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February 8, 2023

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

Dear Members of the Iowa General Assembly:

Attached is an amended version of our 2022 Annual Diversity Report (the original report was submitted on January 27, 2023). This report covers the Minority and Women Educators Enhancement Program Report and the report on Affirmative Action, Diversity, and Multicultural Accomplishment.

Page 2 of the report is amended to reflect the accurate headcount for Iowa State University's October 31, 2022 headcount.

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

Sincerely,

Mark J. Braun

**BOARD OF REGENTS
STATE OF IOWA**

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. (page 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 2022. (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, 2012					October 31, 2017					October 31, 2022				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial Staff	353	132	37.4%	18	5.1%	380	179	47.1%	36	9.5%	402	201	50.0%	66	16.4%
Tenured and Tenure Track Faculty	1,474	491	33.3%	292	19.8%	1,370	448	32.7%	299	21.8%	1,285	460	35.8%	311	24.2%
Non-Tenure Track Faculty	895	436	48.7%	180	20.1%	1,257	642	51.1%	271	21.6%	1,452	777	53.5%	315	21.7%
Professional and Scientific Staff	8,257	5,879	71.2%	635	7.7%	10,576	7,621	72.1%	966	9.1%	12,003	8,757	73.0%	1,281	10.7%
Secretarial and Clerical Staff	2,017	1,705	84.5%	98	4.9%	1,468	1,196	81.5%	109	7.4%	942	726	77.1%	128	13.6%
Technical and Paraprofessional Staff	634	471	74.3%	57	9.0%	828	644	77.8%	107	12.9%	910	707	77.7%	186	20.4%
Skilled Crafts Staff	366	23	6.3%	19	5.2%	355	19	5.4%	15	4.2%	229	9	3.9%	10	4.4%
Service and Maintenance Staff	1,798	951	52.9%	320	17.8%	2,125	1,170	55.1%	545	25.6%	2,109	1,204	57.1%	707	33.5%
Total	15,794	10,088	63.9%	1,619	10.3%	18,359	11,919	64.9%	2,348	12.8%	19,332	12,841	66.4%	3,004	15.5%

IOWA STATE UNIVERSITY															
Primary Occupational Activity Group	October 31, 2012					October 31, 2017					October 31, 2022				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial Staff	376	153	40.7%	27	7.2%	467	209	44.8%	50	10.7%	329	168	51.1%	28	8.5%
Tenured and Tenure Track Faculty	1,225	381	31.1%	283	23.1%	1,257	413	32.9%	353	28.1%	1,129	371	32.9%	348	30.8%
Non-Tenure Track Faculty	565	320	56.6%	87	15.4%	600	341	56.8%	103	17.2%	578	317	54.8%	95	16.4%
Professional and Scientific Staff	2,113	1,069	50.6%	238	11.3%	2,778	1,420	51.1%	540	19.4%	3,230	1,855	57.4%	582	18.0%
Secretarial and Clerical Staff	892	796	89.2%	34	3.8%	790	684	86.6%	44	5.6%	437	377	86.3%	28	6.4%
Technical and Paraprofessional Staff	132	88	66.7%	6	4.5%	131	97	74.0%	7	5.3%	378	175	46.3%	29	7.7%
Skilled Crafts Staff	271	13	4.8%	4	1.5%	259	9	3.5%	8	3.1%	110	6	5.5%	7	6.4%
Service and Maintenance Staff	578	282	48.8%	56	9.7%	564	268	47.5%	63	11.2%	606	262	43.2%	91	15.0%
Total	6,152	3,102	50.4%	735	11.9%	6,846	3,441	50.3%	1,168	17.1%	6,797	3,531	51.9%	1,208	17.8%

UNIVERSITY OF NORTHERN IOWA															
Primary Occupational Activity Group	October 31, 2012					October 31, 2017					October 31, 2022				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial Staff	95	41	43.2%	8	8.4%	100	49	49.0%	11	11.0%	92	41	44.6%	9	9.8%
Tenured and Tenure Track Faculty	516	225	43.6%	77	14.9%	471	216	45.9%	76	16.1%	388	188	48.5%	69	17.8%
Non-Tenure Track Faculty	36	24	66.7%	2	5.6%	54	34	63.0%	4	7.4%	56	37	66.1%	6	10.7%
Professional and Scientific Staff	592	344	58.1%	56	9.5%	636	366	57.5%	66	10.4%	595	349	58.7%	64	10.8%
Secretarial and Clerical Staff	249	244	98.0%	11	4.4%	222	216	97.3%	13	5.9%	171	166	97.1%	13	7.6%
Technical and Paraprofessional Staff	20	5	25.0%	3	15.0%	19	4	21.1%	2	10.5%	15	3	20.0%	3	20.0%
Skilled Crafts Staff	56	4	7.1%	2	3.6%	60	3	5.0%	3	5.0%	45	2	4.4%	2	4.4%
Service and Maintenance Staff	224	115	51.3%	28	12.5%	205	97	47.3%	25	12.2%	241	105	43.6%	32	13.3%
Total	1,788	1,002	56.0%	187	10.5%	1,767	985	55.7%	200	11.3%	1,603	891	55.6%	198	12.4%

IOWA SCHOOL FOR THE DEAF															
Primary Occupational Activity Group	October 31, 2012					October 31, 2017					October 31, 2022				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial Staff	3	0	0.0%	0	0.0%	5	1	20.0%	0	0.0%	7	4	57.1%	0	0.0%
Tenured and Tenure Track Faculty	0	0	0.0%	0	0.0%	0	0	0.0%	0	0.0%	0	0	0.0%	0	0.0%
Non-Tenure Track Faculty	34	33	97.1%	0	0.0%	35	30	85.7%	1	2.9%	26	25	96.2%	0	0.0%
Professional and Scientific Staff	34	23	67.6%	1	2.9%	41	30	73.2%	1	2.4%	39	27	69.2%	3	7.7%
Secretarial and Clerical Staff	4	4	100.0%	1	25.0%	5	5	100.0%	0	0.0%	5	5	100.0%	0	0.0%
Technical and Paraprofessional Staff	24	20	83.3%	1	4.2%	22	16	72.7%	1	4.5%	21	16	76.2%	2	9.5%
Skilled Crafts Staff	6	0	0.0%	0	0.0%	5	0	0.0%	0	0.0%	5	0	0.0%	0	0.0%
Service and Maintenance Staff	16	10	62.5%	2	12.5%	13	7	53.8%	1	7.7%	13	5	38.5%	1	7.7%
Total	121	90	74.4%	5	4.1%	126	89	70.6%	4	3.2%	116	82	70.7%	6	5.2%

