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February 2, 2021

Mr. Charlie Smithson
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Ms. Meghan Nelson
Chief Clerk of the House
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Des Moines, IA 50319

Glen Dickinson, Director
Legislative Services Agency
State Capitol Building
Des Moines, IA 50319

Re: Minority and Women Educators Enhancement Program Report and Affirmative Action, Diversity and Multicultural Accomplishment

Dear Members of the Iowa General Assembly:

Pursuant to Iowa Codes §19B.5 and 262.93; 262.82, attached is the revised 2020 Annual Diversity Report which covers the Minority and Women Educators Enhancement Program Report and the report on Affirmative Action, Diversity, and Multicultural Accomplishment. This amends our prior submission which inadvertently used June 2019 numbers instead of June 2020.

If you have any questions or need more information, please do not hesitate to contact this office.

Sincerely,

Mark J. Braun

11260 Aurora Avenue • Urbandale, Iowa 50322-7905 • Phone 515-281-3934 • Fax 515-281-6420
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**BOARD OF REGENTS**
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# ANNUAL DIVERSITY REPORT

**Executive Summary:** This memorandum consists of two annual reports.

- Affirmative Action:
  - Primary Occupational Activity Group Comparisons – Illustrates overall progress in the percentage of females and minority groups over the last 10 years. (pages 2)
  - Peer Group Comparisons – Shows data on the percentages of women and minorities in faculty ranks at the Regent universities and the average percentages of women and minorities in faculty ranks in their respective peer institution group. (page 3)
  - Funding Sources and Itemized Costs – FY 2020. (page 4)
- Regents' Minority and Women Educators Enhancement Program.

## Background:

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

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

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

## Affirmative Action – Primary Occupational Activity Group Comparisons

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

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

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

## ANNUAL AFFIRMATIVE ACTION REPORT COMPARISONS

### UNIVERSITY OF IOWA

| Primary Occupational Activity Group | October 31, 2010 | | | | | September 30, 2015 | | | | | October 31, 2020 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Workforce | Female | Total | Minority | Total | Workforce | Female | Total | Minority | Total | Workforce | Female | Total | Minority | Total |
| Executive / Administrative / Managerial Staff | 358 | 129 | 36.0% | 28 | 7.8% | 371 | 157 | 42.3% | 20 | 5.4% | 377 | 188 | 49.9% | 53 | 14.1% |
| Tenured and Tenure Track Faculty | 1,455 | 465 | 32.0% | 271 | 18.6% | 1,417 | 467 | 33.0% | 297 | 21.0% | 1,318 | 447 | 33.9% | 306 | 23.2% |
| Non-Tenure Track Faculty | 761 | 372 | 48.9% | 125 | 16.4% | 1,075 | 544 | 50.6% | 226 | 21.0% | 1,445 | 749 | 51.8% | 350 | 24.2% |
| Professional and Scientific Staff | 7,587 | 5,406 | 71.3% | 537 | 7.1% | 9,458 | 6,802 | 71.9% | 812 | 8.6% | 11,403 | 8,281 | 72.6% | 1,112 | 9.8% |
| Secretarial and Clerical Staff | 2,176 | 1,852 | 85.1% | 92 | 4.2% | 1,621 | 1,347 | 83.1% | 96 | 5.9% | 1,143 | 904 | 79.1% | 114 | 10.0% |
| Technical and Paraprofessional Staff | 576 | 409 | 71.0% | 47 | 8.2% | 720 | 563 | 78.2% | 83 | 11.5% | 933 | 741 | 79.4% | 150 | 16.1% |
| Skilled Crafts Staff | 359 | 22 | 6.1% | 20 | 5.6% | 349 | 19 | 5.4% | 16 | 4.6% | 251 | 14 | 5.6% | 11 | 4.4% |
| Service and Maintenance Staff | 1,780 | 926 | 52.0% | 271 | 15.2% | 1,970 | 1,063 | 54.0% | 427 | 21.7% | 2,140 | 1,206 | 56.4% | 647 | 30.2% |
| **Total** | **15,052** | **9,581** | **63.7%** | **1,391** | **9.2%** | **16,981** | **10,962** | **64.6%** | **1,977** | **11.6%** | **19,010** | **12,530** | **65.9%** | **2,743** | **14.4%** |

### IOWA STATE UNIVERSITY

| Primary Occupational Activity Group | October 31, 2010 | | | | | September 30, 2015 | | | | | October 31, 2020 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Workforce | Female | Total | Minority | Total | Workforce | Female | Total | Minority | Total | Workforce | Female | Total | Minority | Total |
| Executive / Administrative / Managerial Staff | 370 | 143 | 38.6% | 30 | 8.1% | 430 | 189 | 44.0% | 37 | 8.6% | 591 | 305 | 51.6% | 45 | 7.6% |
| Tenured and Tenure Track Faculty | 1,200 | 354 | 29.5% | 250 | 20.8% | 1,285 | 422 | 32.8% | 341 | 26.5% | 1,279 | 423 | 33.1% | 359 | 28.1% |
| Non-Tenure Track Faculty | 434 | 243 | 56.0% | 55 | 12.7% | 584 | 331 | 56.7% | 95 | 16.3% | 597 | 335 | 56.1% | 98 | 16.4% |
| Professional and Scientific Staff | 1,921 | 957 | 49.8% | 242 | 12.6% | 2,308 | 1,182 | 51.2% | 289 | 12.5% | 3,062 | 1,742 | 56.9% | 521 | 17.0% |
| Secretarial and Clerical Staff | 943 | 855 | 90.7% | 32 | 3.4% | 802 | 700 | 87.3% | 43 | 5.4% | 397 | 336 | 84.6% | 18 | 4.5% |
| Technical and Paraprofessional Staff | 145 | 89 | 61.4% | 6 | 4.1% | 196 | 112 | 57.1% | 15 | 7.7% | 185 | 123 | 66.5% | 11 | 5.9% |
| Skilled Crafts Staff | 264 | 12 | 4.5% | 3 | 1.1% | 314 | 38 | 12.1% | 9 | 2.9% | 138 | 2 | 1.4% | 2 | 1.4% |
| Service and Maintenance Staff | 519 | 257 | 49.5% | 43 | 8.3% | 425 | 213 | 50.1% | 38 | 8.9% | 616 | 273 | 44.3% | 72 | 11.7% |
| **Total** | **5,796** | **2,910** | **50.2%** | **661** | **11.4%** | **6,344** | **3,187** | **50.2%** | **867** | **13.7%** | **6,865** | **3,539** | **51.6%** | **1,126** | **16.4%** |

### UNIVERSITY OF NORTHERN IOWA

| Primary Occupational Activity Group | September 30, 2010 | | | | | September 30, 2015 | | | | | October 31, 2020 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Workforce | Female | Total | Minority | Total | Workforce | Female | Total | Minority | Total | Workforce | Female | Total | Minority | Total |
| Executive / Administrative / Managerial Staff | 98 | 40 | 40.8% | 7 | 7.1% | 94 | 46 | 48.9% | 6 | 6.4% | 107 | 54 | 50.5% | 12 | 11.2% |
| Tenured and Tenure Track Faculty | 547 | 232 | 42.4% | 76 | 13.9% | 503 | 227 | 45.1% | 78 | 15.5% | 417 | 199 | 47.7% | 82 | 19.7% |
| Non-Tenure Track Faculty | 30 | 19 | 63.3% | 1 | 3.3% | 47 | 30 | 63.8% | 4 | 8.5% | 60 | 33 | 55.0% | 6 | 10.0% |
| Professional and Scientific Staff | 578 | 328 | 56.7% | 51 | 8.8% | 622 | 352 | 56.6% | 43 | 6.9% | 618 | 344 | 55.7% | 67 | 10.8% |
| Secretarial and Clerical Staff | 255 | 248 | 97.3% | 14 | 5.5% | 227 | 221 | 97.4% | 12 | 5.3% | 190 | 181 | 95.3% | 12 | 6.3% |
| Technical and Paraprofessional Staff | 23 | 5 | 21.7% | 4 | 17.4% | 16 | 4 | 25.0% | 2 | 12.5% | 20 | 3 | 15.0% | 3 | 15.0% |
| Skilled Crafts Staff | 56 | 5 | 8.9% | 3 | 5.4% | 57 | 3 | 5.3% | 3 | 5.3% | 48 | 2 | 4.2% | 2 | 4.2% |
| Service and Maintenance Staff | 240 | 128 | 53.3% | 28 | 11.7% | 223 | 108 | 48.4% | 26 | 11.7% | 209 | 92 | 44.0% | 32 | 15.3% |
| **Total** | **1,827** | **1,005** | **55.0%** | **184** | **10.1%** | **1,789** | **991** | **55.4%** | **174** | **9.7%** | **1,669** | **908** | **54.4%** | **216** | **12.9%** |

### IOWA SCHOOL FOR THE DEAF

| Primary Occupational Activity Group | September 30, 2010 | | | | | September 30, 2015 | | | | | October 31, 2020 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Workforce | Female | Total | Minority | Total | Workforce | Female | Total | Minority | Total | Workforce | Female | Total | Minority | Total |
| Executive / Administrative / Managerial Staff | 4 | 1 | 25.0% | | 0.0% | 5 | 1 | 20.0% | | 0.0% | 5 | 2 | 40.0% | | 0.0% |
| Tenured and Tenure Track Faculty | | | 0.0% | | 0.0% | | | 0.0% | | 0.0% | | | 0.0% | | 0.0% |
| Non-Tenure Track Faculty | 38 | 36 | 94.7% | | 0.0% | 34 | 30 | 88.2% | | 0.0% | 30 | 26 | 86.7% | | 0.0% |
| Professional and Scientific Staff | 35 | 26 | 74.3% | 1 | 2.9% | 41 | 29 | 70.7% | 1 | 2.4% | 39 | 28 | 71.8% | 2 | 5.1% |
| Secretarial and Clerical Staff | 4 | 4 | 100.0% | 1 | 25.0% | 3 | 3 | 100.0% | | 0.0% | 5 | 5 | 100.0% | | 0.0% |
| Technical and Paraprofessional Staff | 21 | 20 | 95.2% | 1 | 4.8% | 25 | 19 | 76.0% | 1 | 4.0% | 21 | 17 | 81.0% | 1 | 4.8% |
| Skilled Crafts Staff | 6 | | 0.0% | | 0.0% | 5 | | 0.0% | | 0.0% | 5 | 0 | 0.0% | 0 | 0.0% |
| Service and Maintenance Staff | 19 | 9 | 47.4% | 3 | 15.8% | 14 | 7 | 50.0% | 2 | 14.3% | 12 | 6 | 50.0% | 1 | 8.3% |
| **Total** | **127** | **96** | **75.6%** | **6** | **4.7%** | **127** | **89** | **70.1%** | **4** | **3.1%** | **117** | **84** | **71.8%** | **4** | **3.4%** |

### IOWA BRAILLE AND SIGHT SAVING SCHOOL

| Primary Occupational Activity Group | September 30, 2010 | | | | | September 30, 2015 | | | | | October 31, 2020 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Workforce | Female | Total | Minority | Total | Workforce | Female | Total | Minority | Total | Workforce | Female | Total | Minority | Total |
| Executive / Administrative / Managerial Staff | 5 | 3 | 60.0% | | 0.0% | 3 | 2 | 66.7% | | 0.0% | 3 | 2 | 66.7% | | 0.0% |
| Tenured and Tenure Track Faculty | | | 0.0% | | 0.0% | 48 | 38 | 0.0% | 1 | 0.0% | | | 0.0% | | 0.0% |
| Non-Tenure Track Faculty | 47 | 38 | 80.9% | | 0.0% | | | 0.0% | | #DIV/0! | 56 | 47 | 83.9% | 1 | 1.8% |
| Professional and Scientific Staff | 6 | 5 | 83.3% | | 0.0% | 3 | 3 | 100.0% | | 0.0% | 3 | 2 | 66.7% | | 0.0% |
| Secretarial and Clerical Staff | 6 | 6 | 100.0% | | 0.0% | 5 | 5 | 100.0% | | 0.0% | 4 | 4 | 100.0% | | 0.0% |
| Technical and Paraprofessional Staff | 16 | 14 | 87.5% | | 0.0% | 1 | | 0.0% | | 0.0% | 2 | 2 | 100.0% | | 0.0% |
| Skilled Crafts Staff | | | 0.0% | | 0.0% | | | 0.0% | | 0.0% | | | 0.0% | | 0.0% |
| Service and Maintenance Staff | 13 | 7 | 53.8% | | 0.0% | 12 | 5 | 41.7% | 1 | 8.3% | 5 | 3 | 60.0% | | 0.0% |
| **Total** | **93** | **73** | **78.5%** | **0** | **0.0%** | **72** | **53** | **73.6%** | **2** | **2.8%** | **73** | **60** | **82.2%** | **1** | **1.4%** |

### TOTAL REGENT INSTITUTIONS

| Primary Occupational Activity Group | September 30/October 31, 2010 | | | | | September 30, 2015 | | | | | October 31, 2020 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Workforce | Female | Total | Minority | Total | Workforce | Female | Total | Minority | Total | Workforce | Female | Total | Minority | Total |
| Executive / Administrative / Managerial Staff | 835 | 316 | 37.8% | 65 | 7.8% | 903 | 395 | 43.7% | 63 | 7.0% | 1,083 | 551 | 50.9% | 110 | 10.2% |
| Tenured and Tenure Track Faculty | 3,202 | 1,051 | 32.8% | 597 | 18.6% | 3,253 | 1,154 | 35.5% | 717 | 22.0% | 3,014 | 1,069 | 35.5% | 747 | 24.8% |
| Non-Tenure Track Faculty | 1,310 | 708 | 54.0% | 181 | 13.8% | 1,740 | 935 | 53.7% | 325 | 18.7% | 2,188 | 1,190 | 54.4% | 455 | 20.8% |
| Professional and Scientific Staff | 10,127 | 6,722 | 66.4% | 831 | 8.2% | 12,432 | 8,368 | 67.3% | 1,145 | 9.2% | 15,125 | 10,397 | 68.7% | 1,702 | 11.3% |
| Secretarial and Clerical Staff | 3,384 | 2,965 | 87.6% | 139 | 4.1% | 2,658 | 2,276 | 85.6% | 151 | 5.7% | 1,739 | 1,430 | 82.2% | 144 | 8.3% |
| Technical and Paraprofessional Staff | 781 | 537 | 68.8% | 58 | 7.4% | 958 | 698 | 72.9% | 101 | 10.5% | 1,161 | 886 | 76.3% | 165 | 14.2% |
| Skilled Crafts Staff | 685 | 39 | 5.7% | 26 | 3.8% | 725 | 60 | 8.3% | 28 | 3.9% | 442 | 18 | 4.1% | 15 | 3.4% |
| Service and Maintenance Staff | 2,571 | 1,327 | 51.6% | 345 | 13.4% | 2,644 | 1,396 | 52.8% | 494 | 18.7% | 2,982 | 1,580 | 53.0% | 752 | 25.2% |
| **Total** | **22,895** | **13,665** | **59.7%** | **2,242** | **9.8%** | **25,313** | **15,282** | **60.4%** | **3,024** | **11.9%** | **27,734** | **17,121** | **61.7%** | **4,090** | **14.7%** |

**Affirmative Action – Peer Group Comparisons**

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

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

This data originates from the Integrated Post-Secondary Data System (IPEDS) and reflects only full-time faculty for Fall 2019; data provided on page 4 reflects faculty with appointments 50% and greater in Fall 2020. Workforce data as portrayed in the tables on page 4 are not available for peer institutions.

| Full-Time Tenured and Tenure Track - Fall 2019 | | |
|---|---|---|
| | Percent Female | Percent Minority |
| **University of Iowa** | 33.94% | 20.89% |
| Peer Group Average | 36.15% | 25.01% |
| **Iowa State University** | 32.76% | 25.41% |
| Peer Group Average* | 34.40% | 24.40% |
| **University of Northern Iowa** | 46.40% | 19.30% |
| Peer Group Average** | 43.7%* | 21.4%* |

**Due to COVID-19, IPEDS has a delay in data. Percentage used for Peer Group Average is from fall 2018 data. Once available, peer group average data for fall 2019 will be provided.*

***Due to COVID-19, IPEDS has a delay in data. Institutional Research & Effectiveness individually reached out to their peers for this information and received a response rate of 4/10. Once available, peer group average data for fall 2019 will be provided.*

## Affirmative Action – Funding Sources and Itemized Costs

| AFFIRMATIVE ACTION REVENUES AND EXPENDITURES - FY 2020 | | | | |
|---|---|---|---|---|
| | SUI Office of Equal Opportunity and Diversity | ISU Office of Equal Opportunity and Diversity* | UNI Office of Compliance and Equity Management | Total |
| **REVENUES** | | | | |
| **State Appropriations** | | | | |
| General Fund | $490,171 | $481,411 | $39,636 | $1,011,218 |
| Other | | | | 0 |
| **State Appropriations - Subtotal** | **$490,171** | **$481,411** | **$39,636** | **$1,011,218** |
| **Other Revenues** | | | | |
| Federal Support | | | | 0 |
| Interest | | | | 0 |
| Tuition and Fees | | | | 0 |
| Reimbursed Indirect Costs | | | | 0 |
| Sales and Services | | | | 0 |
| Other Income | | | | 0 |
| **Other Revenues - Subtotal** | **$0** | **$0** | **$0** | **$0** |
| **Total Revenues** | **$490,171** | **$481,411** | **$39,636** | **$1,011,218** |
| **EXPENDITURES** | | | | |
| **Salaries** | | | | |
| Faculty and Institutional Officers Salaries | | | $0 | $0 |
| Professional and Scientific Staff Salaries | $452,889 | $463,911 | $32,581 | 949,381 |
| General Service Staff Salaries | | | $0 | 0 |
| Hourly Wages | $4,612 | | $3,320 | 7,932 |
| Labor in Transfers | | | $0 | 0 |
| Vacancy Factor | | | $0 | 0 |
| **Salaries - Subtotal** | **$457,501** | **$463,911** | **$35,901** | **$957,313** |
| **Other** | | | | |
| Professional and Scientific Staff Supplies | $32,670 | $17,500 | $3,735 | $53,905 |
| Library Acquistions | | | | 0 |
| Rentals | | | | 0 |
| Utilities | | | | 0 |
| Building Repairs | | | | 0 |
| Auditor of State Reimbursement | | | | 0 |
| Aid to Individuals | | | | 0 |
| **Other - Subtotal** | **$32,670** | **$17,500** | **$3,735** | **$53,905** |
| **Total Expenditures** | **$490,171** | **$481,411** | **$39,636** | **$1,011,218** |

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

THE UNIVERSITY OF IOWA

# REPORT TO THE BOARD OF REGENTS
# STATE OF IOWA

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## Annual Equal Employment Opportunity and Affirmative Action Workforce Report
## November 2020


Submitted by

Liz Tovar, PhD
Interim Associate Vice President for Diversity, Equity, and Inclusion

Office of the Executive Vice President and Provost
The University of Iowa

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# Annual Equal Employment Opportunity and Affirmative Action Workforce Report
## November 2020

## I. INTRODUCTION

The purpose of the University of Iowa's Affirmative Action Program is to reaffirm and ensure that the principle of equality of opportunity for all persons is applied to the recruitment, appointment, and promotion of persons in all employment classifications.

The 2020 *Annual Equal Employment Opportunity and Affirmative Action Workforce Report* presents highlights of employment activity at the university. The statistical information in this report is prepared from workforce data compiled according to Board of Regents guidelines, i.e., it includes all regular full-time and part-time employees working 50 percent time or more on the annual snapshot date of November 1. Changes and activities are reported for Primary Occupational Activity groups (a grouping of several job classifications similar in content, salary, and opportunity), tenured/tenure track faculty, clinical track faculty, research track faculty, instructional track faculty, women, racial/ethnic minorities, individuals who have disabilities, and veterans.

This report also uses federal guidelines prescribed by the Office of Federal Contract Compliance Programs. It is important to note that other university reports may use different data sources and definitions; thus, prudence should be used when comparing the data in this report to data in other workforce-related reports, such as the Integrated Postsecondary Educational Data System (IPEDS) Human Resources Survey and reports produced by other university offices.[1]

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

## II. OVERVIEW: HIGHLIGHTS OF EMPLOYMENT ACTIVITY

- **One-Year Comparison of Workforce Categories.** From November 1, 2019 to November 1, 2020, the University of Iowa workforce increased by 33 individuals (0.2%), from 18,977 to 19,010.
    - The faculty and staff increased by 45 women (0.4%).
    - Racial/ethnic minority representation increased by 91 individuals (3.4%).
    - There was a decrease of 17 tenured/tenure track faculty (1.3%).
    - The number of women faculty members on the tenure track decreased by 8 (1.8%), decreasing representation from 34.1% to 33.9%.
    - There was no change in the number of minority faculty members on the tenure track; because this primary occupational group overall decreased in size, representation of minorities increased from 22.9% to 23.2%.
    - Female representation among executive, administrative, and managerial staff increased by 10 (5.6%), from 48.2% to 49.9%.
    - The number of racial/ethnic minorities among executive, administrative, and managerial staff increased by 10 (23.3%), from 11.7% to 14.1%.
    - Minority representation among professional and scientific staff increased by 52 individuals (4.9%), increasing representation from 9.5% to 9.8%.
    - During the 2019-20 data year, the university hired or promoted 1,790 women and 530 racial/ethnic minorities. Despite this level of hiring, varied degrees of underrepresentation of women and minorities remain in individual job groups within the majority of the Primary Occupational Activity (POA) groups. With all job groups aggregated, the university is currently underrepresented by 348 women (1.8%) and by 160 minorities (0.8%).[2]
    - There was a net decrease of 2 individuals (1.3%) who self-reported having disabilities.
    - There were decreases in the numbers of disabled veterans (1 individual), Active Duty Wartime/Campaign Badge veterans (34 individuals), and Armed Forces Service Medal veterans (5 individuals). The number of recently separated veterans increased by 2.

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

- **Five-Year Comparison of Workforce Categories.** From November 1, 2015 to November 1, 2020, the University of Iowa workforce increased by 2,029 individuals (11.9%), from 16,981 to 19,010.
    - The faculty and staff increased by 1,568 women (14.3%).
    - Racial/ethnic minority representation increased by 766 individuals (38.7%).
    - There was a net decrease of 99 tenured/tenure track faculty (7.0%). The number of female tenure track faculty decreased by 20 (4.3%), while the number of minority faculty increased by 9 (3.0%).
    - The number of employees who self-reported having disabilities increased by 82 (112%); this increase is likely attributable in part to a re-survey of the workforce in Fall 2019.
    - There were increases in the numbers of employees who self-identified as disabled veterans (6 individuals), Armed Forces Service Medal veterans (11 individuals), and recently separated veterans (4 individuals). The number of Active Duty Wartime/Campaign Badge veterans decreased by 143.

- **Ten-Year Comparison of Workforce Categories.** From November 1, 2010 to November 1, 2020, the University of Iowa workforce increased by 3,958 individuals (26.3%), from 15,052 to 19,010.
    - The faculty and staff increased by 2,949 women (30.8%).
    - Racial/ethnic minority representation increased by 1,352 individuals (97.2%).
    - There was a net decrease of 137 tenured/tenure track faculty (9.4%). The number of female tenure track faculty decreased by 18 (3.9%), because this primary occupational group overall decreased in size, representation of women increased from 32.0% to 33.9%. Minority representation increased by 35 (12.9%), increasing representation from 18.6% to 23.2%.
    - There was an increase of 61 individuals (64.9%) who self-reported having disabilities; this increase is likely attributable in part to a re-survey of the workforce in Fall 2019.
    - There were increases in the numbers of employees who self-identified as disabled veterans (5 individuals), Armed Forces Service Medal veterans (30 individuals), and recently separated veterans (3 individuals). The number of Active Duty Wartime/Campaign Badge veterans decreased by 237.

# III. EQUAL EMPLOYMENT OPPORTUNITY AND SELECTED DIVERSITY INITIATIVES AT THE UNIVERSITY OF IOWA

## A. The Division of Diversity, Equity, and Inclusion

The University of Iowa continues its efforts to promote equal employment opportunity and affirmative action at the institution. The university encourages each department to recruit, appoint, and promote persons who meet its high standards of excellence and who contribute to the university's affirmative action mission.

The associate vice president for diversity, equity, and inclusion (AVP-DEI) leads and coordinates the university's efforts to recruit and retain a diverse and inclusive academic community of faculty, staff, and students by initiating and implementing policies, initiatives, and programs in the areas of institutional diversity, equal opportunity, affirmative action, and human and civil rights. The AVP-DEI provides leadership and administrative oversight to the Center for Diversity and Enrichment, Diversity Resources, and the Office of Equal Opportunity and Diversity. Additional duties include representing the Office of the Provost on matters related to diversity, equity, and inclusion (DEI) within the university and the broader Iowa community, providing campus-wide leadership regarding the importance of DEI to the educational mission of a public research university, and advising the executive vice president and provost on academic matters related to DEI issues.

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

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

## B. Excellence through Diversity, Equity, and Inclusion Action Plan

The 2019-2021 Excellence through Diversity, Equity, and Inclusion Action Plan represents the culmination of a multi-year assessment and engagement process. The plan was designed to provide a campus roadmap to guide diversity, equity, and inclusion initiatives in anticipation of the campus-wide strategic planning process. Multiple individuals across campus contributed to the development of the action plan, including the Diversity, Equity, and Inclusion Action Plan Development Group, Charter Committee on Diversity, Path Forward Diversity, Equity, Inclusion, and Collaboration Committee, and numerous others.

## C. Path to Distinction Program

The Office of the Executive Vice President and Provost conducted a pilot project implemented in partnership with four academic departments and their respective colleges to integrate research-informed diversity, equity, and inclusion best practices into key faculty recruitment processes to

enhance the ability of faculty search committees to advance diversity and equity in their search and hiring processes. Faculty search committee best practices, resources, and tools are shared with campus as they are developed. Pilot outcomes were assessed to determine what practices might be implemented more broadly in the future.

### D. Distinction through Diversity Fund

Launched in FY19, the Office of the Executive Vice President and Provost and the Division of Diversity, Equity, and Inclusion administered a three-year pilot initiative to support undergraduate-serving departments and colleges to recruit and retain outstanding tenure track faculty who will further the UI's goals to advance its academic mission through the recruitment and retention of underrepresented U.S. racial/ethnic minority (URM) faculty and students. The fund provides financial support to aid in recruitment and retention, including summer salary support; support for research supplies, equipment, or travel; programmatic support for the faculty member's research agenda; or other activities to enhance the faculty member's recruitment or retention.

### E. The Office of Equal Opportunity and Diversity

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

In connection with its compliance responsibilities, EOD is involved in monitoring the recruitment and hiring process for faculty positions, evaluating recruitment plans; conducting pre-interview audits to ensure that qualified women and minority candidates, as well as candidates protected against discrimination based on their age, disability, or veteran status, are fairly considered; and reviewing the process used to select final candidates.

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

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

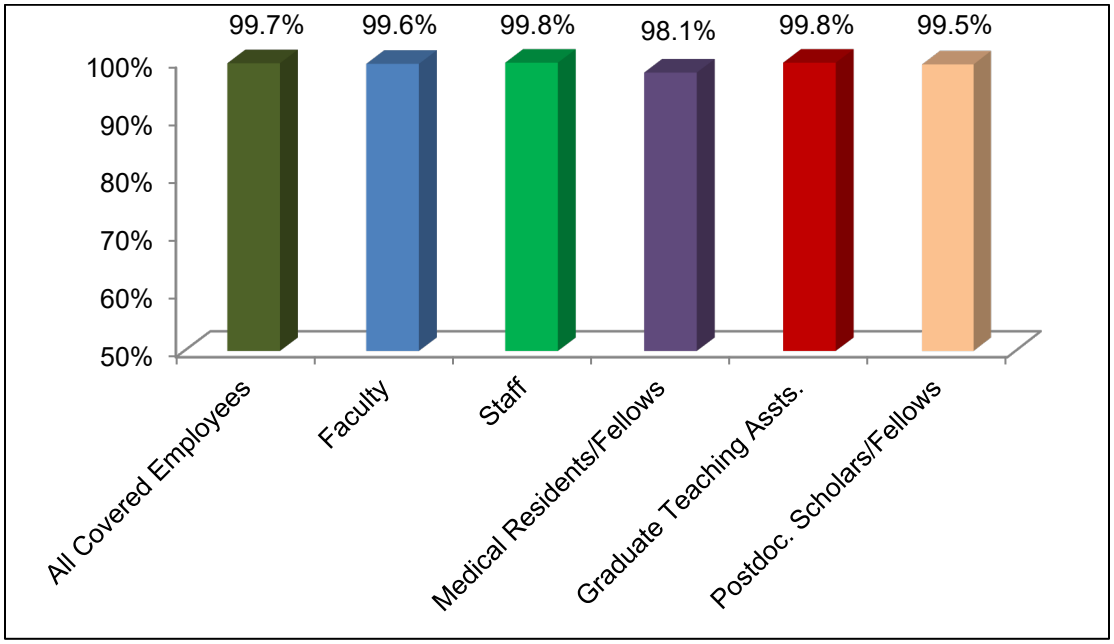
## F. Harassment Prevention Education

Per university policy, all regular faculty and staff appointed at 50% time or more, as well as graduate and undergraduate teaching assistants and undergraduate resident assistants employed by University Housing, are required to receive training on sexual harassment prevention within six months of hire and to complete a refresher course every three years thereafter. Additionally, all faculty and staff hired or promoted into positions defined by the UI Policy on Sexual Harassment as an academic or administrative officer (AAO) are required to complete sexual harassment prevention education within the first two months of appointment.

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

During Fiscal Year 2020, a total of 7,477 individuals completed one of the approved harassment prevention courses; of these, 69.7 percent (5,213) completed an online training and 30.3 percent (2,264) completed an in-person training. As of June 30, 2020, 99.7 percent of current covered employees were compliant with the mandate for periodic training on harassment prevention.

**Figure 1 ***
**Harassment Prevention Education Completion Rates as of June 30, 2020**




* The original report submitted on 1/25/21 incorrectly had June 2019 data. The amended report includes correct data for June 2020.

