

Status of Women at Iowa State University

2014

**Presented by the Status of Women Subcommittee of the
University Committee on Women**

**Sandy Gahn – Co-Chair
Tobie Matava – Co-Chair
Dianne Bystrom
Craig Ogilvie
Anastasia Prokos
Jennifer Farley**

Executive Summary

The UCW convened a subcommittee to extend and update the 2002 Status of Women at Iowa State University Report. The report documents the representation and experiences of women at the university using statistical data and responses to several surveys of students, staff, and faculty. It examines women's representation at the university, opportunities for mentoring and professional development, work/life balance concerns, and other issues relevant to specific populations and to diversity.

The main conclusions of this 2014 report were:

1. Women continue to be underrepresented in key areas, including undergraduate students, top level P&S positions, and tenured faculty positions.
2. Women continue to have unmet needs related to mentoring and professional development, as well as policies that help them balance work and life.
3. The university lacks data on a number of key issues, including that covering professional students, and mentoring among undergraduate and graduate students.
4. Many faculty, staff, and students lack basic knowledge about diversity and diversity initiatives, creating an unwelcoming environment for many women, LGBT, and race/ethnic minority members.

Improvements since 2002 included:

1. The proportion of women faculty at all levels of the tenure track has increased from 25.9% to 31.2%.
2. Women now hold six of nine university dean positions. While 26% of department chair positions are held by women, they are still underrepresented in this key position which impacts departmental culture.
3. The proportion of women graduate students has increased from 40.4% in 2002 to 43.6% in 2013.

Persistent and recurring problems were:

1. Women comprise only 43.4% of undergraduates. That is far below the national average of 57%.
2. Although women hold 55.1% of the Professional & Scientific positions they continue to be concentrated in lower ranks, despite an overhaul of the P&S classification system.
3. The university still has no modified duty policy for the arrival of a child or care of elderly dependents.
4. Women now comprise 42.3% of tenure-eligible faculty, but 55.1% of non-tenure-eligible faculty. At the time of this study two departments had no tenured women faculty and eight had no tenure-eligible women.
5. The quality and consistency of data collection improved some in the short term, but continues to be uneven across populations.

The report includes targeted recommendations for continued action in the following areas as top priorities:

1. Improve the Representation of Women at Iowa State
2. Increase Opportunities for Mentoring, Training, and Professional Development
3. Improve Work/Life Balance
4. Improve Faculty, Staff, and Student Knowledge about Diversity and Diversity Initiatives

Status of Women Subcommittee

Sandy Gahn, Associate Director Office of Institutional Research

Tobie Matava, Librarian Parks Library

Dianne Bystrom, Director of the Carrie Chapman-Catt Center

Craig Ogilvie, Assistant Dean in the Graduate College

Anastasia Prokos, Associate Professor of Sociology and Women's & Gender Studies

Jennifer Farley, School of Education

The committee would like to thank the following people for their helpful contributions and insights on the materials contained in this report:

Dawn Bratsch-Prince, Associate Provost

Sharon Bird, Professor of Sociology

2011-12 UCW Subcommittee on Mentoring/Leadership/Advancement

Julia Sullivan, Assistant Director Office of Student Financial Aid

Michele Farnham, Manager of Facilities Service ISU Research Park

Deb Larkin, Police Lieutenant

2011-12 UCW Subcommittee on Work/Life

John Taylor, Program Coordinator

Jen Blackhurst, Associate Professor of Supply Chain and Information Systems

Kristen Constant, Professor and Chair of Materials Science & Engineering

Table of Contents

| | |
|---|----|
| 1.0 Introduction..... | 1 |
| 2.0 Data Gathering Techniques..... | 2 |
| 3.0 Data and Findings | 4 |
| 3.1 Undergraduate Students..... | 4 |
| 3.2 Graduate Students..... | 9 |
| 3.3 Professional Students – College of Veterinary Medicine..... | 15 |
| 3.4 Postdoctoral Associates | 18 |
| 3.5 Professional and Scientific Staff..... | 21 |
| 3.6 Merit Staff..... | 26 |
| 3.7 Faculty | 32 |
| 3.8 Administration..... | 41 |
| 4.0 Overall Recommendations..... | 43 |
| 5.0 Resources | 46 |

List of Figures

| | |
|---|----|
| Figure 1. Female Undergraduate Enrollment 1994-2013 | 4 |
| Figure 2. Percentage of Female Graduate Students 2002-2013..... | 10 |
| Figure 3. Female Graduate Enrollment Trends by College 2002-2013..... | 10 |
| Figure 4. Veterinary Medicine Enrollment by Gender 2002-2013..... | 15 |
| Figure 5. Veterinary Medicine Faculty by Gender and Tenure Status 2002-2013..... | 16 |
| Figure 6. Postdoctoral Associates by Gender 2002-2013..... | 18 |
| Figure 7. Distribution of P&S Staff by Pay Grade and Gender..... | 21 |
| Figure 8. Number of Female and Male Merit Employees by Category of Employment,..... | 26 |
| Figure 9. Changes in Merit Employment 2002-2013 | 27 |
| Figure 10. Merit Job Category by Gender | 28 |
| Figure 11. Number of Faculty by Gender 2002-2013..... | 32 |
| Figure 12. Percent of Women Faculty by Tenure Status | 33 |

List of Tables

| | |
|--|----|
| Table 1. Office of the Registrar Fall 2013 Enrollment | 5 |
| Table 2. Female Graduate Enrollment 2002-2013..... | 9 |
| Table 3. Distribution of P&S Staff by Pay Grade and Gender | 22 |
| Table 4. Faculty Gender by Tenure Status..... | 33 |
| Table 5. Faculty by Rank, Tenure Status, and Gender | 34 |
| Table 6. Departments Lacking Tenured or Tenure Eligible Women Faculty, 2013-14 | 34 |
| Table 7. AAU Institutions, Faculty by Percent Men and Women, 2012 | 36 |

1.0 Introduction

“The University Committee on Women (UCW) works to promote a university climate that fosters the full participation of women faculty, staff and students. The committee concerns itself with policies and practices that may cause particular difficulties for women as employees and students” (UCW Mission Statement, 2013). UCW goals include monitoring the institution’s performance in regard to representation and advancement of women and advising the university administration on issues affecting women faculty, staff and students. As part of this mission, the UCW submitted its first *Status of Women at ISU* report to the Provost’s Office in May 2002.

In the fall of 2010, the University Committee on Women convened the *Status of Women Subcommittee* to update and expand the 2002 *Status of Women Report*. The subcommittee was composed of UCW board members, faculty, and staff from various units at ISU. The data used for this report was provided by the Office of Institutional Research, Office of the Senior Vice President and Provost, Human Resources and the Graduate College. In addition, two other UCW subcommittees – Mentoring and Work-Life Management – contributed information and data for this report.

The 2014 *Status of Women Report* has four main objectives: 1) to replicate the findings from the 2002 report using current and trend data; 2) to evaluate the progress made since the 2002 report in key areas identified as problem areas for women in the previous report; 3) to expand the coverage and depth of the report, especially with regard to students and staff; and 4) to cover a broad range of issues relevant to women’s experiences on campus. In order to meet these objectives, the report includes both statistical and qualitative data relating to Merit and Professional and Scientific (P&S) staff; undergraduate, professional and graduate students; and postdocs and faculty. In addition to reporting to UCW the updated findings about women’s status at Iowa State in 2014, the committee was charged with developing a list of recommendations for continuing improvement of women’s status across campus.

Since 2002, the university has made substantial strides in the two areas examined by the 2001 Task Force. An outgrowth of the 2002 report included the ADVANCE grant. The grant team streamlined data gathering procedures for women faculty and administration at ISU. The 2002 report also indicated that ISU lacked women in leadership positions. Since that time, the university has made a concerted effort to hire women for positions at the highest levels, as well as promoted women to serve as Deans in six colleges. The committee applauds these gains and encourages the current administration to continue to support women in leadership positions.

Despite many improvements, this report indicates several persistent areas of concern. First, women P&S staff continue to be concentrated at lower ranks. The lack of standardization and central oversight of P&S positions is likely connected to women’s continued lower status in these positions. Second, although women’s representation in faculty positions has increased at all levels, much of the increase in women’s representation is among non-tenure eligible faculty, a group that has grown more rapidly than other faculty ranks in the last 10 years. Third, the representation of women students continues to lag substantially behind national averages. Finally, some of the headway made in better data collection through the ADVANCE program, as

well as some of the improvements in women's representation in leadership positions has deteriorated in more recent years.

Using the 2002 *Status of Women* report as a baseline, the subcommittee was charged with expanding the report to more fully address the experiences of all women on campus. The committee considered the following questions essential to the study of gender equity:

- Why is Iowa State significantly and persistently below the national average with regard to the representation of women undergraduates?
- What is the culture and climate for women students, merit and P&S staff, and faculty within their departments?
- Are women represented at the highest levels in their employment categories and how have the percentages changed over time? Are there opportunities for leadership and promotion for women staff and faculty?
- What are the experiences of women from different cultures on this campus? What needs to be done to promote cultural competency of all students and employee groups?
- What policies and practices can Iowa State implement to improve the climate and culture for women on campus? This may include things such as flexible policies to balance work/life, equalizing compensation, recognition of successful performance, clear paths to promotion, and training in cultural competency.

2.0 Data Gathering Techniques

The subcommittee drew on a variety of data sources to produce this report, including many of the same sources used in the 2002 report. Annual personnel data were collected by the offices of Institutional Research and Human Resources. Student data were collected from the official records maintained by the Office of the Registrar for the fall term of each year. The Graduate College provided additional data related to graduate students and postdocs.

To give a more complete picture of women's experiences at Iowa State, the report also includes information from the 2011 University Life Survey, the 2012 American Association of Universities Data Exchange (AAUDE) Faculty Satisfaction Survey, and a 2012 survey of women graduate students conducted by the Graduate College.

The University Life Survey included 20 closed-ended questions pertaining to nine university goals, followed by an open-ended response section that asked for "any additional comments or feedback." A total of 806 staff, faculty and students provided feedback on a range of issues, sometimes directly responding to material on the survey, and often diverging from the survey material to speak to issues of importance to them. For this report, we draw on women's open-ended responses, emphasizing those that are most relevant to the issues in the report. While some women shared positive perspectives about ISU, the bulk of the comments consisted of critiques

and suggestions for improvement, as is often the case in open-ended comments on this type of survey.

The AAUDE Faculty Satisfaction Survey was administered to faculty members, including tenured faculty, tenure-eligible (assistant professors), and non-tenure-eligible (lecturers and adjunct faculty) and included a substantial number of both open-ended and standard-response items. The survey asked about satisfaction, work/life balance, departmental culture, life outside the institution, mentoring, and basic demographics.

The survey of graduate students was conducted during the spring 2012 semester. A task force of graduate students, staff and faculty created the survey to gather information from women graduate students about their experiences at Iowa State. The survey was adapted from similar surveys administered at Massachusetts Institute of Technology and the University of Maryland. The survey had four main sections: campus climate; professional development and academic services; student workload and student services; and wellness, family and housing.

For this report, we draw heavily on women's open-ended responses to survey questions, especially those that are most relevant to the foci of the report. Many women also spoke to issues beyond the scope of this report. In particular, many respondents to the University Life Survey were quite interested in and concerned about sustainability and the university's environmental practices. Responses we emphasize are those related to women's experiences and women's perspectives about diversity and women's initiatives.

3.0 Data and Findings

Below we report findings for each of the populations of interest. For each population we cover six areas: summary statistics, mentoring, work/life, population specific issues, University Life survey findings, and recommendations. (The exception is that the report does not cover work/life balance for the undergraduate student population.) Data and findings are all based on 2013 data, unless otherwise indicated.

3.1 Undergraduate Students

I. Statistics

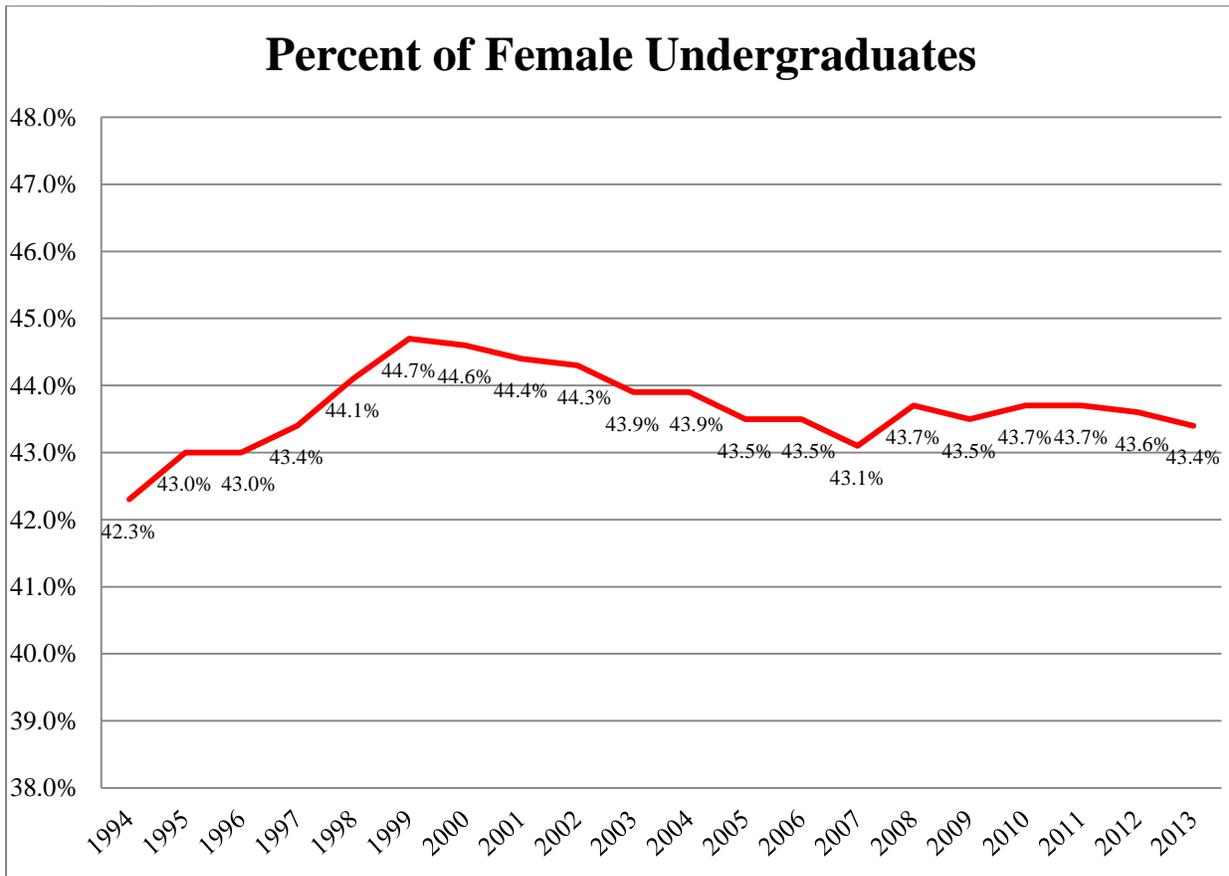


Figure 1. Female Undergraduate Enrollment 1994-2013

Figure 1 highlights the changing enrollment of women at Iowa State University based on ISU enrollment statistics from the Office of the Registrar. The percentage of women undergraduates reached a maximum in 1999, when women comprised nearly 44.7% of undergraduate enrollment. Beginning in 2000, there is a downward trend in the enrollment of women undergraduates with a minimum reached in 2007 when women comprised 43.1% of all undergraduates. Since that time, the number of women enrolling at ISU consistently hovered around 43%. Iowa State’s enrollment of women undergraduates is counter to the national trend. According to the American Council of Education’s report *Gender Equity in Higher Education*,

women represent 57% of those enrolled in higher education and earning bachelor’s degrees in 2009 (King, 2010).

