusive and Equitable Research (PIER) plans.

National Science Foundation (NSF)
106 grants
$20M FY 22

Broader Impacts are required of all NSF proposals. Critical elements of BI activities include:

1. full participation of women, persons with disabilities, and underrepresented minorities in science, technology, engineering, and mathematics (STEM)

2. increased public scientific literacy and public engagement with science and technology improved well-being of individuals in society; development of a diverse, globally competitive STEM workforce

NSF EPSCoR – Statewide
$20M award just announced

• Researchers from the University of Iowa will play a key role in boosting Iowa’s position as a leader in bioscience and advanced manufacturing through a new project sponsored by the National Science Foundation. The $20 million, multi-institution project brings together expertise from all three Iowa’s regent universities, Central College, and Dordt University. Iowa State University is serving as the lead institution for this award.

A key component of this project is described here:

4.6 Broadening Participation (2 pages maximum). Broadening participation in STEM is integral to building capacity within a jurisdiction and ensuring that available human and institutional resources play a meaningful role in the pursuit of the goals of the project. This includes diversity of all types – individual, institutional, and geographic. RII Track-1 project narratives should describe the current landscape of diversity, equity, and inclusion (DEI) within the jurisdiction, and provide plans for broadening the participation not only groups traditionally underrepresented in STEM but also of other groups within the jurisdiction whose eventual participation in the STEM enterprise would benefit the jurisdiction. Proposals must describe the basis for the proposal’s strategic choices for broadening participation, including the institutional diversity of the participating organizations. Example activities include those that: support the STEM education and careers of women, groups traditionally underrepresented in STEM, persons with disabilities, and veterans; develop student employment and leadership options; identify innovative strategies for faculty recruitment and retention; and expand organizational participation. Providing opportunities to engage in STEM for students who are in the first generation of the family to attend college, or those from economically disadvantaged or rural populations may also be appropriate when such strategies are responsive to jurisdictional needs. Developing
research capacity in participating institutions of all types and serving varied student populations is a required project component.

**Iowa State University**

Iowa State University must meet proposal and agency requirements related to DEI to compete for, secure, and administer federal grants and contracts from the National Science Foundation, Department of Energy, Department of Agriculture, National Institutes of Health, and NASA – among many other agencies. Iowa State’s total federal funding last year was $207 million, with an additional $20 million in federal funding received as a subcontractor.

All federal grants contain agency requirements regarding federal civil rights laws. As examples, the [National Science Foundation (NSF) Proposal and Award Policies and Procedures Guide](https://www.nsf.gov/od/dmrc/pappg/) and the [USDA Foreign Agricultural Service Award Terms and Conditions](https://www.fas.usda.gov/awardterms) contain applicable requirements for federal grants, including requirements regarding nondiscrimination compliance. See Chapter XI(A) of the PAPPG.

Institutional officials must also complete formal representations and certifications in grant proposals and awards, which include non-discrimination. An example is the [NSF AOR Certification](https://www.nsf.gov/od/od/opp/a20015.jsp). Federal awarding agencies indicate activities necessary for compliance with agency requirements using various tools, including the [USDA/FAS Civil Rights Training Requirement](https://www.fas.usda.gov/crtr) and the [USDA National Institute of Food and Agriculture (NIFA) Office of Equal Opportunity and Civil Rights FAQs](https://www.nifa.usda.gov/about-us/civil-rights) which provide overviews of compliance requirements for university partners. USDA funding to the university totaled $33M last year.

NSF’s [Broader Impacts](https://www.nsf.gov/pubs/policyguide/nsf19002.jsp) requirements relate to the full participation in research of women, persons with disabilities, and groups underrepresented in STEM fields; improved STEM education and educator development; and development of a diverse, globally competitive STEM workforce. NSF also has a policy around [Safe and Inclusive Working Environments for Off-Campus or Off-Site Research](https://www.nsf.gov/pubs/2018/nsf18002/nsf18002.jsp) which aims to eliminate sexual and other forms of harassment in science and to build inclusive scientific climates where people can learn, grow, and thrive. NSF Major Research Instrumentation grant proposals require a statement of “institutional commitment to diversity and inclusion.”

Iowa State has been and may continue to be audited regarding its compliance with grant obligations by various agencies. Examples of tools used in these reviews detail the civil rights requirements subject to evaluation, including Department of Homeland Security (DHS) Form 3095 Civil Rights Evaluation Tool, Department of Energy DEAR 970.5226-1 Diversity Plan, FAR 52.222-26 Equal Opportunity, and the United States Department of Agriculture Foreign Agricultural Service (FAS) Office of Civil Rights Questionnaire. Copies of these documents are available upon request.

DEI requirements are included, and even increasing in prevalence, in agency proposal announcements. One example is the current NSF Regional Innovation Engine Broad Agency
Announcement (BAA) which requires DEI to be woven into the culture and structure of the proposed effort and is part of the proposal evaluation rubric. Iowa State, like other competing universities, is currently pursuing this major funding opportunity.

As of 2023, the Department of Energy (DOE) Office of Science requires Promoting Inclusive and Equitable Research (PIER) Plans applicable to all funding recipients. These plans outline the strategies and activities the applicants intend to implement to ensure a diverse, equitable, and inclusive research environment and experience, and are used to inform funding decisions. This is critically important since Iowa State manages a DOE National Laboratory. DOE funding to the university last year totaled $82M.