IOWA EDUCATIONAL SERVICES FOR THE BLIND & VISUALLY IMPAIRED															
Primary Occupational Activity Group	October 31, 2012					October 31, 2017					October 31, 2022				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial Staff	5	2	40.0%	0	0.0%	3	2	66.7%	0	0.0%	3	2	66.7%	0	0.0%
Tenured and Tenure Track Faculty	0	0	0.0%	0	0.0%	0	0	0.0%	0	0.0%	0	0	0.0%	0	0.0%
Non-Tenure Track Faculty	50	41	82.0%	0	0.0%	52	43	82.7%	0	0.0%	56	51	91.1%	0	0.0%
Professional and Scientific Staff	3	3	100.0%	0	0.0%	3	2	66.7%	0	0.0%	4	3	75.0%	0	0.0%
Secretarial and Clerical Staff	4	4	100.0%	0	0.0%	4	4	100.0%	0	0.0%	6	6	100.0%	0	0.0%
Technical and Paraprofessional Staff	1	0	0.0%	0	0.0%	1	0	0.0%	0	0.0%	1	1	100.0%	0	0.0%
Skilled Crafts Staff	0	0	0.0%	0	0.0%	0	0	0.0%	0	0.0%	0	0	0.0%	0	0.0%
Service and Maintenance Staff	10	4	40.0%	1	10.0%	9	4	44.4%	0	0.0%	3	2	66.7%	0	0.0%
Total	73	54	74.0%	1	1.4%	72	55	76.4%	0	0.0%	73	65	89.0%	0	0.0%

TOTAL REGENT INSTITUTIONS															
Primary Occupational Activity Group	October 31, 2012					October 31, 2017					October 31, 2022				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial Staff	832	328	39.4%	53	6.4%	955	440	46.1%	97	10.2%	792	399	50.4%	99	12.5%
Tenured and Tenure Track Faculty	3,215	1,097	34.1%	652	20.3%	3,098	1,077	34.8%	728	23.5%	2,802	1,019	36.4%	728	26.0%
Non-Tenure Track Faculty	1,580	854	54.1%	269	17.0%	1,998	1,090	54.6%	379	19.0%	2,168	1,207	55.7%	416	19.2%
Professional and Scientific Staff	10,999	7,318	66.5%	930	8.5%	14,034	9,439	67.3%	1,573	11.2%	15,619	10,863	69.5%	1,895	12.1%
Secretarial and Clerical Staff	3,166	2,753	87.0%	144	4.5%	2,489	2,105	84.6%	166	6.7%	1,561	1,280	82.0%	169	10.8%
Technical and Paraprofessional Staff	811	584	72.0%	67	8.3%	1,001	761	76.0%	117	11.7%	1,325	902	68.1%	220	16.6%
Skilled Crafts Staff	699	40	5.7%	25	3.6%	679	31	4.6%	26	3.8%	377	13	3.4%	18	4.8%
Service and Maintenance Staff	2,626	1,362	51.9%	407	15.5%	2,916	1,546	53.0%	634	21.7%	2,897	1,560	53.8%	826	28.5%
Total	23,928	14,336	59.9%	2,547	10.6%	27,170	16,489	60.7%	3,720	13.7%	27,541	17,243	62.6%	4,371	15.9%

*Iowa State University's October 31, 2022 headcount has been updated to reflect accurate headcount for each Primary Occupational Activity Group.

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 2021; data provided on page 4 reflects faculty with appointments 50% and greater in Fall 2022. Workforce data as portrayed in the tables on page 4 are not available for peer institutions.

Full-Time Tenured and Tenure Track - Fall 2021		
	Percent Female	Percent Minority
University of Iowa	34.24%	22.15%
Peer Group Average	37.52%	26.80%
Iowa State University	32.75%	26.93%
Peer Group Average	36.13%	26.61%
University of Northern Iowa	48.6%	20.5%
Peer Group Average	45.1%	24.6%

Affirmative Action – Funding Sources and Itemized Costs

AFFIRMATIVE ACTION REVENUES AND EXPENDITURES - FY 2022¹				
	SUI Office of Institutional Equity	ISU Office of Equal Opportunity²	UNI Office of Compliance and Equity Management	Total
REVENUES				
State Appropriations				
General Fund	\$366,384	\$276,076	\$33,930	\$676,390
Other				0
State Appropriations - Subtotal	\$366,384	\$276,076	\$33,930	\$676,390
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	\$366,384	\$276,076	\$33,930	\$676,390
EXPENDITURES				
Salaries				
Faculty and Institutional Officers Salaries				\$0
Professional and Scientific Staff Salaries	\$361,840	\$258,576	\$28,687	649,103
General Service Staff Salaries				0
Hourly Wages			\$1,443	1,443
Labor in Transfers				0
Vacancy Factor				0
Salaries - Subtotal	\$361,840	\$258,576	\$30,130	\$650,546
Other				
Professional and Scientific Staff Supplies	\$4,544	\$17,500	\$3,800	\$25,844
Library Acquisitions				0
Rentals				0
Utilities				0
Building Repairs				0
Auditor of State Reimbursement				0
Aid to Individuals				0
Other - Subtotal	\$4,544	\$17,500	\$3,800	\$25,844
Total Expenditures	\$366,384	\$276,076	\$33,930	\$676,390

¹The report of revenues and expenditures reflects the salaries/benefits of staff related to affirmative action efforts and the affirmative action plan. They do not reflect the entire budget of the Office of Institutional Equity (SUI), Office of Equal Opportunity (ISU) and Office of Compliance and Equity Management (UNI).