Enrollments by college show substantial differences (see Table 1). The College of Liberal Arts and Sciences has equal enrollment of men and women (49.8% women), while the College of Engineering has only 15.4% women undergraduates. The College of Design – with 54.1% of its enrollment female – and the College of Agriculture and Life Sciences (CALs) – with 48.1% of its enrollment female – also come close to gender parity in undergraduate students. The College of Business’ undergraduate female enrollment is a little more than one-third (35.6%), whereas women comprise 79.2% of the enrollment in the College of Human Sciences. Enrollment in Veterinary Medicine is not included here but is discussed in the “Professional Students” section. These data lead us to ask some important questions about what strategies are being used to encourage women students to major in engineering and business, what the university can do to support these efforts, and what is being done to encourage male students to enter human sciences?

| Fall Semester Enrollment, 2013 | | | |
|---------------------------------------|---------------|---------------|-----------------------|
| <u>College</u> | <u>Male</u> | <u>Female</u> | <u>Percent Female</u> |
| Agriculture & Life Sciences | 2,228 | 2,063 | 48.1% |
| Business | 2,375 | 1,312 | 35.6% |
| Design | 826 | 973 | 54.1% |
| Engineering | 6,025 | 1,098 | 15.4% |
| Human Sciences | 846 | 3,222 | 79.2% |
| Liberal Arts & Sciences | 3,358 | 3,333 | 49.8% |
| Total | 15,658 | 12,001 | 43.4% |

Table 1. Office of the Registrar Fall 2013 Enrollment

II. Availability of Mentoring for Undergraduate Students

During the 2010-2011 academic year, the mentoring subcommittee received information from campus units identifying programs, formal or informal, that could fall under one of the following categories: mentoring; networking (e.g., formal or informal, electronic or physical location); and peer-to-peer tutoring. In 2011-2012, the committee requested additional details from each college about existing mentoring programs including: name of the program(s), program(s) contact information, program frequency, program participant data from January 2010, program marketing, program start date (year it began) and current status of program (active/inactive).

Emails were sent in January 2012 to 35 university contacts across campus who had identified programs in their units as related to mentoring. These contacts included representatives from the six undergraduate colleges, Business and Finance, Student Affairs, and others. A total of 14 responses were received.

The committee found that learning communities span all colleges and serve a significant number of first-year students. This is a growing and successful mentoring program. Other groups of

undergraduate students, such as transfer students, also have access to learning communities. The College of Agriculture and Life Sciences reported a variety of mentoring programs available to undergraduates outside of the learning community option, such as the George Washington Carver Internship Program and the Science with Practice program. Given these resources, especially the success of the learning communities, we believe some excellent programs are currently in place for student mentoring.

The information provided about these programs did not address how well they serve women students. Few responses tracked or included gender breakdowns of the participants or leaders of the programs. Information needed to assess the impact of mentoring for undergraduate students would include: 1) the number and proportion of women students and students of color served in various mentoring programs; 2) the number and proportion of women students and students of color serving as leaders in each type of mentoring program; and 3) the success of mentoring programs for enhancing the experiences of women and students of color.

III. Special/Unique Issues for Undergraduate Students

In accordance with its land grant mission, Iowa State has traditionally focused on agriculture, engineering and other science, technology, engineering, and math (STEM) fields. Women have historically been underrepresented in these fields. Iowa State should continue to encourage young women to consider STEM careers. Commendable efforts have been made in the College of Engineering to increase the number of women and minority students through the National Science Foundation-funded “Student Enrollment and Engagement through Connections” project as well as the Program for Women in Science and Engineering. In addition, the College of Human Sciences hosts the Center for Excellence in Science, Mathematics and Engineering Education, which coordinates two campus-wide Iowa Mathematics and Science Education Partnership projects. We applaud these efforts and support any additional initiatives to help recruit and retain women in the STEM fields at Iowa State. Iowa State University must also recognize that cuts to programs outside of STEM will likely disproportionately affect women students. In order to recruit and retain women students, an emphasis on a strong, liberal arts education must be retained. According to Jacobs (1996) more than half of students change majors during college. This may have a substantial impact on Iowa State’s ability to recruit and retain women into a variety of programs, including those in STEM.

Another area of concern is leadership opportunities for undergraduate women. A review of ISU student organizations shows that while women provide leadership in many student organizations, they are less likely to hold the position of president in high profile student organizations. For example, an analysis of all student councils listed on the student organizations website in 2014, shows that seven of 23 organizations have female presidents, up from six in 2012. Two organizations have dual male and female presidents, and 14 have male presidents. An additional review of 71 special interest groups listed on the website shows that there are 18 female presidents, 50 male presidents, one organization with dual male/female presidents, one organization with dual female presidents and one organization with three male presidents. In all, women hold leadership positions in less than one-third of student special interest groups. Finally, review of the Iowa State University Government of the Student Body (GSB) in 2014 indicates that women hold two of the four leadership positions within the executive and

legislative branches, and less than half of the executive cabinet positions are held by women. Approximately one quarter of Senators and less than half of Justices are women. Examination of the combined executive, legislative and judicial branches of the GSB shows only about one third of positions are held by women. This indicates that women are represented less in student government than they are in the total population of the university.

The number of undergraduate women in student leadership positions at Iowa State supports the findings of a 2011 Princeton University report on undergraduate women's leadership. The Princeton committee found that "women, more than men, tend to hold behind-the-scenes positions or seek to make a difference outside of elected office in campus groups; that women do not assert themselves as often in class discussions, yet tend to outperform men academically; and that these and other patterns reflect the different ways in which undergraduate women and men view their college experience" (Princeton University Steering Committee on Undergraduate Women's Leadership, 2011). The committee noted that this pattern was "common on other campuses" as well (Princeton University Steering Committee on Undergraduate Women's Leadership, 2011).

To encourage undergraduate female students to take on leadership roles, the university needs to find ways to address old stereotypes about women's ability to preside over major campus organizations. For example, Iowa State could provide funds to host a nationally recognized program – Elect Her: Campus Women Win – that recruits and trains female undergraduates to seek and secure leadership positions in campus organizations, especially student government.

IV. Undergraduate Student Comments from University Life Survey

Undergraduate student concerns touched on many different issues, ranging from the sustainability of the university (the most common) to remarks about satisfaction with professors. A total of 350 undergraduate students provided comments on the University Life Survey. The remarks most relevant to this report center on those about diversity and women's feelings of inclusion on campus. Very few women wrote comments specifically concerning gender. The comments below illustrate the types of problems students identified around the issue of diversity.

Among undergraduates, diversity was a hot button issue with many students commenting on their personal experiences. One of the most troublesome threads of comments displayed a clear "anti-Asian" sentiment. While these comments were not numerous, at least five students singled out "problems" related to the enrollment of Asian students. In one student's words, "too many Asians" were on the ISU campus.

Another undergraduate student elaborated by singling out students from China:

Stop making deals with China to bring in out of country students. Try bringing in out of state students first. Let's worry about what is important; the American Dream. China doesn't care about us, they just want cheap education. Give preference to student jobs on campus. If the Asians can afford to come over here, they don't need to work.

However, many more students pointed out the need for increased tolerance and understanding.

Based on these comments, Iowa State could do more to educate our students about diversity, particularly related to international students. As one student explains: “I wish Iowa State as a whole made more of an effort to integrate people from outside of the United States into more of their programs.”

In addition, many students acknowledged the lack of diversity on campus as well as weaknesses in educating students about diversity. One student pointed to the lack of diversity as a problem: “The only thing that bothers me is that there is very little diversity here. Other than that, I love this university!” Others suggested that the university does not offer enough support to encourage diversity. For example, one student said:

ISU recruits minority students, but in most cases they do not get the support needed to be successful in this environment. While a portion of this is certainly up the individual, there are bias and unequal practices present that may prevent students from fully flourishing at ISU. The university is really good at boasting about retaining diverse students, but is weak in actually manifesting diversity understanding. This seems to be a passive activity, instead of an active one.

Finally, addressing the social and health needs of students was also an area of concern. Although the university offers a wide array of health and counseling services, students commented on the difficulty they experienced when trying to access mental health services in a timely manner.

V. Recommendations

While many women undergraduates report their overall experiences as Iowa State students as positive, there are some trends and issues of concern. The fact that women represent only 43% of our undergraduate population, a figure far below the national average and lower than a decade ago, the lack of diversity and the underrepresentation of women in top leadership positions point to issues that need to be addressed. Although we have some basic recommendations, a more in-depth study focusing on the experiences, opportunities, and concerns of women undergraduate students would be beneficial.

We recommend that the university:

1. Continue to support and develop programs that encourage women to enter fields where they are underrepresented.
2. Ensure that recruitment efforts effectively target women students.
3. Demonstrate that the university values fields of study that have historically attracted more women students.
4. Develop programs to encourage women to assume leadership roles in major student organizations.
5. Provide and encourage more opportunities for and participation in diversity education.

3.2 Graduate Students

I. Statistics

The number of women graduate students enrolled at Iowa State has increased from 1,816 in 2002 (40.4% of graduate students) to 2,053 (43.6%) in 2013. Nearly all colleges have seen gains in the number of women graduate students (see Table 2).

| Fall | Female Graduate Students | Total Graduate Students | Percent Female Graduate Students |
|------|--------------------------|-------------------------|----------------------------------|
| 2002 | 1,816 | 4,499 | 40.4% |
| 2003 | 1,878 | 4,741 | 39.6% |
| 2004 | 1,910 | 4,618 | 41.4% |
| 2005 | 1,895 | 4,578 | 41.4% |
| 2006 | 1,930 | 4,583 | 42.1% |
| 2007 | 1,877 | 4,664 | 40.2% |
| 2008 | 1,905 | 4,718 | 40.4% |
| 2009 | 2,014 | 4,860 | 41.4% |
| 2010 | 2,046 | 4,991 | 41.0% |
| 2011 | 1,961 | 4,681 | 41.9% |
| 2012 | 1,982 | 4,607 | 43.0% |
| 2013 | 2,053 | 4,710 | 43.6% |

Table 2. Female Graduate Enrollment 2002-2013
Note: Prior to 2011 post docs were included.

The change in the percentage of female graduate students from 2005 to 2009 (see Figure 2) is caused by a faster growth of the College of Engineering graduate programs compared to other colleges. The College of Engineering's share of the total graduate population has grown from 22% to 24%. Engineering has the lowest percentage of women graduate students. These college trends are shown below.

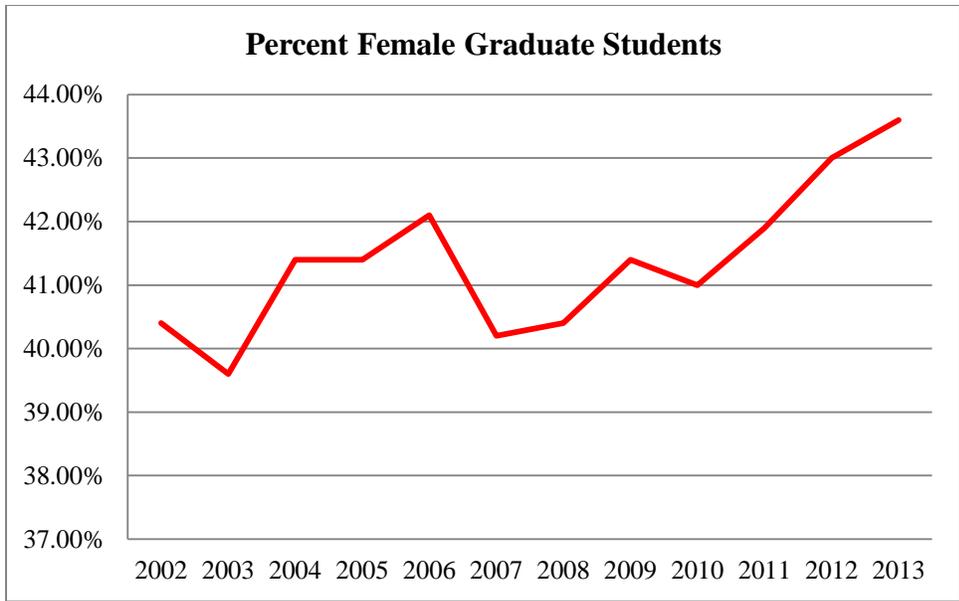


Figure 2. Percentage of Female Graduate Students 2002-2013

Note: Prior to 2011 post docs were included.

As Figure 3 shows, women comprise about 40% of graduate students by college. The College of Design has increased the number of women graduate students from less than 50% to close to 60%. And, the College of Engineering has increased the percentage of women graduate students from 16% to 23%. The percentage of women graduate students in the College of Veterinary Medicine has increased from 37% to almost 57%.

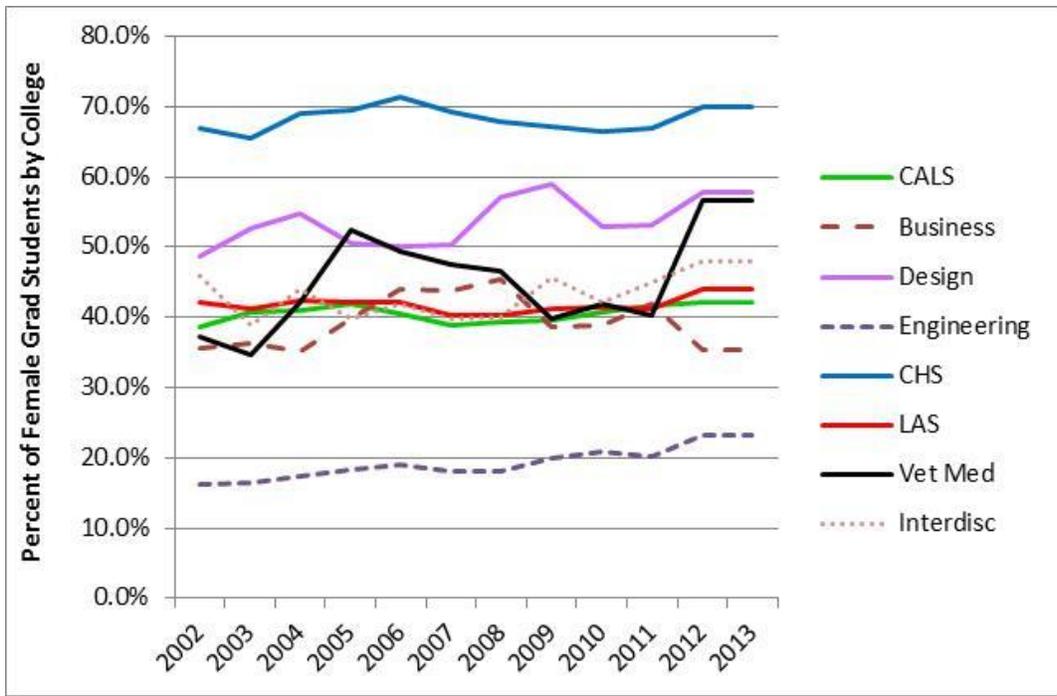


Figure 3. Female Graduate Enrollment Trends by College 2002-2013

II. Availability of Mentoring for Graduate Students

A survey of women graduate students conducted during the spring 2012 semester included questions about mentoring (Iowa State University Graduate College Task Force, 2012). The survey found that more than half of women graduate students reported that they had received mentoring from a more senior woman scholar. Unfortunately, we have little other information about gender and mentoring for graduate students.

Graduate students also provided some comments about mentorship on the University Life Survey (Iowa State University Office of the Provost and Research Institute for Studies in Education, 2011). Although there were only a few comments in this area, some did point to structural conditions that limit the quality of faculty/student interaction. As one explained: “The faculty here are overworked, and the quality of the classes suffer as a result.” Another stressed that “more positive interaction between faculty with staff and students needs to be addressed, maybe through required training and/or meetings.”

