IOWA STATE UNIVERSITY
Office of Equal Opportunity

2019 ANNUAL REPORT
Welcome to the first Office of Equal Opportunity (OEO) Annual Report! I am excited to finally bring the campus community “inside the room where it happens.” I am fortunate to have been chosen to lead the efforts for OEO three years ago. Since that time, great strides have been made to re-image, re-construct, and re-engage the campus community in the work that assures equal opportunity at Iowa State. With change comes confusion and lessons learned. I would like to thank you for all of the support and patience you have lent as we are practicing our way to excellence. Hopefully you will find the answers or insights to some of the questions that may exist due to the three year transition in process, protocol and personalities.

We remain wholly committed to the well-being of our campus community, and this Annual Report details the efforts behind that commitment. Although you will find many numbers reflected within this report, rest assured we never lose sight of the fact that our work is focused on people, and our commitment to your well-being is sincere and resolute.

Over the last three years, I believe we have achieved much success, but we know that much work is still needed to help Iowa State University reach a level of parity and equality in regards to recruiting and retaining diverse students, staff, and faculty into a highly inclusive environment. OEO recognizes that equal opportunity, diversification and inclusion is an objective we cannot achieve alone. To that end, we strongly encourage, welcome, and solicit ideas from campus partners, as well as internal and external stakeholders, as we strive to move this common agenda forward.

As we remain engaged in this journey of a shared vision, I want to thank Vice President Reginald Stewart for his leadership and President Wendy Wintersteen for her generosity. I also want to thank the OEO team for a job well done and continuously striving to monitor, improve, and implement new ideas and strategies to better serve the individuals who make up this great community that is Iowa State University. I thank you once again for your guidance and support of OEO’s efforts. We look forward to working with you to continue to prioritize the ongoing safety of our community throughout the year.
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OFFICE IMPACT

The Office of Equal Opportunity (OEO) is responsible for oversight of and compliance with the University’s Equal Opportunity, anti-discrimination, and anti-harassment policies, as well as federal and state laws and regulations; investigating and resolving complaints of discrimination and harassment on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or protected U.S. Veteran status; providing advisory consultation regarding employment practices and policies; and providing educational opportunities, conducting training programs and presenting on equal opportunity, affirmative action, sexual harassment, Title IX, and a wide range of diversity-related topics. OEO strives to ensure the most wholesome and productive learning and working environment for students, faculty, and staff. Individuals who believe they have been unlawfully harassed or discriminated against, on the basis of a protected class, are encouraged to contact us.

The impact, involvement, interaction, and influence of OEO has expanded throughout 2018, owing to the Assistant Vice President’s dedication to imparting the full breadth of what OEO does: consultation, facilitation, and investigation. OEO staff has experienced both numeric and developmental growth in numerous ways, including:

- expanding the role of the Assistant Vice President (AVP) for Diversity, Inclusion, and Equal Opportunity;
- restructuring a current full-time position to focus on outreach and education;
- adding two new full-time Equal Opportunity Specialists, one of which focuses on working with faculty and staff;
- launching searches for two additional staff members, one of which focuses on working with Iowa State University Extension and Outreach;
- planning and executing the inaugural OEO retreat;
- planning and participating in several professional conferences, consortia, and symposia;
- and
- ongoing training in crucial conversations, investigative interviewing techniques, and additional professional development opportunities to enhance content expertise.
OEO has worked to provide critical knowledge to the campus community and beyond through several innovative policy projects and initiatives which include:

- unveiling new OEO training provided to all University affiliated students, faculty, and staff;
- enhancing and clarifying ISU’s Affirmative Action Plan;
- establishing a new sexual misconduct policy;
- growing and developing Deputy Title IX coordinators in strategic departments throughout the campus community;
- launching the Consent is BAE (Before Anything Else) campaign, providing comprehensive information on consent and its elements, requirements and importance;
- creating and publishing a formal OEO Procedural Guide; and
- revising sexual misconduct resource guides for both complainants and respondents.

Significant efforts to elevate OEO’s voice, contributions, reach and brand have resulted in successful partnerships and collaborations for the benefit of the campus and surrounding community. Highlights of the outcomes of these collaborations are:

- the Equal Opportunity Student Council;
- the Equal Opportunity Council;
- collaboration with campus partners to form the Campus Climate Response Team (CCRT) and Inaugural Campus Climate Response Team Annual Report;
- A Symposium on Building Inclusive Organizations presented in conjunction with the Ames Chamber of Commerce, City of Ames Human Relations Commission, and the Iowa State University Office of Diversity and Inclusion;
- inaugural Summit Addressing Campus Sexual Misconduct;
- successful year of publishing monthly OEO Newsletters;
- development of syllabi language for use by faculty;
- expanded scope and breadth of Disability Awareness Week;
- ongoing trainings provided to various populations on campus to include new employees, athletics, fraternities and sororities;
• involvement with Destination Iowa State, a program created to welcome all new students to Iowa State University and give them an opportunity to build a community with each other and assist in transition to their new University home; and
• significant contributions to the planning and execution of the Ames Citizen Institute series.

While 2018 has been a year full of accomplishments, growth and elevation on the state and national level, OEO seeks to continue to enhance the Iowa State University and Ames community through our objectives for 2019, which include:

• curriculum development to enhance education for faculty, athletics, the International Students and Scholars Office (ISSO), Sorority and Fraternity Engagement (SFE), graduate students, and student government;
• growing partnership with ISU Extension and Outreach;
• continuing to build connection with organizations dedicated to serving Veterans and individuals with disabilities;
• revising ISU’s Discrimination & Harassment policy;
• holding office hours across campus;
• enhancing collaborations with Assault Care Center Extending Shelter & Support (ACCESS);
• creating documentation and informing third party vendors who provide services to ISU;
• launching a new OEO website;
• creating a new administrative guidance document; and
• OEO office space expansion.

**Principles of Community**

The Office of Equal Opportunity supports the University’s Principles of Community. These principles have been endorsed by key campus organizations and University leadership as a reflection of ISU’s commitment to create an inclusive and welcoming environment for all. The principles are listed on the following page and are also available online at the following link: https://www.diversity.iastate.edu/connect/principles.
**ISU PRINCIPLES OF COMMUNITY:**

<table>
<thead>
<tr>
<th>Principle</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect</strong></td>
<td>We seek to foster an open-minded understanding among individuals, organizations and groups. We support this understanding through outreach, increasing opportunities for collaboration, formal education programs and strategies for resolving disagreement.</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>We are encouraged to be engaged in the university community. Thus, we strive to build a genuine community that promotes the advancement of knowledge, cooperation and leadership.</td>
</tr>
<tr>
<td><strong>Cooperation</strong></td>
<td>We recognize that the mission of the university is enhanced when we work together to achieve the goals of the university. Therefore, we value each member of the Iowa State University community for their insights and efforts, collective and individual, to enhance the quality of campus life.</td>
</tr>
<tr>
<td><strong>Richness of Diversity</strong></td>
<td>We recognize and cherish the richness of diversity in our university experience. Furthermore, we strive to increase the diversity of ideas, cultures and experiences throughout the university community.</td>
</tr>
<tr>
<td><strong>Freedom from Discrimination</strong></td>
<td>We recognize that we must strive to overcome historical and divisive biases in our society. Therefore, we commit ourselves to create and maintain a community in which all students, staff, faculty and administrators can work together in an atmosphere free from discrimination, and to respond appropriately to all acts of discrimination.</td>
</tr>
<tr>
<td><strong>Honest and Respectful Expression of Ideas</strong></td>
<td>We affirm the right to and the importance of a free exchange of ideas at Iowa State University within the bounds of courtesy, sensitivity and respect. We work together to promote awareness of various ideas through education and constructive strategies to consider and engage in honest disagreements.</td>
</tr>
</tbody>
</table>

**AFFIRMATIVE ACTION PLAN (AAP)**

The Office of Equal Opportunity (OEO) is responsible for monitoring compliance with Iowa State University’s Equal Opportunity, anti-discrimination, and anti-harassment policies, as well as state and federal laws and regulations. One of OEO’s primary responsibilities is to develop and implement ISU’s Affirmative Action Plan (AAP). All federal contractors and subcontractors
are required to take “affirmative action” – as documented within each contractor’s AAP – to recruit and advance qualified minorities, women, persons with disabilities, and protected U.S. Veterans. “Affirmative action” refers to those policies, practices, and procedures that ISU utilizes to ensure that all qualified applicants and employees are receiving an equal opportunity for recruitment, selection, advancement, and privileges associated with employment. The Affirmative Action Policy can be found online at: https://www.policy.iastate.edu/policy/aa. A copy of the signed Affirmative Action and Equal Employment Opportunity Policy Statement can be found in Appendix G.

ISU’s AAP is a snapshot of the University’s workforce that includes the following components:

1. A Workforce Analysis that describes the representation of women and minorities across the University’s organizational units.
2. A Job Group Analysis that summarizes the workforce via a set of broad occupational categories, grouping job titles with similar job content, similar pay, and similar development opportunities.
3. An Availability summary that looks at the current workforce by job group as compared to individuals in the general U.S. workforce.
4. A Comparison of Incumbency to Availability, which compares the current representation of women, minorities, protected Veterans, and individuals with disabilities in the workforce to general availability estimates.

The 2017-2018 annual placement goals are listed in Table 1, a utilization summary for individuals with disabilities is listed in Table 2, and a utilization summary for protected Veterans is listed in Table 3. Tables 4 and 5 include employment statistics related to separations.

**Annual Placement Goals**

Annual placement goals are set for job groups where incumbency and availability are statistically significantly different. When the percentage of women or minorities employed in a Job Group is less than what would be expected, a Placement Goal is established for remedying the underutilization. The establishment of a Placement Goal serves as a good faith effort to increase in the future the percentage of minorities and women in the workplace. Underutilization is
defined as having fewer minorities or women in a particular Job Group than what would be reasonably expected by their availability in the relevant job market.