²P&S staff salaries include the Director, Interim Director, and Administrative Assistant salaries/benefits.

IOWA

REPORT TO THE BOARD OF REGENTS STATE OF IOWA

**Annual Equal Employment Opportunity and
Affirmative Action Workforce Report
November 2022**

Submitted by

Liz Tovar, PhD

Executive Officer for Diversity, Equity, and Inclusion and Associate Vice President

Office of the Executive Vice President and Provost
University of Iowa

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Annual Equal Employment Opportunity and Affirmative Action Workforce Report November 2022

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 *2022 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 For 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, 2021 to November 1, 2022, the University of Iowa workforce increased by 237 employees (1.2%), from 19,095 to 19,332. Further details about workforce changes in the past year are presented in Section IV of this report.
 - The faculty and staff increased by 199 women (1.6%).
 - Total racial/ethnic minority representation increased by 172 faculty and staff (6.1%). Net changes among racial/ethnic groups were:
 - + 77 Blacks/African Americans (+11.1%)
 - + 66 Hispanics/Latinos (+8.2%)
 - + 29 Asians/Pacific Islanders (+2.5%)
 - + 3 individuals identifying as two or more races (+2.3%)
 - - 3 American Indians/Alaska Natives (-6.4%)
 - There was a decrease of 15 tenured/tenure track faculty (1.2%).
 - The number of women faculty members on the tenure track increased by 10 (2.2%), increasing representation from 34.6% to 35.8%.
 - The number of minority faculty members on the tenure track increased by 9, increasing representation from 23.2% to 24.2%.
 - Representation of women among executive, administrative, and managerial staff increased by 16 (8.6%), from 48.2% to 50.0%.
 - The number of racial/ethnic minorities among executive, administrative, and managerial staff increased by 6 (10.0%), from 15.6% to 16.4%.
 - Minority representation among professional and scientific staff increased by 119 (10.2%), from 10.0% to 10.7%.
 - 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 is currently underrepresented by 323 women (1.7%) and by 210 minorities (1.1%).²
 - There was a net increase of 213 employees (142%) who self-reported having disabilities. This increase may be due in part to a resurvey of the workforce in October 2022.
 - There were increases in the numbers of disabled veterans (16 employees) and Armed Forces Service Medal veterans (12 employees). There were decreases in the numbers of Active Duty Wartime/Campaign Badge veterans (2 employees) and recently separated veterans (4 employees).

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, 2017 to November 1, 2022, the University of Iowa workforce increased by 973 employees (5.3%), from 18,359 to 19,332. Further details about workforce changes in the past five years are presented in Section VI of this report.
 - The faculty and staff increased by 922 women (7.7%).
 - Total racial/ethnic minority representation increased by 656 faculty and staff (27.9%). Net changes among racial/ethnic groups were:
 - + 239 Hispanics/Latinos (+38.1%)
 - + 208 Blacks/African Americans (+37.1%)
 - + 180 Asians/Pacific Islanders (+17.8%)
 - + 37 individuals identifying as two or more races (+37.8%)
 - - 8 American Indians/Alaska Natives (-15.4%)
 - There was a net decrease of 85 tenured/tenure track faculty (6.2%). The number of women tenure track faculty increased by 12 (2.7%), and the number of minority faculty increased by 12 (4.0%).
 - The number of employees who self-reported having disabilities increased by 240 (195%). This increase may be due in part to a resurvey of the workforce in October 2022.
 - The number of employees who self-identified as disabled veterans increased (11 employees). There were decreases in the numbers of Active Duty Wartime/Campaign Badge veterans (135 employees), Armed Forces Service Medal veterans (3 employees), and recently separated veterans (2 employees).

- **Ten-Year Comparison of Workforce Categories.** From November 1, 2012 to November 1, 2022, the University of Iowa workforce increased by 3,538 employees (22.4%), from 15,794 to 19,332. Further details about workforce changes in the past ten years are presented in Section VII of this report.
 - The faculty and staff increased by 2,753 women (27.3%).
 - Racial/ethnic minority representation increased by 1,385 faculty and staff (85.5%). Net changes among racial/ethnic groups were:
 - + 489 Hispanics/Latinos (+129%)
 - + 423 Asians/Pacific Islanders (+55.2%)
 - + 391 Blacks/African Americans (+103%)
 - + 97 individuals identifying as two or more races (+255%)
 - - 15 American Indians/Alaska Natives (-25.4%)
 - There was a net decrease of 189 tenured/tenure track faculty (12.8%). The number of women on the tenure track decreased by 31 (6.3%), and minority representation increased by 19 (6.5%).
 - There was an increase of 270 employees (290%) who self-reported having disabilities. This increase may be due in part to a resurvey of the workforce in October 2022.
 - There were increases in the numbers of employees who self-identified as disabled veterans (14 employees) and Armed Forces Service Medal veterans (22 employees). There were decreases in the numbers of Active Duty Wartime/Campaign Badge veterans (243 employees) and recently separated veterans (8 employees).

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 Division of Diversity, Equity, and Inclusion (DDEI) is comprised of three units: Inclusive Excellence and Strategic Initiatives (formerly Diversity Resources), the Office of Institutional Equity, and the Center for Inclusive Academic Excellence (formerly the Center for Diversity and Enrichment). DDEI is led by Dr. Liz Tovar, Executive Officer for Diversity, Equity, and Inclusion (EO-DEI) and Associate Vice President.

The EO-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 around institutional diversity, equal opportunity, affirmative action, and human and civil rights. Additional duties include representing the Office of the Provost on DEI matters 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 DEI issues.

The EO-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 specific areas of effort include:

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

B. The Office of Institutional Equity

In July 2021, the DDEI reorganized, creating the Office of Institutional Equity (OIE) by merging the former offices of Equal Opportunity and Diversity and the Sexual Misconduct Response Coordinator (formerly in the Division of Student Life), and adding two Title IX investigators from the Office of Student Accountability, to provide a streamlined process of reporting concerns, a centralized complaint investigative team, a coordinated intake and record-keeping process, and improved response times to investigations. The office is comprised of three subunits: Title IX and Gender Equity, Equity Investigations and ADA Compliance, and Equity Compliance.