Such reports are further confirmed with survey data specific to mentoring. Of the female graduate students participating in the survey, just under half (48.4%) reported that they have not “received one-on-one mentoring from a female faculty member, postdoc, or senior researcher in my department.”

We believe that it is important to enhance mentoring opportunities for women graduate students. The first step is to obtain reports from departments and programs about current practices so that the university can highlight and celebrate best practices and encourage other departments to adopt them. The university could also provide an infrastructure for more women graduate students to find and select faculty and peer mentors when they need them. For example, ISU could establish a Linked-In group for ISU mentors that women graduate students could search, we could advertise www.mentor.net to women graduate students, and we could develop an infrastructure for group mentoring.

III. Work/Life Concerns of Graduate Students

In a survey administered in the spring of 2012, 30% of women graduate students thought their department or program did not support a balance between work and personal life (Iowa State University Graduate College Task Force, 2012). Also problematic is that 50% of the women graduate students have experienced judgments about their gender, race, sexuality, and/or age that have had a negative impact on their success at Iowa State. Further, 45% of women graduate students said they have experienced inappropriate or negative stereotypical comments directed toward them in the classroom, research laboratory, or other professional setting. A striking 75% of women graduate students do not think there is a sense of community with their fellow students.

When asked about current or future family, approximately 20% of women graduate students have children and half of these had children while at Iowa State. In addition, 40% are thinking of having a child while a graduate student.

Because of these trends, the University has put into place short-term funding for graduate students for the arrival of a child. However, we think it is important to address additional family concerns. This includes having the Graduate College partner with Student Affairs to develop family resources, including social events for families, babysitting exchange, and options for extended childcare.

In addition to funding for the arrival of children, another aspect of work/life concerns is building a community for students outside their academic departments. One example would be to create partnerships between the Graduate College and existing groups such as the Society of Women Engineers, Women in Science and Engineering, and multicultural graduate student organizations such as the Black Graduate Student Association and the Latino Graduate Student Association. It would be worthwhile to see if cross-disciplinary women graduate student groups would thrive. Another way to enhance work/life balance is to improve graduate student wellness and reduce stress by providing wellness programs through partnerships with other campus organizations such as meditation, yoga, exercise, social hours, trivia nights, outings, health workshops. Any opportunity to learn healthy ways of dealing with stress would improve work/life integration.

IV. Special/Unique Issues for Graduate Students

Although women complete their Ph.D. programs at a comparable rate to men, they complete a master's degree at a lower rate (55% vs. 61%). The difference is primarily a result of the lower first-year retention of women master's degree students. Women's lower retention rate may be related to their lower rate of participation in orientation and transition programs offered by departments, colleges, and the university. While approximately 60% of Ph.D. students participate in these programs, only 30% of master's degree students participate. Improving these participation rates has the potential to increase retention.

In addition, more than 70% of graduate student survey respondents said that low pay was a significant concern to them. And, 60% mentioned that workload was a concern. The relatively low pay that graduate students receive could be offset through other means of support, such as increasing professional development funds for conference attendance or by establishing an endowment to provide more scholarships through a fund-raising campaign.

V. Graduate Student Comments from University Life Survey

Graduate students had fewer comments than other populations on the University Life Survey (n = 75), and most comments were focused on sustainability (and the lack thereof) and on the issue of diversity (Iowa State University Office of the Provost and Research Institute for Studies in Education, 2011). Most relevant to this report, a small number of graduate students were critical of diversity initiatives. More often women pointed to weaknesses in current programs and the importance of expanding and enhancing diversity in education. The examples below illustrate two common themes related to graduate student perspectives about diversity and diversity initiatives.

Several graduate students were critical of what they believed was too much emphasis on diversity initiatives. For example, one student believed that recruiting diverse faculty resulted in

“reverse discrimination”: “Too much money is spent on recruiting diverse faculty . . . we are a Midwest university . . . we have talented, smart people right here, which are overlooked while trying to find diversity. Reverse discrimination.” Such comments illustrate students’ lack of information and knowledge concerning diversity initiatives and the meaning of diversity in education.

Many other comments from graduate students also demonstrated the need for renewed resources toward such diversity programs, as students’ experiences indicate that many of their needs are not met. For example, one graduate student suggested that the university is doing a poor job of retaining diverse faculty: “I’ve been extremely disappointed with the university’s inability to retain faculty of color, and women faculty who are clear contributors both as scholars and as university citizens.”

Perhaps this recognition of a lack of faculty diversity helps explain the comments of several graduate students who told stories of feeling unsupported in their studies, as the following examples illustrate:

At Iowa State University, I feel that the institution as a whole is unsupportive to undergraduate/graduate minority students. Recently, I conversed with students about their many experiences at Iowa State as a minority student and the overall response was disheartening. If Iowa State students are not taught to be mindful and respectful of students who are non-white or welcoming to all races, ethnicities, genders, sexualities, and religions then Iowa State should not admit minority students. This is my second year at Iowa State as a graduate student and my experiences at Iowa State were not great. I think that is an area that should be worked on for the betterment of the institution.

ISU has many outstanding qualities as a research institution. However, as an African American female, I find it very difficult to feel at ‘home’ here. Fostering a community that embraces ethnic and cultural diversity is paramount, in my opinion, if the university goals are sincere. The burden of discrimination (and sometimes racism) interferes with my personal pursuit for excellence, both as a graduate student and employee.

Other students echoed these sentiments as well as ways that the university could better promote inclusion. For example, one student suggested the following: “I wish diversity would be better promoted at the employee level. ISCORE [Iowa State Conference on Race and Ethnicity] is a wonderful way for students to get involved, but I wish there was more for P&S.” Another graduate student expanded the definition of “diversity” beyond race/ethnicity to include “non-Iowans”: “ISU needs to work on changing the culture of employees and faculty to want to do more, to be proud of where we work and collaborate with one another, not just with friends. It would be helpful as a non-Iowan to be accepted, not just liked.”

VI. Recommendations

Although the number of women graduate students has increased since 2002, concerns were raised about their mentoring, work/life balance, retention and completion of degree programs for

master's students, and support for diversity. Thus, the committee recommends that the university:

1. Create a half-time-position within the Graduate College with responsibility to work on women graduate student issues and to oversee department-based education, mentoring and work/life programs. Provide an annual budget for these programs.
2. Create a partnership between the Graduate College and the equity advisors in each academic college to deliver department-based diversity education workshops. These could be similar to workshops developed by ADVANCE, which would include advisor training on reducing implicit biases and microaggressions (demeaning implications and other subtle insults against minorities).

3.3 Professional Students – College of Veterinary Medicine

A separate subcommittee of the UCW embarked on a comprehensive review of the status of women in the College of Veterinary Medicine in 2012. Included are findings from that yet unpublished report.

I. Statistics

Most notably, data show that in the last decade, women comprise a majority of the student population in the College of Veterinary Medicine. The table below shows the trend by gender.

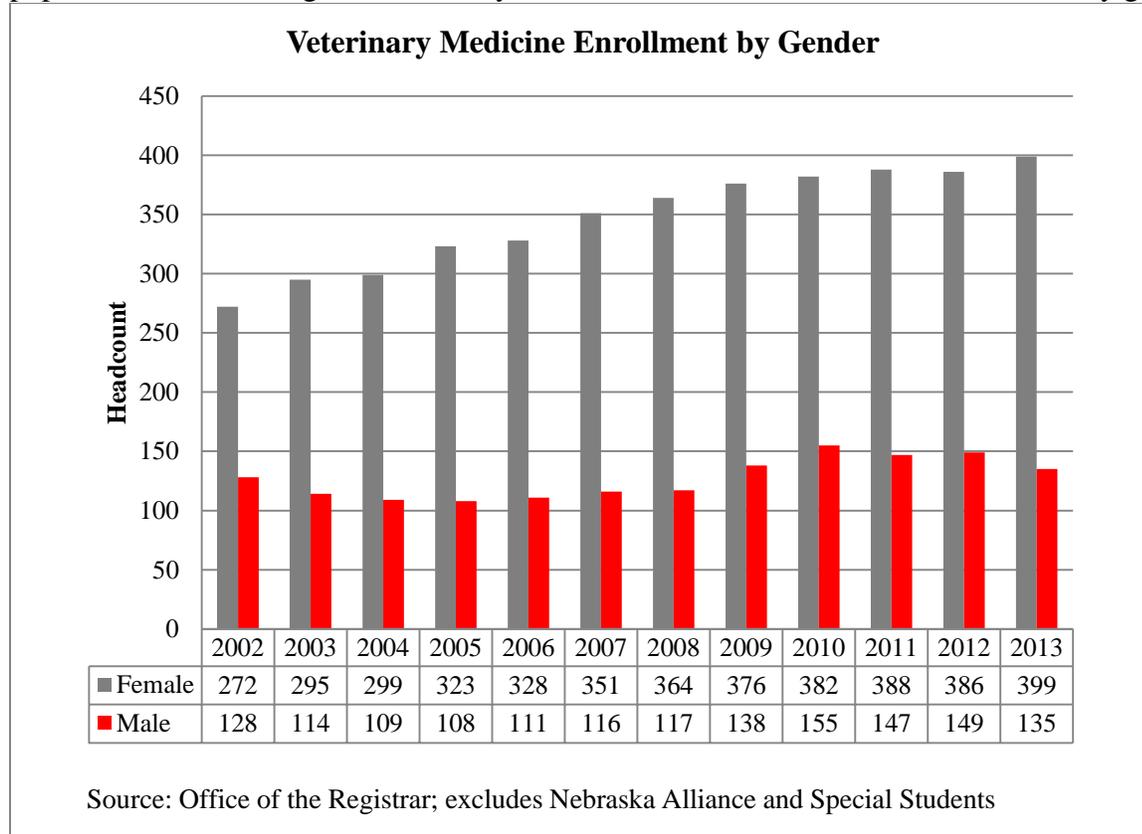


Figure 4. Veterinary Medicine Enrollment by Gender 2002-2013

In 2007, the Iowa State University College of Veterinary Medicine and the University of Nebraska –Lincoln (UNL) Institute of Agriculture and Natural Resources established the ISU-UNL Professional Program in Veterinary Medicine. Under this program, 25 Nebraska resident students are admitted to ISU and complete the first two years of the veterinary curriculum at UNL and the last two years at ISU. Those numbers are excluded in this report.

However, as shown by the figure below, the gender composition of veterinary medicine faculty does not reflect the student composition. While more than 70% of all students are female, women make up only 40% of all faculty members. The disparity is even greater among higher tenure ranks. Among tenure-eligible faculty, women comprise only 17% of all faculty. The growth in the number of women faculty in the College of Veterinary Medicine over the past 10

years has primarily been in the non-tenure-eligible group. The figure below shows the trend in faculty by tenure status.

We know that it is important for the majority female student body to see the college value the contributions of women through their hiring and promotional efforts. In addition, the lack of women in faculty positions leaves female Veterinary Medicine students with fewer women role models with whom to identify and approach for mentorship and advice as they pursue their own educational and career goals.

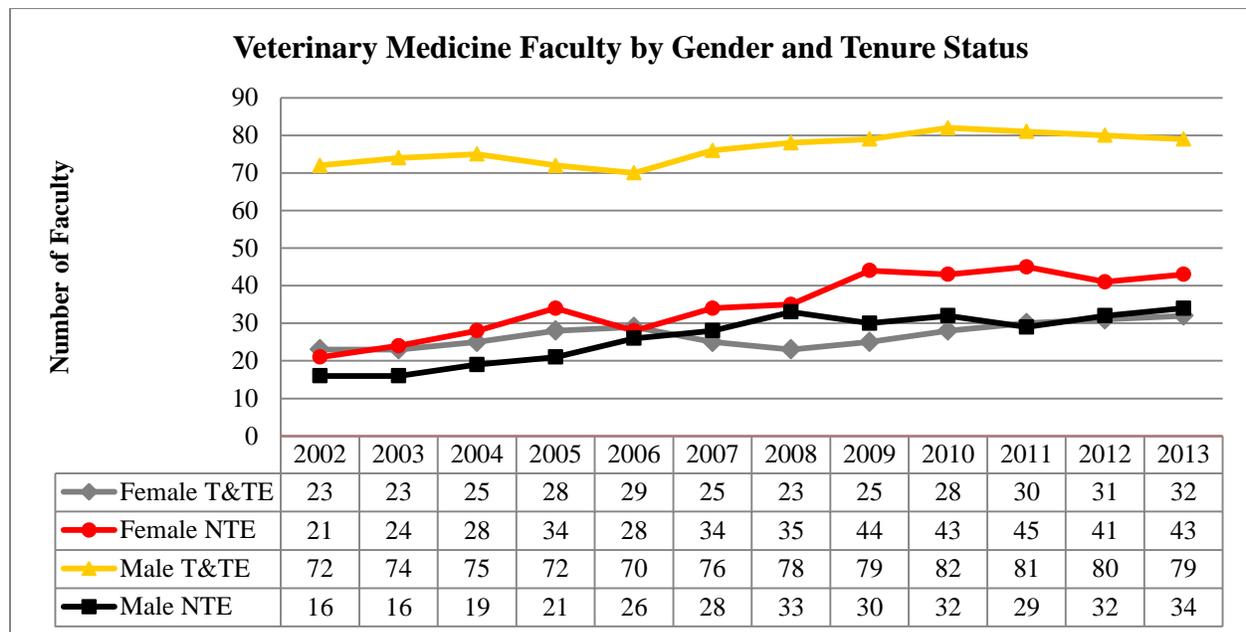


Figure 5. Veterinary Medicine Faculty by Gender and Tenure Status 2002-2013
Note: T&TE = Tenured and Tenure-Eligible, NTE = Non-tenure-eligible

II. Availability of Mentoring for Professional Students

According to the dean’s office, the College of Veterinary Medicine has a mentoring program that pairs all entering students with a faculty member. Also, all entering students have a second-year veterinary student contact. The College of Veterinary Medicine dean’s office is a point of contact for veterinary student issues.

III. Work/Life Concerns of Professional Students

Surveys did not reveal any specific information about the work/life concerns of students in this college. However, the concerns expressed by graduate students above may apply to professional students as well.

IV. Special/Unique Issues for Professional Students

The College of Veterinary Medicine utilizes the Dean of Students Office for many issues and resources, including medical leave, student academic accommodation requests, etc. The college provides on-site counseling, financial aid counseling, finance counseling, and legal counseling

provided by the university (some for a fee). The college also provides in-house assessment and placement evaluations and surveys as well as a job board where students can place their information.

V. Recommendations for Professional Students

We applaud the hiring of a female dean, Lisa K. Nolan, DVM, PhD, for the College of Veterinary Medicine in 2011 and hope this signals some positive changes for the college. We recommend the following additional steps to improve the climate for women students in the College of Veterinary Medicine:

1. Enhance data collection efforts for Veterinary Medicine students to include work/life concerns and implications of gender disparity in faculty rank for the mentoring and professional development of students.
2. Hire more tenure-eligible women faculty to better reflect the composition of the student body.
3. Initiate specific efforts to mentor and promote women currently in P&S and non-tenure eligible classifications as well as at the assistant and associate professor levels.

3.4 Postdoctoral Associates

I. Statistics

The Graduate College has been appointed as the administrative home for postdoctoral associates. As the postdoctoral association website says, “Postdoctoral training is a collaborative effort involving the Graduate College, the Office of the Provost, the Office of the Vice President for Research and Economic Development, academic colleges, and the many faculty advisors and mentors who oversee the training activities of our postdoctoral associates.”

The figure below shows the number of postdoctoral employees at ISU by gender.