Table 1: 2017-2018 Annual Placement Goals for Women and Minorities, Analysis Data as of 11/01/2017 *

<table>
<thead>
<tr>
<th>Job Group</th>
<th>Female</th>
<th>Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Directors and VPs</td>
<td>47.73</td>
<td>17.01</td>
</tr>
<tr>
<td>Directors and Managers</td>
<td></td>
<td>13.98</td>
</tr>
<tr>
<td>Univ. Morrill Distinguished Prof &amp; Chair, CALS</td>
<td></td>
<td>18.55</td>
</tr>
<tr>
<td>Professors, CALS</td>
<td>34.67</td>
<td></td>
</tr>
<tr>
<td>Professors, College of Liberal Arts and Sciences</td>
<td>34.31</td>
<td></td>
</tr>
<tr>
<td>Associate Professors, College of Liberal Arts &amp; Sciences</td>
<td>43.27</td>
<td></td>
</tr>
<tr>
<td>Professors, College of Human Sciences</td>
<td></td>
<td>28.20</td>
</tr>
<tr>
<td>IT Systems Professionals</td>
<td>35.10</td>
<td>18.12</td>
</tr>
<tr>
<td>Health and Safety Professionals</td>
<td></td>
<td>26.77</td>
</tr>
<tr>
<td>Engineers and Designers</td>
<td></td>
<td>18.69</td>
</tr>
<tr>
<td>Public Relations Professionals</td>
<td></td>
<td>11.15</td>
</tr>
<tr>
<td>Storekeepers and Mail Clerks</td>
<td>37.64</td>
<td></td>
</tr>
<tr>
<td>Custodial Service Workers</td>
<td></td>
<td>17.07</td>
</tr>
</tbody>
</table>

*These placement goals were aspirationally to be obtained in 2018 but derived from 2017 data.

Utilization Summaries

Table 2: Utilization Summary—Individuals with Disabilities

<table>
<thead>
<tr>
<th>Job Groups</th>
<th>Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Count</td>
</tr>
<tr>
<td>Total Count</td>
<td>74</td>
</tr>
</tbody>
</table>
Table 3: Utilization Summary—Protected Veterans

<table>
<thead>
<tr>
<th>Employees</th>
<th>Total Employees in Plan – #</th>
<th># Protected Veterans</th>
<th>% Protected Veterans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6,792</td>
<td>174</td>
<td>2.56%</td>
</tr>
</tbody>
</table>

*Benchmark for Veterans: 6.70%*

EMPLOYMENT STATISTICS

Table 4: 2017 Separations by Constituent Group

<table>
<thead>
<tr>
<th>Reason for Separation</th>
<th>Faculty</th>
<th>P&amp;S</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepted Academic Position</td>
<td>21</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>Accepted Other Employment</td>
<td>38</td>
<td>126</td>
<td>164</td>
</tr>
<tr>
<td>Death</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Dismissed/Negative Tenure</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Education/Return to School</td>
<td>5</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>Layoff</td>
<td>5</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Long-Term Disability (LTD)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Military Service</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Non-competitive Salary</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Personal</td>
<td>24</td>
<td>65</td>
<td>89</td>
</tr>
<tr>
<td>Retirement</td>
<td>46</td>
<td>83</td>
<td>129</td>
</tr>
<tr>
<td>Retirement Phased</td>
<td>8</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Spousal/Partner Employment</td>
<td></td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Term/Temp Appt. Ended</td>
<td>36</td>
<td>33</td>
<td>69</td>
</tr>
<tr>
<td>TOTAL</td>
<td>185</td>
<td>343</td>
<td>528</td>
</tr>
</tbody>
</table>
Table 5: 2018 Separations by Constituent Group

<table>
<thead>
<tr>
<th>Reason for Separation</th>
<th>Faculty</th>
<th>P&amp;S</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepted Academic Position</td>
<td>24</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Accepted Other Employment</td>
<td>35</td>
<td>129</td>
<td>164</td>
</tr>
<tr>
<td>At Will</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Death</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Dismissed/Misconduct</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Dismissed/Negative Tenure</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Dismissed/Performance</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Education/Return to School</td>
<td>4</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Layoff</td>
<td></td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Long-Term Disability (LTD)</td>
<td></td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Military Service</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Non-competitive Salary</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Personal</td>
<td>18</td>
<td>71</td>
<td>89</td>
</tr>
<tr>
<td>Retirement</td>
<td>40</td>
<td>84</td>
<td>124</td>
</tr>
<tr>
<td>Retirement Phased</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Spousal/Partner Employment</td>
<td></td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Term/Temp Appt. Ended</td>
<td>35</td>
<td>23</td>
<td>58</td>
</tr>
<tr>
<td>TOTAL</td>
<td>169</td>
<td>349</td>
<td>518</td>
</tr>
</tbody>
</table>

**Diversity Recruitment Efforts**

The Office of Equal Opportunity works directly with executive level search committees to introduce best practices regarding diversifying their applicant pools. OEO has partnered with University Human Resources Talent Acquisition unit to establish recruiting relationships with organizations serving Veterans, people with disabilities, and trailing partners. These relationships aid in diversifying applicant pools for Iowa State University open positions. OEO
is also actively working to develop a web-based diversity recruitment “tool box” to aid hiring managers looking to fill positions.

EMLOYMENT MONITORING

The Office of Equal Opportunity exists to ensure that the University’s commitment and goals toward equal opportunity are integral components of ISU’s policies and practices. OEO is responsible for fostering an inclusive environment and setting policies and practices that create equal opportunity in employment and set standards for non-discriminatory practices. OEO strives to ensure that all University community members uphold federal, state, and campus nondiscrimination laws.

OEO, in partnership with University Human Resources (UHR) and the Office of the Senior Vice President and Provost, will evaluate Professional and Scientific (P&S) and faculty employment practices for any potential impact on protected classes and recommend policy or practice revisions.

OPEN SEARCH

In light of Iowa State University's goal to diversify its employee population, it is the University's policy that the pool of applicants for all positions being filled at the University be as broad as possible and that all current employees have the opportunity to be considered for open positions for which they are qualified. The Open Search Policy can be found online at: https://www.policy.iastate.edu/policy/opensearch.

Under certain circumstances, vacant positions may be filled through internal recruitment. The depth and breadth of the internal recruitment must be approved in advance by the appropriate vice president and the AVP for Diversity, Inclusion, and Equal Opportunity. Therefore, the filling of all positions shall be accomplished through a process that includes announcement of the opening as widely as appropriate in terms of the level of duties and responsibilities of the position.

Exceptions to this policy may be granted by the president, based on a prior written request endorsed by the appropriate vice president and reviewed by the AVP for Diversity, Inclusion, and Equal Opportunity. Ordinarily, such requests will be based on documented evidence that
qualified candidates are unlikely to be available through an open search, or that an extended search would risk negating an opportunity to hire a member of an under represented group.

A search waiver, also referred to as a waiver of open recruitment, is a formal approval to hire an individual directly into a position specific appointment in lieu of a search or open recruitment. At ISU, a search waiver is allowed in support of the goals of the Dual Career program, to recruit exceptional candidates who possess unique expertise not likely to be duplicated through a search, and to increase diversity in an underrepresented area.

In light of ISU’s commitment to equal opportunity, a search waiver that is not a Dual Career hire shall only be used in exceptional circumstances and shall must be approved by the President or appropriate Senior Vice President and the Office of Equal Opportunity Officer or designee.

The reason for the search waiver must meet criteria defined by OEO, and the individual hired must meet or exceed the qualifications criteria for the appointment and position.

**COMPLAINTS AND INVESTIGATIONS**

The Office of Equal Opportunity (OEO) administers complaints grounded in harassment and discrimination, based on protected classes, that are filed against Iowa State University, a particular unit or school; complaints between staff and/or faculty; and complaints that involve a combination of parties including students, staff, faculty, and visitors. OEO also processes religious accommodation requests.

**INQUIRIES TO EO**

Many matters are brought to the attention of OEO in the form of inquiries. OEO serves as a resource to individuals who feel they experienced discrimination or harassment. Any individual can speak with OEO to learn more about policies, procedures, and practices as applied to their specific circumstance. If a matter would involve OEO, an individual then has the option to pursue a matter with the office. If an individual simply inquires with OEO, it does not mean the individual has automatically initiated any sort of resolution process. The individual must affirmatively communicate to the office how they would like to proceed.
In most circumstances it is up to the individual to choose how they would like proceed, which can include the choice to take no action. In limited instances, such as serious threats to campus safety or recognizable patterns of conduct involving the same individual(s), OEO may take steps without an individual request for action. Most of the time, however, it is up to the affected individual to determine how a matter proceeds. For tables and graphs with disaggregated data on 2018 inquiries submitted to OEO, please see Appendix C.

**THREE-PRONGED APPROACH**

The Office of Equal Opportunity uses a three-pronged approach to resolve complaints:

**Consultation** is considered part of the informal resolution process. Resolution of these issues generally involve exploratory meetings with individuals to understand their concerns; to empower and/or coach the parties through resolution of the issue on their own; to help them understand their rights and responsibilities within the University environment; to offer advice on alternative solutions; and to identify appropriate resources for resolution. While these issues are addressed by OEO, sometimes they do not rise to a level of illegal harassment or illegal discrimination. As a result, no official notice of complaint or investigatory report of findings is issued.

**Facilitation** is part of the informal process that is an intervention to help the involved parties reach a mutually agreed upon resolution. Facilitation can occur through facilitated discussions, which are informal discussions between parties moderated by OEO, or through mediation. Mediation is also considered part of the informal resolution process, and OEO determines whether mediation is appropriate. Mediation is a more structured form of facilitation where the parties work toward an agreed upon resolution. Either party may refuse mediation or, once commenced, end mediation at any time. No adverse inference is drawn from any such decision.