As another recent example, Iowa State’s new NASA EPSCoR grant ($2M per year) requires certification by the university and “expands the training requirement to faculty and other senior personnel and mandates that the training cover mentor training and mentorship,” including certification that a plan is in place for any research off-campus or off-site regarding “safe and inclusive working environments.” (Chapter II.D.1.d, Proposal Certifications Provided by the Organization) Iowa State leads a new NSF EPSCoR ($4M per year for five years) program with similar requirements.

The Department of Health and Human Services, primarily through the National Institutes of Health (NIH), “encourages institutions to diversify their student and faculty populations to enhance participation of individuals from groups identified as underrepresented,” per the NIH Notice OD-20-031. Many NIH grant programs, specifically the training grants to support students or postdocs, require a “Recruitment Plan to Enhance Diversity.” Iowa State currently has one active Training grant for $256,000. NIH also has grant supplements to promote diversity in health-related research. Clinical trials supported by NIH must also consider that “health and diseases are affected by behavior, biology, environment, societal policies, and lived experiences,” so plans must be in place to support many different potential subjects in a trial. Iowa State currently manages clinical trials totaling $3.4M. NIH funding to the university last year totaled $25M.

In addition to grants, ISU is subject to Executive Order 11246 and other agency specific requirements that may be included in federal contract awards. For example, the Ames National Laboratory contract requires compliance with EO 11246, FAR 52.222-26, Equal Opportunity, DEAR 970.5226-1 Diversity Plan. Iowa State’s performance on this federal contract and the award fee are based in part upon successful compliance with these terms.

University of Northern Iowa

Below is information relating to UNI’s grants and contracts from federal agencies and sponsors that might be impacted by the recently proposed DEI (diversity, equity, and inclusion)-related legislation in Iowa. The information below is not all-inclusive but provides a fairly good view of components of federal grants and contracts at UNI.
In general, each federal grant or contract requires that UNI certify, represent, and/or otherwise assure the relevant federal agency or sponsor that UNI does not discriminate in employment, takes affirmative action for employment purposes, and complies with all applicable federal laws relating to equal employment opportunity, non-discrimination and harassment, etc. These certifications and assurances are typically signed on behalf of the university by the UNI Office of Research and Sponsored Programs (RSP). These types of certifications, representations, and assurances may not be impacted by the proposed DEI legislation.

However, depending on how DEI legislation is drafted, it could negatively impact the ability of UNI and the other Regents institutions to successfully obtain or maintain federal grants and contracts.

For example, UNI has a subaward from ISU which is funded by the National Science Foundation (NSF), the Louis Stokes Alliances for Minority Participation (LSAMP) program. UNI’s subaward is $175,000 over five years, and ISU also provides subawards to other institutions in Iowa. According to information on file with RSP, ISU’s LSAMP Prime Award is $2,999,850 over the five-year period. The LSAMP program appears to take deliberate inclusionary steps to recruit individuals based on their race. As noted in the LSAMP website material,

*The overall goal of the program is to assist universities and colleges in diversifying the nation's science, technology, engineering and mathematics (STEM) workforce by increasing the number of STEM baccalaureate and graduate degrees awarded to populations historically underrepresented in these disciplines: African Americans, Hispanic Americans, American Indians, Alaska Natives, Native Hawaiians, and Native Pacific Islanders. LSAMP's efforts to increase diversity in STEM are aligned with the goals of the Federal Government's five-year strategic plan for STEM education.*

See [LSAMP](#) program information.

There are other federal programs, such as the McNair Program, that might also take race into account. The McNair Program is through the U.S. Department of Education. As noted in the McNair Program website information, the McNair Program is intended to “prepare undergraduate students for doctoral studies” and targets participants who are “either first-generation college students with financial need, or members of a group that is traditionally underrepresented in graduate education and have demonstrated strong academic potential.” UNI has had the McNair Program in the past but does not currently have one, although it is regularly considered. The last McNair Program grant held by UNI was a five-year grant for $1,151,655.

The U.S. Department of Energy also has certain DEI-related requirements in its grant funding process. For example, the Department of Energy is currently requiring “Promoting Inclusive and Equitable Research” (PIER) Plans as part of its grant proposals. UNI has had grants with the Department of Energy and has proposals in-process for future Department of Energy grants. As
Beginning in FY 2023, all Department of Energy (DOE) Office of Science Funding Opportunity Announcements (FOAs) and DOE National Lab Announcements and other funding solicitations will require applicants to submit a Promoting Inclusive and Equitable Research (PIER) Plan as an appendix to their proposal narrative. PIER Plans should describe the activities and strategies applicants will incorporate to promote diversity, equity, inclusion, and accessibility in their research projects. PIER Plans will be evaluated as part of the merit review process and will be used to inform funding decisions.

The Department of Energy website provides further, (PIER) Plans may include, but are not limited to: strategies of your institution (and collaborating institutions, if applicable) for enhanced recruitment of undergraduate students, graduate students, and early-stage investigators (postdoctoral researchers, and others), including individuals from diverse backgrounds and groups historically underrepresented in the research community; strategies for creating and sustaining a positive, inclusive, safe, and professional research and training environment that fosters a sense of belonging among all research personnel; and/or training, mentoring, and professional development opportunities. Plans may incorporate or build upon existing diversity, equity, accessibility, and inclusion efforts of the project key personnel or applicant institution(s), but should not be a re-statement of standard institutional policies or broad principles.