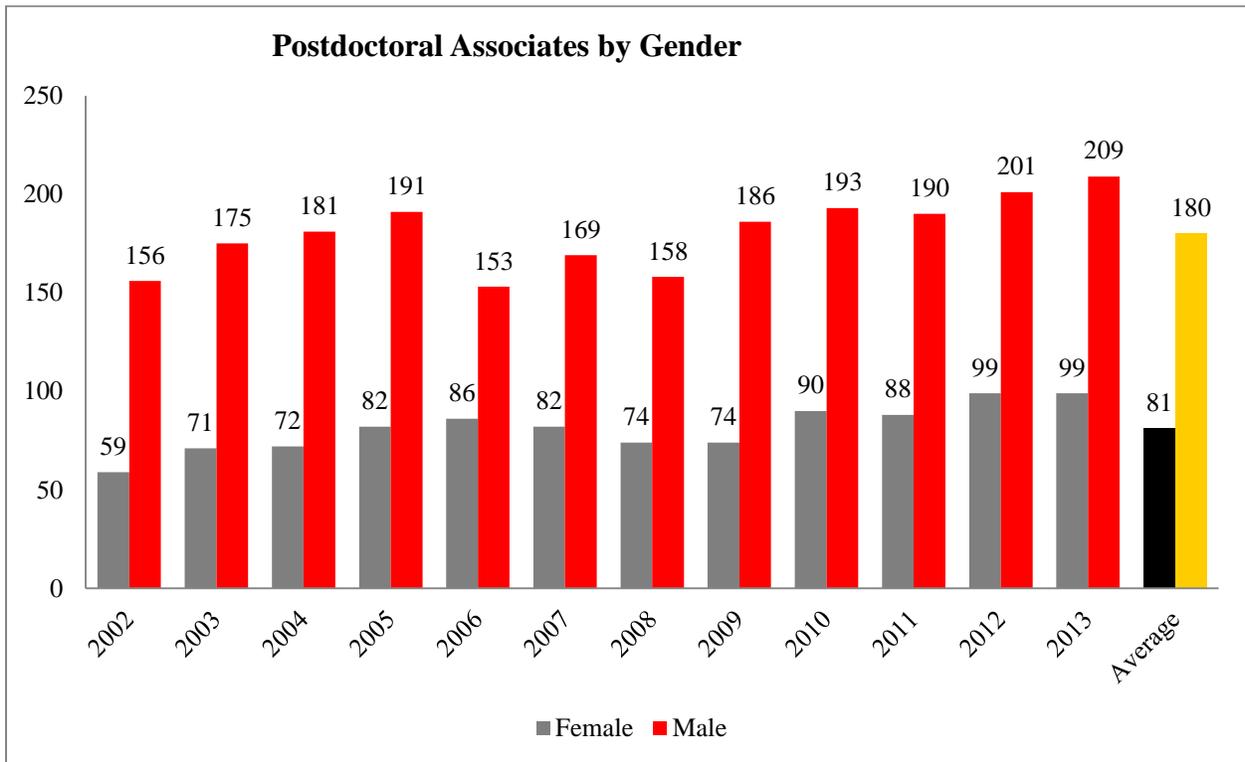


Figure 6. Postdoctoral Associates by Gender 2002-2013

Over the past 10 years, women have comprised an average of 31% of postdoctoral employees. In 2013, women represented 33% of all postdoctoral appointments. Of the whole population of postdoctoral associates, about 25% are U.S. citizens or permanent residents whereas about 75% are non-citizens.

II. Availability of Mentoring for Postdoctoral Associates

Typically, advisors provide direct mentoring to postdoctoral associates (postdocs). No formal mentoring is available outside of this arrangement. The university is considering adopting a uniform “Individualized Development Plan” as a planning guide to help postdocs and their advisors develop an initial set of professional goals, which would be refined each year. We support these efforts.

III. Work/Life Concerns for Postdoctoral Associates

A Graduate Council report (2007) provides a good summary about the work/life environment for postdoctoral associates as follows:

Postdoctoral Associates at ISU are a unique group of individuals who have earned a Ph.D. and hold (D-based) positions of a temporary nature. Because they are considered to still be “in training,” the Graduate College administers their appointments and program. However, they are not students in the strict sense, nor are they independent faculty; they are a heterogeneous group of scholars that tends to “slip between the cracks.” Most postdocs are highly engaged in research activities with little time for outside activities, including lobbying with regard to their own employment conditions. Across the US, 69% of postdocs are married or otherwise partnered, 34% have children, and the majority are not US citizens (National Postdoctoral Association ADVANCE, 2011). The postdoc population at ISU is presumably of similar make-up. Their time at ISU is limited (maximum of 5 years) and most of them will eventually leave the institution for other positions. Yet they have common goals and needs, which in some cases are not being met. The Graduate College and the Graduate Council are the only bodies on campus, which currently consider the general needs of postdocs.

As stated in the report, this group of employees at Iowa State is highly engaged in research activities with little time to lobby on behalf of their own needs outside of their work (Iowa State University Graduate Council, 2007). Iowa State University has not gathered data concerning these workers partner and family status, nor ways in which their lives outside of the university may affect their on-the-job experiences.

IV. Special/Unique Issues for Postdoctoral Associates

ISU benefits greatly from the work of postdocs. A large number of grants are based on research conducted by postdocs and they frequently publish research articles that help promote Iowa State. However, this population is one that frequently “falls through the cracks.” We can provide little information about mentoring, beyond the presumed role of the faculty advisor, and work/life initiatives have not been a university priority for this population. To the best of our knowledge, there is no orientation for postdocs to help them transition to ISU. This is especially critical since two-thirds of our postdocs are international scholars and they may not be well integrated into the community.

Regarding benefits, postdocs received the same limited health care as undergraduate students from 2002 until 2014. Postdocs will have a change in medical and dental insurance starting with the 2014 academic year. They will move from the student insurance to the same ISU medical and dental plans as faculty and staff. The average age of postdocs is 34 so it seems somewhat likely they have children and spouses who will benefit from this change.

Postdocs receive vacation and sick leave benefits at the same rate as P&S employees, but may not be able to take off extended time from their research for child care. In July of 2013, the University began to provide short-term funding for the arrival of a child to postdoctoral associates.

Retirement benefits for postdoctoral associates are limited to a single option – the Iowa Public Employees Retirement System. Postdocs do not have the same option as P&S employees and faculty to choose TIAA-CREF as a retirement benefit.

V. Recommendations

We recommend Iowa State take the following actions with regards to postdoctoral associates:

1. Strengthen the benefits package for postdoc associates. In general, we know that postdocs would like to see a strong total compensation package, flexible options for retirement and health care benefits, career training and professional development, and standardized grievance procedures (Ferber, 1999). The UCW supports this position.
2. Assess the experiences of postdocs and their families in the ISU and Ames community. It is possible that better understanding the unique challenges faced by these professionals may help the university address their specific needs.

3.5 Professional and Scientific Staff

I. Statistics

Iowa State employs 2,701 Professional & Scientific employees, 1,488 of whom are women (55.1%). While women comprise a larger portion of P&S employees than men, a closer look at the distribution of women employees among the various P&S pay grades (shown in Figure 7) indicates that female employees dominate the lower half of the pay grade scale with 80% (1,190) of all women (1,488) employed in grades 30-35, compared to only 66% (798) of all men (1,213) who are employed in these lower pay grades. Among the highest pay grades (36-41), women represent 20% (298) of all female P&S employees while men in these pay grades represent 34% (415) of all male P&S employees.

Note that the P&S compensation and classification structure changed on July 1, 2010. The new structure implemented in 2010 has 12 pay grades (grades 30 to 41), two more than the previous structure (grades 11 to 20). Each grade also has broader salary ranges, allowing for greater pay flexibility within each grade.

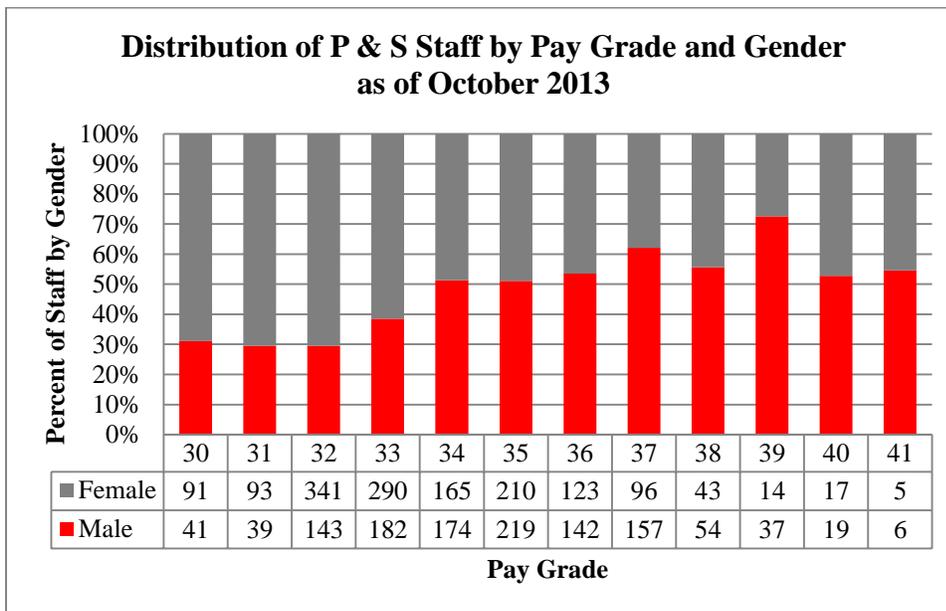


Figure 7. Distribution of P&S Staff by Pay Grade and Gender

Since 2002, the number of P&S employees has increased by 21%, from 2,234 in FY 2002-2003 to 2,701 in FY 2013-2014. Women account for the majority of that increase. However, in terms of the grade scale, there has been little change. In fiscal year 2002-2003, 81% of the women employed were working at grade 15 or below, while 64% of males were employed at those same levels. See Table 3 for details.

2002–2003

| Grade | Female | Male | Unknown | Total | Percent Female |
|--------------|-------------|-------------|-----------|-------------|----------------|
| P11 | 89 | 46 | 3 | 138 | 64% |
| P12 | 70 | 30 | 1 | 101 | 69% |
| P13 | 282 | 174 | 6 | 462 | 61% |
| P14 | 220 | 177 | 3 | 400 | 55% |
| P15 | 228 | 284 | 1 | 513 | 44% |
| P16 | 90 | 132 | 1 | 223 | 40% |
| P17 | 74 | 159 | 1 | 234 | 32% |
| P18 | 37 | 72 | | 109 | 34% |
| P19 | 4 | 22 | | 26 | 15% |
| P20 | 7 | 21 | | 28 | 25% |
| Total | 1101 | 1117 | 16 | 2234 | 49% |

2013-14

| | Female | Male | Total | Percent Female |
|--------------|-------------|-------------|-------------|----------------|
| P29 | 7 | 1 | 8 | 88% |
| P30 | 99 | 39 | 138 | 72% |
| P31 | 95 | 31 | 126 | 75% |
| P32 | 316 | 125 | 441 | 72% |
| P33 | 241 | 176 | 417 | 58% |
| P34 | 169 | 168 | 337 | 50% |
| P35 | 185 | 194 | 379 | 49% |
| P36 | 119 | 131 | 250 | 48% |
| P37 | 80 | 168 | 248 | 32% |
| P38 | 41 | 49 | 90 | 46% |
| P39 | 13 | 31 | 44 | 30% |
| P40 | 13 | 21 | 34 | 38% |
| P41 | 6 | 4 | 10 | 60% |
| Total | 1384 | 1138 | 2522 | 55% |

Table 3. Distribution of P&S Staff by Pay Grade and Gender

Note: P&S pay grade categories changed in 2010. See Section 3.5 I above for more information.

II. Availability of Mentoring for P&S Staff

Although formal mentoring programs are not currently available for P&S staff, a number of professional development programs may include a mentoring component. These include the Emerging Leaders Academy, which is open to faculty and P&S staff; the P&S professional development grant; the university's Tuition Grant Program, which provides tuition reimbursement to eligible P&S and merit staff members applying for financial assistance to help defray the cost of tuition for up to three college credits; and the 12+ Leadership Program offered by the Human Resources department. It requires a participant to complete a minimum of 12 workshops within a two-year period to obtain certification. The P&S Council was working on a professional development initiative in 2013.

III. Work/Life Concerns for P&S Staff

Comments from the University Life Survey suggest that P&S staff, and especially women, are feeling the burden of increasing workloads. Because women are concentrated in the lower pay grades of the P&S employee group, they may have few resources and less opportunity to manage workloads (Iowa State University Office of the Provost and Research Institute for Studies in Education, 2011).

A survey of P&S employees in 2007, conducted by the P&S Council, reported findings relevant to work/life balance (Johnson, Bergman, Good, Huck, Kane, Mumm, and Owenson, 2007). In that survey, 96% of P&S staff indicated that they worked additional hours to complete work with more than half of the survey participants (55%) reporting working additional hours on a regular basis. The majority of P&S staff also reported that their work unit provided a family-friendly environment (79%) and that their supervisor was supportive of using vacation or emergency leave for family (92%).

Childcare options for P&S staff are available through the Iowa State University Child Care and Family Resource Center and the Child Development Laboratory School. However, there is high demand for these limited openings. The university supports the centers, but there is also high

cost to continue the standard of care. Since 1997, these centers have expanded, updated locations and continued to excel at providing child care for ISU faculty, staff and students, but the needs still outpace the availability.

IV. Special/Unique Issues for P&S Staff

Currently, there is little standardization in P&S positions across campus, which is further complicated by a lack of oversight that would allow the university to confirm that employees in P&S positions are being compensated fairly based on their level of responsibility, regardless of department or college. In addition, there is no path to promotion for those in P&S positions. Many positions lack a clear job description or statement of responsibilities.

V. Comments by P&S Staff from University Life Survey

The overarching themes in women P&S staff responses on the University Life Survey (n = 191) focused on an ever-increasing workload partly as a result of reduced staffing (Iowa State University Office of the Provost and Research Institute for Studies in Education, 2011). Women P&S staff who added qualitative comments on the survey view the increase in workload as responsible for more limited opportunities for professional development, low morale among staff, and difficulty in balancing work with life outside of work. The survey responses are replete with comments from P&S employees about how their job is not as good as it was in the past. Again, it is not uncommon for those who are satisfied with their work lives to skip over the open-ended questions, and one would expect more critical comments from those who answer. Nonetheless, these comments illustrate how many of these employees, who may not have another outlet to convey these ideas, perceive their employment. For example, this P&S staff member sums up the recent changes in the workplace climate for both P&S and merit employees:

Iowa State University "used to be" a great place to work. Dissatisfaction by merit and lower P&S employees who have been here for many years has increased tremendously. Longevity no longer means anything to this university. Because of budget cuts and poor management the past few years, there is not enough staff to support units/departments.

Over and over again, women P&S staff pointed to the negative repercussions of the budget cuts on morale. Some staff expressed concerns about the lack of mentoring or professional development opportunities. The respondent who explained, "I wish more opportunities for quality personal development were available," was typical of such responses.

Other women staff members pointed out the limits of their training and supervision, ranging from a lack of support to outright hostile climates in several cases. The following staff member summarizes frustrations created by a lack of adequate training:

I have been a university employee for [*a short time*]* and have not had an enjoyable "on-boarding" experience. I have received very little support to learn and perform my job responsibilities, and it is extremely frustrating. There are benefits to working here, but I wish that new employees were given more support.

A smaller, but notable, number of women P&S staff also suggested that their work environment is hostile. The following two staff members suggest that the “good old boys” club limits their ability to work to their potential:

I have a boss that is part of the good ole boys club. Being female, I don't fit his mold and is very demoralizing. Makes it VERY difficult to want to give 100%.

Some of the program managers are so insensitive to staff. Bullying, intimidation and harassment (not sexual harassment, just plain harassment of an individual because they may have different options) occur. People do not report it because retaliation will occur. This hinders your goal of an environment where employees can thrive. There is too much of the "good old boys club" around here to allow many people to achieve their full potential or be recognized for it.