**Investigations** are part of the formal resolution process, and include a comprehensive investigative approach. OEO makes an assessment that the issue(s) raised warrants a formal investigation, and provides notification to the relevant parties and decisional authority, as appropriate. If OEO determines a need for remedial interim action is necessary, such action will be administered by the decisional authority.
The table below demonstrates the total number of inquiries and complaints OEO staff fielded or commenced in 2018:

<table>
<thead>
<tr>
<th>Table 6: 2018 OEO Inquiries, Complaints, and Investigations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiries</td>
</tr>
<tr>
<td>Complaints and Investigations</td>
</tr>
</tbody>
</table>

The following pages contain tables and graphs of complaint details for calendar year 2018 only. It is important to note that due to various factors, such as interruptions to allow for police investigations, lack of witness availability due to semester breaks, etc., there are additional active complaints besides those that manifested in 2018. To view disaggregated data for Title IX complaints initiated in 2018, please see Appendix D.

Table 7: 2018 Complaint Data by Approach, All Complaints

<table>
<thead>
<tr>
<th>Approach</th>
<th>Consultation</th>
<th>Facilitation</th>
<th>Investigation</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>11</td>
<td>11%</td>
</tr>
<tr>
<td>Staff</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>14</td>
<td>14%</td>
</tr>
<tr>
<td>Student</td>
<td>33</td>
<td>16</td>
<td>19</td>
<td>68</td>
<td>67%</td>
</tr>
<tr>
<td>Other*</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>8%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>24</td>
<td>27</td>
<td>101</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph 1: Complaint Data by Approach, All Complaints

*“Other” may include applicants, former students, vendors, visitors, or others who do not fit into the other categories.
### Table 8: 2018 Complaint Data by Approach, Female**

<table>
<thead>
<tr>
<th></th>
<th>Consultation</th>
<th>Facilitation</th>
<th>Investigation</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>13%</td>
</tr>
<tr>
<td>Staff</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>7%</td>
</tr>
<tr>
<td>Student</td>
<td>23</td>
<td>14</td>
<td>18</td>
<td>55</td>
<td>76%</td>
</tr>
<tr>
<td>Other*</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>16</td>
<td>20</td>
<td>72</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Graph 2: 2018 Complaint Data by Approach, Female**

*“Other” may include applicants, former students, vendors, visitors, or others who do not fit into the other categories.

**NOTE: Three complaints were filed by “unknown” complainants whose gender is not known; therefore, the total of “male” plus “female” complainants by approach equals three less than the total number of complainants listed in Table 7.
### Table 9: 2018 Complaint Data by Approach, Male**

<table>
<thead>
<tr>
<th></th>
<th>Consultation</th>
<th>Facilitation</th>
<th>Investigation</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>Staff</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>35%</td>
</tr>
<tr>
<td>Student</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>12</td>
<td>46%</td>
</tr>
<tr>
<td>Other*</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>12%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>14</td>
<td>7</td>
<td>5</td>
<td>26</td>
<td>100%</td>
</tr>
</tbody>
</table>

**NOTE: Three complaints were filed by “unknown” complainants whose gender is not known; therefore, the total of “male” plus “female” complainants by approach equals three less than the total number of complainants listed in Table 7.

**“Other” may include applicants, former students, vendors, visitors, or others who do not fit into the other categories.

![Graph 3: 2018 Complaint Data by Approach, Male**](image)

- Faculty
- Staff
- Student
- Other*

**“Other” may include applicants, former students, vendors, visitors, or others who do not fit into the other categories.

**NOTE: Three complaints were filed by “unknown” complainants whose gender is not known; therefore, the total of “male” plus “female” complainants by approach equals three less than the total number of complainants listed in Table 7.

18 | IOWA STATE UNIVERSITY
THE OFFICE OF EQUAL OPPORTUNITY 2019 ANNUAL REPORT
Table 10: 2018 Complaint Data Primary Basis, All Complaints

<table>
<thead>
<tr>
<th></th>
<th>Consultation</th>
<th>Facilitation</th>
<th>Investigation</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>National Origin</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td>Physical/Mental Disability</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>7%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>9%</td>
</tr>
<tr>
<td>Religion</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Sex/Gender</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>7%</td>
</tr>
<tr>
<td>Title IX+</td>
<td>23</td>
<td>17</td>
<td>22</td>
<td>62</td>
<td>61%</td>
</tr>
<tr>
<td>Unknown</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
<td>24</td>
<td>27</td>
<td>101</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph 4: 2018 Complaint Data Primary Basis, All Complaints

+Title IX complaints include the following subcategories: assault, dating violence, domestic violence, gender, hostile work environment, relationship violence, sex exploitation, sexual assault, sexual discrimination, sexual harassment, sexual misconduct, sexual orientation, stalking
### Table 11: 2018 Complaint Data Primary Basis, Female Complaints**

<table>
<thead>
<tr>
<th></th>
<th>Consultation</th>
<th>Facilitation</th>
<th>Investigation</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>National Origin</td>
<td>2</td>
<td>1</td>
<td></td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>Physical/Mental Disability</td>
<td>3</td>
<td>2</td>
<td></td>
<td>5</td>
<td>7%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>3</td>
<td></td>
<td>1</td>
<td>4</td>
<td>6%</td>
</tr>
<tr>
<td>Religion</td>
<td>2</td>
<td></td>
<td>1</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>Sex/Gender</td>
<td>4</td>
<td></td>
<td>1</td>
<td>5</td>
<td>7%</td>
</tr>
<tr>
<td>Title IX+</td>
<td>19</td>
<td>12</td>
<td>18</td>
<td>49</td>
<td>68%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>16</td>
<td>22</td>
<td>72</td>
<td>100%</td>
</tr>
</tbody>
</table>

**NOTE: Three total complaints were filed by “unknown” complainants whose gender is not known; therefore, the total of “male” plus “female” complainants by approach equals three less than the total number of complainants listed in Table 7.

### Graph 5: 2018 Complaint Data Primary Basis, Female Complaints**

+Title IX complaints include the following subcategories: assault, dating violence, domestic violence, gender, hostile work environment, relationship violence, sex exploitation, sexual assault, sexual discrimination, sexual harassment, sexual misconduct, sexual orientation, stalking

**NOTE: Three total complaints were filed by “unknown” complainants whose gender is not known; therefore, the total of “male” plus “female” complainants by approach equals three less than the total number of complainants listed in Table 7.
### Table 12: 2018 Complaint Data Primary Basis, Male Complaints**

<table>
<thead>
<tr>
<th></th>
<th>Consultation</th>
<th>Facilitation</th>
<th>Investigation</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>National Origin</td>
<td>3</td>
<td>3</td>
<td></td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>Physical/Mental Disability</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>3</td>
<td>2</td>
<td></td>
<td>5</td>
<td>19%</td>
</tr>
<tr>
<td>Religion</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Sex/Gender</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>Title IX+</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>11</td>
<td>42%</td>
</tr>
<tr>
<td>Unknown</td>
<td>3</td>
<td></td>
<td></td>
<td>3</td>
<td>12%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>14</td>
<td>7</td>
<td>5</td>
<td>26</td>
<td>100%</td>
</tr>
</tbody>
</table>

**NOTE: Three total complaints were filed by “unknown” complainants whose gender is not known; therefore, the total of “male” plus “female” complainants by approach equals three less than the total number of complainants listed in Table 7.
Table 13: 2018 Complaint Data Primary Basis, Students

<table>
<thead>
<tr>
<th>Basis</th>
<th>Consultation</th>
<th>Facilitation</th>
<th>Investigation</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>National Origin</td>
<td>3</td>
<td>1</td>
<td></td>
<td>4</td>
<td>6%</td>
</tr>
<tr>
<td>Physical/Mental Disability</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>7%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>6</td>
<td></td>
<td>1</td>
<td>7</td>
<td>10%</td>
</tr>
<tr>
<td>Religion</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Sex/Gender</td>
<td>4</td>
<td>1</td>
<td></td>
<td>5</td>
<td>7%</td>
</tr>
<tr>
<td>Title IX+</td>
<td>17</td>
<td>11</td>
<td>16</td>
<td>44</td>
<td>65%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>16</td>
<td>19</td>
<td>68</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph 7: 2018 Complaint Data Primary Basis, Students

+Title IX complaints include the following subcategories: assault, dating violence, domestic violence, gender, hostile work environment, relationship violence, sex exploitation, sexual assault, sexual discrimination, sexual harassment, sexual misconduct, sexual orientation, stalking
Table 14: 2018 Complaint Data Primary Basis, Faculty

<table>
<thead>
<tr>
<th></th>
<th>Consultation</th>
<th>Facilitation</th>
<th>Investigation</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td>National Origin</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td>Physical/Mental Disability</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td>Religion</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td>Sex/Gender</td>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
<td>18%</td>
</tr>
<tr>
<td>Title IX+</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>45%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>11</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph 8: 2018 Complaint Data Primary Basis, Faculty

+Title IX complaints include the following subcategories: assault, dating violence, domestic violence, gender, hostile work environment, relationship violence, sex exploitation, sexual assault, sexual discrimination, sexual harassment, sexual misconduct, sexual orientation, stalking.
### Table 15: 2018 Complaint Data Primary Basis, Staff

<table>
<thead>
<tr>
<th></th>
<th>Consultation</th>
<th>Facilitation</th>
<th>Investigation</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>National Origin</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Physical/Mental Disability</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Religion</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Title IX+</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>57%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>14</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Graph 9: 2018 Complaint Data Primary Basis, Staff

Title IX complaints include the following subcategories: assault, dating violence, domestic violence, gender, hostile work environment, relationship violence, sex exploitation, sexual assault, sexual discrimination, sexual harassment, sexual misconduct, sexual orientation, stalking.
Table 16: 2018 Complaint Data Primary Basis, Other

<table>
<thead>
<tr>
<th></th>
<th>Consultation</th>
<th>Facilitation</th>
<th>Investigation</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race/Ethnicity</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>Title IX+</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>63%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph 10: 2018 Complaint Data Primary Basis, Other

+Title IX complaints include the following subcategories: assault, dating violence, domestic violence, gender, hostile work environment, relationship violence, sex exploitation, sexual assault, sexual discrimination, sexual harassment, sexual misconduct, sexual orientation, stalking
**SEXUAL MISCONDUCT**

Iowa State University provides comprehensive support, education, and reporting mechanisms to all members of the University to address sexual misconduct.