OIE–Title IX and Gender Equity coordinates the university's response to reports of sexual harassment and sexual misconduct, including dating/domestic violence and stalking, when those reports involve members of or visitors to the university community. Informed by federal regulations and best practices, the unit aims to ensure the university's response is fair, equitable, and effectively stops problem behavior, prevents its recurrence, and remedies its effects.

OIE–Equity Investigations and ADA Compliance implements diversity policies at the University of Iowa and supports the university’s compliance with federal/state laws and regulations and university policies prohibiting discrimination, harassment, or retaliation by or towards any UI community member. Investigators respond to reports of alleged discrimination or harassment, provide resources and complaint options, investigate reported complaints, and provide education to UI faculty, staff, and students on the university’s policies prohibiting discrimination, harassment, and related retaliation. The unit is also responsible for ADA compliance.

OIE–Equity Compliance 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.

OIE–Equity Compliance is responsible for 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.

University Human Resources (UHR) reviews staff requisitions to ensure appropriate outreach efforts to women and minority applicants, including the use of targeted recruitment resources where underrepresentation of women and/or minorities exists. HR representatives and senior HR leaders are tasked with ensuring compliance with EEO/AA principles and policies at the offer stage. OIE worked closely with UHR and the Office of the General Counsel to ensure that the talent acquisition system for staff recruiting (OTAC), implemented in 2018, meets all applicable EEO/AA federal and state laws and UI policies. OIE monitors the recruitment process for staff positions by conducting post-transaction reviews and audits, providing feedback to UHR and UI Health Care HR as appropriate.

C. The University of Iowa Strategic Plan

The 2022 – 2027 University of Iowa Strategic Plan replaces the Excellence through Diversity, Equity, and Inclusion (DEI) Action Plan. The plan’s five interconnected priorities are student, faculty, and staff success; transformational research and discovery; welcoming and inclusive environment; holistic well-being; and public engagement and impact embedded throughout these areas. From summer 2021 through early spring 2022, members of the UI community participated in more than 60 listening sessions, key informant meetings, and focus groups to provide input; feedback was also collected online. The university has set specific five-year, data-driven targets to measure progress.

The welcoming and inclusive environment goal is intended to facilitate proactive campus cultural change to cultivate a more respectful, inclusive environment that embeds diversity and equity into the Iowa experience. The university is dedicated to transparency, communication, collaboration, and accountability in its diversity, equity, and inclusion growth and seeks to provide an inclusive environment in which individuals have a sense of belonging and have the ability to achieve their potential. The four primary focus areas of the *Welcoming and Inclusive Environment* goal include:

1. Evaluate and improve programs and policies to enhance diversity, equity, and inclusion throughout the university community;
2. Promote expansion and campuswide awareness of physical spaces and resources that provide dedicated support for diverse students, faculty, and staff;
3. Use best practices and data-driven, evidence-based policies and procedures to retain talented and diverse students, faculty, and staff; and
4. Develop a process for communicating and elevating the institution's values related to diversity, equity, and inclusion through unified campuswide strategy, narratives, content, and promotion.

D. Path to Distinction Program

The Office of the Executive Vice President and Provost sponsors the Path to Distinction program to support research-informed diversity, equity, and inclusion best practices during the faculty recruitment process and to enhance the ability of faculty search committees to advance diversity and equity in their search and hiring processes. Best practices, resources, and tools are available on a Path to Distinction website for campus-wide use. Faculty and staff trainers are delivering faculty search committee training within their colleges to support committee discussion regarding broadening their applicant and interview pools and enhancing the interview experience, using the Path to Distinction tools and best practices.

E. Distinction through Diversity Fund

Launched in FY19, the Office of the Executive Vice President and Provost and the Division of Diversity, Equity, and Inclusion administer the Distinction through Diversity Fund. This fund supports efforts of undergraduate-serving departments and colleges to recruit and retain outstanding tenure track faculty. The fund provides financial support for activities 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 career development. Individuals identified also help to advance the academic mission through the recruitment and retention of underrepresented U.S. racial/ethnic minority faculty and students.

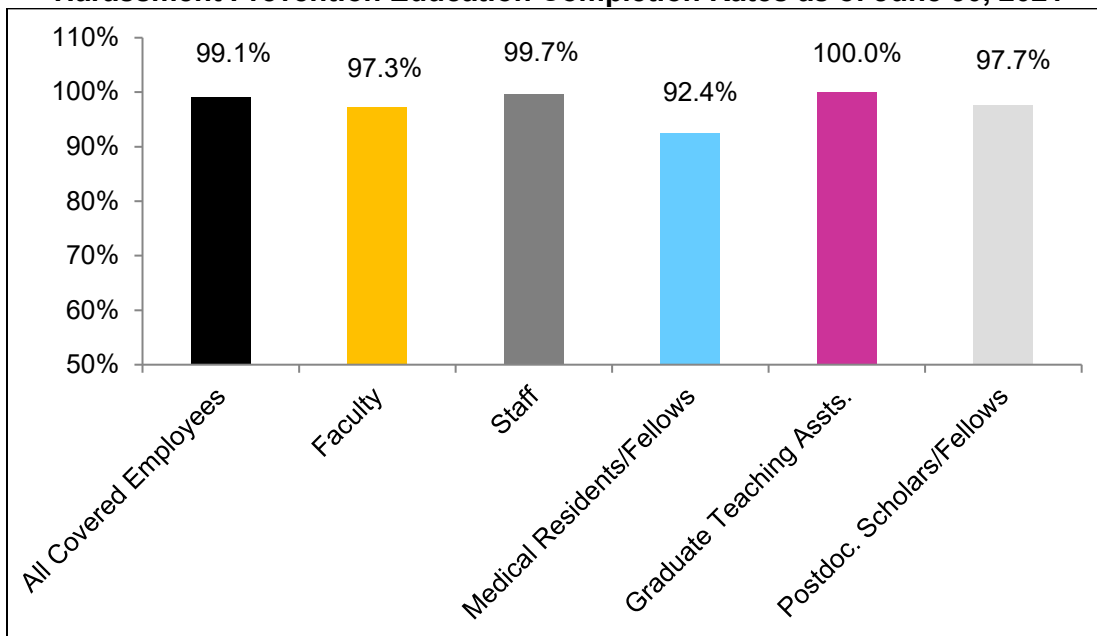
F. Harassment Prevention Education

Per university policy, all regular faculty and staff appointed at 50% time or greater, as well as graduate and undergraduate teaching assistants and undergraduate resident assistants employed by University Housing, are required to receive training on 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 and Sexual Misconduct* as academic or administrative officers (AOs) are required to complete harassment prevention education within the first two months of appointment.