While some women P&S staff point to the enriching environment of a university campus, an overall theme of inadequate, and even dysfunctional, supervision of P&S employees also emerged among survey responses. Women P&S staff also commented on how the increase in workload has impacted their lives outside the office. For example:

As state support for the universities in Iowa has been reduced over recent years, I have experienced an increased workload that makes it difficult to maintain a quality of life and balance. I have also seen opportunities for professional development decrease.

Women P&S staff had several suggestions to increase morale and enrich staff work life. The most common suggestion was to offer some sort of family tuition program, as the two staff members suggest below:

The university must consider how it can recruit and retain the highest quality faculty and staff. With the lack of financial resources to reward staff with salary increases, the university must find other ways to attract staff to coming to and staying at ISU. Some items that should be considered are additional childcare resources and dependent tuition reimbursement. Many other institutions are far better in these two aspects than ISU and we lose high quality faculty and staff to competitive institutions based on these two items that lead to healthier work/life balances for employees. When you cannot increase pay, it is imperative that workplaces make the environment appealing through family friendly work/life improvements.

Resources to support faculty and staff need to match and support performance expectations. If you can't give raises—think out of the box— offer all faculty and staff to send children to ISU tuition free or at a discounted rate. Look for quality of life incentives—increased recreational facilities, etc.

These statements by women in P&S ranks cannot be generalized to the female P&S workforce at ISU. They do, however, reflect common themes among those who see ways that ISU could improve the workplace climate for P&S workers, both women and men.

VI. Recommendations

Although women comprise more than 50% of P&S staff, they are concentrated in the lower paying positions. Many P&S staff express frustrations with increased workload, lack of training and professional development opportunities, and no clear path for promotion. Thus, this committee recommends that the university:

1. Conduct a systematic review of P&S positions to ensure that individuals are being compensated equitably.
2. Establish clear paths to promotion for P&S employees.
3. Provide more professional development opportunities for P&S staff.
4. Investigate creative incentives to bolster morale and compensate employees for long hours. Tuition reimbursements for university staff and their families has been a long-standing desire.

3.6 Merit Staff

I. Statistics

Iowa State employs 1,470 merit employees, 875 of whom are women (59.5%). Although women overall comprise a larger proportion of merit employees than men, their distribution across employment categories is uneven. Women are overrepresented in clerical and supervisor/exempt positions. Men are overrepresented in blue collar and security positions. Technical positions across campus remain integrated by gender (see Figure 8).

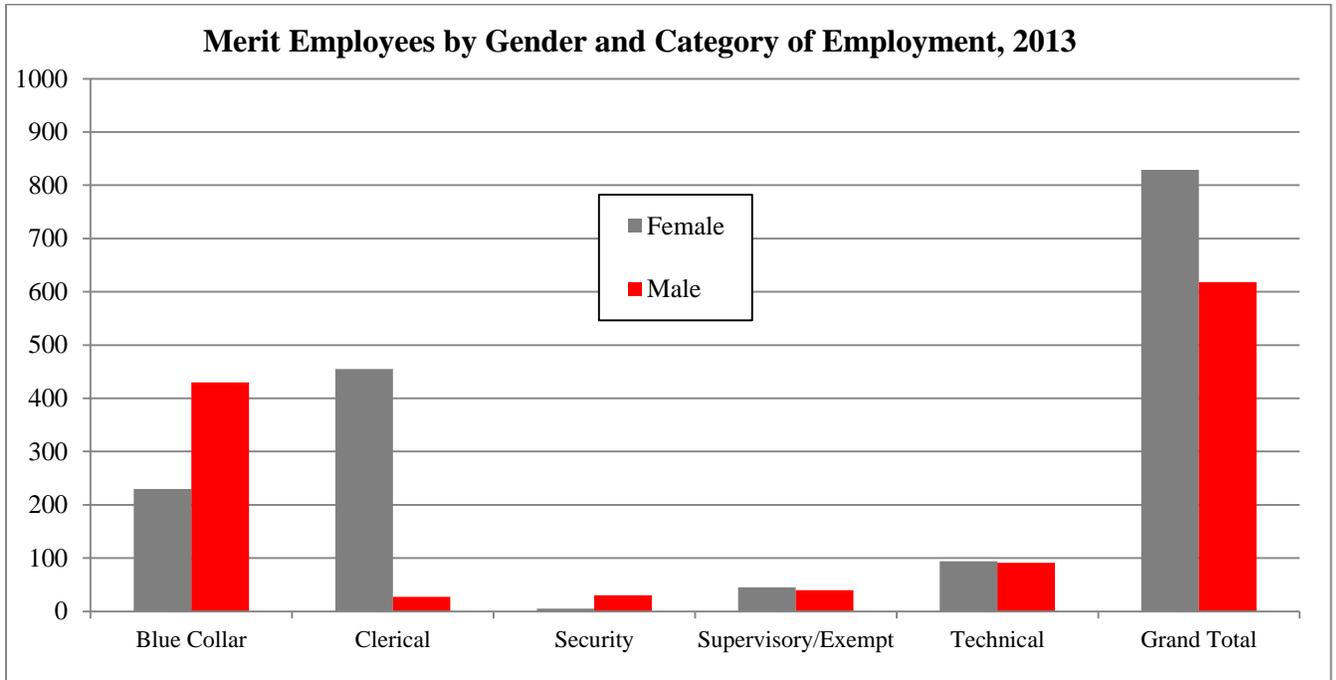


Figure 8. Number of Female and Male Merit Employees by Category of Employment,

Since 2002, the number of merit employees has declined, from 1,976 in 2003 to 1,445 in 2013. The decline has been more pronounced among women. While 67.2% of merit employees were women in 2002, they now constitute only 57.6% of all merit employees. Figure 9 shows the details of these changes.

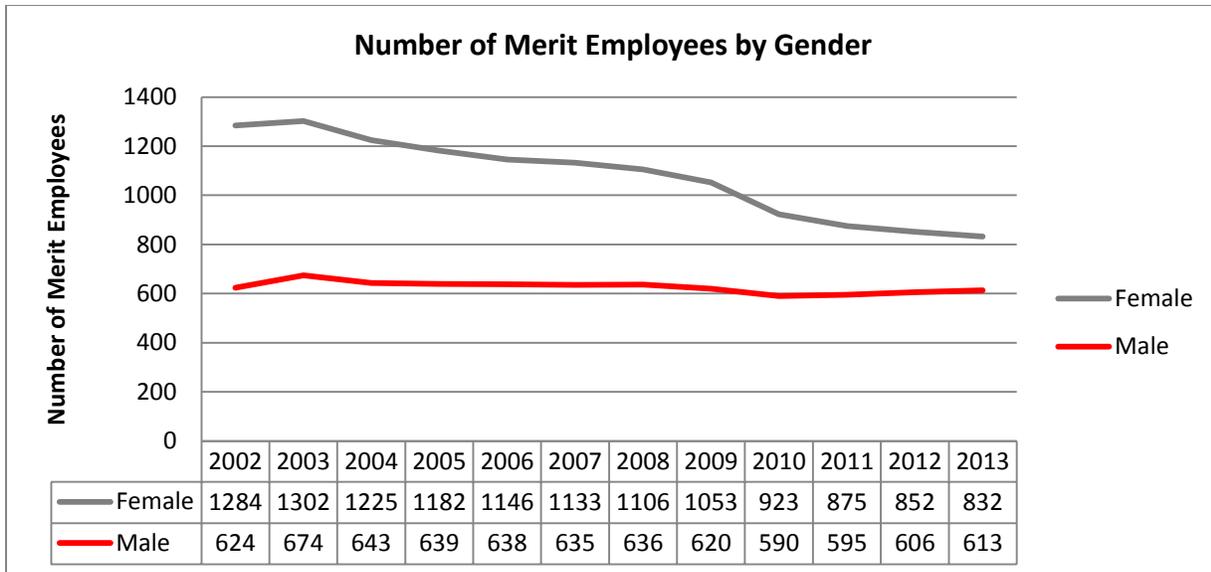


Figure 9. Changes in Merit Employment 2002-2013

Figure 10 shows the difference in the number of female and male merit employees in FY 2002 and FY 2013, along with the percentage decline in each category since 2002. The drop in the number of merit employees over the last 12 years primarily has been among clerical staff. The only employment category to increase in size was “security,” which has the lowest number of employees overall. Among blue collar, clerical and supervisory/exempt staff, the proportionate decline in the number of workers was higher among women than men. Technical workers were the only area in which the proportionate decline was higher among men than women.

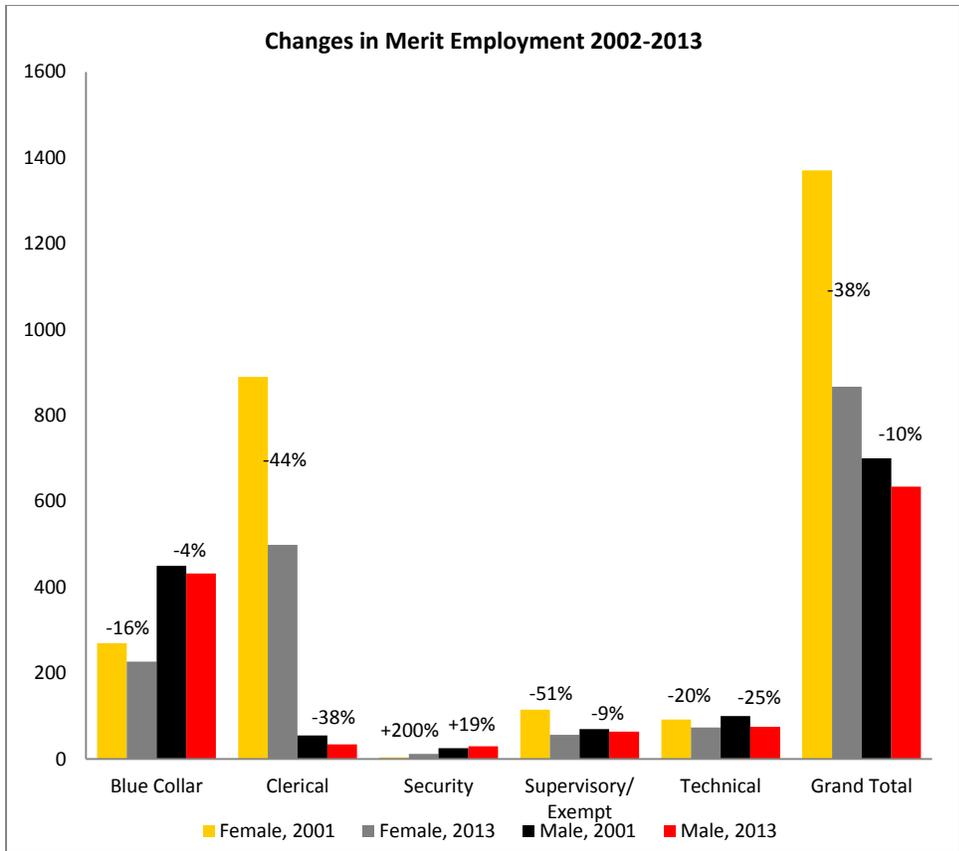


Figure 10. Merit Job Category by Gender

II. Availability of Mentoring for Merit Staff

The university does not offer a formal overarching mentoring program for AFSCME covered merit staff. Training is most often managed at the department level according to the collective bargaining agreement. Many of the non-organized merit (supervisory and confidential) staff participate in supervisory training sessions offered by Human Resources.

III. Work/Life Concerns for Merit Staff

In recent years, workloads have increased due to the major decreases in the number of merit employees. At the same time, the increase in work has caused a decrease in job quality and gratification.

In answering the University Life Survey, merit staff pointed to specific issues when considering aspects of work/life concerns (Iowa State University Office of the Provost and Research Institute for Studies in Education, 2011). In particular, female staff members see both the culture and structure of the university as problematic for women wishing to balance family and work responsibilities. The comments below demonstrate these beliefs:

Need more support for faculty and staff with family responsibilities. ISU needs to work on gender inequality (specifically women during pregnancy, maternity leave) with regard to perceived images—women are perceived as less productive, professional.

Female staff and faculty also suffer from a culture that does not support work/life balance and tends to punish women who choose to have children. . . . there are waiting lists of over 100 families at all of the university childcare centers, and there is no tuition reimbursement policy.

IV. Special/Unique Issues for Merit Staff

Working within the AFSME union contract offers some special issues for merit staff members. Recently, a number of merit positions have been shifted to P&S positions, especially for those performing secretarial duties such as travel arrangements, purchasing card reimbursements and setting up meetings.

V. Comments by Merit Staff from University Life Survey

Data from the 2011 University Life Survey suggest that the dramatic declines in staffing have had negative repercussions among merit staff (Iowa State University Office of the Provost and Research Institute for Studies in Education, 2011). The comments from merit staff about the climate on campus (n = 88) echo – and in many ways amplify – those of P&S employees. Of those who responded to the open-ended questions on the survey, many merit employees pointed to the increased workload as a result of recent budget cuts that have led departments to be understaffed. They also see these changes as leading to low morale. For example, one respondent crystallized the sentiment of many when she wrote, “Due to severe budget cuts, ISU has become an increasingly bleak place to work.” Another expanded on the implications of the changes in staffing:

The lives of many employees have been turned upside down with the way the eliminating of job and bumping system has been handled. It is a waste of time and money university-wide to bump employees out of a job and put them in a position that they aren't qualified for because the work duties vary so widely.

Merit staff also suggested that more opportunities for training and further instruction are needed, in part because of a perceived problem with current supervisor behavior/skills. The following examples illustrate general themes regarding training experiences and the need for more skilled supervisors:

The efficiency of the university is suffering because staff is being uprooted and moved all over campus. A great deal of knowledge is just being lost. Morale is at an all-time low. Maybe no one really cares; maybe the people in charge have the McDonald's training mentality.

I thought I would feel proud to be a part of a unit that appears to be progressive and in touch with their customers. Instead, I feel like I work for bullies who won't take the time

to teach me what they want or need. They don't want to hear what I have to say or what I need. I'm expected to get it right the first time or heads will roll. I wouldn't wish this environment on my worst enemies.

ISU needs to have a strong program in place for training managers and supervisors.

Some comments by women merit staff hinted at institutional weaknesses at addressing diversity and discrimination issues. Similar to responses by some students, some merit staff see the university's emphasis on "diversity" as misplaced and akin to "reverse discrimination" against the majority. For example, this merit employee wrote:

I know that diversity is good, but ISU carries it too far. They are so concerned about not offending people of different cultures and religions that they forget about our cultures and religious beliefs. Other countries do not forget their own people when dealing with foreigners.

Given this sort of sentiment expressed by some staff members and students, it is not surprising that others believe the university is not doing all it can to educate the community about diversity or create a welcoming environment for all members of the community. For example, one merit employee wrote: "I think ISU is an excellent higher education institution to work for in general. Unfortunately, for young professional unmarried women of color, it is very hard to live a completely fulfilling life."

Merit employees suggest that the administration needs to work hard to change the culture to be more hospitable to staff, particularly in light of the recent round of cutbacks. This respondent summarized the feelings of many on ways to improve morale among employees:

There needs to be a horribly strong effort to make your employees happy, treated with respect and changes needed badly to fairness and honesty. Make a committee of your "staff" and listen to what they have to say. Just because they don't have advanced degrees ... their knowledge is more than what you want to know. Listen to the people who work for you. There might be something learned. They have been swept under the rug for way too long.

As with all comments on the University Life Survey, it is important to situate these open-ended responses. These qualitative responses cannot be generalized to all merit staff. Yet the comments do offer avenues for understanding some of the issues faced by merit staff that may not be conveyed or communicated through other channels, thus they may offer insights that university leadership might not otherwise hear.