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

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

- Policy on Violence
- Anti-Retaliation Policy
- Nondiscrimination Statement
- Accessibility Statement

## G. National Coalition Building Institute (NCBI)

The National Coalition Building Institute (NCBI) is a nonprofit leadership training organization based outside of Washington, D.C. NCBI works through a coalition-building model to provide leadership training for inclusion and equity with the goal of eliminating all forms of prejudice throughout the world. The University of Iowa has been affiliated with NCBI since 2011, and since that time has reached over 3,400 faculty, staff, students, and community members through ongoing workshops. Additionally, over 120 faculty, staff, and students have attended train-the-trainer workshops; 35 trainers are currently active. These individuals are taught effective leadership skills in the areas of prejudice reduction, violence prevention, conflict resolution, and coalition building so that they can serve as a resource for diversity and inclusion on campus.

In 2019-20, UI's NCBI affiliate held 20 total workshops and educational opportunities, including Leadership for Equity & Inclusion (full day), Conflict and Controversial Issues (half day), and Building Effective Relationships Across Group Lines (half day). A total of 641 faculty, staff, students, and community members attended these workshops. Feedback from participants' evaluations continues to be overwhelmingly positive.

## H. The Diversity Catalyst Award

The Office of Equal Opportunity and Diversity has recognized distinctive and innovative contributions to diversity within the campus community since 1999. The annual Diversity Catalyst Award honors creative initiatives by faculty, staff, programs, departments, students, or student organizations to promote the development of an inclusive, diverse campus community. The criteria for the award are that 1) the nominee has developed an innovative program, policy, or activity to enhance diversity within the university; 2) the nominee's contributions have had a positive effect on building respect for diversity within the university community; or 3) the contribution is distinctive, above and beyond routine efforts. A monetary award is made to the selected recipients through the generous support of colleges and departments throughout the university.

Due to campus restrictions related to the COVID-19 pandemic, in lieu of an in-person ceremony in 2020, recipients were celebrated on the Diversity Catalyst Award Recipient Celebration website. Dr. Maria Bruno, Executive Director for Belonging and Inclusion, Division of Student Life, provided the keynote address. Award recipients were:

- Diversity Catalyst Award: Donna Hammond, Professor and Vice Chair for Research, Anesthesia, Carver College of Medicine
- Diversity Catalyst Award: Antentor Hinton, Ford Postdoctoral Fellow and Burroughs Wellcome Fund Postdoctoral Enrichment Scholar, Internal Medicine, Carver College of Medicine
- Diversity Catalyst Award: Iowa Youth Writing Project, Magid Center for Undergraduate Writing
- Diversity Catalyst Award: Our Collective Brain, Psychological and Brain Sciences

- Diversity Practitioner Award: Talinda Pettigrew, Senior HR Specialist, University Human Resources
- Diversity Practitioner Award: Multicultural and International Student Support and Engagement (MISSE) Team, Division of Student Life

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

The recipients of the 2020 Diversity Catalyst Award Seed Grants were:

- Graduation stoles and recognition plaques for students with disabilities: Tabitha Wiggins, Associate Director, Multicultural and International Student Support and Engagement, and University of Iowa Students for Disability Advocacy and Awareness (UISDAA)
- Hawkeye Hygiene Hub: Charlotte Brown, Program Coordinator, Leadership, Service, and Civic Engagement)\, Division of Student Life, and Emma Welch, Coordinator, Pride Alliance Center

## I. Faculty Diversity Opportunity Program (FDOP)

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

For fiscal year 2020, the Office of the Provost budgeted FDOP funds totaling $2,051,617 for partial salaries and other resources supporting 26 faculty members. These positions are in the University Library and the Colleges of Education, Engineering, Liberal Arts and Sciences, Nursing, Pharmacy, and Public Health. Since 1999, FDOP has been used to support 143 diversity hires to the UI campus. When appropriate, FDOP funding has been successfully used to support the research of post-doctoral fellows as a means of increasing the pipeline to the professorate. The Faculty Diversity Opportunity Program has proven to be an important incentive to colleges and departments to identify and recruit faculty from underrepresented communities and has contributed significantly to the increased representation of faculty from underrepresented communities in the twenty-one year period ending 2020.

## J. Staff Diversity Opportunity Program (SDOP)

Reflecting best practices identified from the Faculty Diversity Opportunity Program, the Staff Diversity Opportunity Program promotes employment of minorities and women in Professional and Scientific (P&S) staff classifications exhibiting underrepresentation. Administered through University Human Resources, SDOP allows opportunity for the development of talent through apprenticeships, internships, pipeline positions, and other hires that enable the university to bring on board high potential, diverse candidates who do not fill a specific, immediate need, as well as for development opportunities to increase the new employee's skill, knowledge, abilities, and likelihood of a successful candidacy for future P&S vacancies. During FY 2020, the salaries of four P&S staff members were supported by SDOP funding.

## IV. ONE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2019 - 2020

### A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity, 2019 - 2020

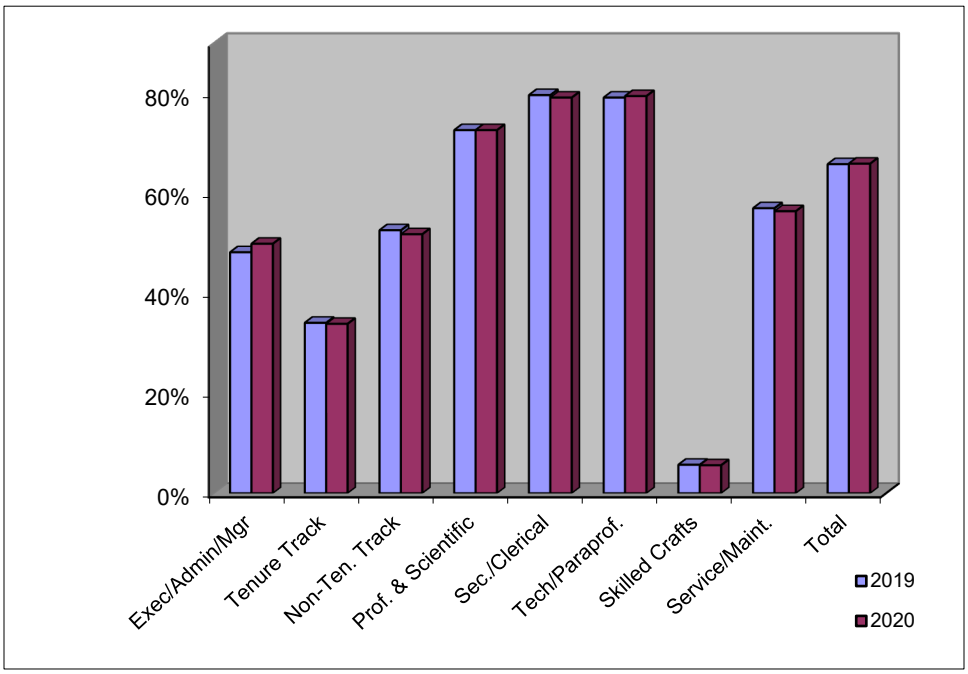
*Overall Changes.* The University of Iowa workforce increased by 33 employees (0.2 percent) during the 2019-20 data year, from 18,977 to 19,010. For analytical purposes, job titles have been categorized into Primary Occupational Activity (POA) groups based on job content, salary, and opportunities. The POAs group with the greatest proportional increases were Executive, Administrative, and Managerial Staff and Professional and Scientific Staff, and the largest net increase was in Professional and Scientific Staff. The largest proportional decrease occurred among Skilled Crafts Staff, and the largest net decrease was in Secretarial and Clerical Staff.

*Sex.* The number of women in the workforce increased by 45 (0.4 percent). The largest proportional increase was in Executive, Administrative, and Managerial Staff; the largest net increase was in Professional and Scientific Staff. The largest proportional decrease occurred among Skilled Crafts Staff, and the largest net decrease was in Secretarial and Clerical Staff.

**Table I**
**Faculty and Staff by Primary Occupational Activity Group and Sex**
**November 1, 2019 – November 1, 2020**

| Primary Occupational Activity Group | 2019 | | 2020 | | Net Change | |
|---|---|---|---|---|---|---|
| | Total | Women | Total | Women | Total | Women |
| 1 Executive, Administrative, & Managerial Staff | 369 | 178<br>48.2 % | 377 | 188<br>49.9 % | + 8<br>+ 2.2 % | + 10<br>+ 5.6 % |
| 2 Tenured/Tenure Track Faculty | 1,335 | 455<br>34.1 % | 1,318 | 447<br>33.9 % | - 17<br>- 1.3 % | - 8<br>- 1.8 % |
| 3 Non-Tenure Track Faculty | 1,458 | 767<br>52.6 % | 1,445 | 749<br>51.8 % | - 13<br>- 0.9 % | - 18<br>- 2.3 % |
| 4 Professional & Scientific Staff | 11,162 | 8,106<br>72.6 % | 11,403 | 8,281<br>72.6 % | + 241<br>+ 2.2 % | + 175<br>+ 2.2 % |
| 5 Secretarial and Clerical Staff | 1,255 | 999<br>79.6 % | 1,143 | 904<br>79.1 % | - 112<br>- 8.9 % | - 95<br>- 9.5 % |
| 6 Technical and Paraprofessional Staff | 936 | 740<br>79.1 % | 933 | 741<br>79.5 % | - 3<br>- 0.3 % | + 1<br>+ 0.1 % |
| 7 Skilled Crafts Staff | 319 | 18<br>5.6 % | 251 | 14<br>5.6 % | - 68<br>- 21.3 % | -4<br>- 22.2 % |
| 8 Service and Maintenance Staff | 2,143 | 1,222<br>57.0 % | 2,140 | 1,206<br>56.4 % | - 3<br>- 0.1 % | - 16<br>- 1.3 % |
| **Total** | **18,977** | **12,485<br>65.8 %** | **19,010** | **12,530<br>65.9 %** | **+ 33<br>+ 0.2 %** | **+ 45<br>+ 0.4 %** |

**Figure 2**
**Female Faculty and Staff by Primary Occupational Activity Group**
**November 1, 2019 – November 1, 2020**




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

The total number of racial/ethnic minorities increased by 91 (3.4 percent) from 2019 to 2020. The largest proportional increase was in Executive, Administrative, and Managerial Staff, and the largest net increase was in Professional and Scientific Staff. The largest proportional decrease was in Skilled Crafts Staff, and the largest net decrease was in Secretarial and Clerical Staff. There were increases in the total numbers of employees who self-identified as Asian/Pacific Islander, Black/African American, or Hispanic/Latino. There was a decrease of three American Indians/Alaska Natives, and no change in the number of employees who identified as two or more races. Changes in the racial/ethnic composition of the University of Iowa's workforce over the past year are detailed in the table and charts on the following pages.

**Table II**
**Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity**
**November 1, 2019 – November 1, 2020**

| Primary Occupational Activity Group | 2019 | | | | | | | 2020 | | | | | | | Net Change | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Total Minorities | Asian/Pacific Islander* | Black/ African Amer. | Hispanic/ Latino | Amer. Indian/ Alaska Native | Two or More Races | Total | Total Minorities | Asian/Pacific Islander* | Black/ African Amer. | Hispanic/ Latino | Amer. Indian/ Alaska Native | Two or More Races | Total | Total Minorities | Asian/Pacific Islander* | Black/ African Amer. | Hispanic/ Latino | Amer. Indian/ Alaska Native | Two or More Races |
| 1 Executive, Admin., & Managerial Staff | 369 | 43<br>11.7% | 15<br>4.1% | 12<br>3.3% | 10<br>2.7% | 3<br>0.8% | 3<br>0.8% | 377 | 53<br>14.1% | 20<br>5.3% | 15<br>4.0% | 12<br>3.2% | 3<br>0.8% | 3<br>0.8% | +8<br>+2.2% | +10<br>+23.3% | +5<br>+33.3% | +3<br>+25.0% | +2<br>+20.0% | 0 | 0 |
| 2 Tenured/ Tenure Track Faculty | 1,335 | 306<br>22.9% | 207<br>15.5% | 28<br>2.1% | 58<br>4.3% | 1<br>0.1% | 12<br>0.9% | 1,318 | 306<br>23.2% | 205<br>15.6% | 29<br>2.2% | 59<br>4.5% | 1<br>0.1% | 12<br>0.9% | -17<br>-1.3% | 0 | -2<br>-1.0% | +1<br>+3.6% | +1<br>+1.7% | 0 | 0 |
| 3 Non-Tenure Track Faculty | 1,458 | 346<br>23.7% | 222<br>15.2% | 36<br>2.5% | 75<br>5.1% | 6<br>0.4% | 7<br>0.5% | 1,445 | 350<br>24.2% | 226<br>15.6% | 37<br>2.6% | 73<br>5.1% | 5<br>0.3% | 9<br>0.6% | -13<br>-0.9% | +4<br>+1.2% | +4<br>+1.8% | +1<br>+2.8% | -2<br>-2.7% | -1<br>-16.7% | +2<br>+28.6% |
| 4 Professional & Scientific Staff | 11,162 | 1,060<br>9.5% | 485<br>4.3% | 184<br>1.6% | 301<br>2.7% | 16<br>0.1% | 74<br>0.7% | 11,403 | 1,112<br>9.8% | 505<br>4.4% | 202<br>1.8% | 314<br>2.8% | 17<br>0.1% | 74<br>0.6% | +241<br>+2.2% | +52<br>+4.9% | +20<br>+4.1% | +18<br>+9.8% | +13<br>+4.3% | +1<br>+6.3% | 0 |
| 5 Secretarial & Clerical Staff | 1,255 | 124<br>9.9% | 27<br>2.2% | 52<br>4.1% | 36<br>2.9% | 6<br>0.5% | 3<br>0.2% | 1,143 | 114<br>10.0% | 28<br>2.4% | 45<br>3.9% | 33<br>2.9% | 5<br>0.4% | 3<br>0.3% | -112<br>-8.9% | -10<br>-8.1% | +1<br>+3.7% | -7<br>-13.5% | -3<br>-8.3% | -1<br>-16.7% | 0 |
| 6 Technical & Paraprofes-sional Staff | 936 | 150<br>16.0% | 30<br>3.2% | 39<br>4.2% | 65<br>6.9% | 5<br>0.5% | 11<br>1.2% | 933 | 150<br>16.1% | 30<br>3.2% | 42<br>4.5% | 62<br>6.6% | 5<br>0.5% | 11<br>1.2% | -3<br>-0.3% | 0 | 0 | +3<br>+7.7% | -3<br>-4.6% | 0 | 0 |
| 7 Skilled Crafts Staff | 319 | 16<br>5.0% | 2<br>0.6% | 3<br>0.9% | 6<br>1.9% | 4<br>1.3% | 1<br>0.3% | 251 | 11<br>4.4% | 1<br>0.4% | 2<br>0.8% | 5<br>2.0% | 2<br>0.8% | 1<br>0.4% | -68<br>-21.3% | -5<br>-31.3% | -1<br>-50.0% | -1<br>-33.3% | -1<br>-16.7% | -2<br>-50.0% | 0 |
| 8 Service & Maintenance Staff | 2,143 | 607<br>28.3% | 122<br>5.7% | 290<br>13.5% | 171<br>8.0% | 10<br>0.5% | 14<br>0.7% | 2,140 | 647<br>30.2% | 120<br>5.6% | 310<br>14.5% | 195<br>9.1% | 10<br>0.5% | 12<br>0.6% | -3<br>-0.1% | +40<br>+6.6% | -2<br>-1.6% | +20<br>+6.9% | +24<br>+14.0% | 0 | -2<br>-14.3% |
| **Total** | **18,977** | **2,652<br>14.0%** | **1,110<br>5.8%** | **644<br>3.4%** | **722<br>3.8%** | **51<br>0.3%** | **125<br>0.7%** | **19,010** | **2,743<br>14.4%** | **1,135<br>6.0%** | **682<br>3.6%** | **753<br>4.0%** | **48<br>0.3%** | **125<br>0.7%** | **+ 33<br>+ 0.2 %** | **+91<br>+3.4%** | **+25<br>+2.3%** | **+38<br>+5.9%** | **+31<br>+4.3%** | **-3<br>-5.9%** | **0** |

* In 2020, eight employees self-identified as Native Hawaiian or Other Pacific Islander; due to the small number, this racial/ethnic category is combined with the Asian category in this report.

**Figure 3**
**Minority Faculty and Staff by Primary Occupational Activity Group**
**November 1, 2019 – November 1, 2020**

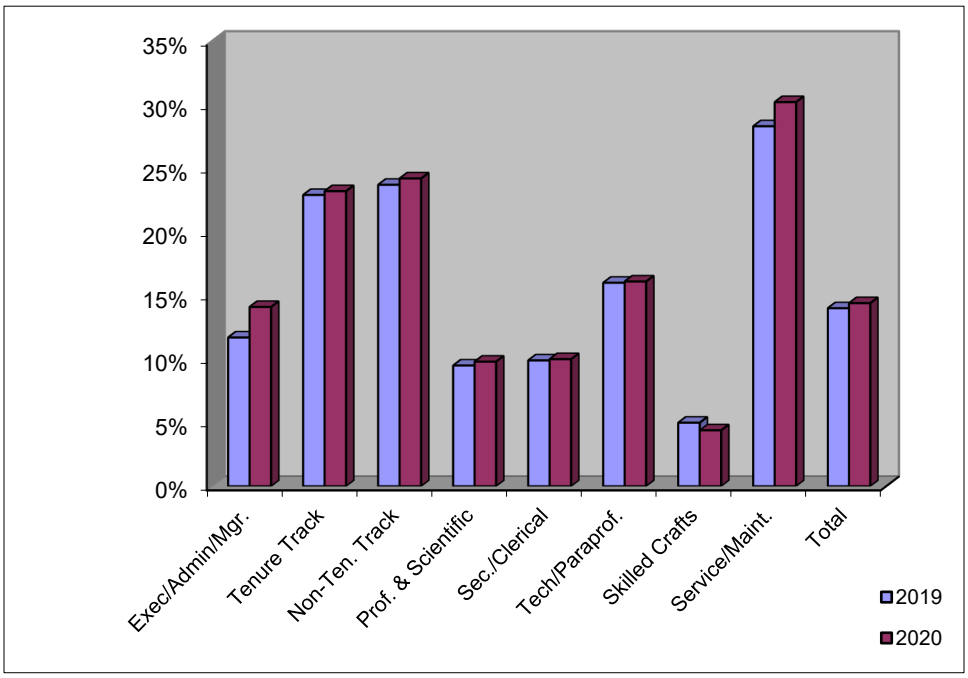
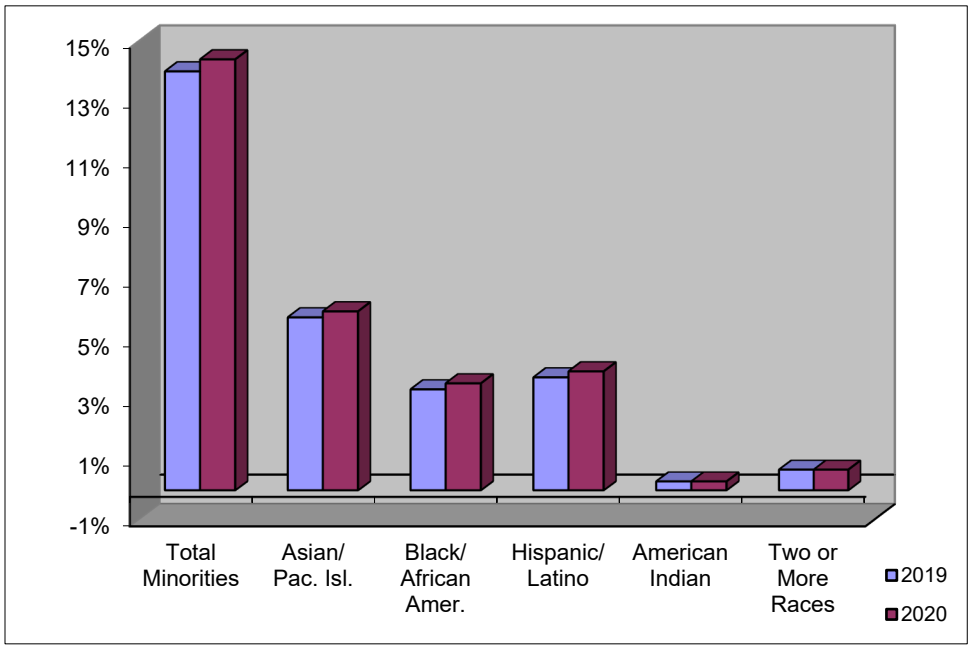



**Figure 4**
**Total Workforce by Race/Ethnicity**
**November 1, 2019 – November 1, 2020**



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

**Table III**
**Workforce Gains and Losses by Primary Occupational Activity Group, Sex, and Minority Status, November 1, 2019 – November 1, 2020**

| Primary Occupational Activity Group | | Gains | | | Losses | | | Net Change | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Total | Women | Minorities | Total | Women | Minorities | Total | Women | Minorities |
| 1 | Executive, Administrative, & Managerial Staff | 59 | 36 | 16 | 51 | 26 | 6 | + 8 | + 10 | + 10 |
| 2 | Tenured/Tenure Track Faculty | 96 | 39 | 32 | 113 | 47 | 32 | - 17 | - 8 | 0 |
| 3 | Non-Tenure Track Faculty | 161 | 74 | 57 | 174 | 92 | 53 | - 13 | - 18 | + 4 |
| 4 | Professional & Scientific Staff | 1,592 | 1,146 | 218 | 1,351 | 971 | 166 | + 241 | + 175 | + 52 |
| 5 | Secretarial and Clerical Staff | 96 | 75 | 16 | 208 | 170 | 26 | - 112 | - 95 | - 10 |
| 6 | Technical and Paraprofessional Staff | 165 | 130 | 30 | 168 | 129 | 30 | - 3 | + 1 | 0 |
| 7 | Skilled Crafts Staff | 25 | 0 | 1 | 93 | 4 | 6 | - 68 | - 4 | - 5 |
| 8 | Service and Maintenance Staff | 511 | 290 | 160 | 514 | 306 | 120 | - 3 | - 16 | + 40 |
| **Total** | | **2,705** | **1,790** | **530** | **2,672** | **1,745** | **439** | + **33** | + 45 | + 91 |

Some gains and losses result from promotions, transfers, reclassifications, or demotions across POA groups, with a gain in one POA group corresponding to a loss in another. Only a portion of these actions result in net losses of faculty and staff to the university as a whole.

The unit on campus with the largest workforce increase over the past year was UI Health Care, with a net increase of 191 employees (1.5%). As a result of the COVID-19 pandemic, UI Health Care implemented numerous changes to ensure the safety of patients, visitors, and staff while continuing to provide the best care for all patients. A Visitor Management Program was created within Safety & Security as a result of visitor restrictions and a new screening process. An influenza-like illness (ILI) and telehealth clinic, as well as on-site testing, were added to improve accessibility of care to those who present with influenza-like symptoms. Additional nurse, physician assistant, and nurse practitioner positions have been added to meet the growing needs of the ILI/telehealth clinic. UI Health Care has also seen growth in the Department of Pharmacy. Effective in 2019, all UIChoice members are required to use UI Health Care for specialty drug needs, significantly increasing volume for these services; as a result, additional pharmacy technician and pharmacist positions were needed.

## B. Faculty and Staff by Disability and Veteran Status, 2019 - 2020

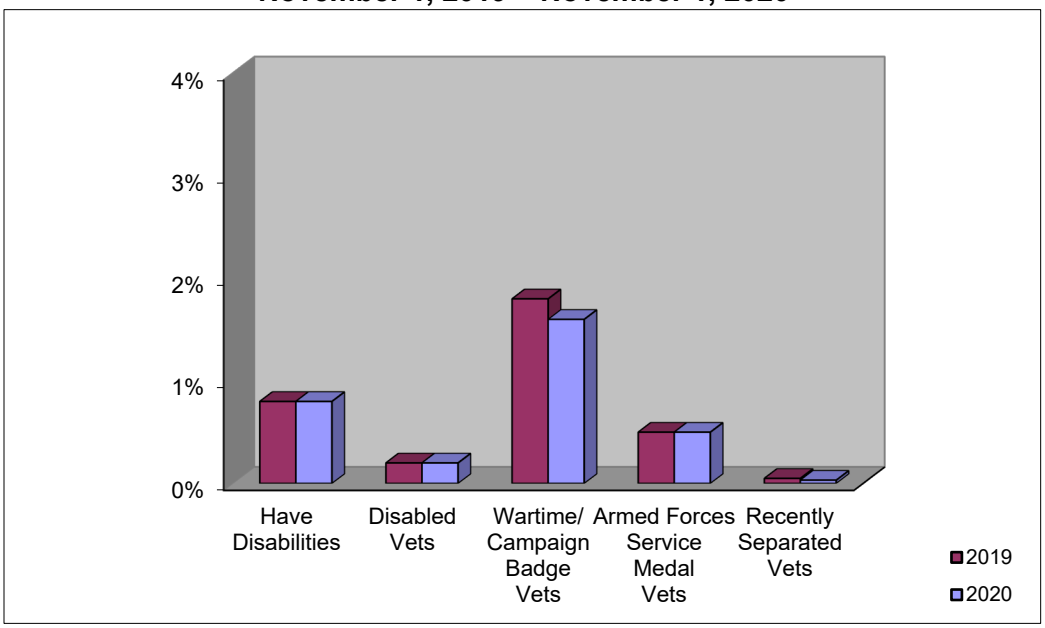
Employees may self-report disability and veteran status to the university at the time of appointment and may update or correct this information at any time.

The number of faculty and staff who reported having a disability decreased by 2 (1.3 percent) over the past year. There were decreases in the numbers of faculty and staff who self-identified as disabled veterans (1 individual), Active Duty Wartime/Campaign Badge veterans (34 individuals), and Armed Forces Service Medal veterans (5 individuals). The number of veterans whose discharge date from military service was within the three years prior to the data snapshot date increased by 2.

**Table IV**
**Faculty and Staff by Disability and Veteran Status**
**November 1, 2019 – November 1, 2020**

| Year | Total Faculty & Staff | Faculty & Staff with Disabilities | Disabled Veterans | Wartime/ Campaign Badge Veterans | Armed Forces Service Medal Veterans | Recently Separated Veterans |
|---|---|---|---|---|---|---|
| 2019 | 18,977 | 157<br>0.8 % | 40<br>0.2 % | 347<br>1.8 % | 93<br>0.5 % | 4<br>< 0.1 % |
| 2020 | 19,010 | 155<br>0.8 % | 39<br>0.2 % | 313<br>1.6 % | 88<br>0.5 % | 6<br>< 0.1 % |
| Net Change | + 33<br>+ 0.2 % | - 2<br>- 1.3 % | - 1<br>- 2.5 % | - 34<br>- 9.8 % | - 5<br>- 5.4 % | + 2<br>+ 50.0 % |

**Figure 5**
**Faculty and Staff by Disability and Veteran Status**
**November 1, 2019 – November 1, 2020**



## C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2019 - 2020

The number of tenured/tenure track faculty decreased by 17 (1.3 percent) in the last year. The number of female faculty decreased by 8 (1.8 percent). There was no change in the total number of minority faculty.

**Table V**
**Tenured/Tenure Track Faculty by Sex and Race/Ethnicity**
**November 1, 2019 – November 1, 2020**

| Year | Tenured/ Tenure Track Faculty | Women | Total Minorities | Asian/ Pacific Islander | Black/ African-American | Hispanic/ Latino | American Indian/ Alaska Native | Two or More Races |
|---|---|---|---|---|---|---|---|---|
| 2019 | 1,335 | 455<br>34.1 % | 306<br>22.9 % | 207<br>15.5 % | 28<br>2.1 % | 58<br>4.3 % | 1<br>0.1 % | 12<br>0.9 % |
| 2020 | 1,318 | 447<br>33.9 % | 306<br>23.2 % | 205<br>15.6 % | 29<br>2.2 % | 59<br>4.5 % | 1<br>0.1 % | 12<br>0.9 % |
| Net Change | - 17<br>- 1.3 % | - 8<br>- 1.8% | 0 | - 2<br>- 1.0 % | + 1<br>+ 3.6 % | + 1<br>+ 1.7 % | 0 | 0 |

**Figure 6**
**Tenured/Tenure Track Faculty by Sex**
**November 1, 2019 – November 1, 2020**

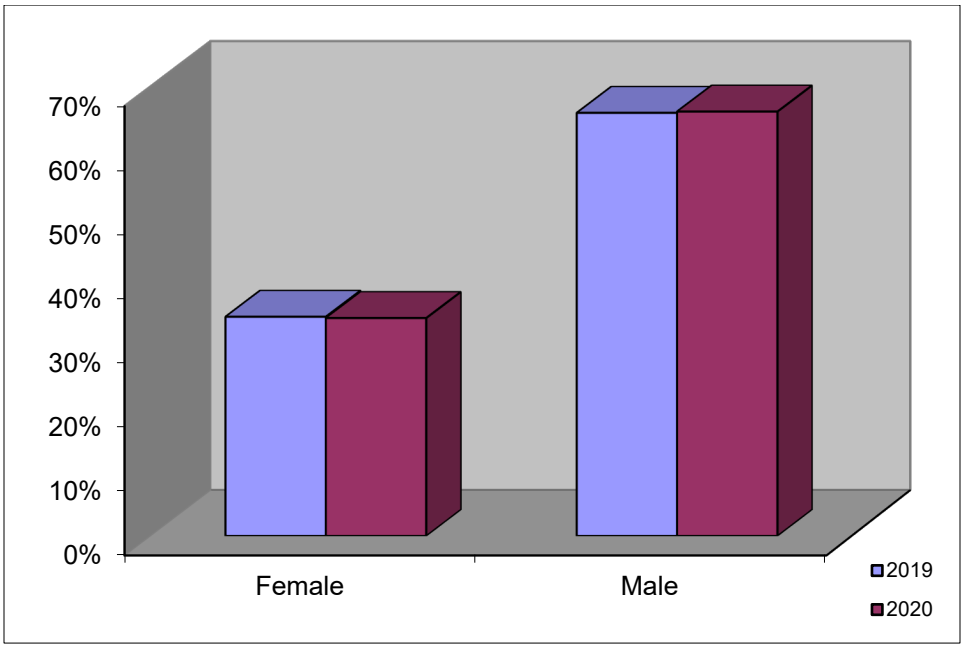
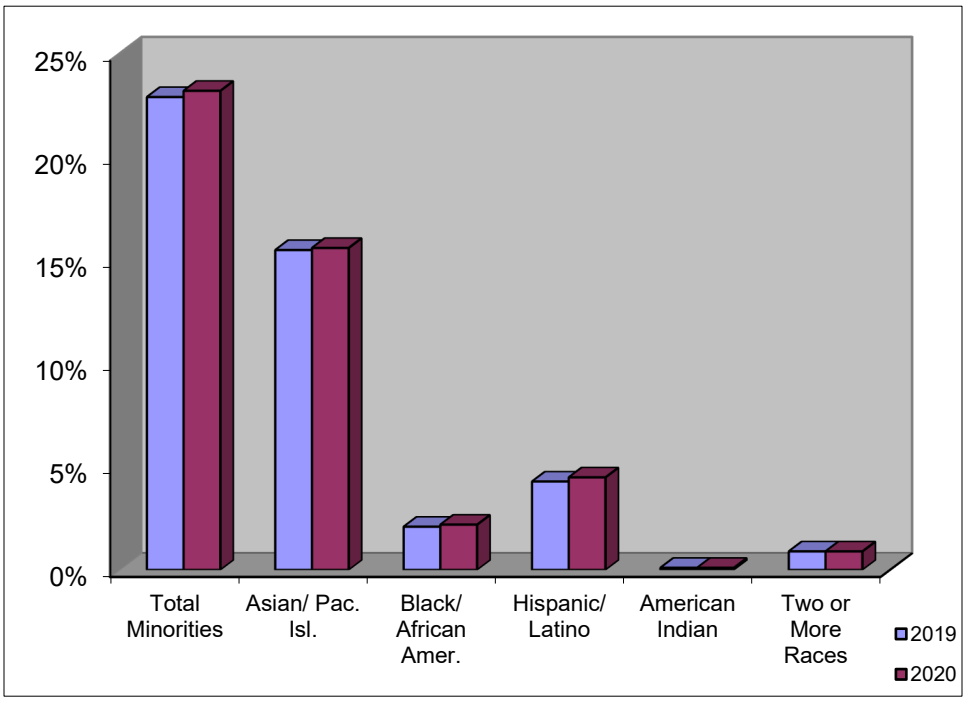


**Figure 7**
**Tenured/Tenure Track Faculty by Race/Ethnicity**
**November 1, 2019 – November 1, 2020**




## D. Tenured/Tenure Track Faculty Promotion and Tenure Rates by Sex and Minority Status, Academic Year 2020–21

A total of 68 tenure track faculty were granted promotions effective Academic Year 2020-21, of whom 29 are women. This rate of promotion (42.6 percent) exceeds the percentage of women on the tenure track faculty, now at 33.9 percent. Minorities received 21 of the 68 promotions (30.9 percent); this representation exceeds the representation of minorities on the tenure track faculty (23.2 percent).