Online anti-harassment courses are available to faculty and staff through Employee Self Service or the Compliance and Qualifications system. Deans, directors, departmental executive officers, and human resources representatives across campus are instrumental in ensuring that covered employees complete the mandated education. During Fiscal Year 2022, a total of 12,467 employees completed one of the approved harassment prevention courses; of these, 99 percent (12,323) completed an online training and 1 percent (144) completed an in-person training. As of

June 30, 2022, 99.1 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, 2021



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

- Policy on Sexual Harassment and Sexual Misconduct
- 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 nearly 3,800 faculty, staff, students, and community members through ongoing workshops. Additionally, over 125 faculty, staff, and students have attended train-the-trainer workshops; 40 trainers are currently active. Trainers 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 2021-22, UI's NCBI affiliate held 9 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 195 faculty, staff, students, and community members attended these workshops. Feedback from participants' evaluations continues to be overwhelmingly positive.

H. The Diversity Catalyst Award and Diversity Catalyst Seed Grant

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

The 2022 recipients were celebrated in an online ceremony. Dr. Liz Tovar, Executive Officer for Diversity, Equity, and Inclusion and Associate Vice President, offered opening remarks. Valerie Garr, Director of Diversity, Equity, and Inclusion and Coordinator of Supplemental Instruction/N.E.S.T. Tutoring Program in the College of Nursing, provided the keynote address. Award recipients were:

- The Anti-Racism Collaborative in the College of Education
- Lia Plakans, professor of Multilingual Education and the departmental executive officer of the Department of Teaching and Learning, College of Education
- Joyce Goins-Fernandez, clinical assistant professor and vice chair for diversity, equity, and inclusion, University of Iowa Stead Family Children's Hospital
- Milagros Michels-Cordao, graduate student, College of Pharmacy
- Shana Harris, Ph.D. candidate in clinical science and Lulu Merle Johnson Fellow, Graduate College
- Ariel Kershner, Ph.D. candidate in cognitive psychology and NSF graduate research fellow
- Lan Samantha Chang, Elizabeth M. Stanley Professor of the Arts and Director of the Iowa Writer's Workshop – Diane L. Finnerty Diversity, Equity, and Inclusion Legacy Award

The Diversity Catalyst Seed Grant program was designed to support the Diversity Catalyst Award. Targeted toward creative projects with potential to impact the DEI 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 2022 Diversity Catalyst Seed Grants were:

- Mental Health Resources and Professional Development Workshops for AAPI/Asian International Graduate Students and Postdocs, Graduate College
- Department of Biology Little Free DEI Library, College of Liberal Arts and Sciences
- Improving Service to Neurodivergent Library Patrons, Main Library
- Recruitment and Retention of BIPOC Teacher Education Students, College of Education
- Wild Bill's Media Creation Studio, School of Social Work

IV. ONE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2021 - 2022

A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity, 2021 - 2022

Overall Changes. The University of Iowa workforce increased by 237 employees (1.2 percent) during the 2021-22 data year, from 19,095 to 19,332. For analytical purposes, job titles have been categorized into Primary Occupational Activity (POA) groups based on job content, salary, and opportunities. The POA group with the greatest proportional increase was Executive, Administrative, and Managerial Staff, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease occurred among Secretarial and Clerical Staff.

The unit on campus with the largest workforce increase over the past year was UI Health Care, with a net increase of 164 employees (1.3%). The workforce growth is a direct response to the overall growth in services, research, and technology. Over the past year, the UI Community Clinics (UICC) have continued to grow due to increased patient volumes at existing locations, as well as the opening of new locations. Additional staffing was needed to support the opening of UI Urgent Care – Cedar Rapids, and more recently, UI Health Care acquired Pediatrics Associates in Coralville, resulting in the transition of 36 staff. The Department of Pharmacy experienced growth within both ambulatory and inpatient services. Prescription and patient volumes continue to increase, resulting in additional workforce growth to keep up with demands. Much of the Cancer Center's workforce growth is attributed to clinical research services, specifically the growing demands in early phase clinical trials. The Cancer Center has delivered record accruals over the past few years and currently has more active treatment trials than ever before. As UI Health Care and the services provided grow, so do technology needs. HCIS has seen growth in multiple divisions, including Application Services, Communication & Collaboration, Technical Operations, and Technical Support and Implementation, to support the growing number of applications within EPIC, an upcoming change to the enterprise-wide telephony system, and continued growth in server needs, devices, and locations.