Separate and apart from federal grants and contracts that might specifically require DEI-related activities, UNI’s Office of Research and Sponsored Programs has found that competitive federal grant applications or proposals that emphasize DEI-related activities have become successful applications/proposals. Examples of such DEI-related proposal activities could include certain participant recruitment, targeted information dissemination, a social justice focus, STEM inclusion, and similar activities. While these types of activities are typically not mandated by the federal sponsors, they appear to be given substantial weight in the determination of successful applications. RSP has also found that federal grant proposals that have an opportunity to include DEI-related aspects but do not do so, are not being successful in receiving awards. If UNI was not able to include DEI-related activities, goals, etc. in federal grant proposals because of DEI legislation, UNI would be less competitive and dynamic, and could lose the opportunity to acquire many different and sizable federal grants and contracts.

One example of this type of a situation is the Broader Impacts section that is required of every NSF grant application. The NSF Broader Impacts section does not limit proposals and information to DEI-related information or activities, but RSP is aware that successful proposals include the DEI-related elements such as “Inclusion” (defined as “(i)creasing and including the participation
of women, persons with disabilities and underrepresented minorities in STEM.”). See also the criteria for a Major Research Instrumentation (MRI) Program grant through NSF--<Major Research Instrumentation (MRI) Program: Instrument Acquisition or Development (nsf23519) | NSF - National Science Foundation>--which includes a section entitled “Institutional Commitment to Diversity and Inclusion” (immediately after the paragraph entitled “Broader Impacts...”, section V.A.1.d.). This section says, “Using no more than one paragraph, describe indicators of institutional commitment to promoting diversity, equity, inclusion and accessibility (DEIA) within the awardee/subawardee institution(s)....” UNI currently has three proposals for an MRI Program grant with NSF in-process.

UNI has other federal grants/contracts which could be viewed to be in conflict with or at least in question relating to particular DEI legislation. For example, in 2021, the UNI ARCTICenter received an NSF grant of $720,000 to study populations (many being indigenous populations) and how they manage climate change in the Arctic. See UNI researchers to study how Indigenous communities adapt to Arctic climate change | Inside UNI. The UNI ARCTICenter has additional NSF grants and other work involving indigenous populations in the Arctic.

UNI currently has $4.7 million of active grants/awards from NSF. The faculty member who is the ARCTICenter director at UNI has a total of $3.5 million active NSF awards; other UNI faculty members have active NSF awards of $1.2 million. In addition, starting August 1, 2023, UNI has a subaward (from/through ISU) for a NSF “Established Program to Stimulate Competitive Research” (EPSCoR) program; UNI’s subaward is for $3.1 million over five-years.

Another federal grant example at UNI of possible DEI-related activities involves grants from the U.S. Department of Agriculture (USDA). The UNI Iowa Waste Reduction Center (IWRC) has USDA grants and as part of those grants—such as a Solid Waste Management grant through the Rural Development of the Rural Utilities Service of USDA—IWRC is required to collect ethnic-related data for the communities they will work with while performing the grant work. According to IWRC, these projects are generally implemented in towns with a population of less than 5,500 people. The ethnic-related data that is gathered is then used to determine the procedures necessary for IWRC to ensure “persons with Limited English Proficiency (LEP) have meaningful access to programs and activities receiving Federal financial assistance from U.S. Department of Agriculture (USDA) Rural Development.” The USDA grant that includes the LEP requirement is $102,893 for the current year; IWRC has had this funding for three years, at approximately $100,000 each year.

UNI also has a “University Center” through and with funding from the U.S. Economic Development Administration (EDA). UNI’s EDA funding for a University Center for the current fiscal year is $131,000 and involves matching funds. I understand ISU is also an EDA University Center. Information relating to the EDA University Center program can be found at <University Centers | U.S. Economic Development Administration (eda.gov)>. As noted in the EDA University Center information, EDA considers proposals that focus on “innovation and high-growth entrepreneurship, resiliency, and inclusiveness.” (emphasis added). In a slide from a recent
webinar relating to funding for the next period for the EDA University Centers, it was stated (again, with emphasis added)–


UNI personnel were also recently on a call with EDA and EDA personnel reemphasized that “equity” is their top priority for the University Center program.

Finally, other awards such as the Federal TRIO Programs might also deserve careful thought and consideration if they are to be continued and protected. As stated by the U.S. Department of Education, “Federal TRIO Programs (TRIO) are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs.” See <TRIO Home Page (ed.gov)>. While this description does not seem to directly implicate the recently proposed DEI legislation in Iowa, someone could conceivably argue these types of programs are an “effort to promote differential treatment of or provide special benefits to individuals on the basis of race, color, or ethnicity” (quoted language is from the definition of DEI in Section 1 in HF616). Protection for these types of programs needs to be continued and assured. UNI’s TRIO Programs provide substantial assistance to local students and currently include the following (each one is a five-year grant/award): (1) UNI Talent Search, $3.2 million; (2) Educational Opportunity Centers Program, $2.6 million; (3) Upward Bound, $2.2 million; (4) Upward Bound Math and Science, $1.4 million; and (5) Talent Search Cedar Rapids, $1.4 million.
Select your primary relationship to the universities for purposes of this feedback -

Selected Choice

8425 Responses

- Current Student: 5,390 responses
- Current Faculty or Staff: 2,071 responses
- Alumni: 349 responses
- Parent of Current Student: 34 responses
- Employer: 170 responses
- Government Official: 38 responses
- Other: (please fill in below): 373 responses

Select your primary organizational affiliation for the purposes of this feedback -

Selected Choice

8425 Responses

- Iowa State University: 3,257 responses
- University of Northern Iowa: 829 responses
- University of Iowa: 3,415 responses
- University of Iowa Hospitals and Clinics: 852 responses
- Other: (please fill in below): 72 responses
Do you have experience with or knowledge of mandatory programs, trainings or activities for students or employees that address diversity, equity and inclusion at one of the universities?