The University uses the term “sexual misconduct” to include sexual assault, sexual exploitation, sexual and or gender based harassment, sexual intimidation, intimate partner violence, stalking, retaliation, or complicity in any of these acts. These terms are more fully defined in ISU’s [Sexual Misconduct, Sexual Assault, Sexual Harassment, Stalking, and Intimate Partner Violence Involving Students Policy](https://www.policy.iastate.edu/policy/students/sexualmisconduct).

When the University receives a report of sexual misconduct - whether it involves students, faculty, staff, employees, or a campus visitor - OEO will manage the response process including outreaches, conducting investigations, taking interim measures if necessary, offering supportive measures, and providing information about campus and community resources, including counseling.

To learn more about the University’s process for receiving reports of sexual misconduct, response, and outreach following reports of sexual misconduct, requests for supportive measures, as well as adjudication of complaints of sexual misconduct against students, we invite you to review ISU’s [Sexual Misconduct Policy](https://www.policy.iastate.edu/policy/students/sexualmisconduct).

**RESPONSIBLE EMPLOYEES**

Responsible Employees have an obligation to report information they receive concerning sexual harassment, sexual misconduct, sexual assault, stalking and intimate partner violence (sex-based violations) to the University’s Title IX Coordinator, Margo Foreman, at (515) 294-7612. A “Responsible Employee” includes those University employees who have the authority to take action to redress reported sex-based violations, who have been given the duty of reporting potential sex-based violations, or who a student could reasonably believe has such authority or duty. When an individual tells a Responsible Employee about an incident of Prohibited Conduct—as defined in the [Sexual Misconduct Policy](https://www.policy.iastate.edu/policy/students/sexualmisconduct).
https://www.policy.iastate.edu/policy/students/sexualmisconduct—that individual has the right to expect the University to take prompt and appropriate steps to respond and address the report.

Responsible Employees must report all known information and any other relevant details to the Title IX Coordinator. Responsible Employees should not discuss or share any information related to an incident with anyone other than those directly involved in handling the University’s response. Responsible Employees cannot promise individuals confidentiality, anonymity, or withhold relevant information from the Title IX Coordinator. For more detailed information about Responsible Employees and their obligations, please consult Procedures, Applications, and Guidance: Sexual Misconduct, Sexual Assault, Sexual Harassment, Stalking and Intimate Partner Violence Involving Students Policy at:

**DISCRIMINATION AND HARASSMENT**

Iowa State University reaffirms and emphasizes its commitment to provide a professional working and learning environment that is free from discriminatory conduct or communication. Iowa State University prohibits discrimination directed toward an individual or group of individuals based on race, ethnicity, sex, pregnancy, color, religion, national origin, physical or mental disability, age (40 and over), marital status, sexual orientation, gender identity, genetic information, protected U.S. Veteran status, or other protected class, that adversely affects their employment or education.

Iowa State University also prohibits harassment, which can be a form of discrimination if it is unwelcome and is sufficiently severe or pervasive and objectively offensive so as to substantially interfere with a person’s work or education.

It is the University’s goal to prevent the occurrence of discriminatory and harassing activity and, if it does occur, to promptly stop such conduct.

**CAMPUS CLIMATE RESPONSE TEAM**

The Campus Climate Response Team (CCRT) is a University-wide collaborative unit that gathers information on and responds to reported incidents of bias that affect the Iowa State
University (ISU) community. The team formed preceding the 2018 Fiscal Year (FY 18) and aims to foster an environment where everyone feels safe, supported, welcome, and valued. By connecting the campus community to resources, collecting data for analytical and planning purposes, and sharing information with administrative unit partners when appropriate, the CCRT aims to reduce manifestations of bias that negatively impact the community.

The Office of Equal Opportunity coordinates and assigns outreach efforts amongst CCRT members, analyzes data, organizes quarterly team meetings, and prepares the CCRT Annual Report that can be found online at: https://www.campusclimate.iastate.edu/sites/default/files/uploads/FY%202018%20CCRT%20Annual%20Report%20PDF.pdf. During 2018, outreach was assigned to a member of OEO’s staff in over 60% of the CCRT reported cases. These efforts ranged from emailing campus resources to facilitating conversations amongst multiple parties.

During the 2018 calendar year, the CCRT received 82 individual reports of bias. They were reported via the online reporting form, emails to one of the team members, or in person to a member of the team. These numbers only detail bias incidents that were reported to the CCRT and likely reflect only a portion of all bias incidents that have negatively impacted the ISU community since incidents of bias are underreported across the country.  

---

Table 17: Total Reported CCRT Incidents by Month, 2018

<table>
<thead>
<tr>
<th>Month</th>
<th>NUMBER OF INCIDENTS</th>
<th>% OF TOTAL REPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>6</td>
<td>7.3%</td>
</tr>
<tr>
<td>February</td>
<td>12</td>
<td>14.6%</td>
</tr>
<tr>
<td>March</td>
<td>18</td>
<td>22.0%</td>
</tr>
<tr>
<td>April</td>
<td>11</td>
<td>13.4%</td>
</tr>
<tr>
<td>May</td>
<td>1</td>
<td>1.2%</td>
</tr>
<tr>
<td>June</td>
<td>5</td>
<td>6.1%</td>
</tr>
<tr>
<td>July</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>August</td>
<td>4</td>
<td>4.9%</td>
</tr>
<tr>
<td>September</td>
<td>5</td>
<td>6.1%</td>
</tr>
<tr>
<td>October</td>
<td>5</td>
<td>6.1%</td>
</tr>
<tr>
<td>November</td>
<td>13</td>
<td>15.9%</td>
</tr>
<tr>
<td>December</td>
<td>2</td>
<td>2.4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>82</td>
<td>100%</td>
</tr>
</tbody>
</table>

Each reported incident of bias is assigned a “vehicle,” or a category that describes the mode by which the bias was delivered. For cases in which a bias incident could be categorized in multiple vehicles, the incident is recorded under the vehicle that is more egregious. For example, a direct threat delivered via vandalism would be recorded as a direct threat.

See Table 17 for FY 18 incidents reported by month or Graph 11 on the following page for the totals for each vehicle. Appendix E contains more data for 2018.

For more information about the CCRT or to view the FY 2018 report, please visit the Campus Climate website at https://www.campusclimate.iastate.edu/CCRT.
**ACCESSIBILITY**

The Office of Equal Opportunity (OEO) is responsible for ensuring compliance with the Americans with Disabilities Act, Sections 503 and 504 of the Rehabilitation Act of 1973, and other federal and state laws and regulations pertaining to individuals with disabilities. OEO works closely with other divisions across campus to improve physical and digital access for everyone, as well as handle concerns pertaining to compliance. Some specific activities pertaining to improving accessibility across campus are listed below:

**Barriers to Access:** OEO provides a Barriers to Access form on our [website](https://www.eoc.iastate.edu/forms/eo-forms/access-feedback) that allows individuals to bring accessibility concerns to the office’s attention. Some concerns are resolved immediately, while others require long-term architectural and financial planning. All submissions, regardless of their scale and scope, are entered into a database in order to analyze and prioritize the needs for
upcoming projects. This year, OEO coordinated nearly two dozen responses to submissions to the Barriers to Access form. Facilities Planning and Management personnel were fundamental in responding to the remediation of immediate issues and also in incorporating the other issues into future projects.

**Collaboration with Student Accessibility Services:** Student Accessibility Services (SAS) is a unit of the Dean of Students Office that coordinates academic accommodations for students with disabilities. SAS and OEO collaborate regarding education and awareness, implementing the ADA, and presentations across campus pertaining to individuals with disabilities, their rights under the ADA, and our obligations as a Title II institution. SAS coordinated academic accommodations for almost 2,000 students during 2018. This number does not include temporary accommodations due to short-term illnesses or injuries, but instead students who received approved accommodations that were documented according to the University’s guidelines.

**Collaboration with University Human Resources:** University Human Resources (UHR) and OEO maintain a close partnership when it comes to ADA compliance in employment. Workplace accommodations for faculty, staff, and student employees with disabilities are coordinated through UHR. UHR was not able to provide accommodation data for calendar year 2018.

**Parking Division:** OEO responded to eleven requests to receive a medical parking permit on campus after individuals cited extenuating circumstances that did not allow them to follow the Parking Division’s protocol of first obtaining a state-issued DMV accessible placard prior to obtaining a medical pass for campus. Due to the nature and sensitivity of the extenuating circumstances, the requests are fielded by OEO staff and the Parking Division is informed when the individual is permitted to obtain a medical pass.

**Title IX Supportive and Interim Measures:** As part of the University’s response to a report of sexual misconduct, OEO may offer reasonable supportive and interim measures to address issues that impact the reporting and accused student or employee’s educational, living, and/or work environments. OEO can act regardless of whether there has been a request for a formal
investigation or law enforcement action. “Supportive” measures are those measures that are always available to impacted parties. Examples of supportive measures include access to counseling and/or medical services, community resources, legal resources, academic support services, and assistance with safety planning. “Interim” measures are those which OEO determines are reasonable and necessary for a particular individual on a case-by-case basis. Examples of available interim measures include restricted contact notices, changes in University-related work schedules or job assignments, transportation assistance, changes in University-owned dining and/or housing plans, and academic modifications. If an impacted student or employee is interested in the implementation of supportive and interim measures, they should discuss and request such measures with OEO.