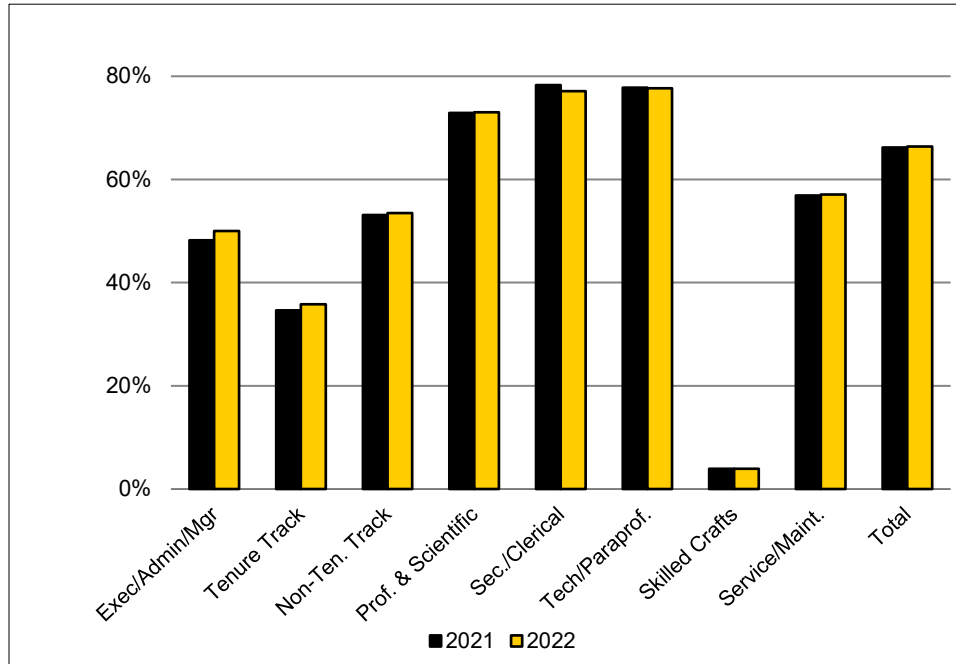
Sex. The number of women in the workforce increased by 199 (1.6 percent). The largest proportional increase was in Executive, Administrative, and Managerial Staff, and the largest net increase was among Professional and Scientific Staff. The largest proportional and net decrease occurred among Secretarial and Clerical Staff.

The table and chart on the following pages provide details about changes in the workforce composition by sex in the past year.

Table 1
Faculty and Staff by Primary Occupational Activity Group and Sex
November 1, 2021 – November 1, 2022

Primary Occupational Activity Group	2021		2022		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	384	185 48.2 %	402	201 50.0 %	+ 18 +4.7 %	+ 16 + 8.6 %
2 Tenured/Tenure Track Faculty	1,300	450 34.6 %	1,285	460 35.8 %	- 15 - 1.2 %	+ 10 + 2.2 %
3 Non-Tenure Track Faculty	1,472	782 53.1 %	1,452	777 53.5 %	- 20 - 1.4 %	- 5 - 0.6 %
4 Professional & Scientific Staff	11,578	8,439 72.9 %	12,003	8,757 73.0 %	+ 425 + 3.7 %	+ 318 + 3.8 %
5 Secretarial and Clerical Staff	1,081	846 78.3 %	942	726 77.1 %	- 139 - 12.9 %	- 120 - 14.2 %
6 Technical and Paraprofessional Staff	941	732 77.8 %	910	707 77.7 %	- 31 - 3.3 %	- 25 - 3.4 %
7 Skilled Crafts Staff	230	9 3.9 %	229	9 3.9 %	- 1 - 0.4 %	0
8 Service and Maintenance Staff	2,109	1,199 56.9 %	2,109	1,204 57.1 %	0	+ 5 + 0.4 %
Total	19,095	12,642 66.2 %	19,332	12,841 66.4 %	+ 237 + 1.2 %	+ 199 + 1.6 %

Figure 2
Women Faculty and Staff by Primary Occupational Activity Group
November 1, 2021 – November 1, 2022



Race/Ethnicity. Employees may self-report race/ethnicity to the university at the time of application or appointment and may update or correct this information at any time.

The total number of racial/ethnic minorities increased by 172 (6.1 percent) from 2021 to 2022. The largest proportional increases were among Professional and Scientific Staff, Technical and Paraprofessional Staff, and Executive, Administrative, and Managerial Staff; the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease was among Non-Tenure Track Faculty. The total numbers of employees who self-identified as Asian/Pacific Islander, Black/African American, Hispanic/Latino, or two or more races increased, while there was a decrease of three employees who identified as American Indian/Alaska Native. 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 2
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity
November 1, 2021 – November 1, 2022

Primary Occupational Activity Group	2021							2022							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	384	60 15.6%	20 5.2%	19 4.9%	15 3.9%	3 0.8%	3 0.8%	402	66 16.4%	26 6.5%	21 5.2%	13 3.2%	3 0.7%	3 0.7%	+18 +4.7%	+6 +10.0%	+6 +30.0%	+2 +10.5%	-2 -13.3%	0	0
2 Tenured/ Tenure Track Faculty	1,300	302 23.2%	206 15.8%	31 2.4%	55 4.2%	0	10 0.8%	1,285	311 24.2%	209 16.3%	31 2.4%	61 4.7%	0	10 0.8%	-15 -1.2%	+9 +3.0%	+3 +1.5%	0	+6 +10.9%	0	0
3 Non-Tenure Track Faculty	1,472	353 24.0%	232 15.8%	39 2.6%	69 4.7%	4 0.3%	9 0.6%	1,452	315 21.7%	211 14.5%	35 2.4%	56 3.9%	3 0.2%	10 0.7%	-20 -1.4%	-38 -10.8%	-21 -9.1%	-4 -10.3%	-13 -18.8%	-1 -25.0%	+1 +11.1%
4 Professional & Scientific Staff	11,578	1,162 10.0%	521 4.5%	198 1.7%	342 3.0%	17 0.1%	84 0.7%	12,003	1,281 10.7%	558 4.6%	219 1.8%	395 3.3%	19 0.2%	90 0.7%	+425 +3.7%	+119 +10.2%	+37 +7.1%	+21 +10.6%	+53 +15.5%	+2 +11.8%	+6 +7.1%
5 Secretarial & Clerical Staff	1,081	120 11.1%	30 2.8%	45 4.2%	35 3.2%	6 0.6%	4 0.4%	942	128 13.6%	32 3.4%	49 5.2%	40 4.2%	5 0.5%	2 0.2%	-139 -12.9%	+8 +6.7%	+2 +6.7%	+4 +8.9%	+5 +14.3%	-1 -16.7%	-2 -50.0%
6 Technical & Paraprofessional Staff	941	169 18.0%	31 3.3%	46 4.9%	79 8.4%	4 0.4%	9 1.0%	910	186 20.4%	38 4.2%	56 6.2%	82 9.0%	3 0.3%	7 0.8%	-31 -3.3%	+17 +10.1%	+7 +22.6%	+10 +21.7%	+3 +3.8%	-1 -25.0%	-2 -22.2%
7 Skilled Crafts Staff	230	11 4.8%	2 0.9%	1 0.4%	4 1.7%	1 0.4%	3 1.3%	229	10 4.4%	2 0.9%	0	4 1.7%	0	4 1.7%	-1 -0.4%	-1 -9.1%	0	-1 -100%	0	-1 -100%	+1 +33.3%
8 Service & Maintenance Staff	2,109	655 31.1%	118 5.6%	313 14.8%	202 9.6%	12 0.6%	10 0.5%	2,109	707 33.5%	113 5.4%	358 17.0%	216 10.2%	11 0.5%	9 0.4%	0	+52 +7.9%	-5 -4.2%	+45 +14.4%	+14 +6.9%	-1 -8.3%	-1 -10.0%
Total	19,095	2,832 14.8%	1,160 6.1%	692 3.6%	801 4.2%	47 0.2%	132 0.7%	19,332	3,004 15.5%	1,189 6.2%	769 4.0%	867 4.5%	44 0.2%	135 0.7%	+237 +1.2%	+172 +6.1%	+29 +2.5%	+77 +11.1%	+66 +8.2%	-3 -6.4%	+3 +2.3%