VI. Recommendations

Although women comprise more than half of merit staff, they are concentrated in clerical positions. There is evidence of low morale among women merit staff, in part because of the disproportionate cuts they suffered since 2009. This committee recommends that the university:

1. Provide adequate training and orientation for all those affected by the bumping procedures, including both merit and departmental staff and supervisors. Although the bumping procedure itself is beyond the scope of university action, the university may be in a position to soften the experience for those affected by the procedure.
2. Investigate ways to improve morale among merit staff, including but not limited to benefits or perks for university staff and their families.
3. Train supervisors on best practices for working with administrative assistants, such as those recommended by the International Association of Administrative Professionals (2013).

3.7 Faculty

The primary focus of the 2002 Status of Women report was on faculty issues. As an outcome of that report and through the leadership of a group of women at ISU, Iowa State was awarded a National Science Foundation ADVANCE Transformation Grant of \$3.3 million in 2006 to improve the recruitment, retention and promotion of women in the Sciences, Technology, Engineering and Math (STEM) fields and to study gender equity issues regarding salaries, start-up packages and space allocation. As a result of these efforts, ISU has made improvements in the culture and climate for many women at Iowa State, particularly those faculty in the STEM fields.

This report will present some information gathered as part of the ADVANCE efforts including comments from the AAUDE Faculty Satisfaction Survey and reports of salary equity and start-up packages. In addition, we have gathered general trend data about the changes in the number of women faculty since 2002. In the next section we report some general findings.

I. Statistics

The overall number of faculty at Iowa State has fluctuated over the past 10 years from a low of 1,676 in 2007 to the high of 1,869 in 2013. Although the overall number of faculty has increased in the last four years, it has not kept pace with the growth in enrollment. Consequently, class sizes have gotten larger and workload for faculty has increased. As figure 11 shows, the number of women faculty has increased while the number of male faculty has decreased.

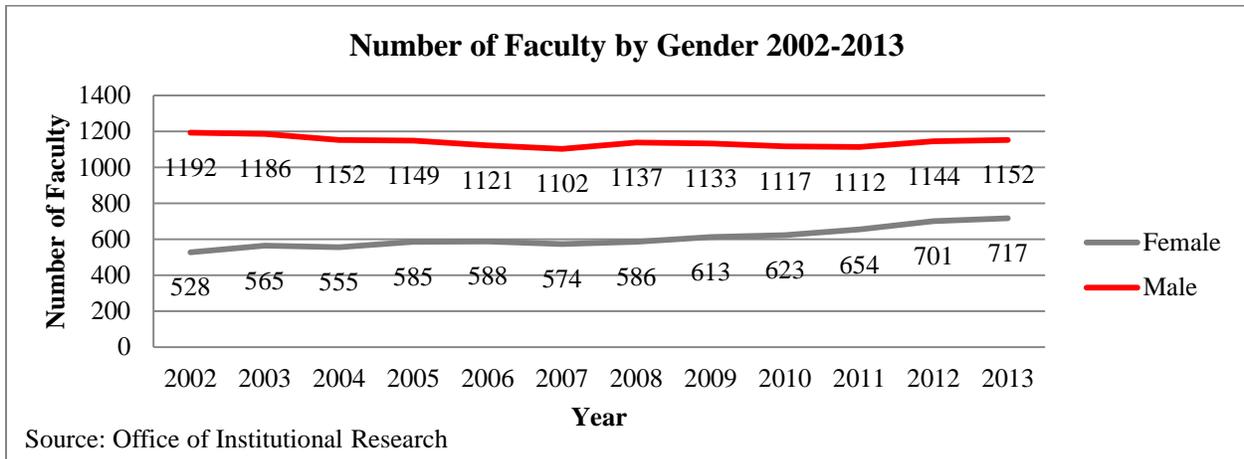


Figure 11. Number of Faculty by Gender 2002-2013

Faculty Headcount by Gender and Tenure Status

| Tenure Status | Gender | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|-----------------|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Tenured | Male | 787 | 770 | 741 | 751 | 732 | 733 | 739 | 757 | 748 | 742 | 746 | 730 |
| | Female | 233 | 237 | 237 | 247 | 253 | 251 | 248 | 261 | 260 | 265 | 282 | 283 |
| | Total | 1,020 | 1,007 | 978 | 998 | 985 | 984 | 987 | 1,018 | 1,008 | 1,007 | 1,028 | 1,013 |
| Tenure Eligible | Male | 217 | 235 | 241 | 224 | 200 | 187 | 207 | 200 | 177 | 170 | 170 | 169 |
| | Female | 118 | 127 | 120 | 136 | 128 | 121 | 120 | 128 | 123 | 116 | 133 | 124 |
| | Total | 335 | 362 | 361 | 360 | 328 | 308 | 327 | 328 | 300 | 286 | 303 | 293 |
| Non-Tenured | Male | 187 | 179 | 170 | 173 | 189 | 182 | 191 | 176 | 192 | 200 | 228 | 253 |
| | Female | 176 | 199 | 198 | 203 | 207 | 202 | 218 | 224 | 240 | 273 | 286 | 310 |
| | Unknown | 2 | 4 | | | | | | | | | | |
| | Total | 365 | 382 | 368 | 376 | 396 | 384 | 409 | 400 | 432 | 473 | 514 | 563 |
| Total | | 1,720 | 1,751 | 1,707 | 1,734 | 1,709 | 1,676 | 1,723 | 1,746 | 1,740 | 1,766 | 1,845 | 1,869 |

Based on October Payroll Records

Source: Office of Institutional Research

Table 4. Faculty Gender by Tenure Status

Table 4 shows that while the total number of tenured faculty has decreased slightly from 1,020 in 2002 to 1,013 in 2013, the number of tenured women faculty has increased by 50. The total number of tenure-eligible faculty has decreased from 335 to 293, but women are a larger percentage of the total now than in 2003. In 2003, women comprised 35.1% of the tenure-eligible faculty; now they are 42.3% of the tenure-eligible faculty. Table 5 shows these percentages for 2002-2003 and 2013-2014.

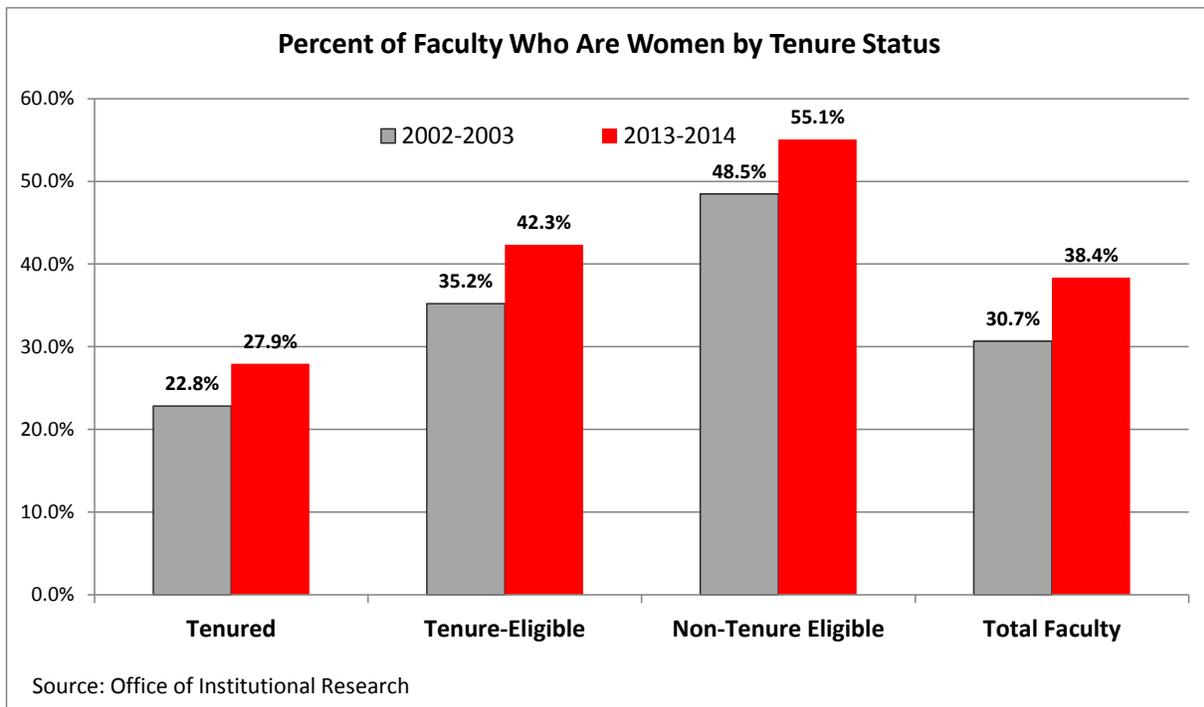


Figure 12. Percent of Women Faculty by Tenure Status

Faculty by Rank, Tenure Status, and Gender

| Year | 2002 | | | | 2013 | | | |
|----------------------|---------------|-------------|--------------|-----------------|---------------|-------------|--------------|----------------|
| | <u>Female</u> | <u>Male</u> | <u>Total</u> | <u>% Female</u> | <u>Female</u> | <u>Male</u> | <u>Total</u> | <u>%Female</u> |
| Professors | 85 | 501 | 586 | 14.50% | 123 | 462 | 585 | 21.03% |
| Associate Professors | 145 | 291 | 436 | 33.30% | 161 | 269 | 430 | 37.44% |
| Assistant Professors | 121 | 212 | 333 | 36.30% | 123 | 168 | 291 | 42.27% |
| Non-tenure Eligible | 177 | 188 | 365 | 48.50% | 310 | 253 | 563 | 55.06% |
| Total | 528 | 1192 | 1720 | 30.70% | 717 | 1152 | 1869 | 38.36% |

Table 5. Faculty by Rank, Tenure Status, and Gender

The percentage of women who were faculty in 2002 compared to 2013 increased at every rank (assistant, associate and full). However, the largest percentage increase between the two years is among the non-tenure-eligible women faculty. In 2002, women were 48.5% of non-tenured faculty and now they are 55.1% of non-tenure eligible faculty.

Several university departments lack a critical mass of women faculty. While there is not a department with a single male tenured or tenure-eligible faculty member, there are two departments with no tenured women faculty: Marketing and Political Science.

Departments with No Tenured or Tenure-Eligible Women Faculty, FY 2013-14

| <u>Status</u> | <u>Department</u> |
|--|--|
| No Tenured Female Full Professors | Ag Education Studies |
| | Ag and Biosystems Engineering |
| | Biomedical Sciences |
| | Finance |
| | Industrial Design |
| | Interior Design |
| | Marketing |
| | Philosophy & Religious Studies |
| | Political Science |
| | No Tenured Female Associate Professors |
| Anthropology | |
| Genetics, Development and Cell Biology | |
| Marketing | |
| Material Sciences & Engineering | |
| Political Science | |
| No Tenure-eligible Female Assistant Professors | Ag Education Studies |
| | Chemistry |
| | Electrical Engineering |
| | Entomology |
| | Horticulture |
| | Integrated Studio Arts |
| | Plant Pathology and Microbiology |
| | Vet Diagnostic and Production Animal |

Table 6. Departments Lacking Tenured or Tenure Eligible Women Faculty, 2013-14

Most of our peer institutions (and many other Association of American Universities institutions) have a higher percentage of women faculty than Iowa State. Only Texas A&M, and Purdue have fewer women faculty and the University of Illinois is very similar to ISU. The entire list of AAU institutions, and the percent of women faculty in each institution by rank, is detailed in Table 7. Our peer institutions are highlighted in yellow.