8386 Responses

To the best of your knowledge, do the mandatory programs, training or activities emphasize a particular political agenda or position?

3289 Responses
Please indicate your opinion on the importance of Iowa's public universities providing optional trainings on trainings and programs addressing diversity, equity and inclusion for each of the following groups: students, faculty, staff, general public.

5982 Responses
To the best of your knowledge, do the optional programs, training or activities emphasize a particular political agenda or position?

5158 Responses

Yes: 1,009
No: 4,149

On a scale of 1 to 5, please indicate your opinion on the need for policies that limit diversity, equity and inclusion programs and activities at Iowa’s public universities.

5716 Responses

1- No need for any policy limits: 3,876
2- Slight need for policy limits: 552
3- Moderate need for policy limits: 389
4- Very important need for policy limits: 332
5- Critical need for policy limits: 567
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<thead>
<tr>
<th>Label</th>
<th>Label Description</th>
<th># of Uses</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preserve/grow</td>
<td>Believe universities should continue or need more DEI efforts. Includes concerns that less DEI would impact funding or revenue in various ways.</td>
<td>617</td>
<td>19.8%</td>
</tr>
<tr>
<td>Keep but needs improvement</td>
<td>Support DEI, but think some changes are needed</td>
<td>197</td>
<td>6.3%</td>
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<tr>
<td>Learning/educational</td>
<td>Describe DEI as opportunity to learn and educate regarding other people's experiences</td>
<td>759</td>
<td>24.3%</td>
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<tr>
<td>Support success</td>
<td>Feel DEI supports successful outcomes for various groups or individuals</td>
<td>381</td>
<td>12.2%</td>
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<tr>
<td>Environment welcoming</td>
<td>Believe DEI programming makes state of Iowa or the university a more welcoming place</td>
<td>333</td>
<td>10.7%</td>
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<tr>
<td>Workforce benefit</td>
<td>Believe DEI helps address workforce needs and readiness</td>
<td>135</td>
<td>4.3%</td>
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<tr>
<td>Study impacting campus</td>
<td>Concern that DEI study and changes in policies will harm university well-being</td>
<td>92</td>
<td>2.9%</td>
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<tr>
<td>Empathy/respect</td>
<td>Need more focus on being and teaching empathy, respect, kindness and related concepts</td>
<td>88</td>
<td>2.8%</td>
</tr>
<tr>
<td>Reducing bias</td>
<td>Desire to use DEI to help reduce or eliminate implicit and/or explicit</td>
<td>62</td>
<td>2.0%</td>
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<tr>
<td>Historical issue</td>
<td>Believe DEI addresses historical inequities</td>
<td>17</td>
<td>0.5%</td>
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<tr>
<td>Eliminate DEI</td>
<td>Desire to eliminate or abolish all DEI programming</td>
<td>170</td>
<td>5.4%</td>
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<tr>
<td>Programs can divide</td>
<td>Concern that these programs create division. People need to be united.</td>
<td>130</td>
<td>4.2%</td>
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<tr>
<td>Less DEI/Too much</td>
<td>Believe DEI programs aren't all bad, but there is too much</td>
<td>122</td>
<td>3.9%</td>
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<tr>
<td>Costly</td>
<td>Concern about funds and/or time spent on DEI</td>
<td>96</td>
<td>3.1%</td>
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<tr>
<td>Discriminatory/increase bias</td>
<td>Concern that DEI is itself discriminatory, racist or increases bias</td>
<td>73</td>
<td>2.3%</td>
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<tr>
<td>Free speech concern</td>
<td>Believe DEI prohibits free speech</td>
<td>48</td>
<td>1.5%</td>
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<tr>
<td>Meritocracy</td>
<td>Believe we should focus on merit and have a culture of meritocracy</td>
<td>45</td>
<td>1.4%</td>
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<td>Pronoun concern</td>
<td>Uncomfortable with focus on pronouns</td>
<td>8</td>
<td>0.3%</td>
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<td>Politically biased-liberal</td>
<td>Concern that DEI, by definition, is politically motivated liberal or is guided by a biased view</td>
<td>131</td>
<td>4.2%</td>
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<tr>
<td>Politically biased-conservative</td>
<td>Concern about conservative bias and political motivation impacting study and campuses</td>
<td>120</td>
<td>3.8%</td>
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<tr>
<td>Politically neutral/independent</td>
<td>Believe DEI programs or staff doing work are politically neutral or independent</td>
<td>98</td>
<td>3.1%</td>
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Individual comments could be assigned multiple labels.