**University Committee on Disabilities:** OEO chairs the University Committee on Disabilities (UCD). The UCD advises and assists the Office of the Vice President for Diversity and Inclusion (VPDI) regarding its leadership role in promoting and fostering a campus environment of inclusiveness and accessibility. The UCD’s aim is to remove barriers to access, coordinate and support initiatives that address inequities, and foster awareness to the campus community. UCD’s major event for the year was Disability Awareness Week held in October. The committee meets monthly and has a consistent attendance of roughly twenty University faculty, staff, and student representatives.

**Key Stakeholders:** OEO works consistently with Information Technology Services (ITS) on improving digital accessibility, Facilities Planning and Management (FP&M) on improving physical accessibility, the Center for Excellence in Learning and Teaching (CELT), and various other departments and divisions across campus. Major projects include collaborating on workshops and presentations around accessibility, offering training and professional development for staff, and coordinating the proposal and coordination of funding allocated for improving accessibility across campus.

**EDUCATION**

The Office of Equal Opportunity (OEO) engaged nearly 2,500 faculty, staff, and students at ISU, as well as 200 external community members during 2018 as part of its education outreach. The office considers educational outreach as encompassing two general categories: presentations and
trainings. Presentations are informative sessions or modules designed to create understanding or awareness of a particular subject matter. Trainings are sessions that go beyond creating awareness to generate participants’ engagement in applying critical skills to address complicated matters. Below are categories of trainings and presentations that were completed by OEO staff in 2018. Graphic representations of attendance can be found on subsequent pages.

**Accessibility:** OEO staff delivers many different trainings, interactive presentations, and group workshops designed to increase accessibility across campus. Topics include introductions to the Americans with Disabilities Act, methods for implementing inclusive design in both physical and digital spaces, rights and responsibilities related to the use of service animals, and information pertaining to reasonable accommodations due to disabilities. The goal of these presentations is to educate our community so that we continue to improve access across the University and broader Ames community.

**Affirmative Action Planning:** Presentations centered on compliance laws and best practices to ensure ISU takes affirmative action to hire available qualified diverse staff and faculty are provided by OEO staff. The data resources and analytical tests are explained throughout this training, as well as indicators of need to set hiring goals required by some specific campus units and departments.

**Campus Climate:** OEO coordinates the Campus Climate Response Team (CCRT) at Iowa State University. This team is responsible for collecting information and managing a database on reported instances of bias across campus and ensuring those negatively impacted receive appropriate and timely outreaches and/or resources. Several educational programs and trainings centered on spreading knowledge about this team, as well as other aspects of creating an inclusive campus climate, such as utilizing inclusive language. More about this team, as well as other efforts regarding improving the campus climate, can be found on the [Campus Climate Website](https://www.campusclimate.iastate.edu/).

**Cultural Competence:** Cultural competence is the ability to interact effectively with people of different cultures and work towards ensuring the needs of all community members are addressed. It uses a set of congruent behaviors, attitudes, and policies that come together in a system that
enables effective cross-cultural communication. This involves assessing culture, valuing diversity, managing the dynamics of difference, adapting to diversity, and institutionalizing cultural knowledge. Practicing cultural competence requires a continual observation of the self and the organization.

**Discrimination and Harassment:** OEO staff trains employees to recognize, prevent, and respond appropriately to workplace harassment and discrimination based on “protected class status.” Trainings are designed to raise awareness about discrimination and harassment by explaining the law, relevant University policies, and reporting misconduct to the appropriate individual(s).

**Sexual Misconduct, Consent, and Responsible Employees:** This training includes information provided to students, staff and faculty about sexual misconduct, as defined in University policy, and how to address contextual situations of misconduct. The training also looks closely at the definition of consent, as well as things that consent is not, and challenges participants to think critically about how they actually reach consent with their partners. Responsible Employee training is directed toward employees who become aware of sexual misconduct, and informs them about what to do in such instances.

**Title IX:** This topic is presented by OEO in the form of online and in-person training sessions. Overall, the trainings are designed to educate people about what to do if they encounter discrimination or harassment on the basis of sex.

To request a presentation or training by a member of the OEO staff, please fill out the form located on OEO’s website at: [https://www.eoc.iastate.edu/training--learning-and-development/training-request-form](https://www.eoc.iastate.edu/training--learning-and-development/training-request-form). The graph and table on the following page detail the range of topics presented to participants by OEO staff in 2018.
### Table 18: Equal Opportunity Staff Presentations and Trainings, Total Participants, 2018

<table>
<thead>
<tr>
<th>Category</th>
<th>Faculty</th>
<th>Staff</th>
<th>Faculty/Staff</th>
<th>Students</th>
<th>Community</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessibility</td>
<td>10</td>
<td>305</td>
<td>35</td>
<td>65</td>
<td></td>
<td>415</td>
</tr>
<tr>
<td>Affirmative Action Planning</td>
<td></td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Campus Climate</td>
<td>122</td>
<td></td>
<td>8</td>
<td></td>
<td></td>
<td>130</td>
</tr>
<tr>
<td>Cultural Competence</td>
<td>13</td>
<td>21</td>
<td>235</td>
<td></td>
<td></td>
<td>269</td>
</tr>
<tr>
<td>Discrimination and Harassment</td>
<td>70</td>
<td>6</td>
<td>450</td>
<td>140</td>
<td></td>
<td>666</td>
</tr>
<tr>
<td>Sexual Misconduct, Consent, and Responsible Employee Policy</td>
<td></td>
<td></td>
<td></td>
<td>65</td>
<td></td>
<td>65</td>
</tr>
<tr>
<td>Title IX</td>
<td>278</td>
<td></td>
<td>594</td>
<td></td>
<td>872</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>24</td>
<td></td>
<td></td>
<td>200</td>
<td>200</td>
<td>224</td>
</tr>
<tr>
<td>TOTAL</td>
<td>80</td>
<td>466</td>
<td>808</td>
<td>1107</td>
<td>200</td>
<td>2661</td>
</tr>
</tbody>
</table>
ONLINE TRAINING

The online trainings that are coordinated by OEO are designed to ensure every campus member understands and follows Iowa State’s Sexual Misconduct and Discrimination and Harassment Policies and procedures. They also help to identify resources specific to ISU members. The online trainings are required for all faculty, staff, and students to complete. These campus wide trainings are not just a federal mandate, but also a best practice. During the calendar year of 2018, nearly 23,000 ISU community members completed online training coordinated by OEO.

EO Training—Supervisor: This course trains supervisors to recognize, prevent, and respond to workplace harassment and discrimination based on "protected characteristics." The course also helps supervisors address inappropriate behavior before it creates a "hostile work environment" by giving supervisor the skills necessary to reduce potential legal risks by recognizing and addressing abusive behavior and other misconduct, including microaggressions and unconscious bias that may lead to workplace bullying or hostility, reducing productivity and creativity.

EO Training—Non-Supervisor: This training engages employees and raises their awareness about harassment and discrimination by explaining the law, as well as how to recognize harassment and discrimination, and report misconduct to the appropriate person. It provides them with practical tips on helping maintain a safe, inclusive environment for work, including safe and positive options for bystander intervention, advice on using inclusive language in the workplace, and information on microaggressions.

Harassment and Prevention Discrimination—Student Employee: This is an online program that engages employees and raises their awareness about harassment and discrimination by explaining the law, as well as how to recognize harassment and discrimination, and report misconduct to the appropriate person. This trains employees how to identify and report sexual and interpersonal misconduct against students.

Sexual Assault Prevention for Undergraduate and Graduate Students: This is an online program addressing the critical issue facing graduate students regarding sexual assault, relationship violence, stalking, and sexual harassment among students, faculty, and staff.
The tables and graph below provide online training participant information:

### Table 19: Student Online Training: Sexual Assault Prevention

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>2,988</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>10,180</td>
</tr>
<tr>
<td>TOTAL</td>
<td>13,168</td>
</tr>
</tbody>
</table>

### Table 20: Staff Online Training: Discrimination, Harassment, and Title IX

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Supervisors</td>
<td>2,480</td>
</tr>
<tr>
<td>Employee Non-Supervisors</td>
<td>3,802</td>
</tr>
<tr>
<td>Student Employees</td>
<td>2,996</td>
</tr>
<tr>
<td>TOTAL</td>
<td>9,278</td>
</tr>
</tbody>
</table>

### Graph 13: Total EO Online Training Audience

- **Graduate**: 2,988
- **Undergraduate**: 10,180
- **Employees**: 9,278
LIAISON

The Office of Equal Opportunity (OEO) is involved with federal, state, local and national organizations related to its regulatory responsibilities including Midwest Region - National Industry Liaison Group (an alliance between the OFCCP, Department of Labor, and major federal contractors), the American Association of Blacks in Higher Education, Society for Human Resource Management, and the American Association for Access, Equity & Diversity. Additionally, OEO works with the Office of General Counsel to respond to all federal and state compliance agencies such as the U.S. Department of Labor, U.S. Department of Education’s Office for Civil Rights, Equal Employment Opportunity Commission, and the Iowa Civil Rights Commission when discrimination or harassment charges are filed against the University.