* In 2022, ten 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, 2021 – November 1, 2022

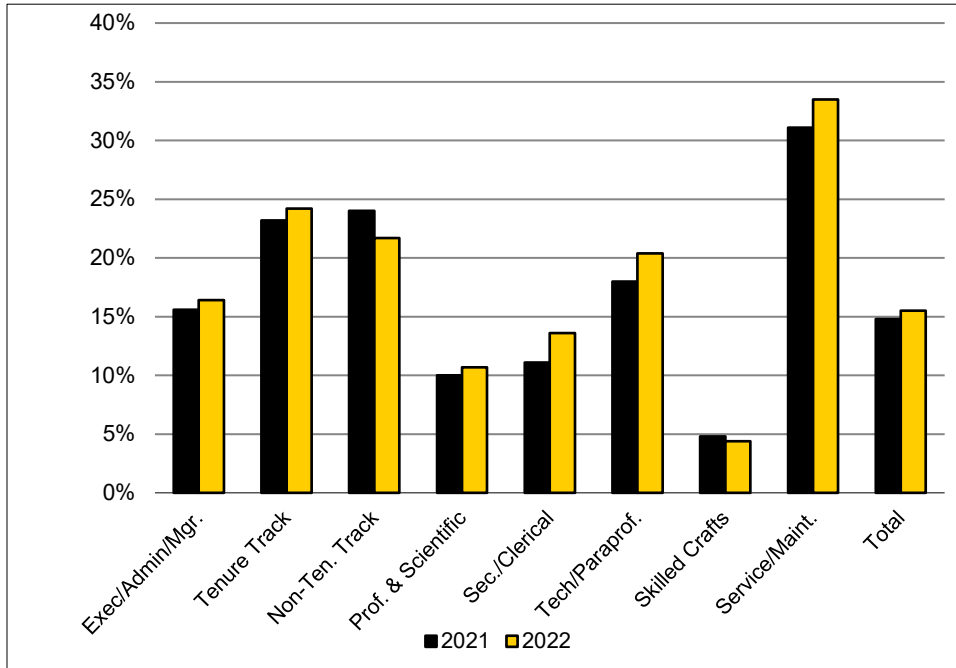
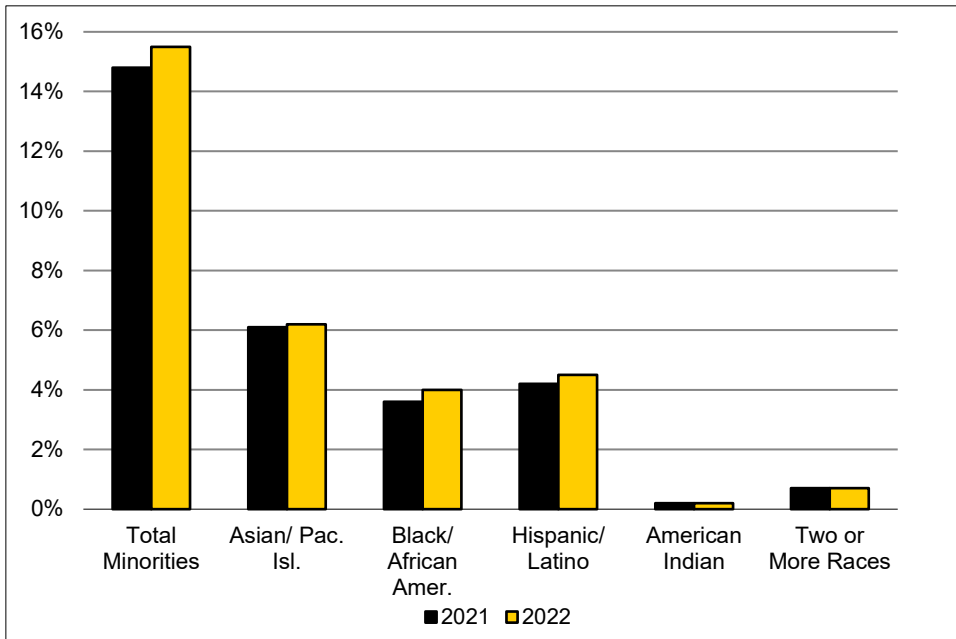