Total open-ended comments: 3,123
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<tr>
<th>Office/Department/ SubDept</th>
<th>Position Title</th>
<th>FY 24 Salary</th>
<th>Benefits Cost</th>
<th>Other Compensation</th>
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<td>02 - Provost - Chief Diversity Office/Office of the Provost</td>
<td>Program Director</td>
<td>$ 95,000</td>
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<td>Compliance Specialist</td>
<td>$ 81,110</td>
<td>$ 33,417</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>02 - Provost - OIE/Office of the Provost</td>
<td>Compliance Specialist</td>
<td>$ 65,688</td>
<td>$ 27,063</td>
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<td>100%</td>
</tr>
<tr>
<td>02 - Provost - OIE/Office of the Provost</td>
<td>Compliance Specialist</td>
<td>$ 77,000</td>
<td>$ 31,724</td>
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<td>100%</td>
</tr>
<tr>
<td>02 - Provost - OIE/Office of the Provost</td>
<td>Compliance Specialist</td>
<td>$ 73,205</td>
<td>$ 30,160</td>
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<td>100%</td>
</tr>
<tr>
<td>02 - Provost - OIE/Office of the Provost</td>
<td>Compliance Specialist</td>
<td>$ 73,205</td>
<td>$ 30,160</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>02 - Provost - OIE/Office of the Provost</td>
<td>Compliance Associate Director</td>
<td>$ 139,180</td>
<td>$ 57,342</td>
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<td>100%</td>
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<tr>
<td>02 - Provost - OIE/Office of the Provost</td>
<td>Compliance Associate Director</td>
<td>$ 88,662</td>
<td>$ 36,529</td>
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<td>100%</td>
</tr>
<tr>
<td>02 - Provost - Chief Diversity Office/Office of the Provost</td>
<td>Comm/Const Relations Director</td>
<td>$ 135,613</td>
<td>$ 55,873</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>02- Provost - Chief Diversity Office/Office of the Provost</td>
<td>Comm/Const Relations Director</td>
<td>$ 62,941</td>
<td>$ 33,799</td>
<td></td>
<td>100%</td>
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<tr>
<td>02 - Provost - Chief Diversity Office/Office of the Provost</td>
<td>Secretary III</td>
<td>$ 55,141</td>
<td>$ 29,611</td>
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<td>100%</td>
</tr>
<tr>
<td>02 - Provost - OIE/Office of the Provost</td>
<td>Admin Services Specialist</td>
<td>$ 51,567</td>
<td>$ 21,246</td>
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<td>100%</td>
</tr>
<tr>
<td>02 - Provost - OIE/Office of the Provost</td>
<td>Admin Services Coordinator</td>
<td>$ 51,751</td>
<td>$ 21,321</td>
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<td>Position</td>
<td>Title</td>
<td>Salary</td>
<td>Base</td>
<td>Bonus</td>
<td>Total</td>
</tr>
<tr>
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</tr>
<tr>
<td>02 - Provost - OIE/Office of the Provost</td>
<td>Admin Services Coordinator</td>
<td>$ 41,000</td>
<td>$ 16,892</td>
<td>100%</td>
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</tr>
<tr>
<td>07 - Human Resources &amp; 02 - Provost</td>
<td>Asst VP, Employee Relations &amp; Inclusion and Senior HR Director</td>
<td>$ 188,893</td>
<td>$ 77,824</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>08 - Athletics - Student Athlete Academic Services</td>
<td>Educational Support Services Coordinator/Manager</td>
<td>$ 72,100</td>
<td>$ 29,705</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>08 - Athletics - Student Athlete Academic Services</td>
<td>Educational Support Services Specialist</td>
<td>$ 50,500</td>
<td>$ 20,806</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>11 - College of Liberal Arts and Sciences</td>
<td>Director, Diversity, Equity &amp; Inclusion</td>
<td>$ 104,700</td>
<td>$ 43,136</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>12 - Tippie College of Business</td>
<td>Acad Clin Prog Mgt Crd/Mgr</td>
<td>$ 73,571</td>
<td>$ 30,311</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>12 - Tippie College of Business</td>
<td>Acad Clin Prog Mgt Crd/Mgr</td>
<td>$ 66,261</td>
<td>$ 27,300</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>13 - College of Dentistry - 13-2250</td>
<td>Asst Director, University Counseling Service &amp; Director, Dental Counseling &amp; Wellness</td>
<td>$ 90,856</td>
<td>$ 37,433</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>13 - College of Dentistry - 13-2370 - Preventive &amp; Community Dentistry</td>
<td>Associate Professor/DEI Officer</td>
<td>$ 155,531</td>
<td>$ 39,816</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>15 - College of Engineering - Dean's Office</td>
<td>Interim Associate Dean for Diversity, Equity and Inclusion</td>
<td>$ 143,748</td>
<td>$ 44,849</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>17 - Carver College of Medicine - 17-3000</td>
<td>Administrative Services Coordinator</td>
<td>$ 43,500</td>
<td>$ 17,922</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>17 - Carver College of Medicine - 17-3000</td>
<td>Administrative Services Coordinator</td>
<td>$ 62,830</td>
<td>$ 25,886</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>17 - Carver College of Medicine - 17-3000 and 17-3210</td>
<td>Interim Assoc VP for Health Parity</td>
<td>$ 330,262</td>
<td>$ 84,547</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>17 - Carver College of Medicine - 17-3000 and 17-3255</td>
<td>Interim Assoc Dean for Health Equity</td>
<td>$ 174,800</td>
<td>$ 44,749</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>17 - Carver College of Medicine - 17-3000 and 17-3260</td>
<td>Assistant Dean</td>
<td>$ 241,012</td>
<td>$ 75,196</td>
<td>25%</td>