POLICY REAFFIRMATION

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

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

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

It is the University's goal to prevent the occurrence of discriminatory and harassing activity and to promptly stop such conduct. A determination as to whether discrimination or harassment has occurred will be based upon the context in which the alleged conduct occurs. Anyone who has concerns about such behavior should contact OEO at eooffice@iastate.edu or 515-294-7612. The work of the Office of Equal Opportunity was reaffirmed by President Wendy Wintersteen on March 14, 2018 and can be located in Appendix F.
APPENDIX A: GLOSSARY OF ACRONYMS

AAP = Affirmative Action Plan
ACCESS = Assault Care Center Extending Shelter and Support
ADA = Americans with Disabilities Act
AVP = Assistant Vice President
BAE = Before Anything Else
CALS = College of Agriculture and Life Sciences
CCRT = Campus Climate Response Team
CELT = Center for Excellence in Learning and Teaching
EO = Equal Opportunity
FP&M = Facilities Planning and Management
FY = Fiscal Year
HS = Human Sciences
ISSO = International Students and Scholars Office
ITS = Information Technology Services
LAS = Liberal Arts and Sciences
LTD = Long-Term Disability
OEO = Office of Equal Opportunity
OFCCP = Office of Federal Contract Compliance Programs
P&S = Professional and Scientific
SAS = Student Accessibility Services
SFE = Sorority and Fraternity Engagement
UCD = University Committee on Disabilities
UHR = University Human Resources
VPDI = Vice President for Diversity and Inclusion
APPENDIX B: CONCEPTUAL GLOSSARY OF TERMS

Bias = Differential preference for one person, group, or identity over another

Gender\(^2\) = The social construction of masculinity, femininity, and other gender categories (i.e. androgyny, “third sex,” etc.) in a specific culture. It involves gender assignment (the gender one is assigned at birth or earlier), gender roles (the social expectations imposed on someone based on their gender), gender attribution (how others perceive someone's gender), gender identity (how someone defines their own gender), and gender expression (how someone expresses their gender).

Race\(^3\) = Physical differences that groups and cultures consider socially significant

Religion = All aspects of religious observance and practice, as well as beliefs

Sex\(^4\) = The social construction of a binary system (male/female) based on a collection of biological traits and factors, either known or assumed. Sex is usually defined as relating to reproductive organs, appearance of genitalia at birth or earlier, chromosomes, hormones, and/or secondary sex characteristics (i.e. breast development, body hair, etc.). Sometimes referred to as “biological sex,” it is important to keep in mind that sex is a cultural construct as much as it is biological. The fact that dominant Western culture prescribes a binary system with only two sexes obscures other ways to conceptualize sex, and ignores people who do not neatly fit into the categories “male” and “female.”

\(^2\) Taken from *Terms and Definitions*, Center for LGBTQIA+ Student Success Resources, https://center.dso.iastate.edu/sites/default/files/Terms%20and%20Definitions%20for%20website%20(Oct%202017).pdf

\(^3\) American Sociological Association (ASA), Race and Ethnicity, http://www.asanet.org/topics/race-and-ethnicity

\(^4\) Taken from *Terms and Definitions*, Center for LGBTQIA+ Student Success Resources, https://center.dso.iastate.edu/sites/default/files/Terms%20and%20Definitions%20for%20website%20(Oct%202017).pdf
### Table A: 2018 Inquiries

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>7</td>
<td>4%</td>
</tr>
<tr>
<td>Staff</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>Student</td>
<td>153</td>
<td>85%</td>
</tr>
<tr>
<td>Other*</td>
<td>13</td>
<td>7%</td>
</tr>
<tr>
<td>TOTAL++</td>
<td>179</td>
<td>100%</td>
</tr>
</tbody>
</table>

*“Other” may include applicants, former students, vendors, visitors, or others who do not fit into the other categories.

++There were a total of 183 inquiries fielded by OEO in 2018, but detailed information for three of them was absent, so they are not included in the subsequent tables and graphs.
APPENDIX C CONTINUED: INQUIRY TABLES AND GRAPHS

Table B: 2018 Inquiries, Female

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>Staff</td>
<td>4</td>
<td>3%</td>
</tr>
<tr>
<td>Student</td>
<td>132</td>
<td>88%</td>
</tr>
<tr>
<td>Other*</td>
<td>11</td>
<td>7%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>150</td>
<td>100%</td>
</tr>
</tbody>
</table>

*“Other” may include applicants, former students, vendors, visitors, or others who do not fit into the other categories.
### Table C: 2018 Inquiries, Male

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>4</td>
<td>15%</td>
</tr>
<tr>
<td>Staff</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>Student</td>
<td>20</td>
<td>77%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>26</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Graph C: 2018 Inquiries, Male

- Faculty: 4
- Staff: 2
- Student: 20
### Table D: 2018 Inquiries, Unknown Gender

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>1</td>
<td>33%</td>
</tr>
<tr>
<td>Other*</td>
<td>2</td>
<td>67%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3</td>
<td>100%</td>
</tr>
</tbody>
</table>

*“Other” may include applicants, former students, vendors, visitors, or others who do not fit into the other categories.
APPENDIX C CONTINUED: INQUIRY TABLES AND GRAPHS

Table E: 2018 Inquiries by Category, Total

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Identity/Gender Expression</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>National Origin</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Physical/Mental Disability</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>Sex/Gender</td>
<td>7</td>
<td>4%</td>
</tr>
<tr>
<td>Title IX+</td>
<td>153</td>
<td>85%</td>
</tr>
<tr>
<td>Unknown</td>
<td>9</td>
<td>5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>179</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph E: 2018 Inquiries by Category, Total

+Title IX complaints include the following subcategories: assault, dating violence, domestic violence, gender, hostile work environment, relationship violence, sex exploitation, sexual assault, sexual discrimination, sexual harassment, sexual misconduct, sexual orientation, stalking
APPENDIX C CONTINUED: INQUIRY TABLES AND GRAPHS

Table F: 2018 Inquiries by Category, Female

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical/Mental Disability</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Sex/Gender</td>
<td>7</td>
<td>5%</td>
</tr>
<tr>
<td>Title IX+</td>
<td>134</td>
<td>89%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>150</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

+Title IX complaints include the following subcategories: assault, dating violence, domestic violence, gender, hostile work environment, relationship violence, sex exploitation, sexual assault, sexual discrimination, sexual harassment, sexual misconduct, sexual orientation, stalking.
### Table G: 2018 Inquiries by Category, Male

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Origin</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Physical/Mental Disability</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>3</td>
<td>12%</td>
</tr>
<tr>
<td>Sex/Gender</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Title IX+</td>
<td>18</td>
<td>69%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>26</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Graph G: 2018 Inquiries by Category, Male

- National Origin: 18
- Physical/Mental Disability: 1
- Race/Ethnicity: 1
- Sex/Gender: 1
- Title IX+: 3
- Unknown: 2

+Title IX complaints include the following subcategories: assault, dating violence, domestic violence, gender, hostile work environment, relationship violence, sex exploitation, sexual assault, sexual discrimination, sexual harassment, sexual misconduct, sexual orientation, stalking
Table H: 2018 Inquiries by Category, Unknown Gender

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IX</td>
<td>1</td>
<td>33%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>67%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph H: 2018 Inquiries by Category, Unknown Gender

+Title IX complaints include the following subcategories: assault, dating violence, domestic violence, gender, hostile work environment, relationship violence, sex exploitation, sexual assault, sexual discrimination, sexual harassment, sexual misconduct, sexual orientation, stalking.
APPENDIX C CONTINUED: INQUIRY TABLES AND GRAPHS

Table I: 2018 Inquiries by Category, Students

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Origin</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Physical/Mental Disability</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>Sex/Gender</td>
<td>7</td>
<td>5%</td>
</tr>
<tr>
<td>Title IX</td>
<td>136</td>
<td>89%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>153</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph I: 2018 Inquiries by Category, Students

+Title IX complaints include the following subcategories: assault, dating violence, domestic violence, gender, hostile work environment, relationship violence, sex exploitation, sexual assault, sexual discrimination, sexual harassment, sexual misconduct, sexual orientation, stalking
### Table J: 2018 Inquiries by Category, Faculty

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IX+</td>
<td>5</td>
<td>71%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>29%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>7</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Graph J: 2018 Inquiries by Category, Faculty

- Title IX complaints include the following subcategories: assault, dating violence, domestic violence, gender, hostile work environment, relationship violence, sex exploitation, sexual assault, sexual discrimination, sexual harassment, sexual misconduct, sexual orientation, stalking.
### Table K: 2018 Inquiries by Category, Staff

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical/Mental Disability</td>
<td>1</td>
<td>17%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>1</td>
<td>17%</td>
</tr>
<tr>
<td>Sex/Gender</td>
<td>1</td>
<td>17%</td>
</tr>
<tr>
<td>Title IX+</td>
<td>3</td>
<td>50%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>6</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Graph K: 2018 Inquiries by Category, Staff

- Physical/Mental Disability: 1
- Race/Ethnicity: 1
- Sex/Gender: 1
- Title IX+: 3

+Title IX complaints include the following subcategories: assault, dating violence, domestic violence, gender, hostile work environment, relationship violence, sex exploitation, sexual assault, sexual discrimination, sexual harassment, sexual misconduct, sexual orientation, stalking
APPENDIX C CONTINUED: INQUIRY TABLES AND GRAPHS

Table L: 2018 Inquiries by Category, Other Affiliation*

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical/Mental Disability</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Title IX+</td>
<td>9</td>
<td>69%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>

*“Other” may include applicants, former students, vendors, visitors, or others who do not fit into the other categories.