Forty-five tenure track faculty members were granted tenure effective Academic Year 2020-21, of whom 20 (44.4 percent) are women. As of November 2020, women represent 45.3 percent of the untenured faculty on the tenure track. Among the 45 tenure track faculty members who received tenure, 15 (33.3 percent) are members of minority groups. As of November 2020, minorities represent 31.9 percent of the untenured faculty on the tenure track.

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

**Table VI**
**Tenured/Tenure Track Faculty Promotions & Tenure Rates by Sex and Minority Status**
**Effective 2020-21 Academic Year**

| | Total | Women | Minorities |
|---|---|---|---|
| **PROMOTIONS** | | | |
| Number on Tenure Track | 1,318 | 447 | 306 |
| Percentage of Total on Tenure Track | | 33.9% | 23.2% |
| Sought Promotions | 70 | 29 | 22 |
| Percentage of All Faculty Who Sought Promotions (n = 70) | | 41.4% | 31.4% |
| Percentage of Subgroup (Total, Women, or Minorities) | 5.3% | 6.5% | 7.2% |
| Granted Promotions | 68 | 29 | 21 |
| Percentage of All Faculty Who Were Granted Promotions (n = 68) | | 42.6% | 30.9% |
| Percentage of Subgroup (Total, Women, or Minorities) Who Sought Promotions | 97.1% | 100.0% | 95.5% |
| **TENURE** | | | |
| Number of Untenured Faculty on Tenure Track | 329 | 149 | 105 |
| Percentage of Total Untenured on Tenure Track | | 45.3% | 31.9% |
| Sought Tenure | 47 | 20 | 16 |
| Percentage of All Faculty Who Sought Tenure (n = 47) | | 42.6% | 34.0% |
| Percentage of Subgroup (Total, Women, or Minorities) | 14.3% | 13.4% | 15.2% |
| Granted Tenure | 45 | 20 | 15 |
| Percentage of All Faculty Who Were Granted Tenure (n = 45) | | 44.4% | 33.3% |
| Percentage of Subgroup (Total, Women, or Minorities) Who Sought Tenure | 95.7% | 100.0% | 93.8% |

## E. Clinical Track Faculty by Sex and Race/Ethnicity, 2019 - 2020

The university experienced a net increase of 22 clinical track faculty (2.5 percent) over the past year. Faculty appointed to clinical track positions are included in POA Group 3, Non-Tenure Track Faculty.

The number of women on the clinical track increased by 10 (2.2 percent), and the number of minorities on the clinical track increased by 10 (4.5 percent).

Carver College of Medicine continues to employ the majority of the clinical track faculty (84 percent), followed by the College of Dentistry (5 percent). The remaining clinical track faculty are employed in the colleges of Nursing, Pharmacy, Education, Liberal Arts and Sciences, Public Health, Law, and the Tippie College of Business.

**Table VII**
**Clinical Track Faculty by Sex and Race/Ethnicity**
**November 1, 2019 – November 1, 2020**

| Year | Clinical Track Faculty | Women | Total Minorities | Asian/ Pacific Islander | Black/ African-American | Hispanic/ Latino | American Indian/ Alaska Native | Two or More Races |
|---|---|---|---|---|---|---|---|---|
| 2019 | 884 | 451<br>51.0 % | 223<br>25.2 % | 144<br>16.3 % | 24<br>2.7 % | 49<br>5.5 % | 1<br>0.1 % | 5<br>0.6 % |
| 2020 | 906 | 461<br>50.9 % | 233<br>25.7 % | 152<br>16.8 % | 22<br>2.4 % | 50<br>5.5 % | 1<br>0.1 % | 8<br>0.9 % |
| Net Change | + 22<br>+ 2.5 % | + 10<br>+ 2.2 % | + 10<br>+ 4.5 % | + 8<br>+ 5.6 % | - 2<br>- 8.3% | + 1<br>+ 2.0 % | 0 | + 3<br>+ 60.0 % |

**Figure 8**
**Clinical Track Faculty by Sex**
**November 1, 2019 – November 1, 2020**

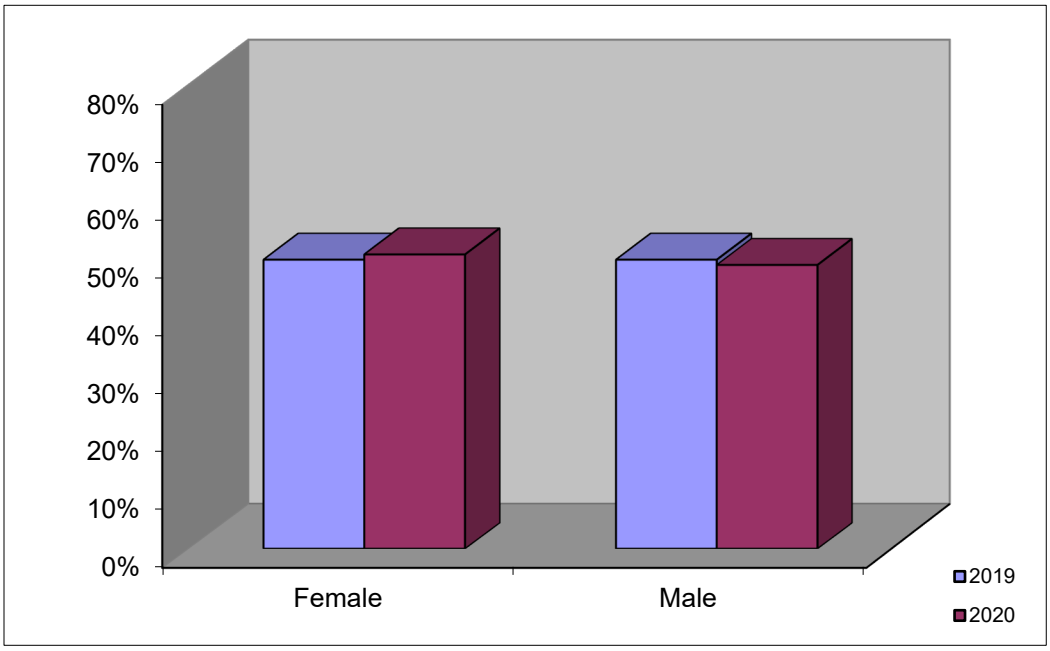
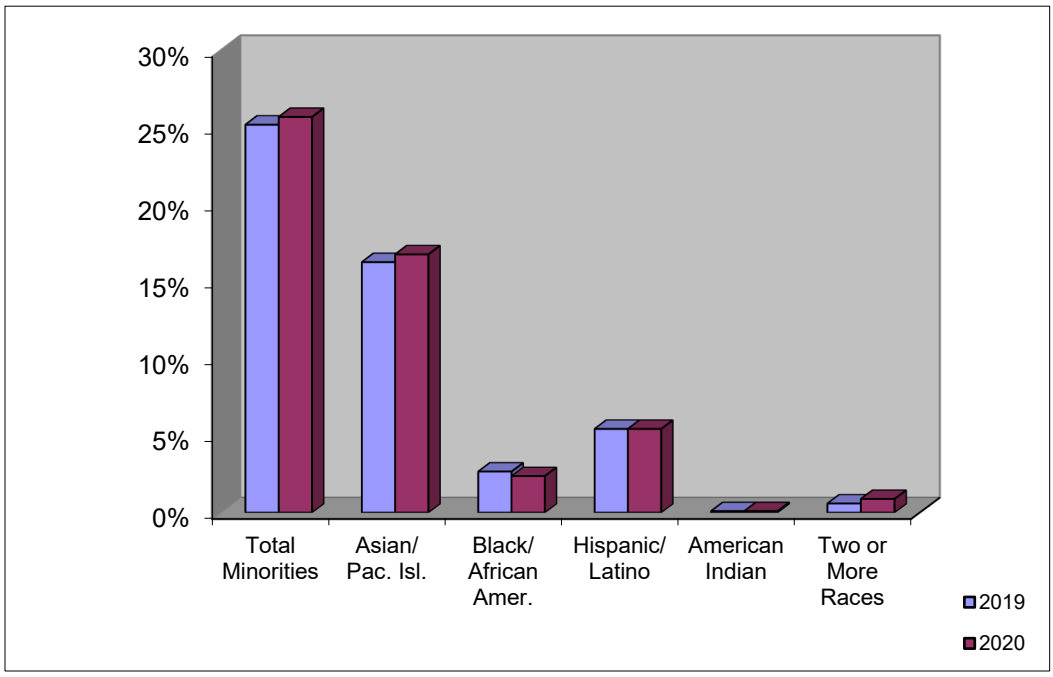


**Figure 9**
**Clinical Track Faculty by Race/Ethnicity**
**November 1, 2019 – November 1, 2020**




## F. Research Track Faculty by Sex and Race/Ethnicity, 2019 - 2020

The research track is a subset of POA Group 3, Non-Tenure Track Faculty, developed for faculty who devote most of their time to performing externally-supported research and who submit or assist in the submission of research grants.

The research track increased by 7 individuals (18.9 percent) over the last year. The number of women on the research track did not change, and the number of racial/ethnic minorities increased by 4 (30.8 percent).

As of November 1, 2020, Carver College of Medicine employs all of the research track faculty.

**Table VIII**
**Research Track Faculty by Sex and Race/Ethnicity**
**November 1, 2019 – November 1, 2020**

| Year | Research Track Faculty | Women | Total Minorities | Asian/ Pacific Islander | Black/ African-American | Hispanic/ Latino | American Indian/ Alaska Native | Two or More Races |
|---|---|---|---|---|---|---|---|---|
| 2019 | 37 | 18<br>48.6 % | 13<br>35.1 % | 10<br>27.0 % | 0 | 3<br>8.1 % | 0 | 0 |
| 2020 | 44 | 18<br>40.9 % | 17<br>38.6 % | 13<br>29.5 % | 0 | 3<br>6.8 % | 1<br>2.3 % | 0 |
| Net Change | + 7<br>+ 18.9 % | 0 | + 4<br>+ 30.8 % | + 3<br>+ 30.0 % | 0 | 0 | + 1<br>n/a | 0 |

**Figure 10**
**Research Track Faculty by Sex**
**November 1, 2019 – November 1, 2020**

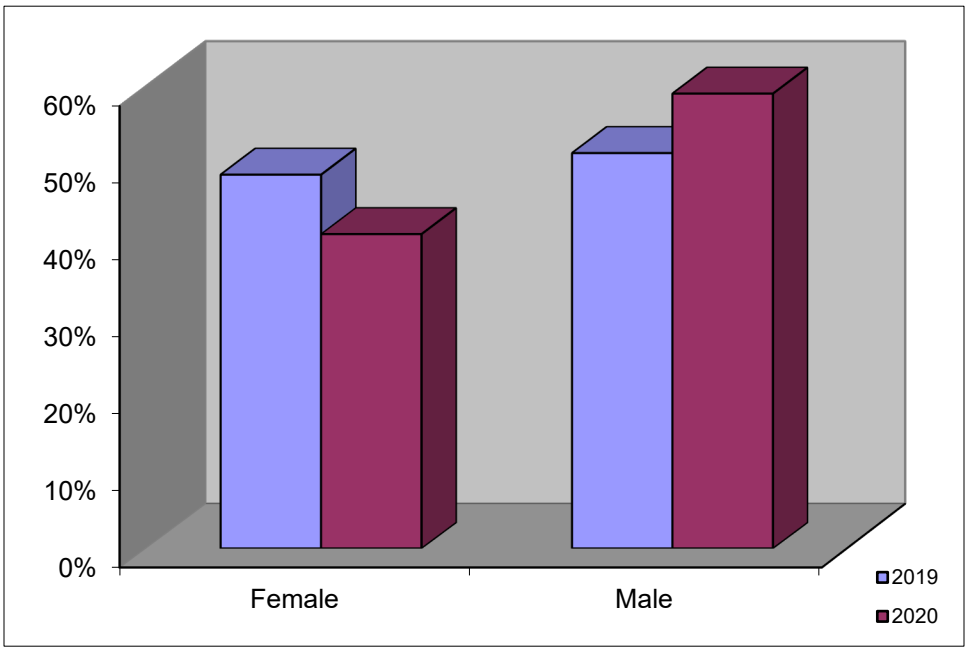
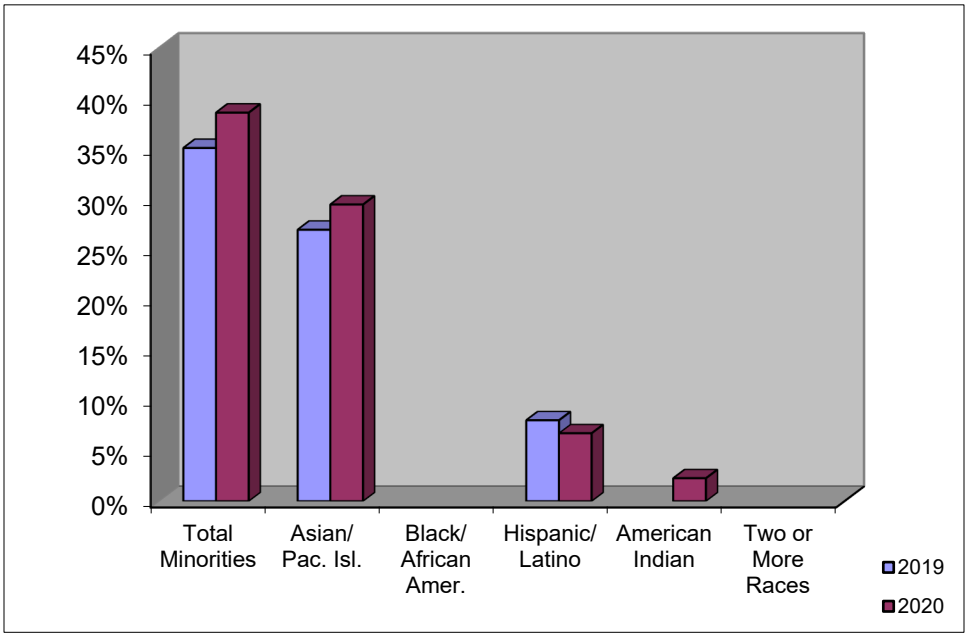



**Figure 11**
**Research Track Faculty by Race/Ethnicity**
**November 1, 2019 – November 1, 2020**



## G. Instructional Track Faculty by Sex and Race/Ethnicity, 2019 - 2020

The instructional track is a subset of POA Group 3, Non-Tenure Track Faculty, for faculty who devote most of their time to engaging in the university's teaching mission. The UI Instructional Faculty Policy was developed through an extensive shared governance process and approved in Fall 2016, providing more substantial contracts, representation on the UI Faculty Senate, access to dispute procedures, and opportunities for promotion. The majority of faculty with instructional track appointments following the implementation of the new policy had held other non-tenure track appointments at the University of Iowa prior to the new policy.

The instructional track decreased by 5 individuals (1.5 percent) over the last year. The number of women on the instructional track decreased by 7 (3.4 percent), and the number of racial/ethnic minorities decreased by 2 (4.2 percent).

As of November 1, 2020, the College of Liberal Arts and Sciences employs 67 percent of the instructional track faculty, followed by the Tippie College of Business (17 percent). The remaining instructional faculty are employed in the colleges of Nursing, Engineering, Law, Education, and the Graduate College.

**Table IX**
**Instructional Track Faculty by Sex and Race/Ethnicity**
**November 1, 2019 – November 1, 2020**

| Year | Instructional Track Faculty | Women | Total Minorities | Asian/ Pacific Islander | Black/ African-American | Hispanic/ Latino | American Indian/ Alaska Native | Two or More Races |
|---|---|---|---|---|---|---|---|---|
| 2019 | 341 | 207<br>60.7 % | 48<br>14.1 % | 21<br>6.2 % | 6<br>1.8 % | 16<br>4.7 % | 4<br>1.2 % | 1<br>0.3 % |
| 2020 | 336 | 200<br>59.5 % | 46<br>13.7 % | 22<br>6.5 % | 6<br>1.8 % | 14<br>4.2 % | 3<br>0.9 % | 1<br>0.3 % |
| Net Change | - 5<br>- 1.5 % | - 7<br>- 3.4 % | - 2<br>- 4.2 % | + 1<br>+ 4.8% | 0 | - 2<br>- 12.5 % | -1<br>-25.0% | 0 |

**Figure 12**
**Instructional Track Faculty by Sex**
**November 1, 2019 – November 1, 2020**

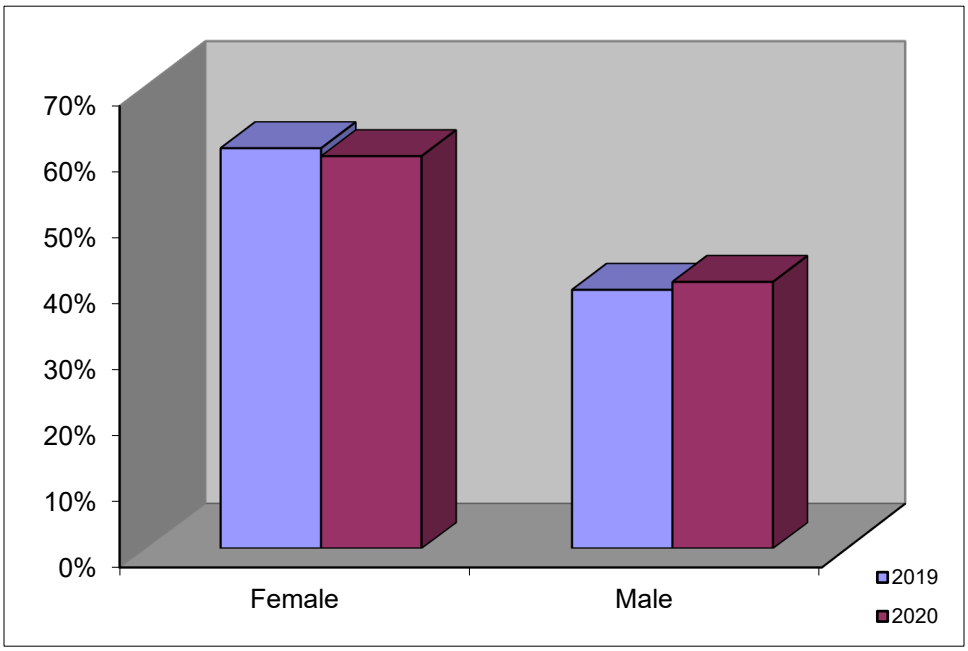
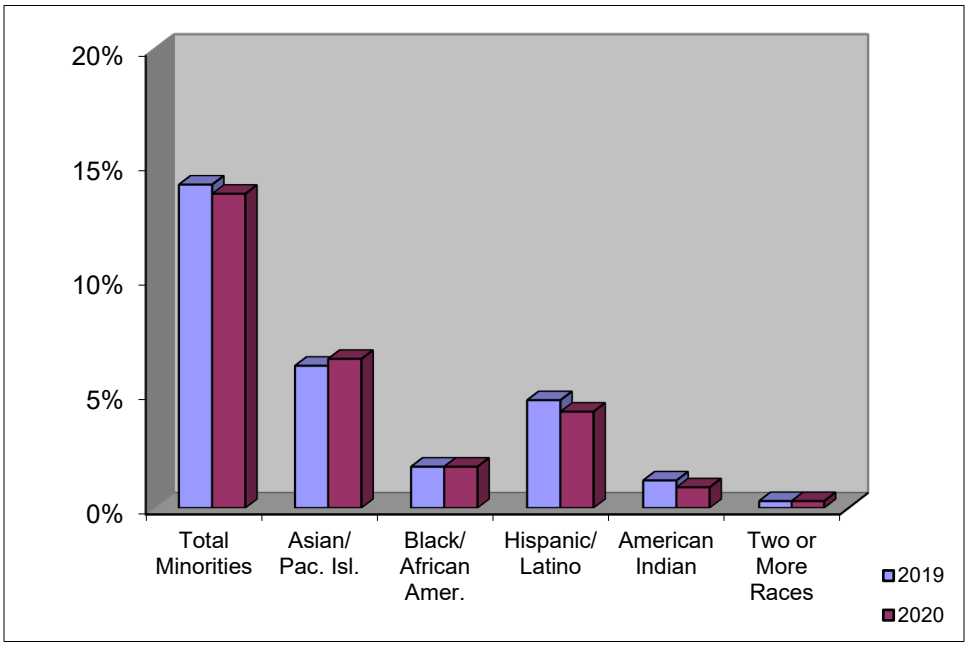



**Figure 13**
**Instructional Track Faculty by Race/Ethnicity**
**November 1, 2019 – November 1, 2020**



# V. ANNUAL HIRING GOALS: 2019-20 AND 2020-21

## A. How Hiring Goals are Determined

In accordance with requirements of the Office of Federal Contract Compliance Programs, the Office of Equal Opportunity and Diversity annually conducts formal availability analyses, identifies areas where underrepresentation of women and/or racial/ethnic minorities exists, and establishes hiring goals for the coming year for those underrepresented areas. The availability analyses result in estimates of the percentage and number of qualified women and racial/ethnic minorities available for employment in each academic field and job group (staff job titles similar in content, pay rates, and opportunities) at the University of Iowa. These availability estimates are compared to the actual rates of employment by the university to identify faculty departments and staff job groups where underrepresentation exists.[3] In other words, a faculty department or staff job group is said to be underrepresented for women or minorities when fewer women or minorities are employed than would reasonably be expected based on estimated availability. Underrepresentation may be affected by several factors including new hires, promotions, and transfers; loss of personnel; a change in the availability of women and minorities in the relevant job market; or a combination of factors.

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

## B. Hiring Goals for the 2019-20 Data Year

After adjusting to reflect the actual rate of hiring, annual hiring goals for the 2019-20 data year totaled 145 women and 41 minorities. The goals were compared to the number of actual hires in each underrepresented department or job group to determine whether the goals were met. While hiring goals were achieved in some departments/job groups, underrepresentation of women and minorities remains in other areas. With all underrepresented departments and job groups aggregated, the university was underrepresented by 348 women (1.8%) and by 160 minorities (0.8%) as of November 1, 2020.

The following tables show departments/job groups in which underrepresentation was identified as of November 1, 2019; the hiring goals in those departments/job groups (as adjusted to reflect the actual rate of hiring) for 2019-20; and whether these goals were met.

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

**Table X**
**Progress toward Annual Hiring Goals for Faculty, Data Year 2019-20**

| College | Department | Number of New Hires | Women: Hiring Goal for Women | Women: Total Women Hired | Women: Was Goal Met? | Minorities: Hiring Goal for Minorities | Minorities: Total Minorities Hired | Minorities: Was Goal Met? |
|---|---|---|---|---|---|---|---|---|
| **POA 2: Tenured/Tenure Track Faculty** | | | | | | | | |
| Liberal Arts & Sciences | Art & Art History | 0 | 0 | 0 | n/a * | | | |
| | Psychological & Brain Sciences | 5 | 3 | 3 | Yes | | | |
| | Theatre Arts | 0 | 0 | 0 | n/a * | | | |
| Carver College of Medicine | Biochemistry | 0 | | | | 0 | 0 | n/a * |
| | Molecular Physiology & Biophysics | 2 | 1 | 1 | Yes | | | |
| | Ophthalmology & Visual Sciences | 1 | 0 | 0 | n/a * | | | |
| | Pediatrics | 4 | 2 | 4 | Yes | | | |
| Public Health | Biostatistics | 0 | 0 | 0 | n/a * | | | |
| | Epidemiology | 1 | 1 | 1 | Yes | | | |
| | Health Management & Policy | 0 | 0 | 0 | n/a * | | | |
| | Occupational & Environmental Health | 0 | | | | 0 | 0 | n/a * |
| | | | | | | | | |
| Education | Teaching & Learning | 4 | 3 | 3 | Yes | | | |
| Liberal Arts & Sciences | English as a Second Language | 0 | | | | 0 | 0 | n/a * |
| Pharmacy | Pharmacy Practice & Science | 2 | | | | 1 | 1 | Yes |
| | Pharmaceutical Sciences & Experimental Therapeutics | 1 | 0 | 0 | n/a * | | | |
| Tippie College of Business | Management & Entrepreneurship | 0 | | | | 0 | 0 | n/a * |

* n/a: Although underrepresentation was identified within the department, the actual rate of new hires by the estimated availability was not sufficient to yield a hiring goal of at least one individual.

**Table XI**
**Progress toward Annual Hiring Goals for Staff, Data Year 2019-20**

| | | Women | | | Minorities | | |
|---|---|---|---|---|---|---|---|
| **Job Group** | Number of New Hires | Hiring Goal for Women | Total Women Hired | Was Goal Met? | Hiring Goal for Minorities | Total Minorities Hired | Was Goal Met? |
| 3B | 43 | 33 | 36 | Yes | | | |
| 3E | 5 | 3 | 2 | Partially | | | |
| 3G | 11 | | | | 2 | 1 | Partially |
| 3J | 10 | 2 | 2 | Yes | | | |
| 3K | 7 | 2 | 0 | No | 1 | 1 | Yes |
| 3L | 79 | | | | 6 | 7 | Yes |
| 3N | 4 | | | | 1 | 0 | No |
| 3P | 29 | 9 | 8 | Partially | 4 | 2 | Partially |
| 3Q | 48 | 22 | 12 | Partially | | | |
| 3R | 5 | 4 | 3 | Partially | | | |
| 3S | 16 | | | | 2 | 1 | Partially |
| 4B | 2 | | | | 0 | 1 | Yes |
| 4C | 7 | | | | 1 | 1 | Yes |
| 4D | 0 | | | | 0 | 0 | n/a * |
| 4E | 5 | | | | 0 | 0 | n/a * |
| 4K | 13 | 5 | 4 | Partially | | | |
| 5A | 1 | 0 | 0 | n/a * | | | |
| 5E | 12 | | | | 2 | 4 | Yes |
| 5G | 35 | 28 | 22 | Partially | | | |
| 6A | 1 | 0 | 0 | n/a * | | | |
| 6B | 7 | 1 | 0 | No | 1 | 0 | No |
| 6C | 8 | 1 | 0 | No | 1 | 1 | Yes |
| 6D | 0 | | | | 0 | 0 | n/a * |
| 6F | 3 | 1 | 0 | No | | | |
| 7B | 10 | | | | 3 | 4 | Yes |
| 7H | 33 | 11 | 10 | Partially | | | |
| 7I | 12 | 3 | 2 | Partially | 2 | 0 | No |
| 7J | 14 | 10 | 7 | Partially | | | |
| 8B | 43 | | | | 3 | 4 | Yes |
| 8D | 63 | | | | 8 | 7 | Partially |

* n/a: Although underrepresentation was identified within the job group, the actual rate of new hires by the estimated availability was not sufficient to yield a hiring goal of at least one individual.

## C. Hiring Goals for the 2020–21 Data Year

Anticipated hiring goals for women and minorities for 2020-21, aggregated by Primary Occupational Activity group, are shown in the table below.

**Table XII**
**Annual Hiring Goals for Data Year 2020-21**

| | **Primary Occupational Activity Group** | **Women** Total Hiring Goals | **Minorities** Total Hiring Goals |
|---|---|---|---|
| 1 | Executive, Administrative, and Managerial Staff | 0 | 0 |
| 2 | Tenured/Tenure Track Faculty | 6 | 2 |
| 3 | Non-Tenure Track Faculty | 0 | 3 |
| 4 | Professional & Scientific Staff | 90 | 24 |
| 5 | Secretarial and Clerical Staff | 5 | 1 |
| 6 | Technical and Paraprofessional Staff | 28 | 0 |
| 7 | Skilled Crafts Staff | 3 | 1 |
| 8 | Service and Maintenance Staff | 13 | 5 |
| | **Total** | **145** | **36** |

Note: Zeroes indicate that goals were not established, either because no underrepresentation was identified or because the estimated availability by the anticipated rate of hiring was insufficient to yield a rounded hiring goal of at least one individual.