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</tr>
<tr>
<td>17 - Carver College of Medicine - 17-3408</td>
<td>Acad Clin Prog Mgt Crd/Mgr - working title of Assistant Director of Career Enhancement and Diversity, Equity and Inclusion</td>
<td>$ 73,985</td>
<td>$ 30,482</td>
<td>50%</td>
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</tr>
<tr>
<td>18 - College of Nursing</td>
<td>Director, Diversity, Equity &amp; Inclusion</td>
<td>$ 81,642</td>
<td>$ 33,637</td>
<td>100%</td>
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<tr>
<td>20 - College of Public Health -20-5200 - Public Health-Administration</td>
<td>Manager of Diversity, Equity, and Inclusion: Program Manager: PAD2 5A</td>
<td>$ 80,199</td>
<td>$ 33,042</td>
<td>75%</td>
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</tr>
<tr>
<td>29 - Graduate College - Administration</td>
<td>Director of Diversity, Equity &amp; Inclusion</td>
<td>$ 91,441</td>
<td>$ 37,674</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>29 - Graduate College - Administration</td>
<td>Diversity, Equity, &amp; Inclusion Coordinator</td>
<td>$ 56,331</td>
<td>$ 23,208</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>33 - Library - 33-4301</td>
<td>Senior Director, DEI/Program Director</td>
<td>$ 104,030</td>
<td>$ 42,860</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>33 - Library - 33-4301</td>
<td>Coordinator, Staff Development &amp; Diversity Programming</td>
<td>$ 83,687</td>
<td>$ 34,749</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>49 - VP Student Life - 49-4600</td>
<td>Executive Director, Inclusion and Belonging</td>
<td>$ 116,688</td>
<td>$ 48,075</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>49 - VP Student Life - 49-4616</td>
<td>Director, MISSE</td>
<td>$ 81,000</td>
<td>$ 33,372</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>49 - VP Student Life - 49-4616</td>
<td>Coordinator, Asian Pacific American Cultural Center</td>
<td>$ 44,432</td>
<td>$ 18,306</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>49 - VP Student Life - 49-4616</td>
<td>Coordinator, Latino Native American Cultural Center</td>
<td>$ 47,383</td>
<td>$ 19,522</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Position</td>
<td>Salary</td>
<td>Benefits</td>
<td>FTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Coordinator, Afro-American Cultural Center</td>
<td>$49,833</td>
<td>$20,531</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinator, Pride Alliance Center</td>
<td>$50,123</td>
<td>$20,651</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinator, International Student Support &amp; Engagement (0.5 FTE)</td>
<td>$23,804</td>
<td>$9,807</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temp Program Assistant, Hubbard Scholars</td>
<td>$20,880</td>
<td>$2,464</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Manager</td>
<td>$81,370</td>
<td>$33,524</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office/Department/SubDept</td>
<td>Position Title</td>
<td>FY 24 Salary</td>
<td>Benefits Cost</td>
<td>Other Compensation</td>
<td>% effort</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------</td>
<td>--------------</td>
<td>---------------</td>
<td>--------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Vice President for Diversity, Equity, and Inclusion</td>
<td>Vice President</td>
<td>$249,602.00</td>
<td>$93,600.75</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Vice President for Diversity, Equity, and Inclusion</td>
<td>Program Specialist III</td>
<td>$75,325.00</td>
<td>$28,246.88</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Department of Public Safety</td>
<td>Police Officer III</td>
<td>$82,082.00</td>
<td>$40,138.10</td>
<td>$0.00</td>
<td>50.00%</td>
</tr>
<tr>
<td>Graduate College - Federal McNair Scholars, Federal LSAMP Grant</td>
<td>Program Specialist III</td>
<td>$74,141.00</td>
<td>$27,802.88</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Graduate College - Federal McNair Scholars, Federal LSAMP Grant</td>
<td>Program Specialist II</td>
<td>$56,500.00</td>
<td>$24,937.50</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Science Bound</td>
<td>Senior Manager Programs</td>
<td>$85,830.00</td>
<td>$32,186.25</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Science Bound</td>
<td>Program Specialist II</td>
<td>$52,053.00</td>
<td>$19,519.88</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>College of Agriculture and Life Sciences</td>
<td>Adjunct Associate Professor</td>
<td>$122,541.00</td>
<td>$34,311.48</td>
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<td>60.00%</td>
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<tr>
<td>College of Agriculture and Life Sciences</td>
<td>Senior Multicultural Student Success</td>
<td>$68,000.00</td>
<td>$25,500.00</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Ivy College of Business</td>
<td>Multicultural Student Success</td>
<td>$54,148.00</td>
<td>$20,305.50</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>College of Design</td>
<td>Multicultural Student Success</td>
<td>$72,000.00</td>
<td>$27,000.00</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>College of Design</td>
<td>Multicultural Student Success</td>
<td>$60,396.00</td>
<td>$22,648.50</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>Associate Dean</td>
<td>$217,148.00</td>
<td>$60,801.44</td>
<td>$0.00</td>
<td>60.00%</td>
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<tr>
<td>College of Engineering</td>
<td>Business Systems Analyst III</td>
<td>$85,804.00</td>
<td>$32,186.25</td>
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<td>70.00%</td>
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<tr>