+Title IX complaints include the following subcategories: assault, dating violence, domestic violence, gender, hostile work environment, relationship violence, sex exploitation, sexual assault, sexual discrimination, sexual harassment, sexual misconduct, sexual orientation, stalking
### Table M: 2018 Title IX Inquiries, Total

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dating Violence</td>
<td>8</td>
<td>5%</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>18</td>
<td>12%</td>
</tr>
<tr>
<td>Relationship Violence</td>
<td>7</td>
<td>5%</td>
</tr>
<tr>
<td>Sexual Assault</td>
<td>58</td>
<td>38%</td>
</tr>
<tr>
<td>Sexual Exploitation</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>36</td>
<td>24%</td>
</tr>
<tr>
<td>Sexual Misconduct</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td>Stalking</td>
<td>14</td>
<td>9%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>153</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Graph M: 2018 Title IX Inquiries, Total

- Dating Violence: 8 inquiries (5%)
- Domestic Violence: 18 inquiries (12%)
- Relationship Violence: 7 inquiries (5%)
- Sexual Assault: 58 inquiries (38%)
- Sexual Exploitation: 6 inquiries (4%)
- Sexual Harassment: 36 inquiries (24%)
- Sexual Misconduct: 6 inquiries (4%)
- Stalking: 14 inquiries (9%)
### Table N: 2018 Title IX Inquiries, Students

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dating Violence</td>
<td>7</td>
<td>5%</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>13</td>
<td>10%</td>
</tr>
<tr>
<td>Relationship Violence</td>
<td>5</td>
<td>4%</td>
</tr>
<tr>
<td>Sexual Assault</td>
<td>55</td>
<td>40%</td>
</tr>
<tr>
<td>Sexual Exploitation</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>31</td>
<td>23%</td>
</tr>
<tr>
<td>Sexual Misconduct</td>
<td>5</td>
<td>4%</td>
</tr>
<tr>
<td>Stalking</td>
<td>14</td>
<td>10%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>136</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Graph N: Title IX Inquiries, Students

- Dating Violence
- Domestic Violence
- Relationship Violence
- Sexual Assault
- Sexual Exploitation
- Sexual Harassment
- Sexual Misconduct
- Stalking
## Table O: 2018 Title IX Inquiries, Faculty

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dating Violence</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>Relationship Violence</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>

## Graph O: Title IX Inquiries, Faculty

- Dating Violence
- Domestic Violence
- Relationship Violence
- Sexual Harassment

Legend:
- Dating Violence
- Domestic Violence
- Relationship Violence
- Sexual Harassment
APPENDIX C CONTINUED: INQUIRY TABLES AND GRAPHS

Table P: 2018 Title IX Inquiries, Staff

<table>
<thead>
<tr>
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<th>Total</th>
<th>Percent</th>
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</thead>
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<tr>
<td>Sexual Harassment</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph P: Title IX Inquiries, Staff

- Sexual Harassment
### Table Q: 2018 Title IX Inquiries, Other Affiliation*

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Violence</td>
<td>3</td>
<td>33%</td>
</tr>
<tr>
<td>Relationship Violence</td>
<td>1</td>
<td>11%</td>
</tr>
<tr>
<td>Sexual Assault</td>
<td>3</td>
<td>33%</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>1</td>
<td>11%</td>
</tr>
<tr>
<td>Sexual Misconduct</td>
<td>1</td>
<td>11%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>9</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Graph Q: Title IX Inquiries, Other Affiliation*

- Domestic Violence: 3
- Relationship Violence: 1
- Sexual Assault: 3
- Sexual Harassment: 1
- Sexual Misconduct: 1

*“Other” may include applicants, former students, vendors, visitors, or others who do not fit into the other categories.
APPENDIX D: TITLE IX COMPLAINT TABLES AND GRAPHS

Table R: 2018 Title IX Complaints by Approach, Total

<table>
<thead>
<tr>
<th></th>
<th>Consultation</th>
<th>Facilitation</th>
<th>Investigation</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>8%</td>
</tr>
<tr>
<td>Staff</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>13%</td>
</tr>
<tr>
<td>Student</td>
<td>17</td>
<td>11</td>
<td>16</td>
<td>44</td>
<td>71%</td>
</tr>
<tr>
<td>Other*</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>8%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>23</td>
<td>17</td>
<td>22</td>
<td>62</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph R: 2018 Title IX Complaints by Approach, Total

*“Other” may include applicants, former students, vendors, visitors, or others who do not fit into the other categories.
Table S: 2018 Title IX Complaints by Approach, Female

<table>
<thead>
<tr>
<th></th>
<th>Consultation</th>
<th>Facilitation</th>
<th>Investigation</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>Staff</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Student</td>
<td>15</td>
<td>10</td>
<td>15</td>
<td>40</td>
<td>82%</td>
</tr>
<tr>
<td>Other*</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>19</td>
<td>12</td>
<td>18</td>
<td>49</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph S: 2018 Title IX Complaints by Approach, Female

*“Other” may include applicants, former students, vendors, visitors, or others who do not fit into the other categories.
### Table T: 2018 Title IX Complaints by Approach, Male

<table>
<thead>
<tr>
<th>Category</th>
<th>Consultation</th>
<th>Facilitation</th>
<th>Investigation</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td>Staff</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>55%</td>
</tr>
<tr>
<td>Student</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>27%</td>
</tr>
<tr>
<td>Other*</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>11</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph T: 2018 Title IX Complaints by Approach, Male

*“Other” may include applicants, former students, vendors, visitors, or others who do not fit into the other categories.
APPENDIX D CONTINUED: TITLE IX COMPLAINT TABLES AND GRAPHS

Table U: 2018 Title IX Complaints by Approach, Unknown Gender

<table>
<thead>
<tr>
<th></th>
<th>Consultation</th>
<th>Facilitation</th>
<th>Investigation</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>50%</td>
</tr>
<tr>
<td>Other*</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph U: 2018 Title IX Complaints by Approach, Unknown Gender

*“Other” may include applicants, former students, vendors, visitors, or others who do not fit into the other categories.
Table V: 2018 Title IX Complaints by Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Consultation</th>
<th>Facilitation</th>
<th>Investigation</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Violence</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>Gender</td>
<td>2</td>
<td></td>
<td>1</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>Relationship Violence</td>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Sexual Exploitation</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>Sexual Assault</td>
<td>13</td>
<td>2</td>
<td>13</td>
<td>28</td>
<td>45%</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>18</td>
<td>29%</td>
</tr>
<tr>
<td>Sexual Misconduct</td>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Stalking</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>23</td>
<td>17</td>
<td>22</td>
<td>62</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Table W: 2018 Title IX Complaints by Category, Female Complainants

<table>
<thead>
<tr>
<th></th>
<th>Consultation</th>
<th>Facilitation</th>
<th>Investigation</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Violence</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Gender</td>
<td>2</td>
<td></td>
<td>1</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Relationship Violence</td>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Sexual Exploitation</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Sexual Assault</td>
<td>12</td>
<td>2</td>
<td>11</td>
<td>25</td>
<td>51%</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>11</td>
<td>22%</td>
</tr>
<tr>
<td>Sexual Misconduct</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Stalking</td>
<td>1</td>
<td>4</td>
<td></td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>19</td>
<td>12</td>
<td>18</td>
<td>49</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Graph W: 2018 Title IX Complaints by Category, Female Complainants

- Domestic Violence
- Gender
- Relationship Violence
- Sexual Exploitation
- Sexual Assault
- Sexual Harassment
- Sexual Misconduct
- Stalking
### Table X: 2018 Title IX Complaints by Category, Male Complainants

<table>
<thead>
<tr>
<th>Category</th>
<th>Consultation</th>
<th>Facilitation</th>
<th>Investigation</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Violence</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td>Sexual Assault</td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>18%</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>7</td>
<td>64%</td>
</tr>
<tr>
<td>Sexual Misconduct</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>11</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### Graph X: 2018 Title IX Complaints by Category, Male Complainants

- Domestic Violence: 1
- Sexual Assault: 2
- Sexual Harassment: 1
- Sexual Misconduct: 7

- Domestic Violence
- Sexual Assault
- Sexual Harassment
- Sexual Misconduct
Table Y: 2018 Title IX Complaints by Category, Unknown Gender

<table>
<thead>
<tr>
<th>Category</th>
<th>Consultation</th>
<th>Facilitation</th>
<th>Investigation</th>
<th>Total</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Sexual Exploitation</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>Sexual Assault</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph Y: 2018 Title IX Complaints by Category, Unknown Gender

- Sexual Exploitation
- Sexual Assault
### Table Z: 2018 Title IX Complaints, Students

<table>
<thead>
<tr>
<th>Category</th>
<th>Consultation</th>
<th>Facilitation</th>
<th>Investigation</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Violence</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Gender</td>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Relationship Violence</td>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Sexual Exploitation</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Sexual Assault</td>
<td>12</td>
<td>2</td>
<td>11</td>
<td>25</td>
<td>57%</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td>Stalking</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>18</td>
<td>11</td>
<td>15</td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Graph Z: 2018 Title IX Complaints, Students

- Domestic Violence
- Gender
- Relationship Violence
- Sexual Exploitation
- Sexual Assault
- Sexual Harassment
- Stalking
## Table AA: 2018 Title IX Complaints, Faculty

<table>
<thead>
<tr>
<th></th>
<th>Consultation</th>
<th>Facilitation</th>
<th>Investigation</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>40%</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>10</td>
<td>100%</td>
</tr>
</tbody>
</table>

## Graph AA: 2018 Title IX Complaints, Faculty

![Graph showing the distribution of Title IX complaints by gender and sexual harassment]
APPENDIX D CONTINUED: TITLE IX COMPLAINT TABLES AND GRAPHS

Table BB: 2018 Title IX Complaints, Staff

<table>
<thead>
<tr>
<th></th>
<th>Consultation</th>
<th>Facilitation</th>
<th>Investigation</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual Harassment</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>88%</td>
</tr>
<tr>
<td>Sexual Misconduct</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>100%</td>
</tr>
</tbody>
</table>

Graph BB: 2018 Title IX Complaints, Staff

- Sexual Harassment
- Sexual Misconduct
### Table CC: 2018 Title IX Complaints, Other Affiliation*

<table>
<thead>
<tr>
<th></th>
<th>Consultation</th>
<th>Facilitation</th>
<th>Investigation</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual Exploitation</td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Sexual Assault</td>
<td>1</td>
<td></td>
<td>2</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>

*“Other” may include applicants, former students, vendors, visitors, or others who do not fit into the other categories.