## VI. FIVE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2015 – 2020 [4]

### A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity, 2015 – 2020

*Overall Change.* The University of Iowa workforce increased by 2,029 individuals (11.9 percent) over the last five years, from 16,981 in 2015 to 19,010 in 2020. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease was among Secretarial and Clerical Staff.

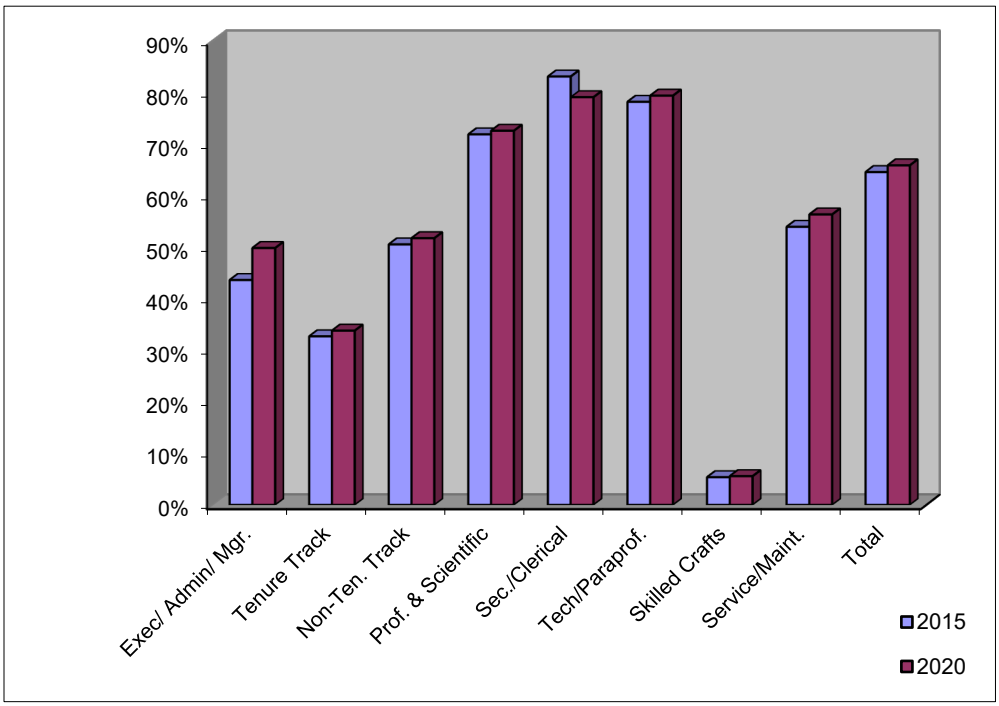
*Sex.* The number of women in the workforce increased by 14.3 percent over the five-year period, with the largest proportional increase in Non-Tenure Track Faculty and the largest net increase in Professional and Scientific Staff. The largest proportional and net decrease was among Secretarial and Clerical Staff.

**Table XIII**
**Faculty and Staff by Primary Occupational Activity Group and Sex**
**November 1, 2015 – November 1, 2020**

| Primary Occupational Activity Group | 2015 | | 2020 | | Net Change | |
|---|---|---|---|---|---|---|
| | Total | Women | Total | Women | Total | Women |
| 1 Executive, Administrative, & Managerial Staff | 371 | 157<br>42.3 % | 377 | 188<br>49.9 % | + 6<br>+ 1.6% | + 31<br>+ 19.7 % |
| 2 Tenured/Tenure Track Faculty | 1,417 | 467<br>33.0 % | 1,318 | 447<br>33.9 % | - 99<br>- 7.0 % | - 20<br>- 4.3 % |
| 3 Non-Tenure Track Faculty | 1,075 | 544<br>50.6 % | 1,445 | 749<br>51.8 % | + 370<br>+ 34.4 % | + 205<br>+ 37.7 % |
| 4 Professional & Scientific Staff | 9,458 | 6,802<br>71.9 % | 11,403 | 8,281<br>72.6 % | + 1,945<br>+ 20.6 % | + 1,479<br>+ 21.7 % |
| 5 Secretarial and Clerical Staff | 1,621 | 1,347<br>83.1 % | 1,143 | 904<br>79.1 % | - 478<br>- 29.5 % | - 443<br>- 32.9 % |
| 6 Technical and Paraprofessional Staff | 720 | 563<br>78.2 % | 933 | 741<br>79.5 % | + 213<br>+ 29.6 % | + 178<br>+ 31.6 % |
| 7 Skilled Crafts Staff | 349 | 19<br>5.4 % | 251 | 14<br>5.6 % | - 98<br>- 28.1 % | - 5<br>- 26.3 % |
| 8 Service and Maintenance Staff | 1,970 | 1,063<br>54.0 % | 2,140 | 1,206<br>56.4 % | + 170<br>+ 8.6 % | + 143<br>+ 13.5 % |
| **Total** | **16,981** | **10,962<br>64.6 %** | **19,010** | **12,530<br>65.9 %** | **+ 2,029<br>+ 11.9 %** | **+ 1,568<br>+ 14.3 %** |

[4] At the time of publication of the university's 2015 *Annual Equal Employment Opportunity and Affirmative Action Workforce Report*, some departmental executive officers were miscoded as faculty rather than as Executive, Administrative, and Managerial Staff. The 2015 data has been corrected throughout this report.

**Figure 14**
**Female Faculty and Staff by Primary Occupational Activity Group**
**November 1, 2015 – November 1, 2020**




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

From 2015 to 2020, overall racial/ethnic minority representation increased by 766 individuals (38.7 percent), with notable gains among Executive, Administrative, and Managerial Staff, Technical and Paraprofessional Staff, Service and Maintenance Staff, Professional and Scientific Staff, and Non-Tenure Track Faculty. The number of minorities among Skilled Crafts staff decreased slightly. The total numbers of American Indians/Alaska Natives, Asians/Pacific Islanders,[5] Blacks/African Americans, Hispanic/Latinos, and individuals identifying as two or more races increased during this time period. Changes in the racial/ethnic composition of the workforce from 2015 to 2020 are detailed in the table and charts on the following pages.

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

## Table XIV
## Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity
## November 1, 2015 – November 1, 2020

| Primary Occupational Activity Group | 2015 | | | | | | | 2020 | | | | | | | Net Change | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Total Minorities | Asian/Pacific Islander* | Black/ African Amer. | Hispanic/ Latino | Amer. Indian/ Alaska Native | Two or More Races | Total | Total Minorities | Asian/Pacific Islander* | Black/ African Amer. | Hispanic/ Latino | Amer. Indian/ Alaska Native | Two or More Races | Total | Total Minorities | Asian/Pacific Islander* | Black/ African Amer. | Hispanic/ Latino | Amer. Indian/ Alaska Native | Two or More Races |
| 1 Executive, Admin., & Managerial Staff | 371 | 20<br>5.4% | 2<br>0.5% | 7<br>1.9% | 7<br>1.9% | 1<br>0.3% | 3<br>0.8% | 377 | 53<br>14.1% | 20<br>5.3% | 15<br>4.0% | 12<br>3.2% | 3<br>0.8% | 3<br>0.8% | +6<br>+1.6% | +33<br>+165% | +18<br>+900% | +8<br>+114% | +5<br>+71.4% | +2<br>+200% | 0 |
| 2 Tenured/ Tenure Track Faculty | 1,417 | 297<br>21.0% | 192<br>13.5% | 33<br>2.3% | 60<br>4.2% | 4<br>0.3% | 8<br>0.6% | 1,318 | 306<br>23.2% | 205<br>15.6% | 29<br>2.2% | 59<br>4.5% | 1<br>0.1% | 12<br>0.9% | -99<br>-7.0% | +9<br>+3.0% | +13<br>+6.8% | -4<br>-12.1% | -1<br>-1.7% | -3<br>-75.0% | +4<br>+50.0% |
| 3 Non-Tenure Track Faculty | 1,075 | 226<br>21.0% | 144<br>13.4% | 27<br>2.5% | 47<br>4.4% | 3<br>0.3% | 5<br>0.5% | 1,445 | 350<br>24.2% | 226<br>15.6% | 37<br>2.6% | 73<br>5.1% | 5<br>0.3% | 9<br>0.6% | +370<br>+34.4% | +124<br>+54.9% | +82<br>+56.9% | +10<br>+37.0% | +26<br>+55.3% | +2<br>+66.7% | +4<br>+80.0% |
| 4 Professional & Scientific Staff | 9,458 | 812<br>8.6% | 389<br>4.1% | 155<br>1.6% | 207<br>2.2% | 15<br>0.2% | 46<br>0.5% | 11,403 | 1,112<br>9.8% | 505<br>4.4% | 202<br>1.8% | 314<br>2.8% | 17<br>0.1% | 74<br>0.6% | +1,945<br>+20.6% | +300<br>+36.9% | +116<br>+29.8% | +47<br>+30.3% | +107<br>+51.7% | +2<br>+13.3% | +28<br>+60.9% |
| 5 Secretarial & Clerical Staff | 1,621 | 96<br>5.9% | 25<br>1.5% | 30<br>1.9% | 32<br>2.0% | 4<br>0.2% | 5<br>0.3% | 1,143 | 114<br>10.0% | 28<br>2.4% | 45<br>3.9% | 33<br>2.9% | 5<br>0.4% | 3<br>0.3% | -478<br>-29.5% | +18<br>+18.8% | +3<br>+12.0% | +15<br>+50.0% | +1<br>+3.1% | +1<br>+25.0% | -2<br>-40.0% |
| 6 Technical & Paraprofes-sional Staff | 720 | 83<br>11.5% | 21<br>2.9% | 22<br>3.1% | 32<br>4.4% | 3<br>0.4% | 5<br>0.7% | 933 | 150<br>16.1% | 30<br>3.2% | 42<br>4.5% | 62<br>6.6% | 5<br>0.5% | 11<br>1.2% | +213<br>+29.6% | +67<br>+80.7% | +9<br>+42.9% | +20<br>+90.9% | +30<br>+93.8% | +2<br>+66.7% | +6<br>+120% |
| 7 Skilled Crafts Staff | 349 | 16<br>4.6% | 1<br>0.3% | 4<br>1.1% | 5<br>1.4% | 6<br>1.7% | 0 | 251 | 11<br>4.4% | 1<br>0.4% | 2<br>0.8% | 5<br>2.0% | 2<br>0.8% | 1<br>0.4% | -98<br>-28.1% | -5<br>-31.3% | 0 | -2<br>-50.0% | 0 | -4<br>-66.7% | +1<br>n/a |
| 8 Service & Maintenance Staff | 1,970 | 427<br>21.7% | 74<br>3.8% | 209<br>10.6<br>% | 123<br>6.2% | 11<br>0.6% | 10<br>0.5% | 2,140 | 647<br>30.2% | 120<br>5.6% | 310<br>14.5% | 195<br>9.1% | 10<br>0.5% | 12<br>0.6% | +170<br>+8.6% | +220<br>+51.5% | +46<br>+62.2% | +101<br>+48.3% | +72<br>+58.5% | -1<br>-9.1% | +2<br>+20.0% |
| **Total** | **16,981** | **1,977<br>11.6%** | **848<br>5.0%** | **487<br>2.9%** | **513<br>3.0%** | **47<br>0.3%** | **82<br>0.5%** | **19,010** | **2,743<br>14.4%** | **1,135<br>6.0%** | **682<br>3.6%** | **753<br>4.0%** | **48<br>0.3%** | **125<br>0.7%** | **+2,029<br>+11.9%** | **+766<br>+38.7%** | **+287<br>+33.8%** | **+195<br>+40.0%** | **+240<br>+46.8%** | **+1<br>+2.1%** | **+43<br>+52.4%** |

* In 2020, eight employees self-identified as Native Hawaiian or Other Pacific Islander; due to the small number, this racial/ethnic category is combined with the Asian category in this report.

**Figure 15**
**Minority Faculty and Staff by Primary Occupational Activity Group**
**November 1, 2015 – November 1, 2020**

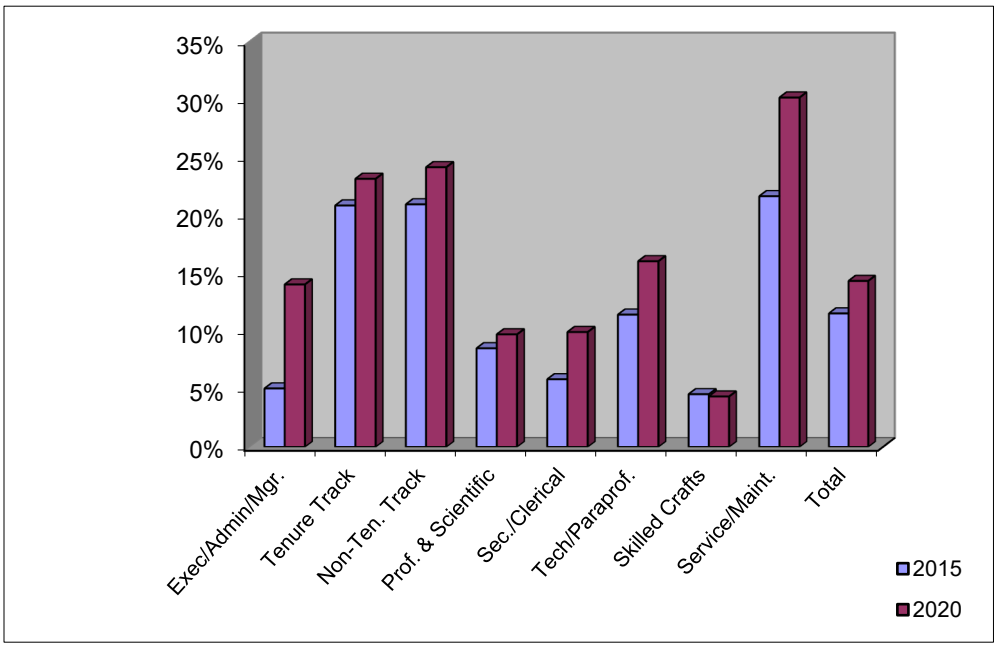
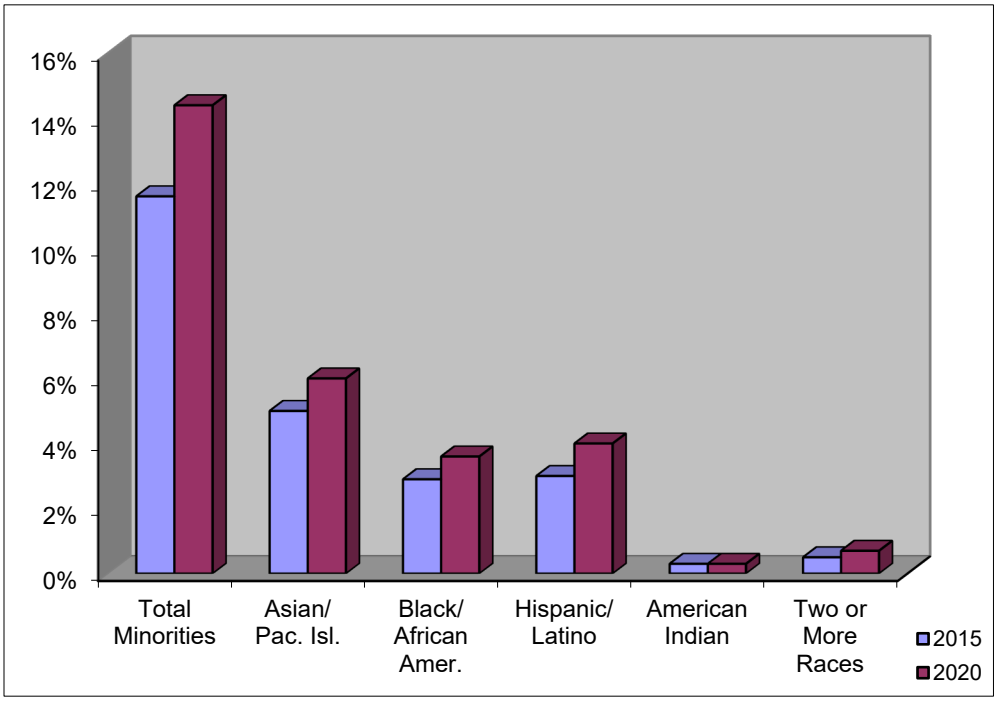



**Figure 16**
**Total Workforce by Race/Ethnicity**
**November 1, 2015 – November 1, 2020**



## B. Faculty and Staff by Disability and Veteran Status, 2015 – 2020

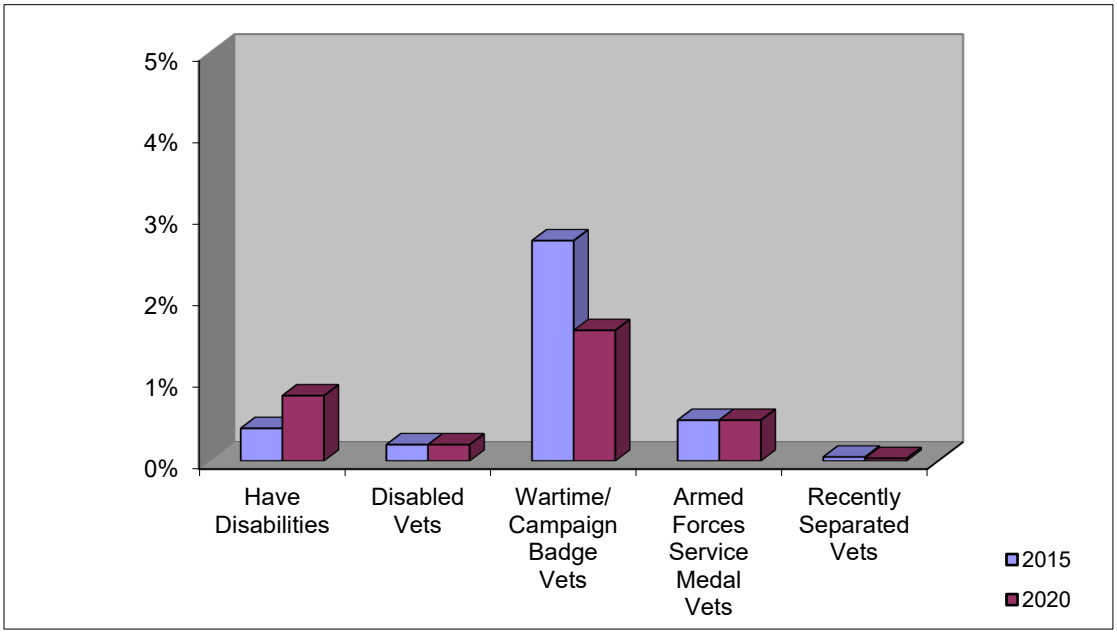
Employees may self-report disability and veteran status to the university at the time of appointment and may update or correct this information at any time. Over the five-year period, the number of employees who reported having disabilities increased by 112 percent; this increase is likely attributable in part to a re-survey of the workforce in Fall 2019.

The number of faculty and staff who self-identified as disabled veterans increased by 6 (18.2 percent). The number of Active Duty Wartime/Campaign Badge veterans decreased by 143 (31.4 percent), and the number of Armed Forces Service Medal veterans increased by 11 (14.3 percent). There was an increase of 4 (200 percent) in the number of veterans whose discharge date from military service was within the three years prior to the data snapshot date.

**Table XV**
**Faculty and Staff by Disability and Veteran Status**
**November 1, 2015 – November 1, 2020**

| Year | Total Faculty & Staff | Faculty & Staff with Disabilities | Disabled Veterans | Wartime/ Campaign Badge Veterans | Armed Forces Service Medal Veterans | Recently Separated Veterans |
|---|---|---|---|---|---|---|
| 2015 | 16,981 | 73<br>0.4 % | 33<br>0.2 % | 456<br>2.7 % | 77<br>0.5 % | 2<br>< 0.1 % |
| 2020 | 19,010 | 155<br>0.8 % | 39<br>0.2 % | 313<br>1.6 % | 88<br>0.5 % | 6<br>< 0.1 % |
| Net Change | + 2,029<br>+ 11.9 % | + 82<br>+ 112 % | + 6<br>+ 18.2 % | - 143<br>- 31.4 % | + 11<br>+ 14.3 % | + 4<br>+ 200 % |

**Figure 17**
**Faculty and Staff by Disability and Veteran Status**
**November 1, 2015 – November 1, 2020**



## C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2015 – 2020

The university has experienced a net decrease of 99 tenured/tenure track faculty (7.0 percent) since 2015. During this five-year period, the number of female tenured/tenure track faculty decreased by 20 (4.3 percent) and the total number of minorities increased by 9 (3.0 percent), with increases among Asians/Pacific Islanders and faculty identifying as two or more races, and decreases among other racial/ethnic minority groups.

**Table XVI**
**Tenured/Tenure Track Faculty by Sex and Race/Ethnicity**
**November 1, 2015 – November 1, 2020**

| Year | Tenured/ Tenure Track Faculty | Women | Total Minorities | Asian/ Pacific Islander | Black/ African-American | Hispanic/ Latino | American Indian/ Alaska Native | Two or More Races |
|---|---|---|---|---|---|---|---|---|
| 2015 | 1,417 | 467<br>33.0 % | 297<br>21.0 % | 192<br>13.5 % | 33<br>2.3 % | 60<br>4.2 % | 4<br>0.3 % | 8<br>0.6 % |
| 2020 | 1,318 | 447<br>33.9 % | 306<br>23.2 % | 205<br>15.6 % | 29<br>2.2 % | 59<br>4.5 % | 1<br>0.1 % | 12<br>0.9 % |
| Net Change | - 99<br>-7.0 % | - 20<br>- 4.3 % | + 9<br>+ 3.0 % | + 13<br>+ 6.8 % | - 4<br>- 12.1 % | - 1<br>- 1.7 % | - 3<br>- 75.0 % | + 4<br>+ 50.0 % |

**Figure 18**
**Tenured/Tenure Track Faculty by Sex**
**November 1, 2015 – November 1, 2020**

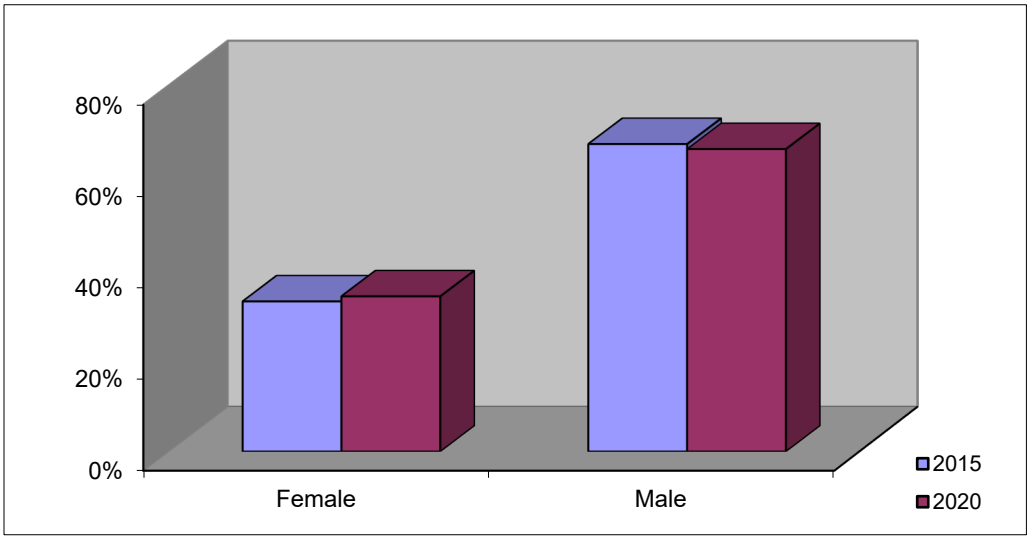
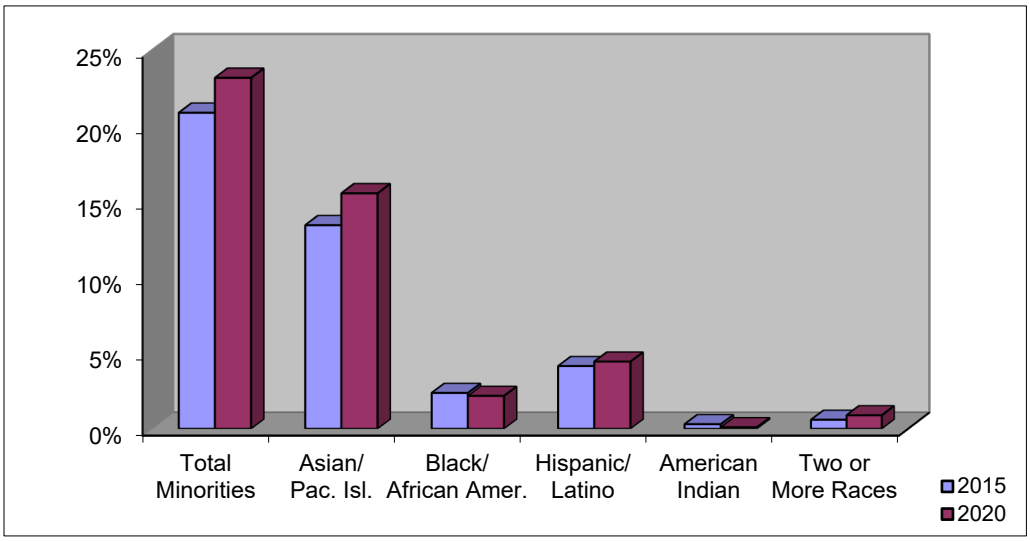


**Figure 19**
**Tenured/Tenure Track Faculty by Race/Ethnicity**
**November 1, 2015 – November 1, 2020**




## D. Clinical Track Faculty by Sex and Race/Ethnicity, 2015 - 2020

Faculty appointed to clinical track positions are included in POA Group 3, Non-Tenure Track Faculty. The growth of the Non-Tenure Track Faculty is directly related to the increased number of clinical track appointments.

The clinical track faculty increased from 696 in 2015 to 906 in 2020, an increase of 30.2 percent. The number of women on the clinical track increased by 37.2 percent, and the number of minorities increased by 44.7 percent.

**Table XVII**
**Clinical Track Faculty by Sex and Race/Ethnicity**
**November 1, 2015 – November 1, 2020**

| Year | Clinical Track Faculty | Women | Total Minorities | Asian/ Pacific Islander | Black/ African-American | Hispanic/ Latino | American Indian/ Alaska Native | Two or More Races |
|---|---|---|---|---|---|---|---|---|
| 2015 | 696 | 336<br>48.3 % | 161<br>23.1 % | 104<br>14.9 % | 19<br>2.7 % | 33<br>4.7 % | 1<br>0.1 % | 4<br>0.6 % |
| 2020 | 906 | 461<br>50.9 % | 233<br>25.7 % | 152<br>16.8 % | 22<br>2.4 % | 50<br>5.5 % | 1<br>0.1 % | 8<br>0.9 % |
| Net Change | + 210<br>+ 30.2 % | + 125<br>+ 37.2 % | + 72<br>+ 44.7 % | + 48<br>+ 46.2 % | + 3<br>+ 15.8 % | + 17<br>+ 51.5 % | 0 | + 4<br>+ 100 % |

**Figure 20**
**Clinical Track Faculty by Sex**
**November 1, 2015 – November 1, 2020**

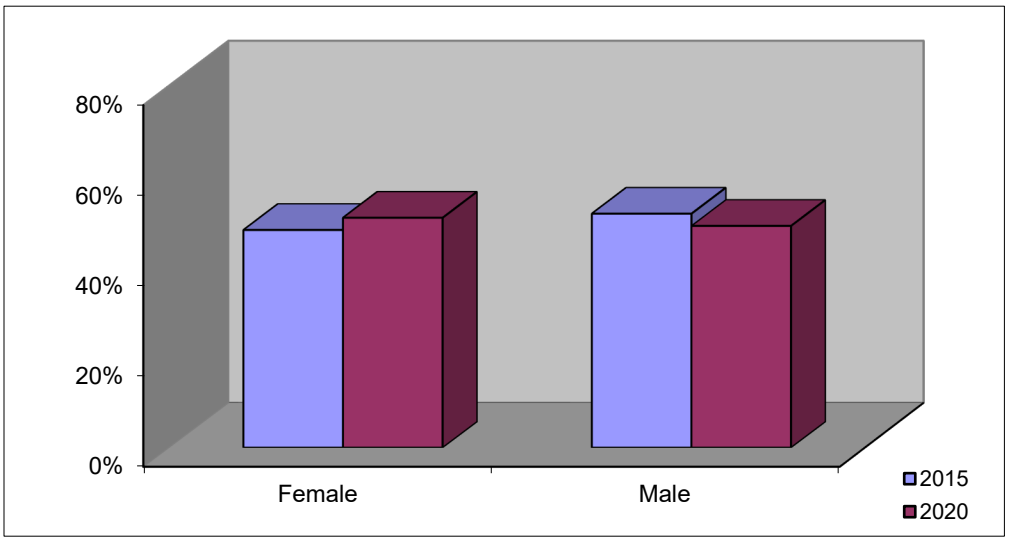
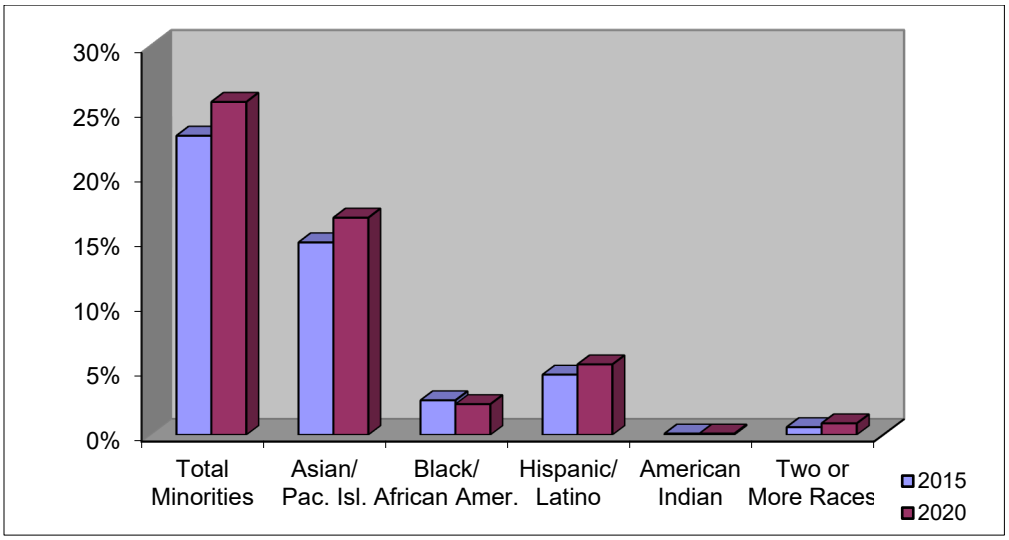



**Figure 21**
**Clinical Track Faculty by Race/Ethnicity**
**November 1, 2015 – November 1, 2020**




## E. Research Track Faculty by Sex and Race/Ethnicity, 2015 – 2020

The research track is a subset of POA Group 3, Non-Tenure Track Faculty, implemented in 2009 for faculty who devote most of their time to performing externally-supported research and who submit or assist in the submission of research grants. The research track was developed to allow the university more flexibility in adjusting programs to meet changing needs and remain competitive.