<td>College of Engineering</td>
<td>Multicultural Student Success</td>
<td>$87,095.00</td>
<td>$32,660.63</td>
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<td>100.00%</td>
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<tr>
<td>College of Engineering</td>
<td>Multicultural Student Success</td>
<td>$56,500.00</td>
<td>$21,210.00</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>College of Liberal Arts and Sciences</td>
<td>Multicultural Student Success</td>
<td>$57,397.00</td>
<td>$21,523.88</td>
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<td>100.00%</td>
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<td>College of Liberal Arts and Sciences</td>
<td>Associate Dean</td>
<td>$145,683.00</td>
<td>$40,791.24</td>
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<td>College of Liberal Arts and Sciences</td>
<td>Program Specialist III</td>
<td>$86,648.00</td>
<td>$32,493.00</td>
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<td>100.00%</td>
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<tr>
<td>College of Human Sciences</td>
<td>Senior Multicultural Student Success</td>
<td>$65,650.00</td>
<td>$24,618.75</td>
<td>$0.00</td>
<td>100.00%</td>
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<tr>
<td>Ames National Laboratory</td>
<td>Human Resource Generalist III</td>
<td>$81,549.00</td>
<td>$30,580.88</td>
<td>$0.00</td>
<td>33.00%</td>
</tr>
<tr>
<td>Extension and Outreach</td>
<td>Program Specialist II</td>
<td>$54,540.00</td>
<td>$20,452.50</td>
<td>$0.00</td>
<td>25.00%</td>
</tr>
<tr>
<td>Extension and Outreach</td>
<td>Program Specialist III</td>
<td>$78,329.00</td>
<td>$29,373.38</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Center for LGBTQIA++ Student Success</td>
<td>Assistant Director Student Services</td>
<td>$62,620.00</td>
<td>$23,482.50</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Center for LGBTQIA++ Student Success</td>
<td>Student Services Specialist I</td>
<td>$43,295.00</td>
<td>$16,235.63</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Hixson Opportunity Awards Office</td>
<td>Assistant Director Student Services</td>
<td>$65,704.00</td>
<td>$24,639.00</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Hixson Opportunity Awards Office</td>
<td>Student Services Specialist II</td>
<td>$53,000.00</td>
<td>$19,875.00</td>
<td>$0.00</td>
<td>100.00%</td>
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<tr>
<td>National Conference on Race/Ethnicity</td>
<td>Assistant Director Student Services</td>
<td>$80,266.00</td>
<td>$30,099.75</td>
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<td>100.00%</td>
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<tr>
<td>National Conference on Race/Ethnicity</td>
<td>Student Services Specialist II</td>
<td>$50,101.00</td>
<td>$19,134.00</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Multicultural Student Affairs (DSO)</td>
<td>Assistant Dean of Students</td>
<td>$96,960.00</td>
<td>$36,360.00</td>
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<td>100.00%</td>
</tr>
<tr>
<td>Multicultural Student Affairs (DSO)</td>
<td>Student Services Specialist III</td>
<td>$63,761.00</td>
<td>$23,910.38</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Multicultural Student Affairs (DSO)</td>
<td>Student Services Specialist I</td>
<td>$44,440.00</td>
<td>$16,665.00</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Multicultural Student Affairs (DSO)</td>
<td>Student Services Specialist I</td>
<td>$45,450.00</td>
<td>$17,043.75</td>
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<td>100.00%</td>
</tr>
<tr>
<td>Department</td>
<td>Position</td>
<td>Salary</td>
<td>Base Salary</td>
<td>Bonus</td>
<td>Total</td>
</tr>
<tr>
<td>------------------------------------------------</td>
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</tr>
<tr>
<td>Margaret Sloss Center Women/Gender Equity</td>
<td>Assistant Director Student Services</td>
<td>$65,420</td>
<td>$24,532.50</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Margaret Sloss Center Women/Gender Equity</td>
<td>Student Services Specialist II</td>
<td>$47,470</td>
<td>$17,801.25</td>
<td>$0.00</td>
<td>100.00%</td>
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<tr>
<td>Student Accessibility Services</td>
<td>Assistant Director Student Services</td>
<td>$63,630</td>
<td>$23,861.25</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Student Accessibility Services</td>
<td>Student Services Specialist II</td>
<td>$43,430</td>
<td>$16,286.25</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Student Accessibility Services</td>
<td>Student Services Specialist III</td>
<td>$62,418</td>
<td>$23,406.75</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Student Accessibility Services</td>
<td>Student Services Specialist II</td>
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<td>$17,664.75</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Student Accessibility Services</td>
<td>Student Services Coordinator II</td>
<td>$42,707</td>
<td>$16,015.13</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Military Affiliated Student Center</td>
<td>Assistant Director Student Services</td>
<td>$69,715</td>
<td>$26,143.13</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Military Affiliated Student Center</td>
<td>Student Services Specialist II</td>
<td>$49,038</td>
<td>$18,389.25</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Office of Equal Opportunity</td>
<td>Director Equal Opportunity</td>
<td>$230,280</td>
<td>$64,478.40</td>
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</tr>
<tr>
<td>Office of Equal Opportunity</td>
<td>Equal Opportunity Specialist III</td>
<td>$109,379</td>
<td>$41,017.13</td>