| Percentages of Men and of Women Full-Time Instructional Faculty by Academic Rank | | | | | | | | | | | | | | | | |
|---|-----------|------|---------------------|------|---------|------|---------------------|------|---------|------|-------------|------|---------|------|---------|------|
| AAU Public and Private Institutions, Fall 2012 | | | | | | | | | | | | | | | | |
| Gender % 2012 | Professor | | Associate Professor | | | | Assistant Professor | | | | Three Ranks | | | | | |
| | Men | | Women | | Men | | Women | | Men | | Women | | Men | | Women | |
| Institution | percent | rank | percent | rank | percent | rank | percent | rank | percent | rank | percent | rank | percent | rank | percent | rank |
| Pittsburgh | 75.3% | 42 | 24.7% | 20 | 62.3% | 29 | 37.7% | 33 | 44.9% | 61 | 55.1% | 1 | 60.5% | 61 | 39.5% | 1 |
| Missouri | 75.6% | 39 | 24.4% | 23 | 60.0% | 38 | 40.0% | 23 | 46.3% | 60 | 53.7% | 2 | 60.7% | 60 | 39.3% | 2 |
| Emory | 73.6% | 50 | 26.4% | 12 | 54.5% | 58 | 45.5% | 4 | 47.1% | 56 | 52.9% | 6 | 61.0% | 59 | 39.0% | 3 |
| Iowa | 73.6% | 51 | 26.4% | 11 | 54.1% | 59 | 45.9% | 3 | 50.3% | 54 | 49.7% | 8 | 61.0% | 58 | 39.0% | 4 |
| Brandeis | 68.6% | 61 | 31.4% | 1 | 56.0% | 55 | 44.0% | 7 | 53.9% | 43 | 46.1% | 19 | 61.7% | 57 | 38.3% | 5 |
| North Carolina | 72.1% | 57 | 27.9% | 5 | 57.1% | 50 | 42.9% | 12 | 51.1% | 53 | 48.9% | 9 | 62.7% | 56 | 37.3% | 6 |
| Wisconsin | 70.5% | 58 | 29.5% | 4 | 52.9% | 60 | 47.1% | 2 | 53.4% | 45 | 46.6% | 17 | 62.7% | 55 | 37.3% | 7 |
| Syracuse | 74.1% | 47 | 25.9% | 15 | 60.8% | 34 | 39.2% | 28 | 51.4% | 52 | 48.6% | 10 | 62.8% | 54 | 37.2% | 8 |
| Oregon | 70.4% | 59 | 29.6% | 3 | 59.3% | 46 | 40.7% | 16 | 58.5% | 24 | 41.5% | 38 | 62.8% | 53 | 37.2% | 9 |
| Washington | 72.7% | 55 | 27.3% | 7 | 51.1% | 61 | 48.9% | 1 | 54.6% | 41 | 45.4% | 21 | 63.2% | 52 | 36.8% | 10 |
| Minnesota | 73.3% | 53 | 26.7% | 9 | 55.9% | 56 | 44.1% | 6 | 54.3% | 42 | 45.7% | 20 | 63.3% | 51 | 36.7% | 11 |
| Rutgers | 75.7% | 38 | 24.3% | 24 | 55.6% | 57 | 44.4% | 5 | 46.9% | 57 | 53.1% | 5 | 63.8% | 50 | 36.2% | 12 |
| SUNY - Buffalo | 78.8% | 20 | 21.2% | 42 | 59.9% | 40 | 40.1% | 22 | 50.0% | 55 | 50.0% | 7 | 64.1% | 49 | 35.9% | 13 |
| New York Univ. * | 70.3% | 60 | 29.7% | 2 | 57.8% | 48 | 42.2% | 14 | 58.1% | 25 | 41.9% | 37 | 64.2% | 48 | 35.8% | 14 |
| Case | 76.0% | 37 | 24.0% | 25 | 61.0% | 33 | 39.0% | 29 | 46.5% | 59 | 53.5% | 3 | 64.3% | 47 | 35.7% | 15 |
| Michigan State | 77.8% | 26 | 22.2% | 36 | 59.6% | 44 | 40.4% | 18 | 51.8% | 51 | 48.2% | 11 | 64.8% | 46 | 35.2% | 16 |
| Arizona | 74.0% | 49 | 26.0% | 13 | 60.0% | 37 | 40.0% | 25 | 53.2% | 47 | 46.8% | 15 | 65.0% | 45 | 35.0% | 17 |
| Indiana | 75.0% | 44 | 25.0% | 18 | 59.5% | 45 | 40.5% | 17 | 53.2% | 48 | 46.8% | 14 | 65.0% | 44 | 35.0% | 18 |
| Ohio State | 76.5% | 36 | 23.5% | 26 | 58.9% | 47 | 41.1% | 15 | 52.6% | 50 | 47.4% | 12 | 65.3% | 43 | 34.7% | 19 |
| Michigan | 73.3% | 52 | 26.7% | 10 | 59.9% | 41 | 40.1% | 21 | 56.0% | 32 | 44.0% | 30 | 65.5% | 42 | 34.5% | 20 |
| Tulane * | 79.6% | 16 | 20.4% | 46 | 59.7% | 42 | 40.3% | 20 | 56.0% | 33 | 44.0% | 29 | 65.9% | 41 | 34.1% | 21 |
| Kansas | 77.6% | 27 | 22.4% | 35 | 59.7% | 43 | 40.3% | 19 | 57.6% | 28 | 42.4% | 34 | 66.5% | 40 | 33.5% | 22 |
| Cal - Irvine | 74.5% | 45 | 25.5% | 17 | 56.7% | 53 | 43.3% | 9 | 57.5% | 29 | 42.5% | 33 | 66.7% | 39 | 33.3% | 23 |
| Boston U | 78.0% | 24 | 22.0% | 38 | 63.0% | 25 | 37.0% | 37 | 53.5% | 44 | 46.5% | 18 | 67.0% | 38 | 33.0% | 24 |
| Florida | 78.4% | 21 | 21.6% | 41 | 64.2% | 21 | 35.8% | 41 | 53.4% | 46 | 46.6% | 16 | 67.1% | 37 | 32.9% | 25 |
| SUNY - Stony Brook | 80.4% | 12 | 19.6% | 50 | 63.3% | 23 | 36.7% | 39 | 52.6% | 49 | 47.4% | 13 | 67.3% | 36 | 32.7% | 26 |
| Colorado | 76.6% | 35 | 23.4% | 27 | 64.4% | 18 | 35.6% | 44 | 56.5% | 31 | 43.5% | 31 | 67.5% | 35 | 32.5% | 27 |
| Yale | 74.0% | 48 | 26.0% | 14 | 56.3% | 54 | 43.7% | 8 | 56.8% | 30 | 43.2% | 32 | 67.5% | 34 | 32.5% | 28 |
| Cal - Davis | 74.1% | 46 | 25.9% | 16 | 57.3% | 49 | 42.7% | 13 | 55.6% | 35 | 44.4% | 27 | 67.7% | 33 | 32.3% | 29 |
| Virginia | 80.3% | 13 | 19.7% | 49 | 61.8% | 30 | 38.2% | 32 | 46.9% | 58 | 53.1% | 4 | 68.0% | 32 | 32.0% | 30 |
| Penn State | 78.3% | 22 | 21.7% | 40 | 60.7% | 35 | 39.3% | 27 | 54.6% | 40 | 45.4% | 22 | 68.0% | 31 | 32.0% | 31 |
| Cal - Santa Barbara | 72.3% | 56 | 27.7% | 6 | 56.9% | 52 | 43.1% | 10 | 65.6% | 9 | 34.4% | 53 | 68.1% | 30 | 31.9% | 32 |
| Cal - Los Angeles | 72.8% | 54 | 27.2% | 8 | 60.6% | 36 | 39.4% | 26 | 59.2% | 23 | 40.8% | 39 | 68.1% | 29 | 31.9% | 33 |
| Southern Cal | 76.9% | 31 | 23.1% | 31 | 64.7% | 16 | 35.3% | 46 | 55.1% | 38 | 44.9% | 24 | 68.4% | 28 | 31.6% | 34 |
| Cal - Berkeley | 75.0% | 43 | 25.0% | 19 | 57.1% | 51 | 42.9% | 11 | 59.5% | 21 | 40.5% | 41 | 68.6% | 27 | 31.4% | 35 |
| Vanderbilt | 78.2% | 23 | 21.8% | 39 | 65.2% | 14 | 34.8% | 48 | 55.8% | 34 | 44.2% | 28 | 68.9% | 26 | 31.1% | 36 |
| Wash Univ - St. Louis | 76.7% | 33 | 23.3% | 28 | 60.0% | 38 | 40.0% | 23 | 62.6% | 15 | 37.4% | 47 | 68.9% | 25 | 31.1% | 37 |
| Maryland | 77.4% | 28 | 22.6% | 34 | 66.8% | 11 | 33.2% | 51 | 54.9% | 39 | 45.1% | 23 | 69.0% | 24 | 31.0% | 38 |
| Texas | 78.0% | 25 | 22.0% | 37 | 61.7% | 31 | 38.3% | 31 | 57.8% | 26 | 42.2% | 36 | 69.3% | 23 | 30.7% | 39 |
| Illinois | 79.7% | 14 | 20.3% | 48 | 63.0% | 26 | 37.0% | 36 | 57.7% | 27 | 42.3% | 35 | 69.3% | 22 | 30.7% | 40 |
| Iowa State | 81.5% | 11 | 18.5% | 51 | 64.4% | 19 | 35.6% | 43 | 55.2% | 36 | 44.8% | 26 | 69.3% | 21 | 30.7% | 41 |
| Northwestern | 76.7% | 33 | 23.3% | 28 | 64.5% | 17 | 35.5% | 45 | 60.8% | 18 | 39.2% | 44 | 69.8% | 20 | 30.2% | 42 |
| Penn | 77.0% | 29 | 23.0% | 33 | 63.2% | 24 | 36.8% | 38 | 60.4% | 20 | 39.6% | 42 | 70.2% | 19 | 29.8% | 43 |
| Brown | 75.5% | 41 | 24.5% | 21 | 62.8% | 27 | 37.2% | 35 | 63.2% | 14 | 36.8% | 48 | 70.3% | 18 | 29.7% | 44 |
| Purdue | 82.8% | 6 | 17.2% | 56 | 67.1% | 9 | 32.9% | 53 | 55.1% | 37 | 44.9% | 25 | 71.1% | 17 | 28.9% | 45 |
| Cornell | 79.0% | 18 | 21.0% | 44 | 65.4% | 13 | 34.6% | 49 | 60.7% | 19 | 39.3% | 43 | 71.5% | 16 | 28.5% | 46 |
| Columbia | 76.7% | 32 | 23.3% | 30 | 64.0% | 22 | 36.0% | 40 | 64.3% | 11 | 35.7% | 51 | 71.9% | 15 | 28.1% | 47 |
| Nebraska | 82.1% | 9 | 17.9% | 53 | 62.5% | 28 | 37.5% | 34 | 64.2% | 12 | 35.8% | 50 | 72.0% | 14 | 28.0% | 48 |
| Harvard | 75.6% | 40 | 24.4% | 22 | 61.6% | 32 | 38.4% | 30 | 65.6% | 8 | 34.4% | 54 | 72.1% | 13 | 27.9% | 49 |
| Duke | 76.9% | 30 | 23.1% | 32 | 68.2% | 6 | 31.8% | 56 | 66.4% | 7 | 33.6% | 55 | 73.0% | 12 | 27.0% | 50 |
| Rochester | 81.7% | 10 | 18.3% | 52 | 67.6% | 8 | 32.4% | 54 | 61.2% | 17 | 38.8% | 45 | 73.2% | 11 | 26.8% | 51 |
| Princeton | 79.6% | 15 | 20.4% | 47 | 64.9% | 15 | 35.1% | 47 | 62.1% | 16 | 37.9% | 46 | 73.8% | 10 | 26.2% | 52 |
| Chicago * | 78.9% | 19 | 21.1% | 43 | 68.1% | 7 | 31.9% | 55 | 67.5% | 5 | 32.5% | 57 | 74.1% | 9 | 25.9% | 53 |
| Stanford | 79.0% | 17 | 21.0% | 45 | 69.8% | 5 | 30.2% | 57 | 64.8% | 10 | 35.2% | 52 | 74.4% | 8 | 25.6% | 54 |
| Texas A&M * | 84.9% | 2 | 15.1% | 60 | 70.1% | 4 | 29.9% | 58 | 59.5% | 22 | 40.5% | 40 | 74.7% | 7 | 25.3% | 55 |
| Rice | 83.2% | 4 | 16.8% | 58 | 64.3% | 20 | 35.7% | 42 | 63.6% | 13 | 36.4% | 49 | 74.8% | 6 | 25.2% | 56 |
| Cal - San Diego | 82.6% | 7 | 17.4% | 55 | 65.8% | 12 | 34.2% | 50 | 66.4% | 6 | 33.6% | 56 | 76.2% | 5 | 23.8% | 57 |
| Carnegie Mellon * | 82.4% | 8 | 17.6% | 54 | 66.9% | 10 | 33.1% | 52 | 76.3% | 1 | 23.7% | 61 | 77.2% | 4 | 22.8% | 58 |
| MIT | 83.0% | 5 | 17.0% | 57 | 71.7% | 3 | 28.3% | 59 | 69.7% | 3 | 30.3% | 59 | 78.7% | 3 | 21.3% | 59 |
| Georgia Tech | 87.1% | 1 | 12.9% | 61 | 77.1% | 2 | 22.9% | 60 | 71.4% | 2 | 28.6% | 60 | 80.3% | 2 | 19.7% | 60 |
| Caltech * | 83.7% | 3 | 16.3% | 59 | 100.0% | 1 | 0.0% | 61 | 69.6% | 4 | 30.4% | 58 | 81.8% | 1 | 18.2% | 61 |
| Institutions providing data, n = 61 | | | | | | | | | | | | | | | | |
| Mean | 77.1% | | 22.9% | | 62.4% | | 37.6% | | 57.6% | | 42.4% | | 68.4% | | 31.6% | |
| * Data was not submitted to AAUDE for 2012-13, therefore the counts shown are drawn from the Chronicle, as available. | | | | | | | | | | | | | | | | |
| note: Rankings are based on percent men or women where the highest percentages are ranked 1 (one). | | | | | | | | | | | | | | | | |

Table 7. AAU Institutions, Faculty by Percent Men and Women, 2012

II. Availability of Mentoring for Faculty

Several mentoring programs are available to university faculty. In addition to the Emerging Leaders Academy, which is open to faculty and staff, the university offers formal and informal mentoring opportunities to faculty along the various stages of their academic careers.

The university offers three mentoring programs for new faculty, the first two of which are institutionalized across the university:

1. The Individual Mentor Program is coordinated by the Office of the Senior Vice President and Provost (SVPP) by working through department chairs to ensure that each new tenure-eligible faculty member has a formal mentor. Once a mentor is selected, the department chair submits the required documentation to the SVPP. The mentor and the new faculty member are expected to continue their partnership through the faculty member's pre-tenure years, with a primary focus on achieving a successful preliminary (third-year) review.
2. Through the College Peer Mentoring Program, colleges work with the Office of the Senior Vice President and Provost to coordinate a peer-to-peer mentoring program in which each cohort of new tenure-eligible faculty interact with others in their college. Each dean names a senior faculty member as College Peer Mentor with the expectation that he/she will coordinate meetings and activities with the new faculty in the college. The goal is to provide opportunities for new faculty to meet and network with peers across the college.
3. The Teaching Partners Program is offered by the Center for Excellence in Learning and Teaching (CELT) for faculty in their second and third years at ISU. This optional program consists of having an experienced senior teacher assigned to mentor a group of two to three tenure-eligible faculty who are looking for additional feedback on their teaching

Although the university offers such mentoring programs for faculty, responses to the AAUDE Faculty Satisfaction Survey – which asked a number of questions about mentoring – revealed that many women at Iowa State are either unaware or underserved by such opportunities. For example, responses to the following question – “While at Iowa State University, do you feel as though you have received adequate mentoring?” – revealed a statistically significant difference in responses by male and female faculty members. Women were much more likely to answer “no” they had not received adequate mentoring.

When asked about mentoring opportunities at Iowa State, women faculty responded:

As a somewhat newly tenured, associate professor, I suddenly feel a bit adrift as there is no mentoring process that I'm aware of, and I struggle to know just how to move towards full professorship.

Have been disappointed with advice on work/life balance and help with decisions on what collaborations/requests for my time I should turn down.

I adored the luxury of the mentoring relationship during my pre-tenure period. As an assistant professor, I am drowning and requests for a mentor have not been pursued – and I have asked several times over two years.

I have found a very helpful informal mentor. My formal mentor is only interested in supporting me on tasks that advance his career goals, and even then he provides very little helpful advice.

I only had a formal mentor for two years. This would have been helpful for a longer period of time.

III. Work/Life Concerns for Faculty

Many of the initiatives of the ADVANCE grant focused on work/life issues, including bringing a national conference on this topic to Iowa State, creating resources for faculty, and focusing on these issues in department chair training.

When the AAUDE Faculty Satisfaction Survey was first administered in 2008, a question was asked about whether faculty were aware of the flexible career policies available to tenure-eligible faculty. In 2008, there was a significant difference in responses between male and female faculty with women being significantly more aware of these policies. The 2012 survey asked the same question and found virtually no difference in awareness of these policies. Four years ago, 92% of women were aware of these policies and only 82% of men knew of them. In 2012, 96% of women and 94% of men knew about these policies. Awareness is the first step toward paying attention to work/life balance issues and the message seems to be getting out.

Another question from the AAUDE Faculty Satisfaction Survey asked, “My department is a place where individual faculty may comfortably raise personal and/or family responsibilities when scheduling department obligations.” Although there were no significant gender differences in the response to this question, it remains an important component to work/life issues. Until actual policies are put into place, practices can change as department personnel change.

Also related to faculty work/life balance issues is the Faculty Modified Duties Policy (FMDA), which was written and approved by the ISU Faculty Senate several years ago. The FMDA would allow faculty, upon the arrival of a child, and who are designated as a primary caregiver, to receive full pay while modifying their campus duties. Modifications may include a reduced commitment to be on campus regularly.

We know from our faculty surveys that women faculty are less likely than men faculty to be partnered or to have children. This has been a consistent finding in both administrations of the AAUDE Faculty Satisfaction Survey as well as consistent with national trends.

IV. Special/Unique Issues for Faculty

Salary equity issues are concerns for women faculty at Iowa State. Below we summarize data concerning each issue.

As part of the NSF ADVANCE grant, a salary equity study was conducted in 2009, examining data from 2005 through 2008. This study found statistically significant differences in salary by gender across all four years for social sciences faculty in the College of Liberal Arts and Sciences (LAS) and the College of Veterinary Medicine. The level of research productivity was a major factor in the salary differences by gender for Veterinary Medicine, but did not influence the level of significant difference in the LAS social sciences. No other colleges had statistically significant differences in salary by gender. Additionally, faculty salaries did show statistically significant differences by race/ethnicity.

As suggested in the 2002 Status of Women Report and the 2009 Salary Equity Study, such studies should be conducted regularly to empirically evaluate whether ISU offers equitable salaries to male and female faculty. Research on salary equity suggests that such inequity is likely to persist if it is not regularly monitored and corrected (Bailyn, 2003).

As part of the ADVANCE grant, an analysis was also conducted of gender differences in start-up packages. No significant differences were found in the amount of start-up packages offered to incoming faculty at Iowa State.

Despite these findings, many women faculty believe that ISU has a salary equity problem. According to comments from the AAUDE Faculty Satisfaction Survey: “The opportunities for male and female faculty are similar however, when looking at the budget book it is obvious that men are paid more.” And, “There needs to be more concern about salary equity. . . When all the money goes to people who threaten to leave, there is little left for those of us who stay behind and do the heavy lifting.” Another woman faculty member noted, “Salaries haven't kept up, except for people who threaten to leave (which shrinks the pot for the rest of us). Loyalty isn't rewarded.”