The research track has increased by 12 individuals (37.5 percent) over the past five years. The number of women on the research track increased by 4 (28.6 percent), and the number of racial/ethnic minorities has increased by 8 (88.9 percent).

**Table XVIII**
**Research Track Faculty by Sex and Race/Ethnicity**
**November 1, 2015 – November 1, 2020**

| Year | Research Track Faculty | Women | Total Minorities | Asian/ Pacific Islander | Black/ African-American | Hispanic/ Latino | American Indian/ Alaska Native | Two or More Races |
|---|---|---|---|---|---|---|---|---|
| 2015 | 32 | 14<br>43.8 % | 9<br>28.1 % | 9<br>28.1 % | 0 | 0 | 0 | 0 |
| 2020 | 44 | 18<br>40.9 % | 17<br>38.6 % | 13<br>29.5 % | 0 | 3<br>6.8 % | 1<br>2.3 % | 0 |
| Net Change | + 12<br>+ 37.5 % | + 4<br>+ 28.6 % | + 8<br>+ 88.9 % | + 4<br>+ 44.4 % | 0 | + 3<br>n/a | +1<br>n/a | 0 |

**Figure 22**
**Research Track Faculty by Sex**
**November 1, 2015 – November 1, 2020**

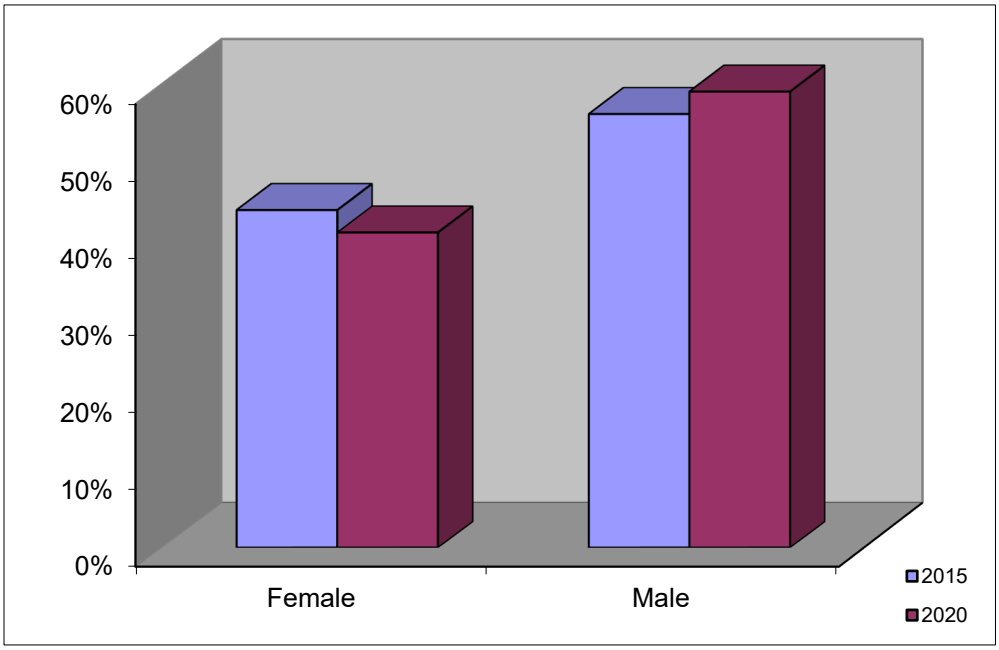
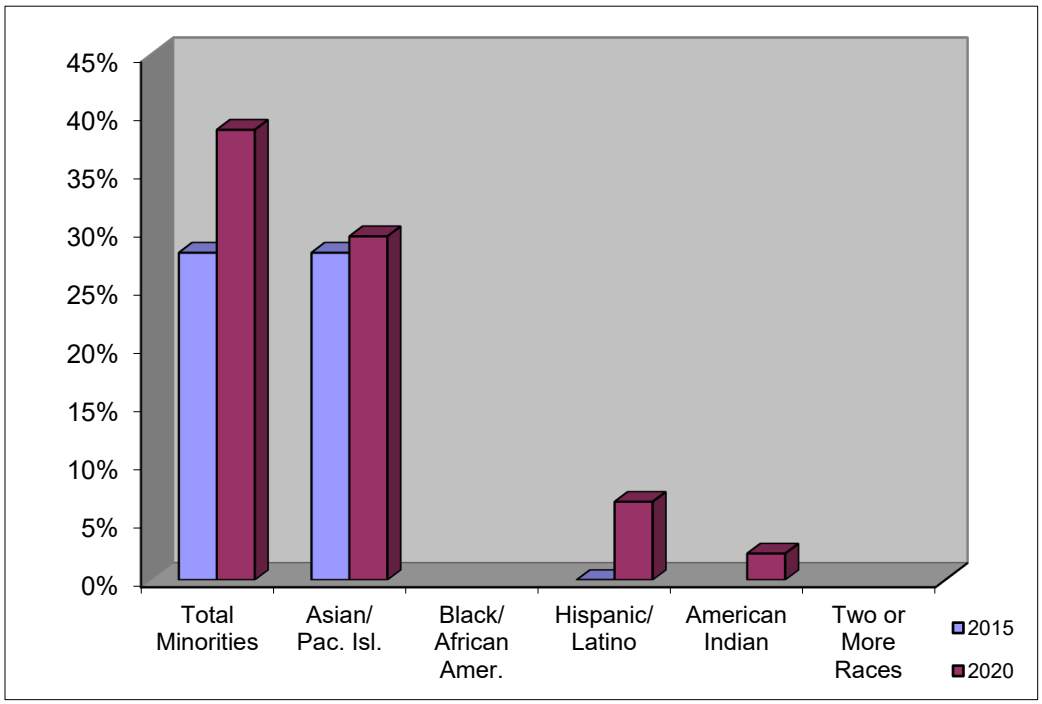


**Figure 23**
**Research Track Faculty by Race/Ethnicity**
**November 1, 2015 – November 1, 2020**



## VII. TEN-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2010 - 2020

### A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity, 2010 - 2020

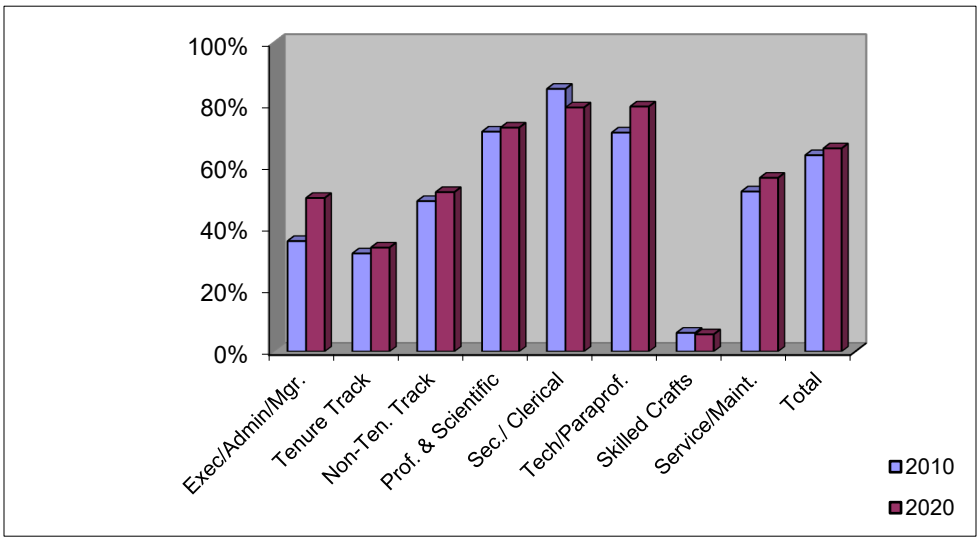
*Overall Changes.* Over the last ten years, the University of Iowa workforce has increased by 26.3 percent, from 15,052 in 2010 to 19,010 in 2020. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was among Professional and Scientific Staff. The greatest proportional and net decrease was in Secretarial and Clerical Staff.

*Sex.* The number of women in the workforce increased by 30.8 percent overall, with the largest proportional increase in Non-Tenure Track Faculty and the largest net increase in Professional and Scientific Staff. The greatest proportional and net decrease was among Secretarial and Clerical Staff.

**Table XIX**
**Faculty and Staff by Primary Occupational Activity Group and Sex**
**November 1, 2010 – November 1, 2020**

| Primary Occupational Activity Group | 2010 | | 2020 | | Net Change | |
|---|---|---|---|---|---|---|
| | Total | Women | Total | Women | Total | Women |
| 1 Executive, Administrative, & Managerial Staff | 358 | 129<br>36.0 % | 377 | 188<br>49.9 % | + 19<br>+ 5.3 % | + 59<br>+ 45.7 % |
| 2 Tenured/Tenure Track Faculty | 1,455 | 465<br>32.0 % | 1,318 | 447<br>33.9 % | - 137<br>- 9.4 % | - 18<br>- 3.9 % |
| 3 Non-Tenure Track Faculty | 761 | 372<br>48.9 % | 1,445 | 749<br>51.8 % | + 684<br>+ 89.9 % | + 377<br>+ 101.3 % |
| 4 Professional & Scientific Staff | 7,587 | 5,406<br>71.3 % | 11,403 | 8,281<br>72.6 % | + 3,816<br>+ 50.3 % | + 2,875<br>+ 53.2 % |
| 5 Secretarial and Clerical Staff | 2,176 | 1,852<br>85.01% | 1,143 | 904<br>79.1 % | - 1,033<br>- 47.5 % | - 948<br>- 51.2 % |
| 6 Technical and Paraprofessional Staff | 576 | 409<br>71.0 % | 933 | 741<br>79.5 % | + 357<br>+ 62.0 % | + 332<br>+ 81.2 % |
| 7 Skilled Crafts Staff | 359 | 22<br>6.1 % | 251 | 14<br>5.6 % | - 108<br>- 30.1 % | - 8<br>- 36.4 % |
| 8 Service and Maintenance Staff | 1,780 | 926<br>52.0 % | 2,140 | 1,206<br>56.4 % | + 360<br>+ 20.2 % | + 280<br>+ 30.2 % |
| **Total** | **15,052** | **9,581<br>63.7 %** | **19,010** | **12,530<br>65.9 %** | **+ 3,958<br>+ 26.3 %** | **+ 2,949<br>+ 30.8 %** |

**Figure 24**
**Female Faculty and Staff by Primary Occupational Activity Group**
**November 1, 2010 – November 1, 2020**




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

Since 2010, racial/ethnic minority representation in the workforce has increased by 97.2 percent overall, with increases in the numbers of Asians/Pacific Islanders, Hispanics/Latinos, Blacks/African Americans, and individuals identifying as two or more races. The number of American Indians decreased by 9 individuals. The largest proportional increase in racial/minority representation overall was among Technical and Paraprofessional Staff, and the largest net increase was in Professional and Scientific Staff. Minority representation decreased among Skilled Crafts Staff by 9 individuals (45.0 percent).

The table and charts on the following pages show the racial/ethnic composition of the workforce in 2010 and 2020.

**Table XX**
**Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity**
**November 1, 2010 – November 1, 2020**

| Primary Occupational Activity Group | 2010 | | | | | | | 2020 | | | | | | | Net Change | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | Total Minorities | Asian/Pacific Islander* | Black/ African Amer. | Hispanic/ Latino | Amer. Indian/ Alaska Native | Two or More Races | Total | Total Minorities | Asian/Pacific Islander* | Black/ African Amer. | Hispanic/ Latino | Amer. Indian/ Alaska Native | Two or More Races | Total | Total Minorities | Asian/Pacific Islander* | Black/ African Amer. | Hispanic/ Latino | Amer. Indian/ Alaska Native | Two or More Races |
| 1 Executive, Admin., & Managerial Staff | 358 | 28<br>7.8% | 8<br>2.2% | 12<br>3.4% | 6<br>1.7% | 1<br>0.3% | 1<br>0.3% | 377 | 53<br>14.1% | 20<br>5.3% | 15<br>4.0% | 12<br>3.2% | 3<br>0.8% | 3<br>0.8% | +19<br>+5.3% | +25<br>+89.3% | +12<br>+150% | +3<br>+25.0% | +6<br>+100% | +2<br>+200% | +2<br>+200% |
| 2 Tenured/ Tenure Track Faculty | 1,455 | 271<br>18.6% | 171<br>11.8% | 38<br>2.6% | 49<br>3.4% | 7<br>0.5% | 6<br>0.4% | 1,318 | 306<br>23.2% | 205<br>15.6% | 29<br>2.2% | 59<br>4.5% | 1<br>0.1% | 12<br>0.9% | -137<br>-9.4% | +35<br>+12.9% | +34<br>+19.9% | -9<br>-23.7% | +10<br>+20.4% | -6<br>-85.7% | +6<br>+100% |
| 3 Non-Tenure Track Faculty | 761 | 125<br>16.4% | 83<br>10.9% | 16<br>2.1% | 22<br>2.9% | 2<br>0.3% | 2<br>0.3% | 1,445 | 350<br>24.2% | 226<br>15.6% | 37<br>2.6% | 73<br>5.1% | 5<br>0.3% | 9<br>0.6% | +684<br>+89.9% | +225<br>+180% | +143<br>+172% | +21<br>+131% | +51<br>232% | +3<br>150% | +7<br>+350% |
| 4 Professional & Scientific Staff | 7,587 | 537<br>7.1% | 321<br>4.2% | 88<br>1.2% | 108<br>1.4% | 13<br>0.2% | 7<br>0.1% | 11,403 | 1,112<br>9.8% | 505<br>4.4% | 202<br>1.8% | 314<br>2.8% | 17<br>0.1% | 74<br>0.6% | +3,816<br>+50.3% | +575<br>+107% | +184<br>+57.3% | +114<br>+130% | +206<br>+191% | +4<br>+30.8% | +67<br>+957% |
| 5 Secretarial & Clerical Staff | 2,176 | 92<br>4.2% | 23<br>1.1% | 34<br>1.6% | 26<br>1.2% | 7<br>0.3% | 2<br>0.1% | 1,143 | 114<br>10.0% | 28<br>2.4% | 45<br>3.9% | 33<br>2.9% | 5<br>0.4% | 3<br>0.3% | -1,033<br>-47.5% | +22<br>+23.9% | +5<br>+21.7% | +11<br>+32.4% | +7<br>+26.9% | -2<br>-28.6% | +1<br>+50% |
| 6 Technical & Paraprofes-sional Staff | 576 | 47<br>8.2% | 9<br>1.6% | 17<br>3.0% | 17<br>3.0% | 3<br>0.5% | 1<br>0.2% | 933 | 150<br>16.1% | 30<br>3.2% | 42<br>4.5% | 62<br>6.6% | 5<br>0.5% | 11<br>1.2% | +357<br>+62.0% | +103<br>+219% | +21<br>+233% | +25<br>+147% | +45<br>+265% | +2<br>+66.7% | +10<br>+1000% |
| 7 Skilled Crafts Staff | 359 | 20<br>5.6% | 1<br>0.3% | 7<br>1.9% | 6<br>1.7% | 6<br>1.7% | 0 | 251 | 11<br>4.4% | 1<br>0.4% | 2<br>0.8% | 5<br>2.0% | 2<br>0.8% | 1<br>0.4% | -108<br>-30.1% | -9<br>-45.0% | 0 | -5<br>-71.4% | -1<br>-16.7% | -4<br>-66.7% | +1<br>n/a |
| 8 Service & Maintenance Staff | 1,780 | 271<br>15.2% | 70<br>3.9% | 122<br>6.9% | 59<br>3.3% | 18<br>1.0% | 2<br>0.1% | 2,140 | 647<br>30.2% | 120<br>5.6% | 310<br>14.5% | 195<br>9.1% | 10<br>0.5% | 12<br>0.6% | +360<br>+20.2% | +376<br>+139% | +50<br>+71.4% | +188<br>+154% | +136<br>+231% | -8<br>-44.4% | +10<br>+500% |
| **Total** | **15,052** | **1,391<br>9.2%** | **686<br>4.6%** | **334<br>2.2%** | **293<br>1.9%** | **57<br>0.4%** | **21<br>0.1%** | **19,010** | **2,743<br>14.4%** | **1,135<br>6.0%** | **682<br>3.6%** | **753<br>4.0%** | **48<br>0.3%** | **125<br>0.7%** | **+3,958<br>+26.3%** | **+1,352<br>+97.2%** | **+449<br>+65.5%** | **+348<br>+104%** | **+460<br>+157%** | **-9<br>-15.8%** | **+104<br>+495%** |

* In 2020, eight employees self-identified as Native Hawaiian or Other Pacific Islander; due to the small number, this racial/ethnic category is combined with the Asian category in this report. Two or More Races was a new category beginning in 2010.

**Figure 25**
**Minority Faculty and Staff by Primary Occupational Activity Group**
**November 1, 2010 – November 1, 2020**

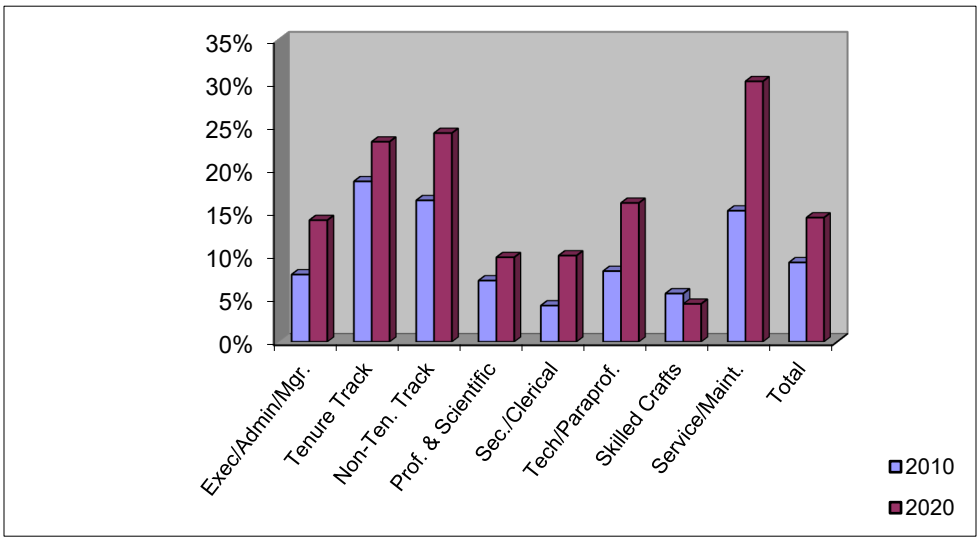
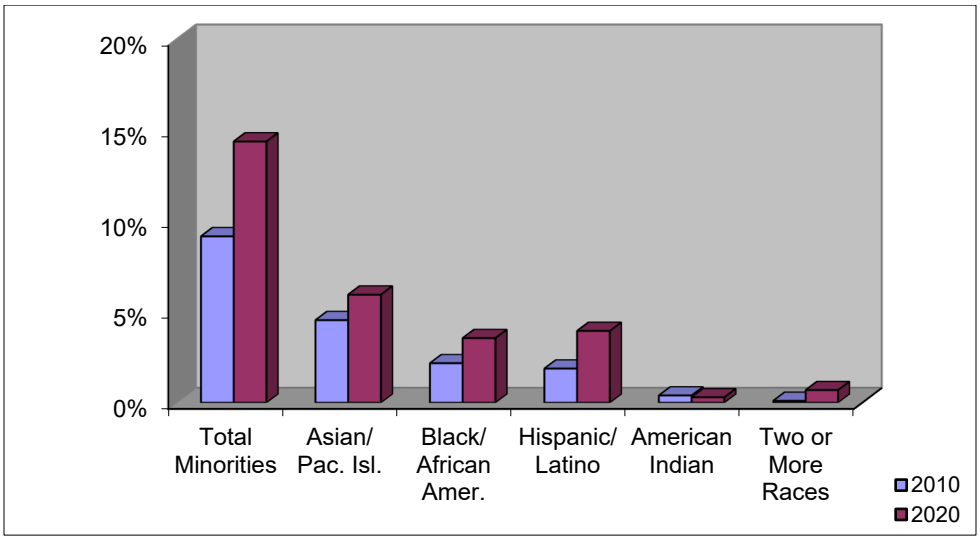



**Figure 26**
**Total Workforce by Race/Ethnicity**
**November 1, 2010 – November 1, 2020**




## B. Faculty and Staff by Disability and Veteran Status, 2010 - 2020

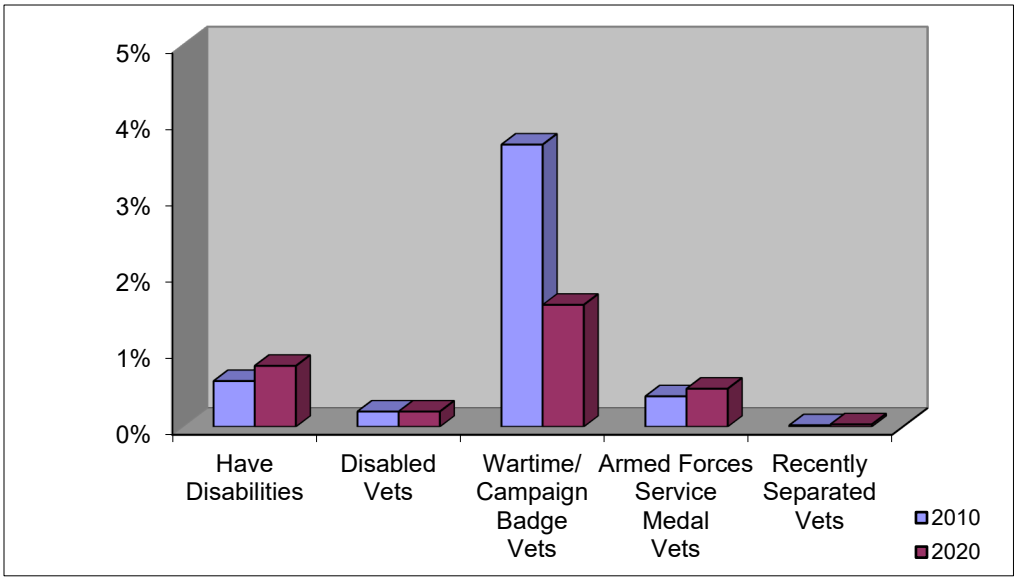
Employees may self-report disability and veteran status to the university at the time of appointment and may update or correct this information at any time. Since 2010, the number of faculty and staff who reported having a disability has increased by 61 individuals (64.9 percent); this increase is likely attributable in part to a re-survey of the workforce in Fall 2019.

The number of faculty and staff who self-identified as disabled veterans increased by 5 (14.7 percent) during the ten-year period. Active Duty Wartime/Campaign Badge veterans decreased by 237 (43.1 percent), and Armed Forces Service Medal veterans increased by 30 (51.7 percent). The number of veterans whose discharge date from military service was within the three years prior to the data snapshot date increased by 3 (100 percent).

**Table XXI**
**Faculty and Staff by Disability and Veteran Status**
**November 1, 2010 – November 1, 2020**

| Year | Total Faculty & Staff | Faculty & Staff with Disabilities | Disabled Veterans | Wartime/ Campaign Badge Veterans | Armed Forces Service Medal Veterans | Recently Separated Veterans |
|---|---|---|---|---|---|---|
| 2010 | 15,052 | 94<br>0.6 % | 34<br>0.2 % | 550<br>3.7 % | 58<br>0.4 % | 3<br><0.1 % |
| 2020 | 19,010 | 155<br>0.8 % | 39<br>0.2 % | 313<br>1.6 % | 88<br>0.5 % | 6<br>< 0.1 % |
| Net Change | + 3,958<br>+ 26.3% | + 61<br>+ 64.9 % | + 5<br>+ 14.7 % | - 237<br>- 43.1 % | + 30<br>+ 51.7 % | + 3<br>+ 100 % |

**Figure 27**
**Faculty and Staff by Disability and Veteran Status**
**November 1, 2010 – November 1, 2020**



## C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2010 - 2020

The number of tenured/tenure track faculty decreased by 137 (9.4 percent) over the ten-year period, from 1,455 to 1,318. There number of female tenured/tenure track faculty decreased by 18 (3.9 percent), and the number of racial/ethnic minority faculty increased by 35 (12.9 percent).

**Table XXII**
**Tenured/Tenure Track Faculty by Sex and Race/Ethnicity**
**November 1, 2010 – November 1, 2020**

| Year | Tenured/ Tenure Track Faculty | Women | Total Minorities | Asian/ Pacific Islander | Black/ African-American | Hispanic/ Latino | American Indian/ Alaska Native | Two or More Races |
|---|---|---|---|---|---|---|---|---|
| 2010 | 1,455 | 465<br>32.0 % | 271<br>18.6 % | 171<br>11.8 % | 38<br>2.6 % | 49<br>3.4 % | 7<br>0.5 % | 6<br>0.4 % |
| 2020 | 1,318 | 447<br>33.9 % | 306<br>23.2 % | 205<br>15.6 % | 29<br>2.2 % | 59<br>4.5 % | 1<br>0.1 % | 12<br>0.9 % |
| Net Change | - 137<br>- 9.4 % | - 18<br>- 3.9 % | + 35<br>+ 12.9 % | + 34<br>+ 19.9 % | - 9<br>- 23.7 % | + 10<br>+ 20.4 % | - 6<br>- 85.7 % | + 6<br>+ 100 % |

**Figure 28**
**Tenured/Tenure Track Faculty by Sex**
**November 1, 2010 – November 1, 2020**

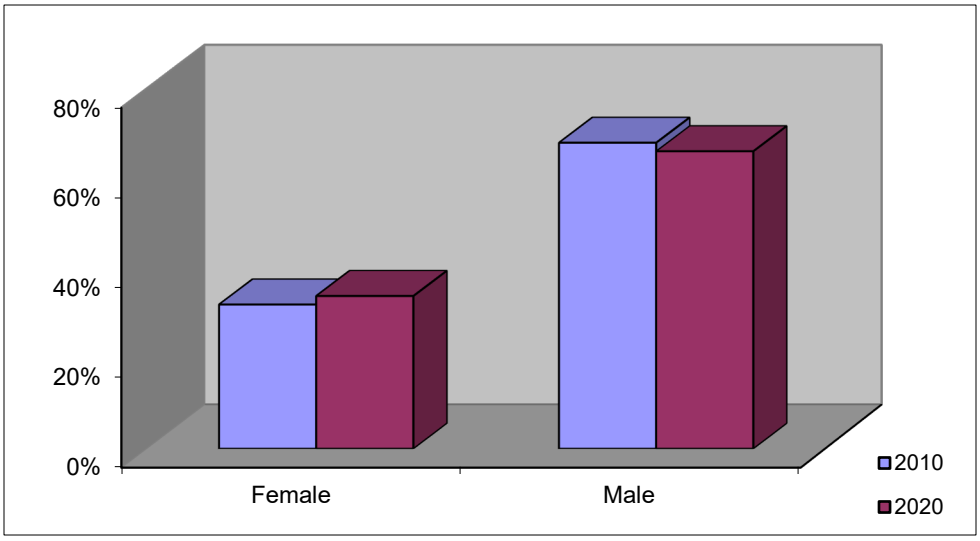
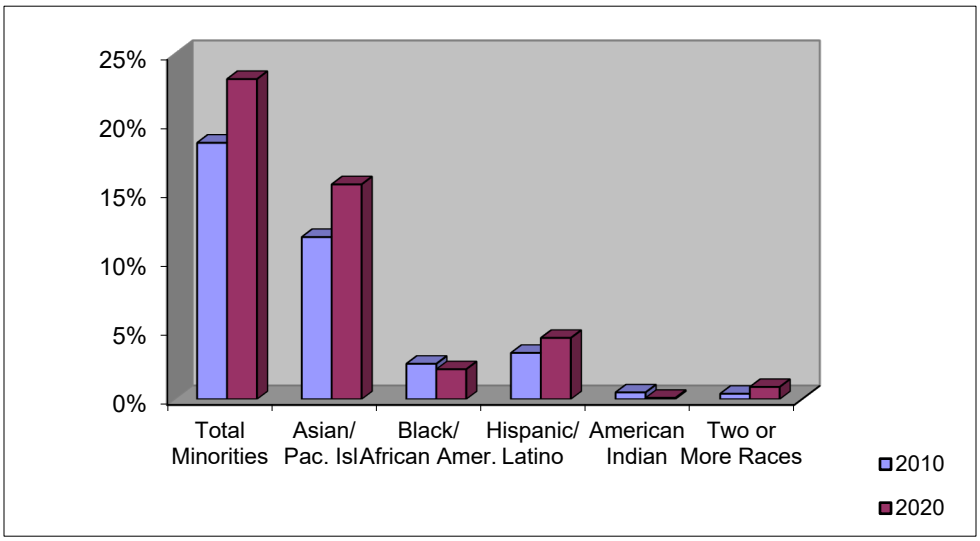


**Figure 29**
**Tenured/Tenure Track Faculty by Race/Ethnicity**
**November 1, 2010 – November 1, 2020**




## D. Clinical Track Faculty by Sex and Race/Ethnicity, 2010 - 2020

The clinical track faculty has grown by 80.1 percent in the last ten years, from 503 to 906. Clinical track positions are included in the Non-Tenure Track Faculty POA group. The growth of this POA group is directly related to the increase in clinical track appointments.