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<td>100.00%</td>
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<tr>
<td>Office of Equal Opportunity</td>
<td>Equal Opportunity Specialist II</td>
<td>$65,501</td>
<td>$24,562.88</td>
<td>$0.00</td>
<td>100.00%</td>
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<tr>
<td>Office of Equal Opportunity</td>
<td>Equal Opportunity Specialist II</td>
<td>$79,557</td>
<td>$29,833.88</td>
<td>$0.00</td>
<td>100.00%</td>
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<tr>
<td>Office of Equal Opportunity</td>
<td>Equal Opportunity Specialist II</td>
<td>$72,038</td>
<td>$27,014.25</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Office of Equal Opportunity</td>
<td>Equal Opportunity Specialist II</td>
<td>$74,974</td>
<td>$28,115.25</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Office of Equal Opportunity</td>
<td>Administrative Assistant II</td>
<td>$49,528</td>
<td>$18,573.00</td>
<td>$0.00</td>
<td>100.00%</td>
</tr>
<tr>
<td>Office/Department/SubDept</td>
<td>Position Title</td>
<td>FY24 Salary</td>
<td>Benefits Cost</td>
<td>Other Compensation</td>
<td>% effort</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------</td>
<td>-------------</td>
<td>---------------</td>
<td>-------------------</td>
<td>----------</td>
</tr>
<tr>
<td>President's Division/President's Office</td>
<td>Assistant to the President/Chief Diversity Officer</td>
<td>$121,554</td>
<td>$39,262</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>President's Division/Compliance &amp; Equity Management</td>
<td>Assistant to the President</td>
<td>$140,301</td>
<td>$45,317</td>
<td></td>
<td>90%</td>
</tr>
<tr>
<td>President's Division/Compliance &amp; Equity Management</td>
<td>Assistant Director</td>
<td>$59,510</td>
<td>$24,340</td>
<td></td>
<td>95%</td>
</tr>
<tr>
<td>President's Division/Compliance &amp; Equity Management</td>
<td>Equity Specialist</td>
<td>$56,925</td>
<td>$23,282</td>
<td></td>
<td>85%</td>
</tr>
<tr>
<td>President's Division/Compliance &amp; Equity Management</td>
<td>Equity Investigator</td>
<td>$57,346</td>
<td>$23,455</td>
<td></td>
<td>95%</td>
</tr>
<tr>
<td>Student Life/Diversity, Inclusion &amp; Social Justice</td>
<td>Director</td>
<td>$93,150</td>
<td>$38,098</td>
<td></td>
<td>90%</td>
</tr>
<tr>
<td>Student Life/Diversity, Inclusion &amp; Social Justice</td>
<td>Retention &amp; Mentoring Coordinator</td>
<td>$46,603</td>
<td>$19,061</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Student Life/Diversity, Inclusion &amp; Social Justice</td>
<td>LGBTQ+ Student Services Coordinator</td>
<td>$46,603</td>
<td>$19,061</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Student Life/Diversity, Inclusion &amp; Social Justice</td>
<td>Military &amp; Veteran Student Services Coordinator</td>
<td>$47,125</td>
<td>$19,274</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Student Life/Student Accessibility Services</td>
<td>Asst Dean of Students/Accessibility Services</td>
<td>$65,553</td>
<td>$26,811</td>
<td></td>
<td>90%</td>
</tr>
<tr>
<td>Student Life/Student Accessibility Services</td>
<td>Student Accommodation Specialist</td>
<td>$36,000</td>
<td>$14,724</td>
<td></td>
<td>95%</td>
</tr>
<tr>
<td>Academic Affairs/Enrollment Mgmt/Admissions</td>
<td>Assistant Director Diversity Recruitment</td>
<td>$51,750</td>
<td>$21,166</td>
<td></td>
<td>75%</td>
</tr>
<tr>
<td>Academic Affairs/Enrollment Mgmt/Admissions</td>
<td>Transfer Admissions Counselor/Multicultural</td>
<td>$39,395</td>
<td>$16,113</td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>Academic Affairs/Enrollment Mgmt/Admissions</td>
<td>Assoc Director International Recruitment</td>
<td>$83,117</td>
<td>$33,995</td>
<td></td>
<td>90%</td>
</tr>
<tr>
<td>Academic Affairs/Enrollment Mgmt/Admissions</td>
<td>Asst Director International Recruitment</td>
<td>$55,610</td>
<td>$22,744</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Academic Affairs/Enrollment Mgmt/Admissions</td>
<td>Admissions Counselor/Multicultural</td>
<td>$41,427</td>
<td>$16,944</td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>Academic Affairs/Enrollment Mgmt/Admissions</td>
<td>International Admissions Counselor</td>
<td>$41,427</td>
<td>$16,944</td>
<td></td>
<td>95%</td>
</tr>
<tr>
<td>Academic Affairs/Culture &amp; Intensive English Program</td>
<td>Academic Support Specialist</td>
<td>$57,803</td>
<td>$23,641</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Academic Affairs/Culture &amp; Intensive English Program</td>
<td>Academic Support Specialist</td>
<td>$47,953</td>
<td>$19,613</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Academic Affairs/Culture &amp; Intensive English Program</td>
<td>Academic Support Specialist</td>
<td>$47,953</td>
<td>$19,613</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Academic Affairs/Culture &amp; Intensive English Program</td>
<td>Curriculum &amp; Assessment Coordinator</td>
<td>$50,704</td>
<td>$20,738</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Academic Affairs/International Engagement</td>
<td>Immigration &amp; Advising Coordinator</td>
<td>$44,762</td>
<td>$18,308</td>
<td></td>
<td>90%</td>
</tr>
<tr>
<td>Academic Affairs/International Engagement</td>
<td>Director</td>
<td>$80,000</td>
<td>$32,720</td>
<td></td>
<td>90%</td>
</tr>
<tr>
<td>Academic Affairs/College of Business/Professional Distinctions Operations</td>
<td>Academic Advisor/Diversity &amp; Inclusion</td>
<td>$50,715</td>
<td>$20,742</td>
<td></td>
<td>40%</td>
</tr>
<tr>
<td>Academic Affairs/College of Business/Professional Distinctions Operations</td>
<td>Academic Advisor/Diversity &amp; Inclusion</td>
<td>$49,000</td>
<td>$20,041</td>
<td></td>
<td>40%</td>
</tr>
</tbody>
</table>