### Graph CC: 2018 Title IX Complaints, Other Affiliation*

- Sexual Exploitation: 1
- Sexual Assault: 2
- Sexual Harassment: 1

*“Other” may include applicants, former students, vendors, visitors, or others who do not fit into the other categories.
Graph DD: Total Reported Incidents by Month, 2018

Table DD: Vehicle of Reported Incidents, Total 2018

<table>
<thead>
<tr>
<th>Incident Type</th>
<th>Number of Incidents</th>
<th>% of Total Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vandalism</td>
<td>24</td>
<td>29.3%</td>
</tr>
<tr>
<td>Digital</td>
<td>24</td>
<td>29.3%</td>
</tr>
<tr>
<td>Intimidation</td>
<td>19</td>
<td>23.2%</td>
</tr>
<tr>
<td>Epithet</td>
<td>14</td>
<td>17.1%</td>
</tr>
<tr>
<td>Presence/Posture</td>
<td>1</td>
<td>1.2%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>82</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
APPENDIX E CONTINUED: CAMPUS CLIMATE RESPONSE TEAM TABLES AND GRAPHS

Table EE: Vehicle of Reported Incidents by Month, 2018

<table>
<thead>
<tr>
<th></th>
<th>Digital</th>
<th>Epithet</th>
<th>Intimidation</th>
<th>Presence/Posture</th>
<th>Vandalism</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Feb</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>March</td>
<td>12</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td></td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>May</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>June</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Aug</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Sept</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Oct</td>
<td>3</td>
<td></td>
<td>2</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Nov</td>
<td>1</td>
<td></td>
<td>8</td>
<td></td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Dec</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
<td>14</td>
<td>19</td>
<td>1</td>
<td>24</td>
<td>82</td>
</tr>
</tbody>
</table>

Graph EE: Vehicle of Reported Incidents by Month, 2018
Iowa State University is committed to developing and implementing a program of non-discrimination and equal opportunity/affirmative action, a responsibility the university accepts willingly because it is the right and just thing to do. Removing societal barriers and promoting an inclusive and welcoming environment is especially critical considering the university's mission of exposing the youth of Iowa, the nation and the world to a multitude of ideas that positively influences their development.

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

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

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

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

Wendy Wintersteen  
President  
Reaffirmed on March 14, 2018
APPENDIX G: PRESIDENT’S NOTICE

A NOTICE AND INVITATION TO ALL EMPLOYEES AND APPLICANTS

Wendy Wintersteen, President

AFFIRMATIVE ACTION AND EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT

Iowa State University has been and will continue to be an equal opportunity employer. To assure full implementation of this equal employment policy, we will take steps to assure that:

a. Persons are recruited, hired, assigned and promoted without regard to race, national origin, religion, age, color, sex, sexual orientation, gender identity, disability, or protected veteran status, or any other characteristic protected by local, state, or federal laws, rules, or regulations.

b. All other personnel actions, such as compensation, benefits, transfers, layoffs and recall from layoffs, access to training, education, tuition assistance and social recreation programs are administered without regard to race, national origin, religion, age, color, sex, sexual orientation, gender identity, disability, or protected veteran status, or any other characteristic protected by local, state, or federal laws, rules, or regulations.

c. Employees and applicants shall not be subjected to harassment, intimidation, threats, coercion or discrimination because they have: (1) filed a complaint; (2) assisted or participated in an investigation, compliance review, hearing or other activity related to the administration of any federal, state or local law requiring equal employment opportunity; (3) opposed any act or practice made unlawful by any federal, state or local law requiring equal opportunity or (4) exercised any other right protected by federal, state or local law requiring equal opportunity.

I have appointed Margo Foreman to take on the responsibilities of EEO Coordinator. The EEO Coordinator will be responsible for the day to day implementation and monitoring of the University’s Affirmative Action Plan. As part of that responsibility, the EEO Coordinator will periodically analyze the University’s personnel actions and their efforts to ensure compliance with our equal employment policy and administer the audit and reporting system.

If you, as one of our employees or as an applicant for employment, have any questions about this policy or would like to view portions of the Affirmation Action Plan, please contact Margo Foreman during regular business hours. This is also a reminder that employees may update their disability status at any time by contacting Margo Foreman.

I have reviewed and fully endorse our Affirmative Action and Equal Employment Opportunity program. In closing, I ask the continued assistance and support of all of the University’s personnel to attain our objective of equal employment opportunity for all.
Sincerely,

Wendy Wintersteen,
President
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Table 2: Utilization Summary—Individuals with Disabilities
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Table 5: 2018 Separations by Constituent Group
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Graph 1: 2018 Complaint Data by Approach, All Complaints
Table 8: 2018 Complaint Data by Approach, Female
Graph 2: 2018 Complaint Data by Approach, Female
Table 9: 2018 Complaint Data by Approach, Male
Graph 3: 2018 Complaint Data by Approach, Male
Table 10: 2018 Complaint Data Primary Basis, All Complaints
Graph 4: 2018 Complaint Data Primary Basis, All Complaints
Table 11: 2018 Complaint Data Primary Basis, Female Complaints
Graph 5: 2018 Complaint Data Primary Basis, Female Complaints
Table 12: 2018 Complaint Data Primary Basis, Male Complaints
Graph 6: 2018 Complaint Data Primary Basis, Male Complaints
Table 13: 2018 Complaint Data Primary Basis, Students
Graph 7: 2018 Complaint Data Primary Basis, Students
Table 14: 2018 Complaint Data Primary Basis, Faculty
Graph 8: 2018 Complaint Data Primary Basis, Faculty
Table 15: 2018 Complaint Data Primary Basis, Staff
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Graph 12: Equal Opportunity Staff Presentations and Trainings, Total Participants, 2018
Table 18: Equal Opportunity Staff Presentations and Trainings, Total Participants, 2018
Table 19: Student Online Training: Sexual Assault Prevention
Table 20: Staff Online Training: Discrimination, Harassment, and Title IX
Graph 13: Total EO Online Training Audience
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Graph A: 2018 Inquiries
Table B: 2018 Inquiries, Female
Graph B: 2018 Inquiries, Female
Table C: 2018 Inquiries, Male
Graph C: 2018 Inquiries, Male
Table D: 2018 Inquiries, Unknown Gender
Graph D: 2018 Inquiries, Unknown Gender
Table E: 2018 Inquiries by Category, Total
Graph E: 2018 Inquiries by Category, Total
Table F: 2018 Inquiries by Category, Female
Graph F: 2018 Inquiries by Category, Female
APPENDIX H CONTINUED: LIST OF TABLES AND GRAPHS

**Table G**: 2018 Inquiries by Category, Male
**Graph G**: 2018 Inquiries by Category, Male

**Table H**: 2018 Inquiries by Category, Unknown Gender
**Graph H**: 2018 Inquiries by Category, Unknown Gender

**Table I**: 2018 Inquiries by Category, Students
**Graph I**: 2018 Inquiries by Category, Students

**Table J**: 2018 Inquiries by Category, Faculty
**Graph J**: 2018 Inquiries by Category, Faculty

**Table K**: 2018 Inquiries by Category, Staff
**Graph K**: 2018 Inquiries by Category, Staff

**Table L**: 2018 Inquiries by Category, Other Affiliation
**Graph L**: 2018 Inquiries by Category, Other Affiliation

**Table M**: 2018 Title IX Inquiries, Total
**Graph M**: 2018 Title IX Inquiries, Total

**Table N**: 2018 Title IX Inquiries, Students
**Graph N**: 2018 Title IX Inquiries, Students

**Table O**: 2018 Title IX Inquiries, Faculty
**Graph O**: 2018 Title IX Inquiries, Faculty

**Table P**: 2018 Title IX Inquiries, Staff
**Graph P**: 2018 Title IX Inquiries, Staff

**Table Q**: 2018 Title IX Inquiries, Other Affiliation
**Graph Q**: 2018 Title IX Inquiries, Other Affiliation

**Table R**: 2018 Title IX Complaints by Approach, Total
**Graph R**: 2018 Title IX Complaints by Approach, Total

**Table S**: 2018 Title IX Complaints by Approach, Female
**Graph S**: 2018 Title IX Complaints by Approach, Female

**Table T**: 2018 Title IX Complaints by Approach, Male
**Graph T**: 2018 Title IX Complaints by Approach, Male

**Table U**: 2018 Title IX Complaints by Approach, Unknown Gender
**Graph U**: 2018 Title IX Complaints by Approach, Unknown Gender

**Table V**: 2018 Title IX Complaints by Category
**Graph V**: 2018 Title IX Complaints by Category

**Table W**: 2018 Title IX Complaints by Category, Female Complainants
**Graph W**: 2018 Title IX Complaints by Category, Female Complainants

**Table X**: 2018 Title IX Complaints by Category, Male Complainants
**Graph X**: 2018 Title IX Complaints by Category, Male Complainants

**Table Y**: 2018 Title IX Complaints by Category, Unknown Gender
**Graph Y**: 2018 Title IX Complaints by Category, Unknown Gender

**Table Z**: 2018 Title IX Complaints, Students
**Graph Z**: 2018 Title IX Complaints, Students

**Table AA**: 2018 Title IX Complaints, Faculty
**Graph AA**: 2018 Title IX Complaints, Faculty

**Table BB**: 2018 Title IX Complaints, Staff
**Graph BB**: 2018 Title IX Complaints, Staff
APPENDIX H CONTINUED: LIST OF TABLES AND GRAPHS

- **Table CC**: 2018 Title IX Complaints, Other Affiliation
- **Graph CC**: 2018 Title IX Complaints, Other Affiliation
- **Graph DD**: Total Reported Incidents by Month, 2018
- **Table DD**: Vehicle of Reported Incidents, Total 2018
- **Table EE**: Vehicle of Reported Incidents by Month, 2018
- **Graph EE**: Vehicle of Reported Incidents by Month, 2018