The number of women on the clinical track nearly increased by 97.9 percent, and the number of racial/ethnic minorities increased by 184 percent over the ten-year period.

**Table XXIII**
**Clinical Track Faculty by Sex and Race/Ethnicity**
**November 1, 2010 – November 1, 2020**

| Year | Clinical Track Faculty | Women | Total Minorities | Asian/ Pacific Islander | Black/ African-American | Hispanic/ Latino | American Indian/ Alaska Native | Two or More Races |
|---|---|---|---|---|---|---|---|---|
| 2010 | 503 | 233<br>46.3 % | 82<br>16.3 % | 53<br>10.5 % | 12<br>2.4 % | 15<br>3.0 % | 1<br>0.2 % | 1<br>0.2 % |
| 2020 | 906 | 461<br>50.9 % | 233<br>25.7 % | 152<br>16.8 % | 22<br>2.4 % | 50<br>5.5 % | 1<br>0.1 % | 8<br>0.9 % |
| Net Change | + 403<br>+ 80.1 % | + 228<br>+ 97.9 % | + 151<br>+ 184 % | + 99<br>+ 187 % | +10<br>+ 83.3 % | + 35<br>+ 233 % | 0 | + 7<br>+ 700 % |

**Figure 30**
**Clinical Track Faculty by Sex**
**November 1, 2010 – November 1, 2020**

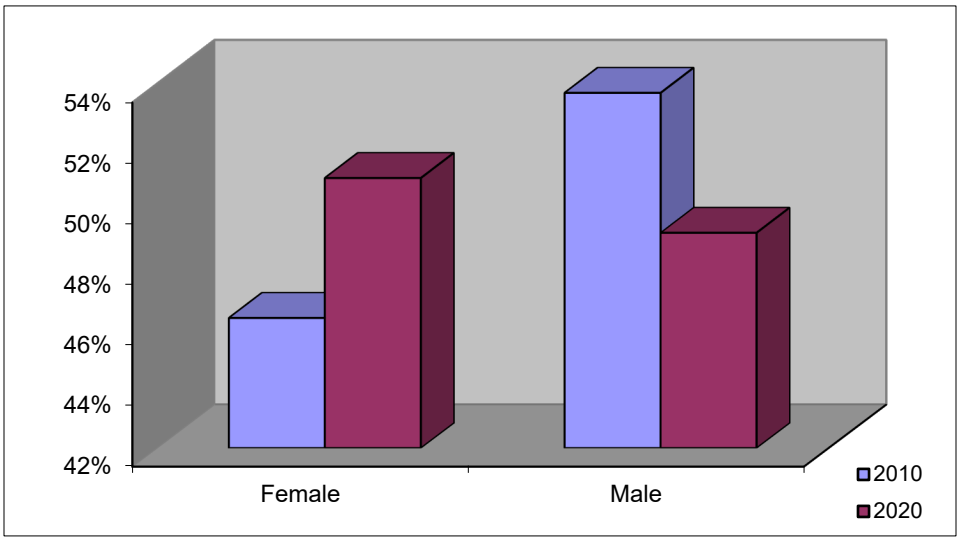
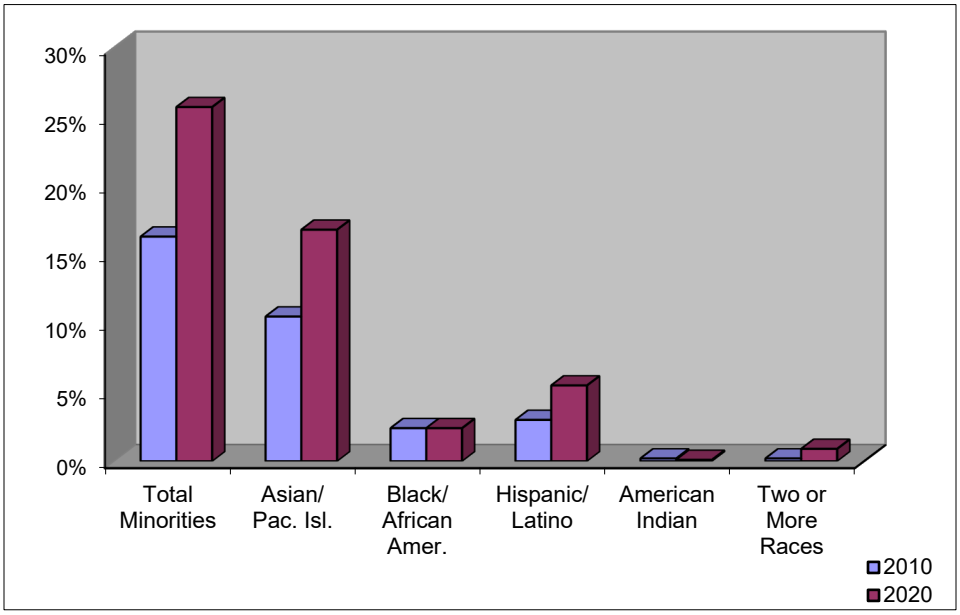



**Figure 31**
**Clinical Track Faculty by Race/Ethnicity**
**November 1, 2010 – November 1, 2020**



## E. Research Track Faculty by Sex and Race/Ethnicity, 2010 - 2020

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

The research track increased by 20 individuals (83.3 percent) over the ten-year period. The number of women on the research track increased by 80.0 percent, and the number of racial/ethnic minorities increased by 88.9 percent.

**Table XXIV**
**Research Track Faculty by Sex and Race/Ethnicity**
**November 1, 2010 – November 1, 2020**

| Year | Research Track Faculty | Women | Total Minorities | Asian/ Pacific Islander | Black/ African-American | Hispanic/ Latino | American Indian/ Alaska Native | Two or More Races |
|---|---|---|---|---|---|---|---|---|
| 2010 | 24 | 10<br>41.7 % | 9<br>37.5 % | 8<br>33.3 % | 0 | 1<br>4.2 % | 0 | 0 |
| 2020 | 44 | 18<br>40.9 % | 17<br>38.6 % | 13<br>29.5 % | 0 | 3<br>6.8 % | 1<br>2.3 % | 0 |
| Net Change | + 20<br>+ 83.3 % | + 8<br>+ 80.0 % | + 8<br>+ 88.9 % | + 5<br>+ 62.5 % | 0 | + 2<br>+ 200 % | + 1<br>n/a | 0 |

**Figure 32**
**Research Track Faculty by Sex**
**November 1, 2010 – November 1, 2020**

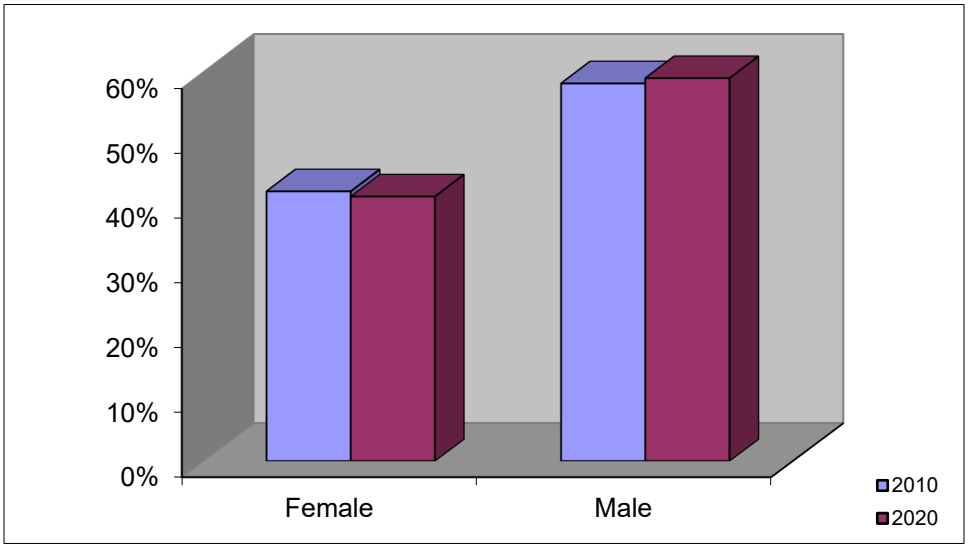
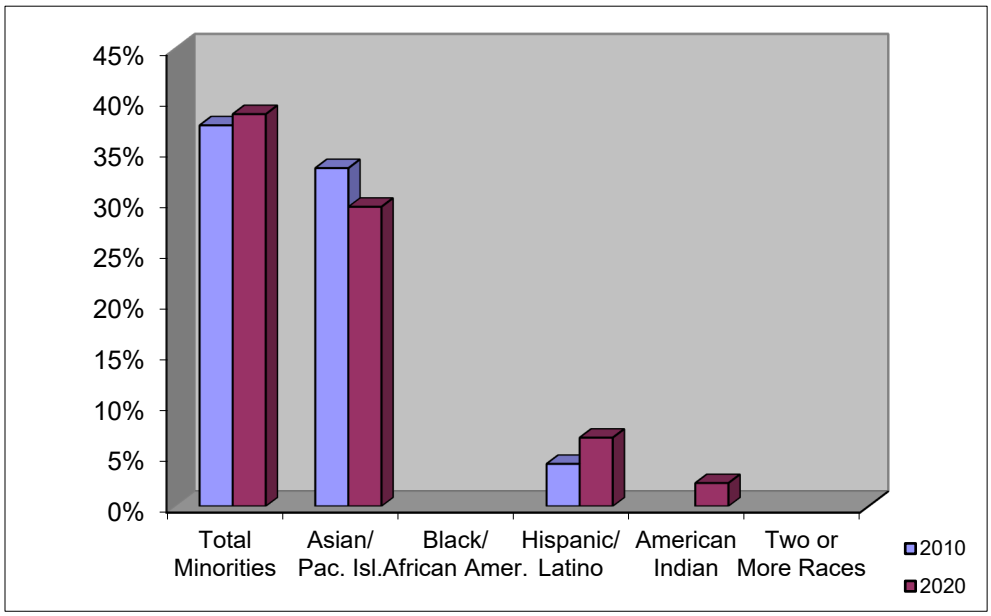


**Figure 33**
**Research Track Faculty by Race/Ethnicity**
**November 1, 2010 – November 1, 2020**



## VIII. FIVE-YEAR AND TEN-YEAR COMPARISON SUMMARY

**Table XXV**
**The University of Iowa Workforce by Primary Occupational Activity Group, Sex, and Minority Status in 2010, 2015, and 2020**

| Primary Occupational Activity (POA) Group | October 31, 2010 | | | | | October 31, 2015 * | | | | | October 31, 2020 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total Work-force | Women | % of Total | Minorities | % of Total | Total Work-force | Women | % of Total | Minorities | % of Total | Total Work-force | Women | % of Total | Minorities | % of Total |
| Executive, Administrative, and Managerial Staff | 358 | 129 | 36.0% | 28 | 7.8% | 371 | 157 | 42.3% | 20 | 5.4% | 377 | 188 | 49.9% | 53 | 14.1% |
| Tenured/Tenure Track Faculty | 1,455 | 465 | 32.0% | 271 | 18.6% | 1,417 | 467 | 33.0% | 297 | 21.0% | 1,318 | 447 | 33.9% | 306 | 23.2% |
| Non-Tenure Track Faculty | 761 | 372 | 48.9% | 125 | 16.4% | 1,075 | 544 | 50.6% | 226 | 21.0% | 1,445 | 749 | 51.8% | 350 | 24.2% |
| Professional and Scientific Staff | 7,587 | 5,406 | 71.3% | 537 | 7.1% | 9,458 | 6,802 | 71.9% | 812 | 8.6% | 11,403 | 8,281 | 72.6% | 1,112 | 9.8% |
| Secretarial and Clerical Staff | 2,176 | 1,852 | 85.1% | 92 | 4.2% | 1,621 | 1,347 | 83.1% | 96 | 5.9% | 1,143 | 904 | 79.1% | 114 | 10.0% |
| Technical and Paraprofessional Staff | 576 | 409 | 71.0% | 47 | 8.2% | 720 | 563 | 78.2% | 83 | 11.5% | 933 | 741 | 79.4% | 150 | 16.1% |
| Skilled Crafts Staff | 359 | 22 | 6.1% | 20 | 5.6% | 349 | 19 | 5.4% | 16 | 4.6% | 251 | 14 | 5.6% | 11 | 4.4% |
| Service and Maintenance Staff | 1,780 | 926 | 52.0% | 271 | 15.2% | 1,970 | 1,063 | 54.0% | 427 | 21.7% | 2,140 | 1,206 | 56.4% | 647 | 30.2% |
| **Total** | **15,052** | **9,581** | **63.7%** | **1,391** | **9.2%** | **16,981** | **10,962** | **64.6%** | **1,977** | **11.6%** | **19,010** | **12,530** | **65.9%** | **2,743** | **14.4%** |

*At the time of publication of the university's 2015 *Annual Equal Employment Opportunity and Affirmative Action Workforce Report*, some departmental executive officers were miscoded as faculty rather than as Executive, Administrative, and Managerial Staff. The 2015 data has been corrected in this table.

# Iowa State University
# EXECUTIVE ORDER 11246
# AFFIRMATIVE ACTION PROGRAM

**Plan Effective Date:** November 1, 2019

**Plan Expiration Date:** October 31, 2020

**AAP Administrator:** Margo Foreman
Asst VP of Diversity, Inclusion, & EO

**Approved by:** Margo Foreman
Assistant VP of Diversity Inclusion, & EO

**Establishment's Name:** Iowa State University

ISU - IOWA STATE UNIVERSITY

**Establishment's Address:** 515 Morrill Road 3410 Beardshear Hall
Ames, IA 50011

# Iowa State University

# AFFIRMATIVE ACTION PROGRAM

# for

# EXECUTIVE ORDER 11246

# Iowa State University

## EXECUTIVE ORDER 11246
## AFFIRMATIVE ACTION PROGRAM

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## I. Establishment of Responsibilities for Implementation of the Written Affirmative Action Program (41 CFR 60-2.17(a))

### A. Designation of Responsibilities of AAP Administrator (41 CFR 60-2.17(a))

Margo Foreman, the Asst VP of Diversity, Inclusion, & EO, has the primary management responsibility, authority, and resources for ensuring full compliance with the provisions of E.O. 11246, as amended, and with implementing all applicable regulations. The Asst VP of Diversity, Inclusion, & EO's appointment and a description of the position's basic responsibilities have been communicated to all levels of personnel in the company. The responsibilities of the Asst VP of Diversity, Inclusion, & EO include, but are not necessarily limited to, the following:

1. Developing EEO policy statements, Affirmative Action Programs, and internal and external communication procedures;
2. Assisting in the identification of AAP/EEO problems;
3. Assisting management in arriving at effective solutions to AAP/EEO problems;
4. Designing and implementing an internal audit and reporting system that:
   a. Measures the effectiveness of the Affirmative Action Program;
   b. Determines the degree to which AAP goals and objectives are met; and
   c. Identifies the need for remedial action
5. Keeping company's management informed of equal opportunity progress and reporting potential problem areas within the company through reports;
6. Reviewing the company's AAP for qualified minorities and women with all levels of management to ensure that the policy is understood and is followed in all personnel activities;
7. Auditing the contents of the company's bulletin board to ensure compliance information is posted and up-to-date; and
8. Serving as liaison between Iowa State University and enforcement agencies.

## B. The Responsibilities of the Company's Management to Ensure Implementation of the AAP (41 CFR 60-2.17(a))

In implementing this written Affirmative Action Program, the responsibilities of the company's supervisors and managers working with the Asst VP of Diversity, Inclusion, & EO include, but are not necessarily limited to, the following:

1. Assisting in the identification of problem areas, formulating solutions, and establishing departmental goals and objectives when appropriate;
2. Reviewing the qualifications of all applicants and employees to ensure qualified individuals are treated in a nondiscriminatory manner when hiring, promotion, transfer, and termination actions occur; and
3. Reviewing the job performance of each employee to assess whether personnel actions are justified based on the employee's performance of his or her duties and responsibilities.

## II. Identification of Problem Areas (41 CFR 60-2.17(b))

Iowa State University performs in-depth analysis of its total employment process to determine if there are areas where minority and/or female groups may face impediments to equal opportunity. The following analyses are conducted in order to reveal any potential problem areas:

1. **Placement Goals:** An analysis of incumbency versus availability is performed to determine whether there are problems of minority and/or female utilization. Whenever a problem exists, as defined by a statistical methodology, Placement Goals are set (see the Placement Goals report which follows this section).

   Whether there are Placement Goals or not, steps will be taken to encourage and increase the percentage of qualified minorities and/or females applying for positions both externally and internally. These steps may include, but are not limited to the following:

   - Working with hiring managers and recruiters to determine appropriate outreach to attract qualified applicant pools;
   - Recruiting at colleges and universities with a significant percentage of minority and/or female students;
   - Publishing job advertisements in newspapers and/or magazines that target minorities and/or females;
   - Offering mentorship programs for minority and/or female employees;
   - Offering job training to minorities and/or females currently employed by the company in order to increase their chances of advancement;
   - Offering tuition reimbursement to employees to obtain training that will increase their chances of advancement;
   - Using recruitment companies that specifically target minorities and/or females; and
   - Continuing to use the services of the respective Employment Service Delivery System.

2. **Review of Employment Decisions**: A review of employment decisions is made in order to determine whether or not minorities and/or females are selected at a less favorable rate than non-minorities and/or males. A review of non-minorities and/or males is also conducted to determine if either group is being selected at a statistically significant lessor rate than minorities and/or females.

3. **Review of Hires/Promotions:** Whenever minorities and/or females are selected at a lower rate than non-minorities and/or males, a review of the applicant flow is conducted to determine possible reasons why minorities and/or females were not selected at a more favorable rate. If the company is attracting fewer than expected minorities and/or females that fit the qualifications for the job groups, good faith efforts will be put into place to attempt to improve the applicant flow of qualified minorities and/or females. If non-minorities and/or males are selected at a statistically significantly lessor rate than minorities and/or females, a review of the applicant flow and selection decisions is also made to ensure that there is no evidence of discrimination.

4. **Review of Terminations:** For terminations, if minorities and/or females are being involuntarily terminated or are voluntarily leaving at a higher rate than non-minorities and/or males, a review of the employee files will be made to ensure the company is applying its policies and procedures for termination equally for protected as well as non-protected classes. If non-minorities and/or males have a statistically significant higher rate of termination than minorities and/or females, an investigation will also be conducted to determine the cause.

5. **Compensation:** Compensation is reviewed at least annually in order to determine if there are significant discrepancies in pay when comparing female to male rates of pay and minority versus non-minority rates of pay. If discrepancies do exist, a thorough review is conducted to determine if the difference in pay is justified due to appropriate factors. If the difference in pay cannot be justified, Iowa State University will put a plan in place to bring pay into greater alignment.

## Placement Goals Report

**Plan:** ISU - IOWA STATE UNIVERSITY

| ***Job Group*** | ***Class*** | ***Goal Placement Rate %*** |
|---|---|---|
| 1E – DIRECTORS AND MANAGERS | Minority | 14.42% |
| 2A0102 – PROFESSORS COLL OF AG & LIFE SCI | Female | 42.98% |
| 2A0202 – PROFESSORS COLL OF ENGINEERING | Female | 23.51% |
| 2A0203 – ASSOC PROF COLL OF ENGINEERING | Female | 37.85% |
| 2A0402 – PROFESSORS COLL OF LIB ARTS & SCI | Female | 44.46% |
| 2A0703 – ASSOC PROF COLL OF DESIGN | Minority | 19.87% |
| 3A – IT SYSTEMS PROFESSIONALS | Female | 36.95% |
| 3B – FINANCIAL, LEGAL, AND HR PROFESSIONALS | Minority | 12.94% |
| 3E – HEALTH AND SAFETY PROFESSIONALS | Minority | 23.69% |
| 3F – ENGINEERS AND DESIGNERS | Minority | 18.33% |
| 3H – STUDENT SERVICES PROFESSIONALS | Minority | 17.93% |

3I – PUBLIC RELATIONS PROFESSIONALS

| | |
|---|---|
| Female | 72.74% |
| Minority | 9.38% |

4C – STOREKEEPERS AND MAIL CLERKS

| | |
|---|---|
| Female | 36.12% |

## III. Accomplishment of Prior Year Placement Goals

Where goals were established for the prior year, the company developed action-oriented programs designed to accomplish the established goals and objectives, thereby enhancing employment and advancement opportunities in the company for minorities and/or females. The results of the prior year's Affirmative Action Program are identified on the Goal Attainment report.

## Goal Attainment Report

**Plan:** ISU - IOWA STATE UNIVERSITY

| Job Group | Class | Employees at plan date # | Goal Placement Rate % | Placements # | Actual Placement Rate % | Goal Attained? |
|---|---|---|---|---|---|---|
| 1C – ASSOC DIRECTORS AND VP'S | | 69 | | 8 | | |
| | Minority | 4 | 16.69% | 1 | 12.5% | No |
| 1E – DIRECTORS AND MANAGERS | | 264 | | 42 | | |
| | Minority | 18 | 12.85% | 5 | 11.9% | No |
| 2A0401 – UNIV, MORRILL, DISTG PROF & CHR COLL OF LIB ARTS & SCI | | 45 | | 4 | | |
| | Female | 7 | 38.65% | 1 | 25% | No |
| | Minority | 5 | 27.77% | 0 | 0% | No |
| 2A0903 – ASSOC PROF LIBRARY | | 406 | | 0 | | |
| | Female | 156 | 63.02% | 0 | 0% | No Opportunity |
| 2A1001 – UNIV, MORRILL, DISTG PROF & CHR COLL OF HUMAN SCI | | 30 | | 0 | | |
| | Minority | 4 | 30.87% | 0 | 0% | No Opportunity |
| 2B – LECTURERS AND ADJ PROFESSORS | | 564 | | 86 | | |
| | Minority | 90 | 22.72% | 17 | 19.76% | No |
| 3A – IT SYSTEMS PROFESSIONALS | | 294 | | 35 | | |
| | Female | 53 | 34.69% | 6 | 17.14% | No |
| | Minority | 40 | 18.08% | 8 | 22.85% | Yes |
| 3E – HEALTH AND SAFETY PROFESSIONALS | | 99 | | 17 | | |
| | Minority | 11 | 26.78% | 1 | 5.88% | No |

| | | | | | |
|---|---|---|---|---|---|
| 3F – ENGINEERS AND DESIGNERS | 80 | | 16 | | |
| Minority | 6 | 18.98% | 1 | 6.25% | No |
| 3I – PUBLIC RELATIONS PROFESSIONALS | 164 | | 25 | | |
| Minority | 9 | 11.33% | 2 | 8% | No |
| 4C – STOREKEEPERS AND MAIL CLERKS | 49 | | 9 | | |
| Female | 8 | 41.75% | 4 | 44.44% | Yes |

## IV. The Development and Execution of Action-Oriented Programs (41 CFR 60-2.17(c))

Programs have been instituted to ensure no barriers to employment exist. These programs may include, but are not limited to, the following:

1. Conducting annual analyses of job descriptions to ensure they accurately reflect job functions;
2. Making job descriptions available to recruiting sources and available to all members of management involved in the recruiting, screening, selection and promotion processes;
3. Evaluating the total selection process to ensure freedom from bias through:
    a. Reviewing job applications and other pre-employment forms to ensure information requested is job-related;
    b. Evaluating selection methods that may have a disparate impact to ensure that they are job-related and consistent with business necessity;
    c. Training personnel and management staff on proper interview and selection procedures; and
    d. Training on EEO and other related policies for management and supervisory staff.
4. Using techniques to improve recruitment and retention and to increase the flow of qualified applicants, including minority and/or female applicants, Iowa State University undertakes the following actions:
    a. Including the phrase “As an EEO/Affirmative Action Employer all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, veteran status” or other acceptable tagline in all printed employment advertisements;
    b. Placing employment advertisements in local minority news media and women’s interest media;
    c. Disseminating information on job opportunities to organizations representing minorities and women and to employment development agencies when job opportunities become available;
    d. Encouraging all employees to refer qualified applicants;
    e. Actively recruiting at secondary schools, junior colleges, colleges and universities with predominantly minority and/or female enrollments; and
    f. Requesting employment agencies to refer qualified minorities and women.
5. Reviewing company’s compensation practices;
6. Ensuring that all employees are given equal opportunity for promotions and/or transfers.

This is achieved by:

a. Posting opportunities internally;
b. Offering guidance to employees in identifying opportunities, training and educational programs to enhance promotions and opportunities for job rotation or transfer; and
c. Evaluating job requirements to ensure that they are appropriate.

## V. Internal Audit and Reporting Systems (41 CFR 60-2.17(d))

The company believes that one of the most important elements in effectively implementing a written Affirmative Action Program is an adequate internal audit and reporting system. Through this system, the total program can be monitored for effectiveness, and management can be kept informed. Iowa State University's audit and reporting system is designed to:

1. Measure the effectiveness of the AAP/EEO program;
2. Document and analyze personnel activities;
3. Identify problem areas and develop action plans where remedial action is needed; and
4. Determine the degree to which AAP goals and objectives have been attained.

The following personnel activities are reviewed, as necessary and desirable, to ensure nondiscrimination and EEO for all individuals without regard to their race, color, gender, religion, national origin, age, sex, sexual orientation, gender identity, pregnancy, genetic information, disability, veteran status, or any other legally protected status covered by applicable state or local law:

1. Recruitment, advertising, and job application procedures;
2. Hiring, promotion, upgrading, layoff, recall from layoff;
3. Rates of pay and any other forms of compensation including fringe benefits;
4. Job assignments, job classifications, job descriptions, and seniority lists;
5. Sick leave, leaves of absence, or any other leave;
6. Training, attendance at professional meetings and conferences; and
7. Any other term, condition, or privilege of employment.

The following documents may be maintained as a component of Iowa State University's internal audit process:

1. An applicant flow log;
2. Summary data of external job offers and hires, promotions, terminations;
3. Summary data of applicant flow;
4. Employment applications; and
5. Records pertaining to company's compensation system and decisions.

Iowa State University's audit system includes periodic review of employment decisions. Managers and supervisors are asked to report any current or foreseeable EEO problem areas and are asked to outline their suggestions/recommendations for solutions. If problem areas arise, the manager or supervisor is to report problem areas immediately to the AAP Administrator. During the reporting cycle, the following occurs:

1. The AAP Administrator will discuss any problems relating to substantial disparate impact, EEO charges, etc., with management; and
2. The AAP Administrator will report the status of the company's AAP goals and objectives to management. The AAP Administrator will recommend remedial actions for the effective implementation of the AAP.

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

University of Northern Iowa
Office of Compliance and Equity Management
December 2020

Submitted by Leah Gutknecht
Assistant to the President for Compliance and Equity Management & Title IX Officer

# Annual Report on Affirmative Action
# To the Board of Regents, State of Iowa
# University of Northern Iowa
# December 2020

## I. INTRODUCTION.

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

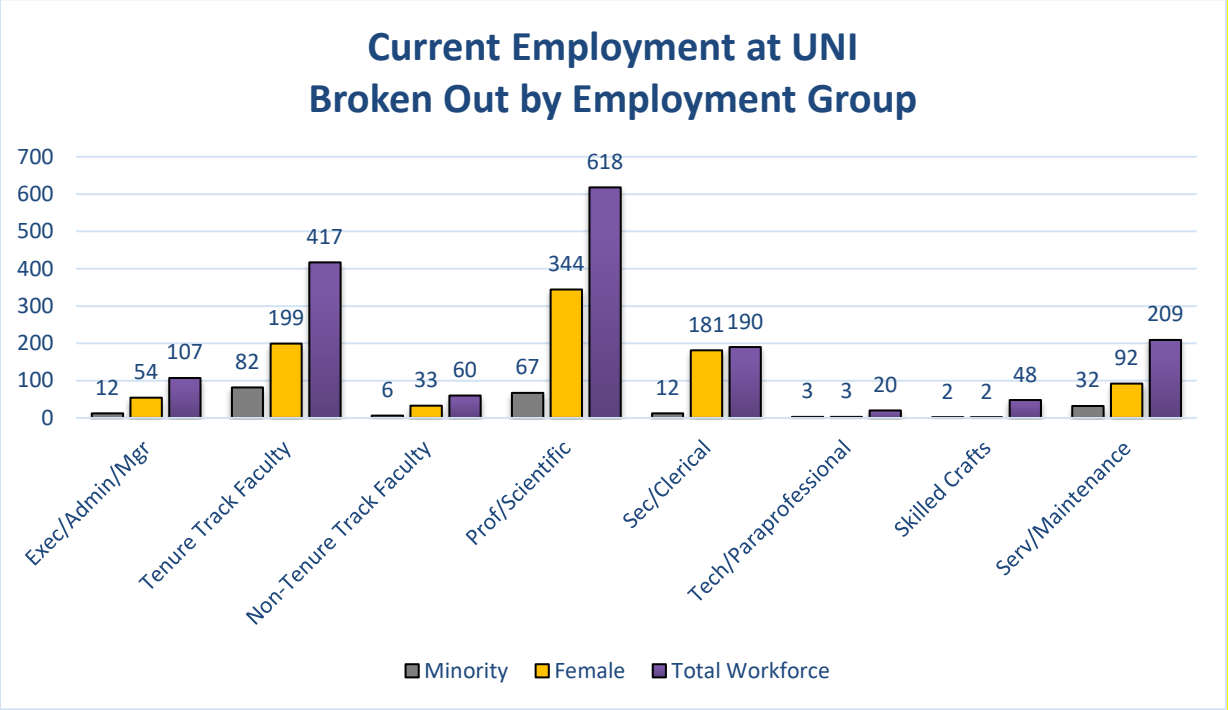
This report presents recent employment activities at UNI. The data in this report are compiled according to Board of Regents, State of Iowa guidelines, and include all non-temporary, full-time, and part-time employees working 50 percent time or more as of September 30, 2020. The categories used for the job groupings are determined by federal guidelines. It is important to note that other reports generated for other University purposes will use different data sources, definitions, and groupings of employees. Care should be taken in attempts to compare data from this report with other UNI workforce reports.