Additional comments from the AAUDE Faculty Satisfaction Survey (which was conducted about a year after the University Life Survey) revealed that budget cuts to Iowa State along with dramatically increasing enrollments are creating low morale on campus. Comments from women faculty included:

The biggest issues are lack of time to do research, and increased administrative and advising and teaching demands that are creating this lack of time.

Classrooms are jammed. My course that used to have a limit of 90 now has a limit of 450. We're getting paid less and working harder.

I do not have adequate time for research because of staffing cuts, extended vacancies of key positions, and too many other projects related to my primary job assignment.

While my colleagues and my chair are enormously supportive of me as a female faculty person, the students are very difficult in this area. Female faculty struggle much more than their male counterparts with issues of respect and authority in the classroom

Students use evaluations in particular as an opportunity to launch personal attacks against female faculty.

V. Comments by Faculty from Faculty Satisfaction Survey

In addition to the comments on the AAUDE Faculty Satisfaction Survey noted in the sections above, open-ended comments from women faculty to the University Life Survey were filled with examples of how many recent changes have undermined faculty (and staff) morale and, as a result, have negatively impacted the work environment (Iowa State University Office of the Provost and Research Institute for Studies in Education, 2011). This faculty member puts it succinctly: “The continual reduction of staff significantly hampers my ability to perform my responsibilities. A competent staff is my most valuable university resource.”

Another expands on how the changes have specifically affected faculty work:

In previous years, I was always pleased to enter "agree" when asked whether ISU recruits, retains and supports faculty interested in excellence and whether ISU creates a good community for learning. Now, to my regret, I have had to answer "strongly disagree." While we certainly realize the depth of the budget crisis, ISU has mishandled this badly and created a climate that is now very demoralizing for faculty, especially in the humanities.

VI. Recommendations

Significant gains have been made in the hiring of women faculty as well as the improvement of many departmental climate issues, primarily as a result of the ADVANCE grant. Our recommendations are as follows:

1. Provide incentives to hire women faculty in those departments that still have only one (or zero) women in tenured positions. There is clear evidence that departments can accomplish this goal when they are held accountable (Bird, Fehr, Larson & Sween, 2011). Continue to prepare the climate in those units to encourage women’s retention.
2. Take the Modified Duties Policy to the Board of Regents for approval.
3. Conduct regular studies of salary equity.
4. Continue the work that was started in the ADVANCE grant program to pay attention to departmental climate and culture, including encouraging women to seek advancement to full professor levels, providing adequate training to department chairs to support work/life issues, and offering more mentoring opportunities beyond the assistant professor level.

3.8 Administration

I. Statistics

During the years since 2002, the university hired a number of top women administrators. They included:

1. Executive Vice President and Provost, Elizabeth Hoffman, who resigned in 2012 and was replaced by Jonathan Wickert.
2. Deans: Lisa Nolan, Vet School (appointed in 2011), Sarah Rajala, Engineering (appointed in 2013), Beate Schmittmann, Liberal Arts and Sciences (appointed in 2013), Pamela White, Human Sciences (appointed in 2009), and Wendy Wintersteen, Agriculture and Life Sciences (appointed in 2006).
3. Vice President for Research and Economic Development, Sharron Quisenberry, who resigned in 2012 and was replaced by David Oliver (interim).
4. Vice President for Extension and Outreach, Cathann Kress (appointed in 2011).

In total, six of the nine academic deans are women – including those listed above as well as Olivia Madison, Library (appointed in 1998). Deans of the Graduate College (David Holger), Design College (Luis Rico-Gutierrez) and Business College (David Spalding) are men. The Dean of Students is also a woman (Pamela Anthony).

Four of the eight Associate Vice Presidents in 2013 are women – Charlotte Bronson, Research and Economic Development; Chitra Rajan, Research and Economic Development; Ellen Rasmussen, Senior Vice President and Provost; Pam Elliott Cain, Business and Finance. One of the eight positions is presently vacant.

In addition, the number of women department chairs has increased, primarily as an outcome of the ISU ADVANCE grant and the Provost's Office Taskforce on ISU Department Leadership. In 2012, 11 of the 52 department chairs were women (21%) and 41 were men (79%). In 2013, 14 of the 54 department chairs are women (26%) and 40 (74%) are men. While this represents an increase in the number of women department chairs from earlier years when 17% or less were women, there is still room for improvement in increasing the number of women leaders in departments (Iowa State University Taskforce on ISU Departmental Leadership, 2012). In particular, it is important to ensure that women are represented at every stage in the pipeline, including in all departments and at all ranks. This ensures that the university maintains and develops an adequate pool of qualified candidates for leadership positions.

The effort to hire and promote women into top leadership positions is extremely commendable and has made a huge difference in the climate for women at Iowa State. It is our hope that the current administration continues to hire women at the highest levels of the university. These very visible positions send a message to the ISU community that women's voices are valued and are an integral part of the administration of this university.

II. Special/Unique Issues for Administration

Study after study has affirmed that people associate women and men with different traits and link men with more of the traits that connote leadership (Eagly & Carli, 2007). These management interventions can help support more women in top leadership positions: changing a “long-hours” norm; reducing the subjectivity of performance evaluations; using open recruiting tools such as advertising and employment agencies rather than relying on informal networks and referrals to fill positions; developing a critical mass of women in executive positions, not just one or two token women; avoiding having a sole female member of any team; encouraging networking for women; preparing women for management with appropriately demanding assignments; establishing family-friendly human resource practices and encouraging male colleagues to participate in these benefits; and allowing employees with significant parental responsibilities more time to prove themselves worthy of promotion.

III. Recommendations

With regards to administrators, we recommend that the university:

1. Take steps to ensure that the hiring process of top administrators does not unconsciously bias the outcome toward male candidates. For example, short time periods between the job announcement and the actual hiring of an administrator may disadvantage women who often still take on more responsibility for family care and may be less willing to uproot family members without carefully considering the consequences.
2. Continue to increase the number of women department chairs to reflect an equitable balance.
3. Make sure there are no “invisible barriers” to the leadership development of women. Although the university has made gains in shattering the glass ceiling in promoting women’s leadership, unconscious biases remain a factor in its culture. Discrimination may no longer be overt, but subtle practices may be just as effective in preventing women from assuming the highest level positions at Iowa State. Women’s continued absence in a number of departments and their underrepresentation at higher ranks point to potential problems for promoting women to administration in the future.

4.0 Overall Recommendations

The University Committee on Women recommends the following top priorities for consideration by university leadership:

1. Improve the Representation of Women at Iowa State

At Iowa State University, women are underrepresented as undergraduate and graduate students, upper-level P&S staff, blue collar and security merit staff, faculty, and administrators. Women need to be visible across all groups, especially at the top levels of the administration by which institutions of higher education are initially judged, in order to attract more women to the university.

To improve the representation of women, we recommend the university:

1. Conduct an in-depth study to determine reasons for women students continued underrepresentation at Iowa State University.
2. Continue to support and develop programs that encourage women to enter fields where they are underrepresented and ensure that recruitment efforts effectively target women students.
3. Create a half-time position and hire a staff member in the Graduate College who can identify and begin to address issues that may be limiting the enrollment and success of women graduate and post-doctoral students.
4. Conduct a systematic review of P&S salary equity to ensure that individuals are being compensated equitably and establish clear paths to promotion for P&S employees.
5. Provide incentives to hire women faculty in those departments that still have few (or no) women, particularly in tenured positions. Consider targeted cluster hires and hires at the associate and full levels in such departments.
6. Conduct faculty salary equity studies on a regular basis.
7. Continue to increase the number of women department chairs to reflect an equitable balance.
8. Increase the number of women reporting directly to the President, which has decreased over the past 10 years.
9. Recruit women into key direct reporting positions yet to be filled, for example, Chief Diversity Officer.

2. Increase Opportunities for Mentoring, Training, and Professional Development

Surveys of students, staff and faculty at Iowa State revealed that opportunities for mentoring, training and professional development need to be increased. Not only should the university provide more opportunities for leadership development and mentoring, particularly for students and P&S and merit staff, it also needs to provide diversity education to address the stereotypical attitudes held by some members of the university community with regards to racial and ethnic diversity.

We recommend that the university:

1. Support with funding programs that encourage women to assume leadership roles in major student organizations, including the Government of the Student Body.
2. Fund a staff member and programs in the Graduate College to provide department-based diversity education workshops and mentoring and work/life balance programs.
3. Provide more opportunities for diversity education for students, staff and faculty.
4. Provide more leadership development opportunities for P&S staff and merit staff.
5. Provide more mentoring opportunities for P&S, merit staff and faculty beyond the assistant professor level.
6. Provide additional training and orientation for all those affected by merit union bumping procedures, including departmental staff and supervisors. Although the bumping procedure is beyond the scope of university action, the university may be in a position to soften the experience for those affected by the procedure.

3. Improve Work/Life Balance

Surveys also revealed that many graduate students, staff, and faculty are struggling to find balance between their work at Iowa State University and personal life and obligations. Recent budget cuts have increased the workloads of members of the university community.

To address concerns about work/life balance, we recommend that the university:

1. Improve health care and insurance options for low-paid graduate students.
2. Submit the Modified Duties Policy to the Iowa Board of Regents for approval.
3. Continue the work started by the ADVANCE grant program to pay attention to departmental climate and culture, including encouraging women faculty to seek advancement to full professor levels and providing adequate training to department chairs to support work/life issues.

4. Investigate creative incentives to bolster morale and compensate employees for increased workloads, such as tuition reimbursements for university staff and their families.

4. Improve Faculty, Staff, and Student Knowledge about Diversity and Diversity Initiatives

The scope of this report could not adequately address all issues, including those concerning climate and inclusion among women from a variety of backgrounds. These concerns include issues related to LGBT, age, ability status, nationality, and race/ethnicity. This report documents the persistence of overt and subtle racism and xenophobia at ISU, which is counter to the goals of the university and creates a hostile and unproductive environment for all affected. Although this is not a concern that is specific to women, women in all parts of the ISU community voice it as a problem. It is the task of the university to educate all its members so that such ignorance is not reproduced on our campus. Clear statements made by those in positions of authority have a powerful influence on those at lower levels of the organization. To that end we suggest the following:

1. As outlined in the 2012 *Proposed Presidential Initiative on Diversity and Inclusion*, create and hire a Chief Diversity Officer for the University, who reports to the President and oversees equity across all departments.
2. The hiring of an outside firm to conduct a comprehensive campus climate survey. It is important to identify the underlying cultural barriers that women encounter. An objective survey could expose more of the qualitative issues that the university could address.
3. Lead by example. Those in leadership positions need to verbalize and publicize support for scholarship, lectures, and events that are designed to enlighten the university community about people from a variety of backgrounds.
4. University leaders should demonstrate support for events and speakers who speak to such issues by attending presentations and conferences (such as ISCORE) and formally introducing important guests to the ISU community.
5. Create non-threatening avenues for the continued education of faculty and staff on issues pertinent to diversity and build in incentives for participation. For example, the university could offer such training during business hours and provide food or prizes for participation.
6. Commit to funding presentations by nationally-recognized high-status professional anti-racist educators.

5.0 Resources

Bailyn, L. (2003). Academic Careers and Gender Equity: Lessons Learned from MIT. *Gender, Work and Organization*, 10(2),137-153.

Bird, S.R., Fehr, C., Larson, L.M., and Sween, M. (2011). ISU ADVANCE Collaborative Transformation Project: Final Focal Department Synthesis Report. Retrieved from https://www-provost.sws.iastate.edu/sites/default/files/uploads/advance/ISU%20ADVANCE%20CT%20REPORT%209_FINAL_synthesis%20April%202011.pdf

Eagly, A. H., & Carli L. L. (2007). Women and the labyrinth of leadership. *Harvard Business Review*, 85, 62–71.

Ferber, D. (1999). Getting to the Front of the Bus. *Science*, 285 (5433), 1514. Retrieved from http://ic.galegroup.com.proxy.lib.iastate.edu/ic/bic1/AcademicJournalsDetailsPage/AcademicJournalsDetailsWindow?failOverType=&query=&prodId=BIC1&>windowstate=normal&contentModules=&mode=view&displayGroupName=Journals&dviSelectedPage=&limiter=&u=iastu_main&currPage=&disableHighlighting=false&displayGroups=&sortBy=&source=&zid=&search_within_results=&p=BIC1&action=e&catId=&activityType=&scanId=&documentId=GALE%7CA55833954.

Iowa State University ADVANCE Program. (2010). *ISU ADVANCE Annual Report, Year 4: April 2009-April 2010*. Retrieved from http://lib.dr.iastate.edu/provost_reports/4

Iowa State University ADVANCE Program. (2010). *ISU ADVANCE Annual Report, Year 4: April 2009-April 2010 (Salary Equity Study 2005-2008)*. Retrieved from <https://www-provost.sws.iastate.edu/sites/default/files/uploads/advance/ISUYear4ReportForWebrev2.pdf>

Iowa State University Committee on Women Task Force on Data Analysis. (2002, August). Status of Women at Iowa State University. Retrieved from <https://www-provost.sws.iastate.edu/sites/default/files/uploads/ucw/status-isu-2002.pdf>

Iowa State University Committee on Women. (2012). *Mentoring Subcommittee Annual Report*. Unpublished report, Iowa State University, Ames, Iowa.

Iowa State University Committee on Women. (2012). *A Report on the Status of Women in the College of Veterinary Medicine*. Report in preparation, Iowa State University.

Iowa State University Graduate College Task Force. (2012, July). *Results from Iowa State Female Graduate Student Needs Assessment Survey*. Unpublished report, Iowa State University, Ames, Iowa.

Iowa State University Graduate Council. (2007). *Subcommittee on Postdoctoral Associate Policies Report*. Unpublished report, Iowa State University, Ames, Iowa.

Iowa State University Institutional Research and Iowa State University ADVANCE in cooperation with Association of American Universities Data Exchange. (2009). *Iowa State University 2008 Faculty Satisfaction Survey Full Report*. Retrieved from https://www-provost.sws.iastate.edu/sites/default/files/uploads/advance/Full_Report_Faculty_Satisfaction_2008.pdf

Iowa State University Office of the Provost and Research Institute for Studies in Education (RISE). (2011). *University Life Survey 2011: Full Report*. Retrieved from <http://www.provost.iastate.edu/sites/default/files/uploads/reports/University%20Life%20Survey%202011%20FINAL%20REPORT.pdf>

Iowa State University Taskforce on ISU Department Leadership. (2012) *Iowa State University Department Chair: Role, Progression and Directions*. Unpublished report, Iowa State University, Ames, Iowa.

International Association of Administrative Professionals. (2013). How to Work More Effectively with an Administrative Assistant. Retrieved from <http://www.iaap-hq.org/resources/how-work-more-effectively-administrative-assistant>.

Jacobs, J. (1996). Gender Inequality and Higher Education. *Annual Review of Sociology*, 22, 153-185.

Johnson, R.M. Bergman, R., Good, C., Huck, S., Kane, K., Mumm, L. and Owenson, P. (2007). Professional and Scientific Employee Survey, 2006-2007: Full Report. Retrieved from <http://www.pscouncil.iastate.edu/activities/surveys/2007/PandSSurvey2007.pdf>

King, J. (2010) *Gender Equity in Higher Education: 2010*. Washington, D.C. American Council of Education.

National Postdoctoral Association ADVANCE. (2011, March 2). *Postdoctoral Scholars, Gender and the Academic Career Pipeline: A fact sheet*. Retrieved from <http://www.nationalpostdoc.org/images/stories/Documents/ADVANCEDocuments/postdoc-gender-fact-sheet-2011.pdf>

Princeton University Steering Committee on Undergraduate Women's Leadership. (2011, March). *Report of the Princeton University Steering Committee on Undergraduate Women's Leadership*. Retrieved from http://www.princeton.edu/reports/2011/leadership/documents/SCUWL_Report_Final.pdf