## II. OVERVIEW.

As of September 30, 2020, the UNI workforce totals 1,669 non-temporary employees. This includes 908 (54.4%) female employees and 216 (12.9%) minority employees. One year ago, UNI employed 1,716 non-temporary employees, including 942 (54.9%) female employees and 224 (13.1%) minority employees. The total number of employees decreased by 47 (2.7%) from last year; the number of females decreased by 34 (2.0%); and the number of minorities decreased by 9 (0.5%).

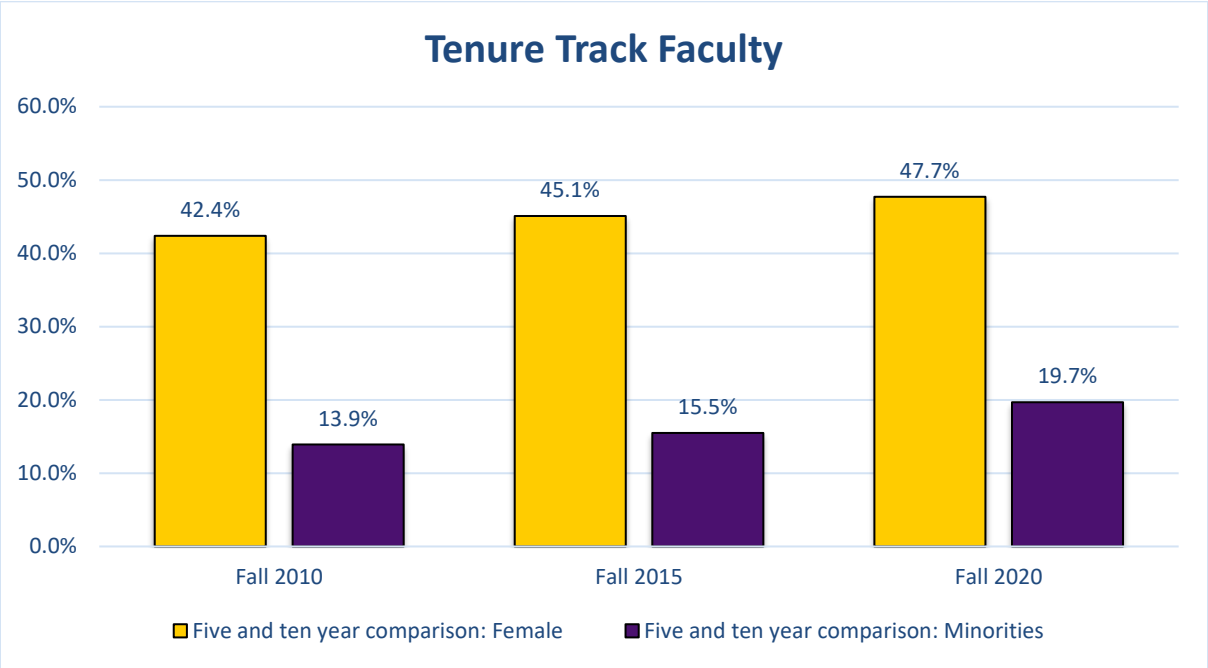
Five- and ten-year comparisons for the overall workforce show progress in both female and minority representation. While the total number of non-temporary employees working at UNI is down by 158 (8.6%) compared to ten years ago, the number of minority employees has made steady gains over the same period; however, the number of female employees has experienced a slight decrease over that period. Females were employed at a rate of 55.0% ten years ago and are now employed at a rate of 54.4% of total employment. The percentage of minority employees over the ten-year period grew from 10.1% in 2010 to 12.9% in 2020.

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




The tenured and tenure track employee group currently employs a total of 417 employees. This represents a decrease of 24 (5.4%) faculty employees from last year. The five- and ten-year comparisons reflect overall gains in the proportion of both females and minorities in the tenured and tenure track faculty group. While the overall number of tenured and tenure track employees has decreased 23.8% from 547 to 417 over the past ten years, female representation has increased from 42.4% to 47.7%. Minority representation in the tenured and tenure track employee group rose from 13.9% to 19.7% over the same ten-year period.

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




## III. EQUAL EMPLOYMENT OPPORTUNITY ACTIONS.

In FY20, a total of 289 searches were initiated. A search is defined in this report as a new hire, promotion, or transfer record in FY20. Of the 289 FY20 searches, 171 were for non-temporary employment.

**Faculty Searches.** Twenty-two (22) non-temporary faculty searches were initiated in FY20:

5 academic administrators[1];
12 tenure-track appointments; and
5 term appointments

The number of non-temporary faculty searches initiated in FY20 decreased by a total of 47 searches from 69 the previous year, a 68.12% decrease.

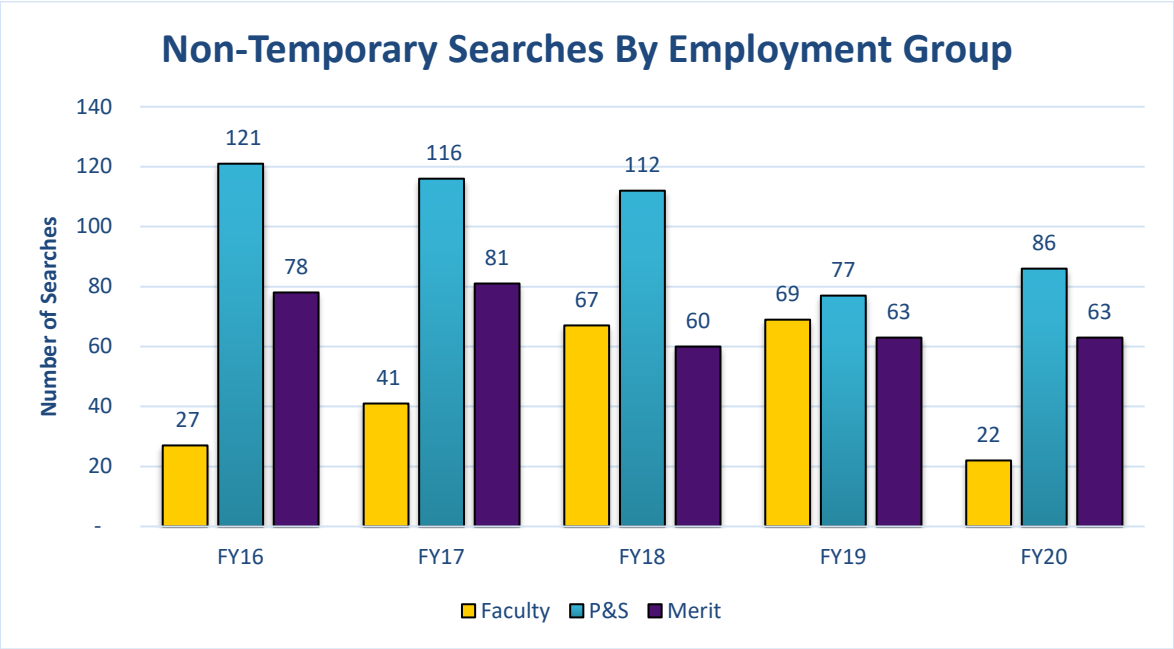
**P&S Searches.** Eighty-six (86) non-temporary P&S searches were initiated in FY20:

The number of P&S searches initiated in FY20 increased by a total of 9 searches, an 11.69% increase from FY19.

**Merit Searches.** Sixty-three (63) Merit searches were initiated in FY20, the same as FY19.

The five-year history of searches by employment group are shown in the following chart:

[1] These positions fall within the executive/administrative/managerial group.




## IV. 2019-2020 HIRING GOAL ATTAINMENT BY EMPLOYMENT GROUP.

The following table shows the 2019-2020 hiring goals for women and minorities by each job group. Actual numbers hired are shown in parentheses. *Numbers within the Goal Attainment column do not reflect any losses experienced during the same time period.*

| | 2019-20 Goals | | Goal Attainment | |
|---|---|---|---|---|
| **Employment Group (with total number hired)** | Minority | Female | Minority | Female |
| Executive/Administrative/Managerial (4) | 9 | 0* | No (0) | - |
| Faculty (Tenured and Tenure Track) (13) | 0* | 16 | - | No (8) |
| Faculty (Term) (5) | 2 | 0* | No (1) | - |
| Professional/Scientific (71) | 0* | 0* | - | - |
| Secretarial/Clerical (12) | 0* | 0* | - | - |
| Technical/Paraprofessional (2) | 2 | 0* | No (0) | - |
| Skilled Craft (4) | 0* | 0* | - | - |
| Service/Maintenance (97) | 0* | 0* | - | - |
| Total (208) | 13 | 16 | No (1) | No (8) |

*The fact that a numerical goal is not indicated is not to be interpreted as UNI being relieved of any commitment toward furthering our goal of a diverse workforce. This chart represents only areas that had an identified 2019-20 goal and does not reflect all minority and/or female hires for the year.

## V. LOOKING AHEAD: 2020-21 HIRING GOALS BY EMPLOYMENT GROUP.

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

The availability analysis for each job group examines two potential areas of availability: individuals with the requisite skills outside the institution (external availability) and those within the institution who are promotable, transferable and/or trainable (internal availability). Recruitment areas vary by job group, but are determined by a combination of national, state, and

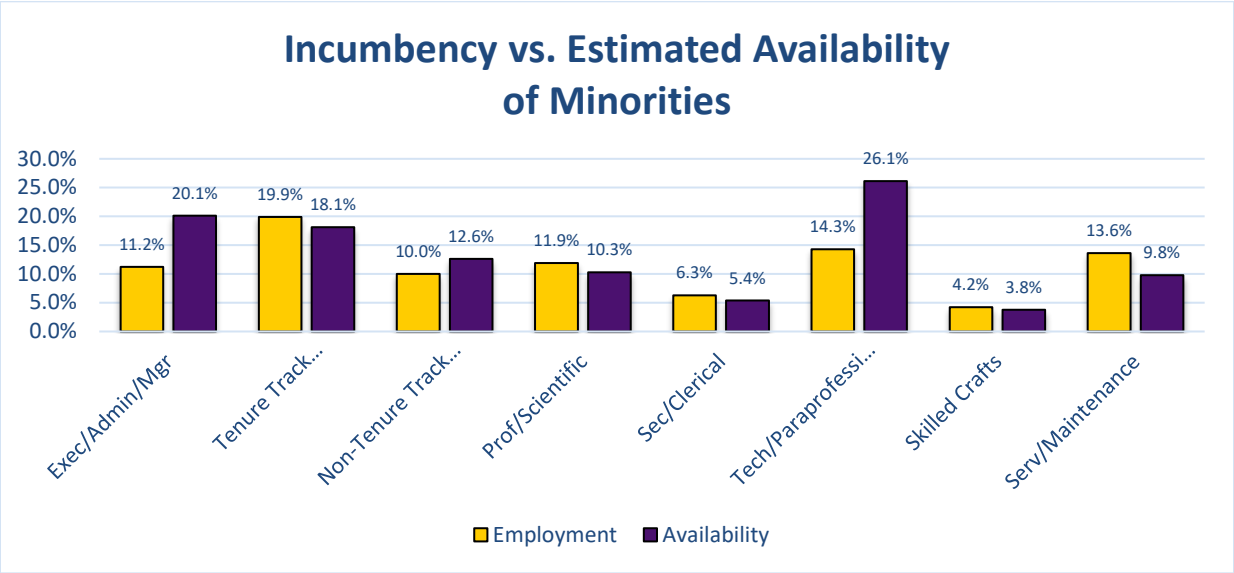
local census data, as well as internal feeder positions and reasonable paths of progression. Finally, where a job group is composed of different job titles that carry different availability rates, a composite availability figure is calculated and then weighted accordingly.

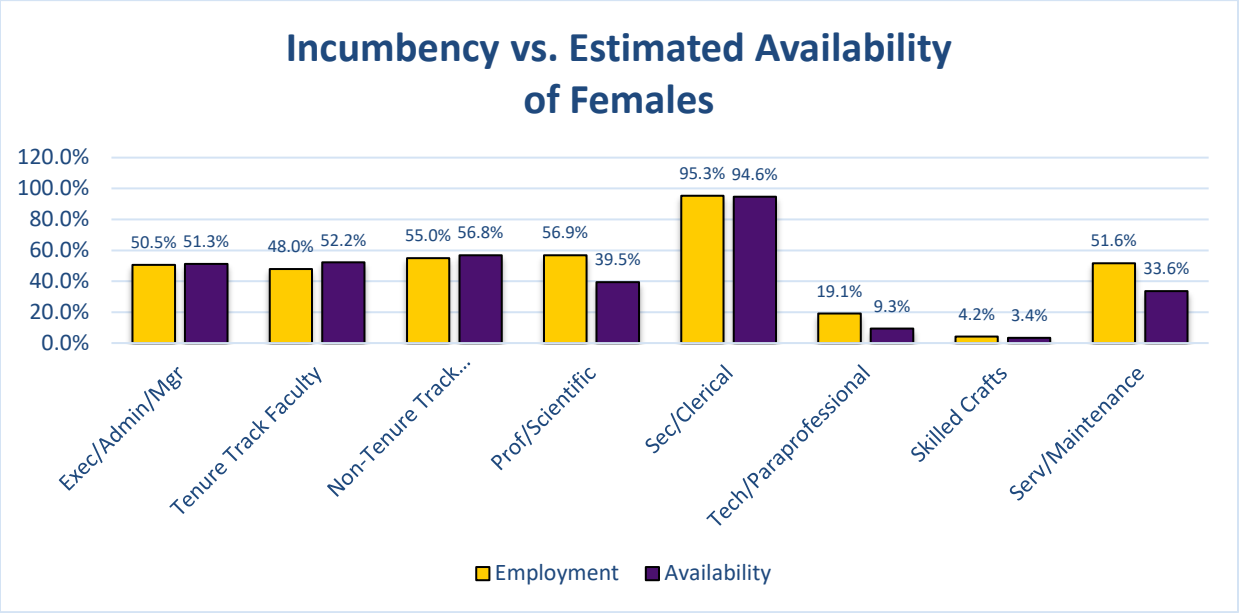
The representation of minorities and women in each job group is compared with the availability analysis of the respective job group. Where actual representation is less than the calculated availability, a statistical test identifies whether the difference is greater than could reasonably be expected.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

In establishing placement goals, the following principles are applied:

- When the percentage of minorities or women employed in a particular job group is less than would reasonably be expected given their availability percentage in that job group, UNI establishes a placement goal at least equal to the availability figure derived for women or minorities, as appropriate, for that job group.
- Placement goals are not quotas that must be met, nor are they to be considered as either a ceiling or a floor for the employment of particular groups.
- In all employment decisions, UNI makes selections in a nondiscriminatory manner. Placement goals do not provide a justification to extend a preference to any individual, select an individual, or adversely affect an individual's employment status on the basis of that individual's age, color, creed, disability, ethnicity, gender identity, genetic information, marital status, national origin, political affiliation, pregnancy, race, religion, sex, sexual orientation, or veteran or military status.
- Placement goals do not create set-asides for specific groups, nor are they intended to achieve proportional representation or equal results.
- Placement goals are not used to supersede merit selection principles, nor do these placement goals require UNI to hire a person who lacks qualifications to perform the job successfully or hire a less-qualified person in preference to a more-qualified one.

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




The factors described previously are reflected in the goals established for the 2020-21 hiring year as shown in the following table.

| | 2020-21 Goals | |
|---|---|---|
| **Employment Group** | Minority | Female |
| Executive/Administrative/Managerial | 9 | 0* |
| Faculty (Tenured and Tenure Track) | 0* | 17 |
| Faculty (Term) | 1 | 1 |
| Professional/Scientific | 0* | 0* |
| Secretarial/Clerical | 0* | 0* |
| Technical/Paraprofessional | 2 | 0* |
| Skilled Craft | 0* | 0* |
| Service/Maintenance | 0* | 0* |
| Total | 12 | 18 |

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

## VI. EFFORTS REGARDING INDIVIDUALS WITH DISABILITIES AND PROTECTED VETERANS.

In an effort to fulfill the requirements set by the Final Rules published by the Office of Federal Contract Compliance (OFCCP) regarding Section 503 of the Rehabilitation Act and Vietnam Era Veterans Readjustment Assistance Act (VEVRAA), UNI does the following:

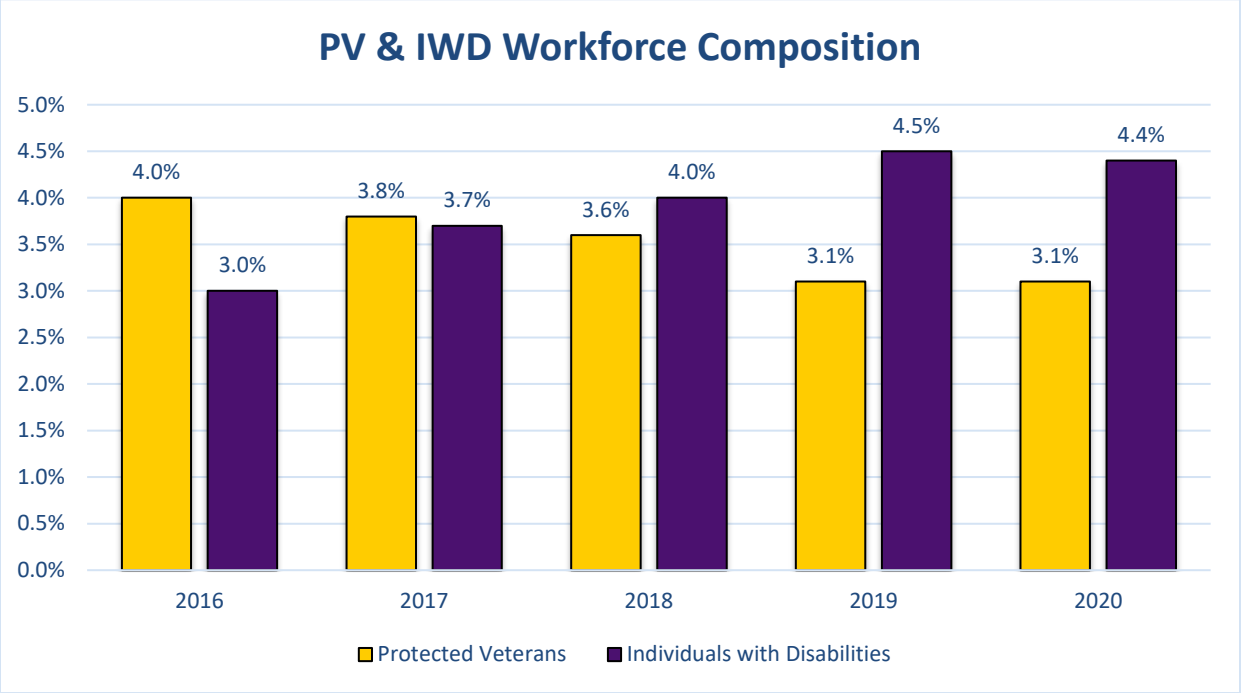
- All temporary and non-temporary vacancies are listed with Iowa Workforce Development;
- An EEO tagline is used in all recruitment advertisements that indicates that all qualified applicants will receive consideration for employment including those with disabilities or protected veterans;
- A modified search process is used for temporary and adjunct positions;
- Applicants and new employees are invited to self-identify as individuals with disabilities and/or protected veterans, and a survey of current employees is conducted regularly to collect baseline information on disability and protected veteran status;
- Multiple advertising sources that target individuals with disabilities and protected veterans are required for all searches;
- A 7% utilization goal for individuals with disabilities was used to provide accountability for the outreach efforts during the 2020-21 AAP year; and
- A 5.9% benchmark was used to measure the hiring of protected veterans during the 2020-21 AAP year.

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

Regulations also require UNI to analyze the applicant and outreach data collected throughout the Plan year. Data collection and analysis is done to measure the effectiveness of the advertising sources targeted at individuals with disabilities and protected veterans over the course of the past year. Results indicate the previous year advertising and outreach efforts did not yield a desirable number of individuals with disabilities or protected veterans being hired. An annual review of outreach efforts was conducted and, due to the limited number of applicants self-identifying as an individual with disabilities or a protected veteran during the search process, it is difficult to assess the success of outreach efforts.

- As of September 30, 2020, 4.4% of UNI's workforce identified as individuals with disabilities as compared to the 7% utilization goal established by the OFCCP; and
- In addition, 3.1% of UNI's workforce identified as protected veterans as compared to the 5.9% benchmark established by the OFCCP.

UNI has remained fairly consistent in workforce composition in these two areas over the last five years of reporting. The chart below documents the percentages of employment in each of these areas during the last five years. Regular evaluation of outreach efforts will continue and adjustments will be made as new opportunities are discovered.




To abide by the requirement of surveying every five years, in April 2019, employees were sent a written reminder that they may voluntarily update their disability status and veteran status.

As of September 30, 2019, there were 97 employees who self-identified as having a disability. As of September 30, 2020, there are 88 employees. This represents a 9.28% decrease in employees who self-identify as an individual with a disability.

As of September 30, 2019, there were 67 employees who self-identified as being a protected veteran. As of September 30, 2020, there are 62 employees. This represents a 7.46% decrease in employees who self-identify as protected veteran employees.

**Iowa School for the Deaf**
**DIVERSITY ANNUAL REPORT**
**November 1, 2019 - October 31, 2020**

Iowa School for the Deaf continues to offer equal employment opportunities regardless of race, color, national origin, religion, sex, sexual orientation, gender identity, age, marital status and physical or mental disabilities, with or without reasonable accommodation, to all qualified applicants. The school practices affirmative action in its programs, procurement and employment practices.

ISD is an educational option for Iowa's preK-21 year-old students who are deaf or hard of hearing. Students are referred to ISD through the school and area education agency. A boarding and day program are offered. Specialized teachers of the deaf, along with speech language pathologists, guidance counselors and residential counselors, provide academic and life skills education to prepare students for independent and productive lives. Programs and services the school is able to provide in its 24-hour language immersion environment include sign language classes for families, mainstream options, direct instruction in sign language, extracurricular activities, and a transition program.

As of October 31, 2020, the Iowa School for the Deaf employed 117 full-time and part-time employees. This is steady compared with October 31, 2019.

Of the 117 employees, 3.4% are minorities and 71 .8% are female. Iowa School for the Deaf believes it is important to have a diverse group of employees on our campus. As an education facility for deaf and hard of hearing children, deaf and hard of hearing staff members are also very important. Traditionally, it has been difficult to recruit deaf professionals to this area of the country. 34 percent of our current employees are deaf or hard of hearing.

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

Recruiting efforts for ISD positions center around the Omaha/Council Bluffs area for the non-exempt positions. For vacancies in our executive, teaching, and professional positions, we do nation-wide searches. Routinely, we list positions with the Iowa Workforce, Nebraska Job Service, local and through the School's website and social media accounts. Additionally, we have contacted deaf schools; several deaf related Internet sites; colleges that offer programs which match our needs; Teach Iowa – a state-wide site for PreK-12 schools; journals; sign language interpreter registries; and employee referrals. The ISD web-site and social media accounts have been successful in announcing vacancies to a wider population. ISD employees have been instrumental at networking and passing along information about openings to quality

individuals/programs. ISD's web-site and the deaf related internet publications greatly assist us in reaching the highly specialized professional employees we need. However, there is still an extremely limited pool for these positions.

The goal of hiring a minority faculty member was not met in 2019/20. We hired a minority employee in the technical/paraprofessionals group, however that individual resigned to move out of the area for other opportunities. Additionally, we hired a minority employee to the Professional and Scientific group. Since November 1, 2019, a total of 15 employees were hired through competitive searches. These hires included 2 faculty positions, 5 professional and scientific positions, 4 technical/paraprofessional positions, and 3 service/maintenance position. Two new hires are of minority status. Eleven new hires were female.

The following chart, notes the Diversity Goals of the Iowa School for the Deaf projected for the period of November 1, 2020 through October 31, 2021.

**Iowa School for the Deaf**
**DIVERSITY ACTION GOALS**
**November 1, 2020 – October 31, 2021**

| | Number of Projected Vacancies | Numerical Goals: Women | Numerical Goals: Minorities |
|---|---|---|---|
| 01 Exec/Admin/Mgr | 0 | 0 | 0 |
| 02 Faculty | 1 | 0 | 0 |
| 04 Professional | 2 | 0 | 0 |
| 05 Secretarial/Clerical | 0 | 0 | 0 |
| 06 Technical/Paraprofessionals | 3 | 0 | 1 |
| 07 Skilled Crafts | 0 | 0 | 0 |
| 08 Service/Maintenance | 2 | 0 | 0 |
| TOTAL | 8 | 0 | 1 |

Iowa Educational Services for the Blind and Visually Impaired

**Iowa Educational Services for the Blind and Visually Impaired /**
**Iowa Braille and Sight Saving School**
**DIVERSITY ANNUAL REPORT**
**November 1, 2019 - October 31, 2020**

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

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

As of October 31, 2020, the Iowa Braille and Sight Saving School employed 49 Teachers of the Visually Impaired (TVIs) and Orientation and Mobility Specialists (OMS). 7 additional faculty were employed as consultants with expertise in the fields of math, STEM, literacy, assistive technology, special education, family services, and deafblind education.

As of October 31, 2020, there were a total of 73 permanent employees. Of those, 72 are non-minority and 60 are female. We have not asked our staff to disclose any physical disabilities, however, we are aware that six faculty are blind or visually impaired. Recruitment and retention of female employees are strengths of the school. Recruitment of vision professionals, in general, is a challenge as there is a national shortage of teachers in the field.

The goal of hiring a minority faculty member was not met in 2019/20. Since November 1, 2019, a total of 10 employees were hired through competitive searches. These hires included 7 faculty positions, 1 Technical/Paraprofessional position and 2 service/maintenance positions. Eight of the new hires are female. Faculty recruitment postings were advertised nationwide at multiple professional sites as well as at universities with programs specializing in the vision disciplines. The school's application continues to include an optional information sheet where candidates may choose to self-identify race, sex and/or disability, however, many applicants choose not to complete this information.

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

The following chart, notes the Diversity Goals of the Iowa Educational Services for the Blind and Visually Impaired / Iowa Braille and Sight Saving School projected for the period of November 1, 2020 through October 31, 2021.

**DIVERSITY ACTION GOALS**
**November 1, 2020 – October 31, 2021**

| Iowa Braille School | Number of Projected Vacancies | Numerical Goals: Women | Minorities |
|---|---|---|---|
| 01 Exec/Admin/Mgr | 0 | 0 | 0 |
| 02 Faculty | 3 | 0 | 1 |
| 04 Professional | 0 | 0 | 0 |
| 05 Secretarial/Clerical | 0 | 0 | 0 |
| 06 Technical/Paraprofessionals | 0 | 0 | 0 |
| 07 Skilled Crafts | not applicable (not using ) | | |
| 08 Service/Maintenance | 0 | 0 | 0 |
| TOTAL | 3 | 0 | 1 |

# MINORITY AND WOMEN EDUCATORS ENHANCEMENT PROGRAM

**The University of Iowa**

**Annual Report**
**2019-2020**

**BOARD OF REGENTS,**
**STATE OF IOWA**

Submitted by
Liz Tovar, PhD
Interim Associate Vice President for Diversity, Equity, and Inclusion

Office of the Executive Vice President and Provost
The University of Iowa

# MINORITY AND WOMEN EDUCATORS ENHANCEMENT PROGRAM

## The University of Iowa
## 2019-2020

## Introduction

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

This report describes several initiatives across campus striving to foster more diverse and inclusive learning and working environments during academic year 2019-2020.

## National Coalition Building Institute (NCBI)

The National Coalition Building Institute (NCBI) is a nonprofit leadership training organization based outside of Washington, D.C. NCBI works through a coalition-building model to provide leadership training for inclusion and equity with the goal of eliminating all forms of prejudice throughout the world. The University of Iowa has been affiliated with NCBI since 2011, and since that time has reached over 3,400 faculty, staff, students, and community members through ongoing workshops. Additionally, over 120 faculty, staff, and students have attended train-the-trainer workshops; 35 trainers are currently active. These individuals are taught effective leadership skills in the areas of prejudice reduction, violence prevention, conflict resolution, and coalition building so that they can serve as a resource for diversity and inclusion on campus.

In 2019-20, UI's NCBI affiliate held 20 total workshops and educational opportunities, including Leadership for Equity & Inclusion (full day), Conflict and Controversial Issues (half day), and Building Effective Relationships Across Group Lines (half day). A total of 641 faculty, staff, students, and community members attended these workshops. Feedback from participants' evaluations continues to be overwhelmingly positive.

## Diversity Opportunity Programs

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

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

For fiscal year 2020, the Office of the Provost budgeted FDOP funds totaling $2,051,617 for partial salaries and other resources supporting 26 faculty members. These positions are in the University Library and the Colleges of Education, Engineering, Liberal Arts and Sciences, Nursing, Pharmacy, and Public Health. Since 1999, FDOP has been used to support 143 diversity hires to the UI campus. When appropriate, FDOP funding has been successfully used to support the research of post-doctoral fellows as a means of increasing the pipeline to the professorate. The Faculty Diversity Opportunity Program has proven to be an important incentive to colleges and departments to identify and recruit faculty from underrepresented communities and has contributed significantly to the increased representation of faculty from underrepresented communities in the 21-year period ending 2020.

The Staff Diversity Opportunity Program promotes employment of minorities and women in Professional and Scientific (P&S) classifications exhibiting underrepresentation. Administered through University Human Resources, SDOP allows opportunity for the development of talent through apprenticeships, internships, pipeline positions, and other hires that enable the university to bring on board high potential, diverse candidates who do not fill a specific, immediate need, as well as for development opportunities to increase the new employee's skill, knowledge, abilities, and likelihood of a successful candidacy for future P&S vacancies. During fiscal year 2020, the salaries of four P&S staff member were supported by SDOP funding.

## Minority and Women Faculty Development

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

- **Diversity, Equity, and Inclusion Action Plan.** The 2019-2021 Excellence through Diversity, Equity, and Inclusion Action Plan represents the culmination of a multi-year assessment and engagement process. The plan was designed to provide a campus roadmap to guide diversity, equity, and inclusion initiatives in anticipation of the campus-wide strategic planning process. Multiple individuals across campus contributed to the development of the action plan, including the Diversity, Equity, and Inclusion Action Plan Development Group, Charter Committee on Diversity, Path Forward Diversity, Equity, Inclusion, and Collaboration Committee, and numerous others.
- **Distinction through Diversity Fund.** Launched in FY19, the Office of the Executive Vice President and Provost and the Division of Diversity, Equity, and

Inclusion administered a three-year pilot initiative to support undergraduate-serving departments and colleges to recruit and retain outstanding tenure track faculty who will further the UI's goals to advance its academic mission through the recruitment and retention of underrepresented U.S. racial/ethnic minority (URM) faculty and students. The fund provides financial support to aid in recruitment and retention, including summer salary support; support for research supplies, equipment, or travel; programmatic support for the faculty member's research agenda; or other activities to enhance the faculty member's recruitment or retention.

- **Path to Distinction** Program**.** The Office of the Executive Vice President and Provost conducted a pilot project implemented in partnership with four academic departments and their respective colleges to integrate research-informed diversity, equity, and inclusion best practices into key faculty recruitment processes to enhance the ability of faculty search committees to advance diversity and equity in their search and hiring processes. Faculty search committee best practices, resources, and tools are shared with campus as they are developed. Pilot outcomes were assessed to determine what practices might be implemented more broadly in the future.
- **Faculty Search Committee Practices to Advance Equity.** The Office of the Executive Vice President and Provost continues to offer presentations to address unconscious bias in the faculty search process. All faculty search committees are strongly encouraged to participate in a workshop and several colleges require attendance for all faculty search committee members. A compendium of resources and best practices, *Faculty Search Committee Practices to Advance Equity*, is distributed during presentations and workshops.
- **Dual Academic Career Fund.** This fund provides resources to departments and colleges when the recruitment of a tenured/tenure-track faculty member is contingent upon the employment of a partner/spouse. The provost's office contributes salary/fringe support for the hiring of qualified partners/spouses, in partnership with the primary and secondary hiring departments, for up to three years.
- **Work/Life Resources.** In partnership with University Human Resources, the Office of the Executive Vice President and Provost coordinates the "Build a Career|Build a Life" initiative, which includes a work/life resources website providing one-stop access to multiple campus and community resources, including work/life policies and resources, relocation and housing, dual-career employment, diversity and inclusion, children and family resources, transportation, health and wellbeing, military and veteran families, adult and elder care, arts, culture and entertainment, and recreation. A companion flyer is available online and is distributed to prospective applicants via job ads and included in candidate packets to communicate the university's commitment to work/life balance.
- **Higher Education Recruitment Consortium (HERC).** In collaboration with ISU and UNI, the University of Iowa formed a regional affiliate of the nationally acclaimed Higher Education Recruitment Consortium (HERC), which launched in September 2016. HERC is a non-profit consortium of over 700 colleges,

universities, hospitals, research labs, government agencies, and related non- and for-profit organizations committed to hiring the most diverse and talented faculty, staff, and executives. HERC offers one of the region's largest job boards, designed to attract highly trained and diverse applicants and featuring an innovative dual-career search capability. HERC members also have access to a database of registered job seekers, the vast majority of whom have graduate degrees and about one-third of whom identify as racial/ethnic minorities. Additional benefits include discounts with human resources and advertising vendors and access to nationally endorsed professional development webinars.

The University of Iowa is the lead institution in the Central Midwest HERC, responsible for recruiting new member institutions, developing a robust regional network, convening a member-driven advisory board, and hosting a regional annual conference for higher education institutions and community partners to share best practices. To date, 25 higher education and community employers belong to the regional affiliate and three formal partnerships have been formed with institutions and organizations that support diversity in the workplace.

- **National Center for Faculty Development and Diversity.** The Office of the Executive Vice President and Provost and the Division of Diversity, Equity, and Inclusion continue to co-sponsor an institutional membership in the National Center for Faculty Development and Diversity (NCFDD), an independent faculty development organization dedicated to supporting faculty throughout the pipeline from graduate student to full professor. Institutional membership offers numerous benefits to UI faculty members, including a monthly e-newsletter, access to monthly webinars, a private online networking forum, moderated monthly writing challenges, and the option to be matched with an accountability faculty partner to establish and meet individual writing goals. UI's institutional membership in the NCFDD provides early career faculty members and graduate students considering the professoriate access to high-quality professional development programs led by national experts in an efficient and cost-effective manner.
- **Faculty Development – Early Career.** The Office of the Executive Vice President and Provost, through the associate provost for faculty, sponsors both formal and informal events throughout the year to enhance networking, introduce UI administrators, and provide faculty development opportunities for early-career faculty members. These programs include the Iowa New Faculty Orientation (INFO) and seminars on promotion and tenure. Early career faculty members receive further support via the Center for Teaching's multiple programs, including the Early Career Instructor Program.
- **Faculty Development – DEO and Academic Leadership Program.** In AY15-16, the Office of the Executive Vice President and Provost collaborated with University Human Resources to launch the DEO and Academic Leadership Program. To date, 64 DEOs and other faculty administrators have participated in the program, 48% of whom are women and 25% of whom are minorities. In addition to a variety of leadership topics, the program contains a session addressing the department chairs' role in leading diversity, equity, and inclusion initiatives.

- **Employee Constituency Councils.** The Division of Diversity, Equity, and Inclusion provides support for several faculty and staff affinity groups, including the African American Council, Council on Disability Awareness, Council on the Status of Women, Latinx Council, LGBTQ+ Council, Native American Council, and Pan Asian Council.

**Diverse Visiting Faculty and Speakers**

The Office of the Executive Vice President and Provost provides financial support for efforts to bring underrepresented minority persons as visiting faculty and speakers to campus.

**Workshops and Programs on Diversity**

The university, through the associate vice president for diversity, equity, and inclusion (AVP-DEI), regularly supports events that enhance dialogue about diversity, equity, and inclusion issues. The Division of Diversity, Equity, and Inclusion, University Human Resources, the Diversity Councils, and the Charter Committee on Diversity partner with other units to conduct university, collegiate, and departmental faculty and staff workshops and other programming designed to enhance the university's recruitment and retention of underrepresented minority and women faculty.

In Fall 2015, the Division of Diversity, Equity, and Inclusion with partners across campus launched the Building University of Iowa Leadership for Diversity (BUILD) certificate series, which has been very well-received. This past year, trainers hosted 55 workshops reaching more than 1,200 faculty, staff, and graduate students. As of the end of the 2019-2020 academic year, over 450 individuals have earned their BUILD certificate, which requires a minimum of 13 training hours.

The Division of Diversity, Equity, and Inclusion and the Office of the Provost have continued their ongoing collaboration to provide workshops on unconscious bias that focus on the impact of bias in the search and hiring processes, and evidence-based strategies for minimizing the impact of bias in recruitment, retention, and development. Trainings regarding bias, microaggressions, and difficult conversations are available upon request by departments.

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

The Women's Leadership Initiative is a community of support and empowerment for women leaders at all levels in higher education. This series, developed by women leaders for women leaders, will continue into future years and includes ongoing dialogue about

topics impacting leadership. Each session is filmed and posted on the Division of Diversity, Equity, and Inclusion website with a discussion guide.

**Celebration of Excellence and Achievement Among Women**

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

**Diversity Catalyst Award and Diversity Catalyst Seed Grant**

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

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

**Support for Underrepresented Graduate and Undergraduate Students**

Several University of Iowa programs aim to increase the representation of minorities and women at the University and in their future professions (including academic, government, industry, health care) through graduate student recruitment and support.

Since 1986, the University of Iowa Graduate College has annually held the Summer Research Opportunities Program (SROP) to recruit, support, and assist talented underrepresented undergraduate students interested in pursuing graduate studies and possibly collegiate faculty careers. SROP is an award-winning program designed to

provide participants with in-depth research experiences and prepare them to pursue graduate work. Students are paired with faculty mentors whose work is closely related to the students' interests and career goals in biological sciences, engineering, humanities, mathematics, physical sciences, or social sciences. Each student plays an active role in identifying an area of study and a faculty mentor. The program encourages students to explore research opportunities at UI that can lead to doctoral degrees.

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

The Graduate College's Office of Diversity Equity and Inclusion (GRAD-DEI) works closely with UI central services, colleges, graduate programs, and student organizations to develop and deploy initiatives that contribute to the achievement of diversity, equity and inclusion goals to address the needs of underrepresented graduate students in the areas of recruitment, retention, and academic success. GRAD-DEI is committed to creating, supporting, and encouraging diversity, equity and inclusion in the graduate student body, which enhances the intellectual and cultural experience of the entire academic community. GRAD-DEI seeks to create a space and community where students can bring their authentic selves to share their strategies and concerns regarding the challenges and successes of undertaking graduate educational programs at UI.

In Fall 2019, the College of Engineering's Diversity, Equity, and Inclusion (DEI) Council began its second year. The council, consisting of faculty, staff, and undergraduate and graduate students, continued its charge of providing leadership within the college to promote and achieve a culture that values diversity, equity, and inclusion; to assess the current state of the college's climate for DEI; to lead the creation of the College of Engineering's DEI Action Plan with input from faculty, staff, and students; oversee implementation of the action plan; assess the effectiveness of outcomes of the action plan; and to advise the college about strategies and best practices related to recruitment and retention of female and underrepresented faculty, staff, and students.

During the year, the council created and delivered a *Celebrating Diversity Undergraduate Seminar* to 514 first-year engineering students; created *DEI Initiative Awards* to support faculty, staff, and student efforts to foster DEI within the college (for example, through the creation of a DEI book club); hosted a full-day *Celebrating Diversity in Engineering Graduate Conference*; awarded approximately $11,000 in DEI initiative grants, $6,000 in undergraduate diversity scholarships, and $9,000 to support student professional development/DEI conferences for undergraduate and graduate students.

Carver College of Medicine's (CCOM) RWJF funded Summer Health Professions Education Program (SHPEP) welcomed its fourth cohort of 80 undergraduate students to a virtual learning experience in Summer 2020. SHPEP is a free summer enrichment program focused on improving access to information and resources for college students interested in the health professions. The program's goal is to strengthen the academic proficiency and career development of students underrepresented in the health professions and prepare them for a successful application and matriculation to health professions schools. Scholars from the first cohort are currently applying to professional and graduate schools.

PREP@Iowa, funded by the National Institutes of Health, is a post-baccalaureate training program that supports the CCOM's goal of advancing inclusive excellence by identifying, recruiting, and preparing individuals from populations traditionally underrepresented in the biomedical sciences who aspire to PhD or MD/PhD programs. The program launched in June 2016. The fifth cohort of five scholars is currently enrolled in the program. 85% of our scholars received multiple offers of admission (including the University of Iowa) for PhD programs and matriculated into PhD programs since inception. Two scholars matriculated into master's programs. The program will be reapplying for grant funding in January 2021.

Staff in the CCOM Office of Diversity, Equity and Inclusion facilitated 52 diversity educational sessions for a total of 1,624 participants throughout the CCOM and UI Health Care in fiscal year 2020.

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

**University of Iowa Health Care**

In fiscal year 2020, over 9,000 students from 68 of 99 counties across Iowa engaged in UI Health Care STEM (science, technology, engineering, and math) Education programs. 68% of STEM Education program participants self-identified as female, 17% self-identified as living in a rural community, and 74% self-identified as underserved or underrepresented (women, rural communities, racial minorities). Seventy-two percent of all program attendees shared their interest in STEM increased as a result of attending our program. Additionally, thirteen virtual programs generated over 71,500 views and 26 activity pages

were created with over 6,100 downloads. A total of 441 faculty, staff, and students dedicated more than 1,700 hours to educating K-12 students through UI Health Care STEM Education programming.

The UI Health Care Culturally Responsive Health Care Award was established in 2016. This annual award honors the extraordinary efforts that an individual or group has made to consciously practice culturally responsive health care and to stress the importance of inclusive excellence and its impact on our patients, families, and coworkers. The annual multi-disciplinary Culturally Responsive Health Care in Iowa conference, launched in 2014, is co-sponsored by University of Iowa Health Care, the Carver College of Medicine, and the Colleges of Dentistry, Nursing, Pharmacy, and Public Health. The conference draws health care professionals from throughout the state as well as from Illinois and Wisconsin; attendees receive continuing education credit. The conference supports UI Health Care's goal of providing a range of diversity education, cultural enrichment, and acclimation programs for members of the UI Health Care community to foster culturally sensitive and responsive health care to increasingly diverse patient populations. The 2020 conference was cancelled due to the pandemic. The 2021 conference is being planned as a virtual experience.

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

University of Iowa Health Care acquired CultureVision (CV) in 2014, a comprehensive database of information about more than 50 ethnic and cultural groups across 12 clinical and non-clinical areas, including Concept of Health/Beliefs, Diet and Nutrition, Religion and Spirituality, Language and Communication, Death and Dying, Family and Social Issues, and Treatment Issues. CV continues to be heavily used, averaging over 15,600 hits per quarter by students, trainees, staff, nurses, and clinicians in fiscal year 2020.

University of Iowa Health Care created an LGBTQ+ Outlist. The LGBTQ+ OutList is a public and voluntary listing of members of our health care community who identify as LGBTQ+. The OutList serves as a resource for faculty, staff, resident, fellow, post-docs, and students. The OutList was created to foster an inclusive community, and to provide members of the LGBTQ+ community with informal networking and mentoring opportunities. Current, future, or prospective UI Health Care community members may contact people on the OutList to connect or to ask questions. There are currently 89 individuals listed.

University of Iowa Health Care has established a Diversity, Equity, and Inclusion Task Force chaired by the vice president for medical affairs and dean of the Carver College of Medicine the CCOM associate dean for diversity, equity, and inclusion. Three work groups were identified to address Patient Initiated Identity Harassment/Health Disparities, Environment & Climate, and Recruitment & Retention. The task force and committees are made up of 27 total members.

**Salary Equity**

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

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

**Dual Career Services**

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

* * *

The University of Iowa continues to work towards its primary goals of achieving educational excellence through diversity; promoting a supportive and welcoming environment for all faculty, staff, and students; and recruiting and retaining a critical mass of faculty, staff, and students from communities underrepresented in higher education.

# Annual Report on
# Regents Minority and Women Educators Enhancement Program

## Iowa State University
## December 2020

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

1. **Emerging Leaders Academy**. The Office of the Senior Vice President and Provost (SVPP) continues to support its leadership development program, the Emerging Leaders Academy, in place since January 2009. The program aims to develop depth of leadership skills among faculty and staff, as well as to diversify the potential pool of leadership candidates at ISU. Underrepresented and women faculty and staff are especially encouraged to apply. Presently, over 260 faculty and staff have been trained in leadership, teamwork, communication, fiscal responsibility, diversity, management and public accountability. (https://www.extension.iastate.edu/ela)

2. **ISU ADVANCE.** Iowa State University has proven success with NSF funding for ADVANCE. The university's flagship program dealing with faculty equity and diversity issues was funded in 2011, and ADVANCE has been able to develop initiatives, programming, and materials to address diversity among the faculty ranks in STEM fields at ISU. Recently, ISU was awarded funding for "ADVANCE Partnership: Joining Forces – A Midwestern Partnership for STEM Faculty Success." The long-term outcome of this project is increased retention and career advancement of underrepresented women and women with family responsibilities in STEM departments, pursued through a caucus of Midwestern research institutions where best practices can be shared.

3. **Aspire National Alliance.** Iowa State University has joined a national network of universities committed to enhancing the recruitment, hiring, and retention of diverse faculty in their institutions. Aspire: The National Alliance for Inclusive & Diverse STEM Faculty is a three-year program co-led by the Association of Public and Land Grant Universities (APLU) and funded by the NSF as part of its INCLUDES initiative. In addition, an ISU Professor of Mathematics, Michael Young, has also been named as one of 20 fellows in the inaugural cohort of the Aspire Leadership Academy.

4. **COACHE Survey of Faculty Satisfaction.** Iowa State University is participating in the 2020-2021 COACHE survey in November 2020. The goal of this survey is to assess faculty needs and to implement future best practices with regard to hiring, promotion,

retention, campus climate, and diversity. We achieved excellent results in the 2016-2017 COACHE survey of faculty climate, with 10 areas of strength, and no areas of concern identified as compared to our peer universities. The SVPP Office has been proactive and diligent with emphasis on fair faculty work-life policies, and on faculty professional development; the results of the survey reflect this.

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

6. **Diversifying the Faculty.** The SVPP Office continues to financially support the recruitment and retention of excellent faculty by specifically funding requests from colleges and departments for dual-career partner support and to support hires that diversify the faculty. Currently, over 280 faculty couples have been retained due to the support of this program.

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

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

8. **Vice President for Diversity and Inclusion Council.** The VPDI Council provides insight and counsel to the Vice President for Diversity and Inclusion. Using the shared governance model of leadership, council members represent the interests of a diverse cross section of the Iowa State University community. The council meets monthly to

discuss both national and local challenges, opportunities, and priorities for the university related to diversity, equity and inclusion. Chaired by the Vice President for Diversity and Inclusion, the Council assists with the design of new policies; improved recruitment and increased retention of students, faculty and staff; and the advancement of equity. (www.diversity.iastate.edu/vpdicouncil)

9. **Iowa Network for Women in Higher Education (WHE)**. The Associate Provost for Faculty works with the Iowa Network to encourage more women to consider leadership in higher education. The primary goal of the Iowa Network (affiliated with the American Council on Education) is to facilitate the development of women leaders in higher education, through conversations, collaborations, and mentoring across the state. IOWAWHE is committed to fostering diversity in higher education leadership with regard to race, gender, ethnicity, sexual orientation, and physical ability. IOWAWHE offers a women's leadership conference each spring at one of the institutions of higher education in the state. ISU continues to play an important role in the leadership of the Iowa Network.

10. **Child Care Resources**. This unit within University Human Resources supports Iowa State University families by linking them with professional programs and services that can help meet their child care needs. The university childcare consultant is available to assist families in accessing on campus and community-based services. The university supports two child care centers located on campus, University Community Childcare in Pammel Court and the University Child Care Center at Veterinary Medicine. In addition to these full-time programs, the university supports several other childcare initiatives including care for mildly ill children, part-time childcare for student families, and a family child care infant network.

11. **Faculty and Staff Associations.** The University continues to support the development and growth of several Faculty and Staff Associations (FSA) and the FSA Council, a collective of leaders from each of the FSAs. FSAs are designed to cultivate and connect Iowa State's diverse faculty and staff populations to each other and with the greater university community. These groups support recruitment and retention by addressing social and professional components essential to an enhanced quality of life for faculty and staff from underrepresented communities. FSAs align with the university's strategic goals by positively impacting the ongoing effort to create and support a more inclusive campus community. All FSAs are supported by the Office of the Vice President for Diversity and Inclusion. (www.diversity.iastate.edu/fsa)

12. **University Committee on Women and Gender Equity (UCW).** Formerly the University Committee on Women, the UCW is a diverse group of women from across the Iowa State University campus that promotes the full participation of women faculty, staff and students. UCW is an active and involved network that responds to women's issues including monitoring and improving the number of women in leadership positions at ISU, with special attention to the need for more women department chairs, and also continuing work to improve the climate on campus for women students, staff and faculty. Key responsibilities of the UCW are to advise university administration on

issues affecting women and assist in the development of policies and practices that promote the equitable participation and treatment of women employees and students. The Office of the Vice President for Diversity and Inclusion supports the work of the UCW. (www.diversity.iastate.edu/ucw)

13. **Women's Leadership Consortium (WLC).** The WLC brings together the leaders of women's programs and services on the Iowa State University campus. The Consortium's mission is to facilitate coordination of programs and initiatives; to serve as a resource to administration; and to encourage the advancement of women into leadership positions. The WLC is supported by the Office of the Vice President for Diversity and Inclusion. (www.diversity.iastate.edu/wlc)

14. **Martin Luther King, Jr. Advancing One Community Awards.** Each January the Iowa State University community observes the birthday of Dr. Martin Luther King, Jr. with a campus-wide celebration and the recognition of individuals and groups who have followed the principles of Dr. Martin Luther King, Jr. The Advancing One Community Awards, coordinated by the Office of the Vice President for Diversity and Inclusion, recognize recipients' efforts to create an inclusive university community that embraces justice and equity. (www.diversity.iastate.edu/mlkaward)

15. **University Award for Inclusive Excellence**. Established in 2017 and awarded annually, Iowa State University's first-ever university-level inclusion award recognizes faculty and Professional and Scientific (P&S) staff who have advanced the university's mission of diversity, equity, and inclusion outside of their compensated responsibilities. (www.diversity.iastate.edu/ieaward)

**ASPIRE Meeting with Provost Jonathan Wickert**
**October 12, 2020**

Overview

The Association of Public & Land-grant Universities is sponsoring the National Alliance for Inclusive and Diverse STEM Faculty, or ASPIRE. ASPIRE seeks to develop faculty across the nation by aligning and reinforcing professional development, hiring, and retention practices of STEM faculty simultaneously at institutional, regional, and national levels.

iChange Network

Within ASPIRE is the Institutional Change Initiative called "iChange." The iChange Network seeks to cultivate post-secondary institutions where STEM faculty from underrepresented groups are widely recruited, hired and retained, and all STEM faculty employ inclusive teaching, advising, and research mentoring. ISU is participating in Cohort 2 of the iChange Network for three years (2020 – 2023).

| Cohort 1 (2019 – 2022) | Cohort 2 (2020 – 2023) |
|---|---|
| California State University, Northridge | Auburn University |
| Cleveland State University | Ball State University |
| Florida State University | Central Michigan University |
| Georgia State University | Florida International University |
| Indiana University Purdue University Indianapolis | Iowa State University |
| Montana State University | North Dakota State University |
| University of California, Irvine | South Dakota State University |
| University of Central Florida | University of Arkansas-Fayetteville |
| University of Houston | University of California, Davis |
| University of Illinois | University of Cincinnati |
| University of Oregon | University of Florida |
| University of South Carolina | University of Georgia |
| The University of Texas at San Antonio | University of Missouri |
| University of Vermont | University of Nebraska-Lincoln |
| University of Wisconsin-Madison | University of North Carolina at Charlotte |
| | University of North Texas |
| | University of South Florida |
| | University of Tennessee, Knoxville |
| | University of Texas at Austin |
| | Western Michigan University |

ISU iChange Team

| Team Lead: Dawn Bratsch-Prince | Co-Lead: Tera Jordan |
|---|---|
| | |
| Karen Bovenmyer (CELT) | Susan Ray (IR) |
| Theressa Cooper (CALS) | James Reecy (VPR) |
| William Graves (G COL) | Dan Robison (CALS) |
| Ashfaq Khokar (E CPE) | Heather Smith (U CSL) |
| Julie LaBianca (IR) | Reginald Stewart (VPDI) |
| nicci port (VPDI) | Dan Thomson (AN S) |
| Ann Oberhauser (WGS) | Javier Vela (CHEM) |
| | Michael Young (MATH) |

iChange Process

The iChange Network is designed to catalyze institutional change by providing a comprehensive, systematic approach to organizational transformation using a structured self-assessment process to inform the development and implementation of an action plan. Participating institutions will begin their work with a self-assessment of their current practices and resources. Institutions will then develop and implement an action plan for initial change and map ways to scale such efforts across all their STEM programs.

Completed Tasks:

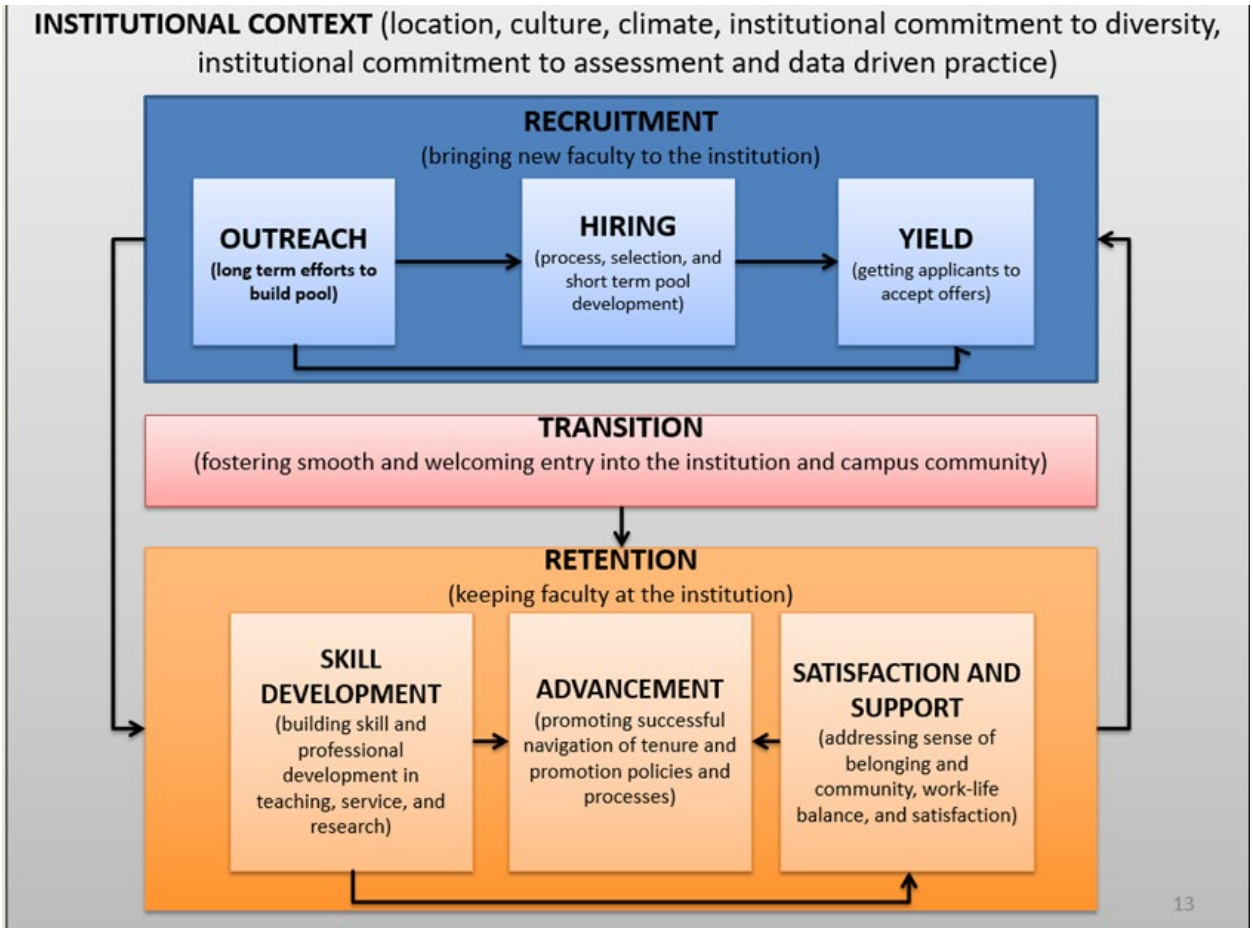
1. Year 1:
    - Finished Institutional Self-assessment
    - Modified institutional model for transitioning new faculty and implemented a more inclusive and equitable approach for all faculty, regardless of academic college affiliation, beginning on July 1.

2. Year 2:
    - Institutional Action Planning in progress

    - National Science Foundation, Association of Public Land-grant Universities ASPIRE IChange Network Catalytic Funding for Innovation & Collaboration by principal investigator Julia C. Phillips and **co-investigators** Ronnie Dunn, Cheryl Bracken, Kathleen McNamara, David Elliott, **Tera Jordan**, and Victoria Rose. Awarded: $34,990. Project timeline: October 2020 – December 2022. Cleveland State University is the lead institution.

- Midwest Experiences in Mentoring Excellence (MEME). Applied to the National Science Foundation, Association of Public Land-grant Universities ASPIRE IChange Network Catalytic Funding for Innovation & Collaboration by principal investigator Gina Sanchez Gibau and co-investigators Etta Ward, Tabitha Hardy, Katrenia Reed Hughes, Corinne Renguette, Susan McDowell, Melinda Messineo, Rona Robinson-Hill, Cheryl Bracken, **Tera R. Jordan**, **Theressa Cooper, Michael Young, William Graves**, Valerio Ferme, and Steven D. Thomas. Awarded: $40,853. Project timeline: October 2020 – December 2022. Indiana University Purdue University Indianapolis is the lead institution.

Figure 1. Model for Recruitment and Retention



November, 2020

TO: Board of Regents, State of Iowa

FROM: University of Northern Iowa

RE: Minority and Women Educators Enhancement Program/Faculty Professional Development

This past year, the allocation for the Minority and Women Educators Enhancement Program has again been utilized to supplement a minority faculty line in the Department of Political Science. Each semester the faculty member teaches two sections of non-western cultures: Africa and an upper level political science class in the area of international relations or comparative politics. In addition, this professor typically teaches an overload section of the non-western cultures Africa course at UNI's Center for Urban Education. His research focuses on civil-military relations on the African continent, and in particular on regional cooperation to combat terrorism in West Africa. He has served as a consultant for DAI's (Development Alternatives, Inc.) Trans-Saharan Security Symposium, a multiyear U.S. Department of Defense training series supported by the U.S. Agency for International Development and U.S. Department of State's joint effort to build civil-military capacity and enhance regional security and cooperation. He has also served as a senior consultant to the Independent Electoral Commission of Nigeria and as a digital photographic consultant to the National Emergency Management Agency of Nigeria.

During the 2019-2020 academic year the University of Northern Iowa focused on faculty professional development sessions to prioritize diversity efforts aligned with UNI's strategic plan and examine recruitment processes affecting minorities and women. Through the mandatory search committee training sessions, more than 81 faculty members participated in developmental sessions to prepare for their departmental national searches. The search training included a significant component on the subject of implicit bias and how unconscious biases might impact search results and diversity on campus. These training sessions offered knowledge and provided techniques to minimize implicit bias. The presentation and discussions appeared to be helpful for faculty members to gain an understanding of how to attract, without biases, the best finalists for available positions at the university. UNI continues to encourage search committees to attract a diverse pool of applicants and to seriously consider hiring top candidates who are qualified for positions.