Figure 4
Total Workforce by Race/Ethnicity
November 1, 2021 – November 1, 2022



B. Faculty and Staff by Disability and Veteran Status, 2021 - 2022

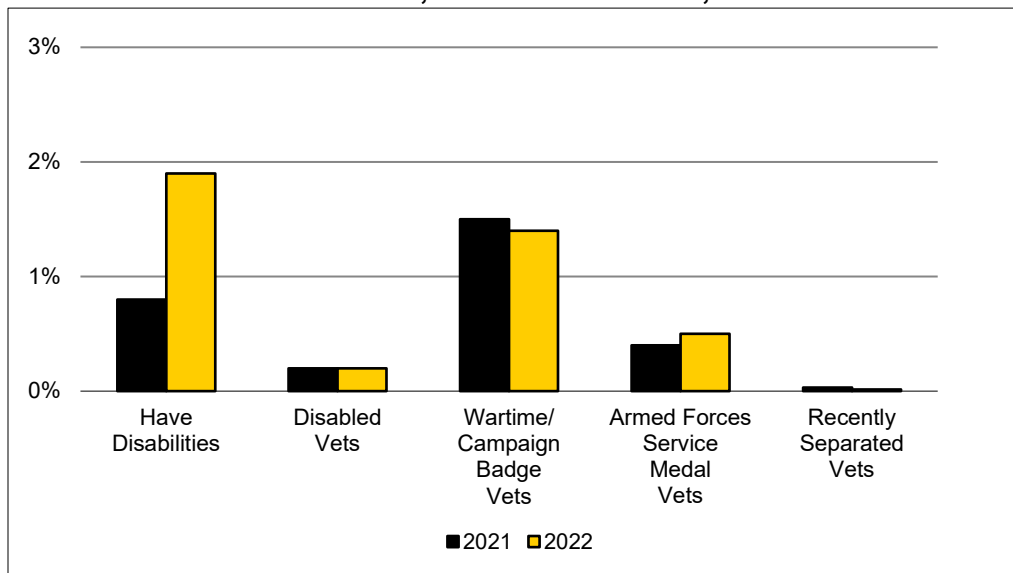
Employees may self-report disability and veteran status to the university at the time of appointment and may update or correct this information at any time. Per the federal OMB Voluntary Self-Identification of Disability form, a person is considered to have a disability if they have a physical or mental impairment or medical condition that substantially limits a major life activity, or if they have a history or record of such an impairment or medical condition.

In October 2022, the university invited employees to update their self-identification as a person with a disability or as a veteran; changes since 2021 may be due in part to this resurvey. The number of employees who reported having a disability increased by 213 (142 percent). There were increases in the numbers of employees who self-identified as disabled veterans and Armed Forces Service Medal veterans, while there were decreases in the numbers of employees who self-identified as Active Duty Wartime/Campaign Badge veterans and whose discharge date from military service was within the three years prior to the data snapshot date.

Table 3
Faculty and Staff by Disability and Veteran Status
November 1, 2021 – November 1, 2022

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2021	19,095	150 0.8 %	31 0.2 %	278 1.5 %	81 0.4 %	7 < 0.1 %
2022	19,332	363 1.9 %	47 0.2 %	276 1.4 %	93 0.5 %	3 < 0.1 %
Net Change	+ 237 +1.2 %	+ 213 + 142.0 %	+ 16 + 51.6 %	- 2 - 0.7 %	+ 12 + 14.8%	- 4 - 57.1 %

Figure 5
Faculty and Staff by Disability and Veteran Status
November 1, 2021 – November 1, 2022



C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2021 - 2022

The number of tenured/tenure track faculty decreased by 15 (1.2 percent) in the last year. The number of women faculty increased by 10 (2.2 percent), and the number of minority faculty increased by 9 (3.0 percent).

**Table 4
Tenured/Tenure Track Faculty by Sex and Race/Ethnicity
November 1, 2021 – November 1, 2022**

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2021	1,300	450 34.6 %	302 23.2 %	206 15.8 %	31 2.4 %	55 4.2 %	0	10 0.8 %
2022	1,285	460 35.8 %	311 24.2 %	209 16.3 %	31 2.4 %	61 4.7 %	0	10 0.8 %
Net Change	- 15 - 1.2 %	+ 10 + 2.2%	+ 9 + 3.0%	+ 3 + 1.5 %	0	+ 6 + 10.9 %	0	0

**Figure 6
Tenured/Tenure Track Faculty by Sex
November 1, 2021 – November 1, 2022**

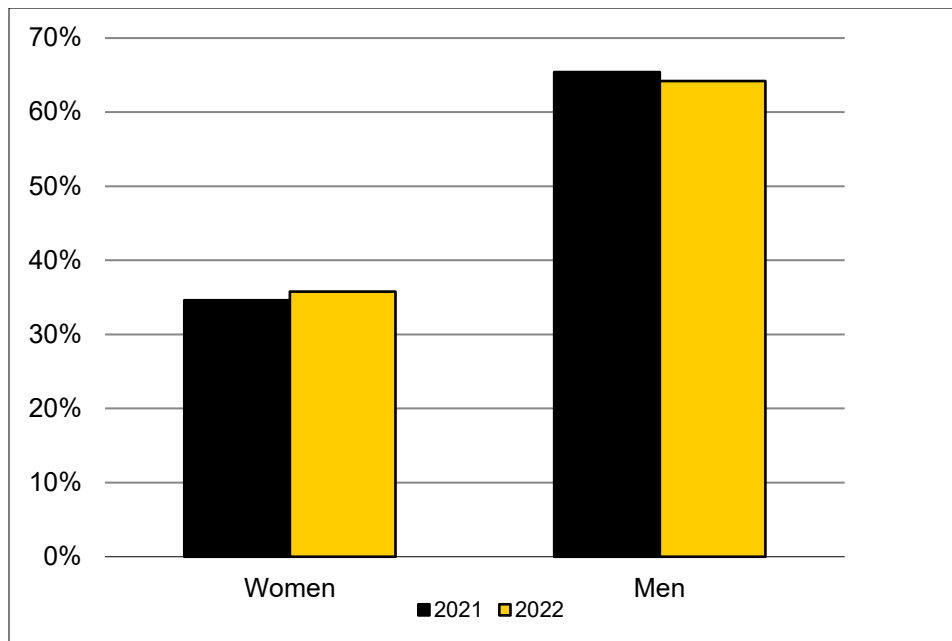
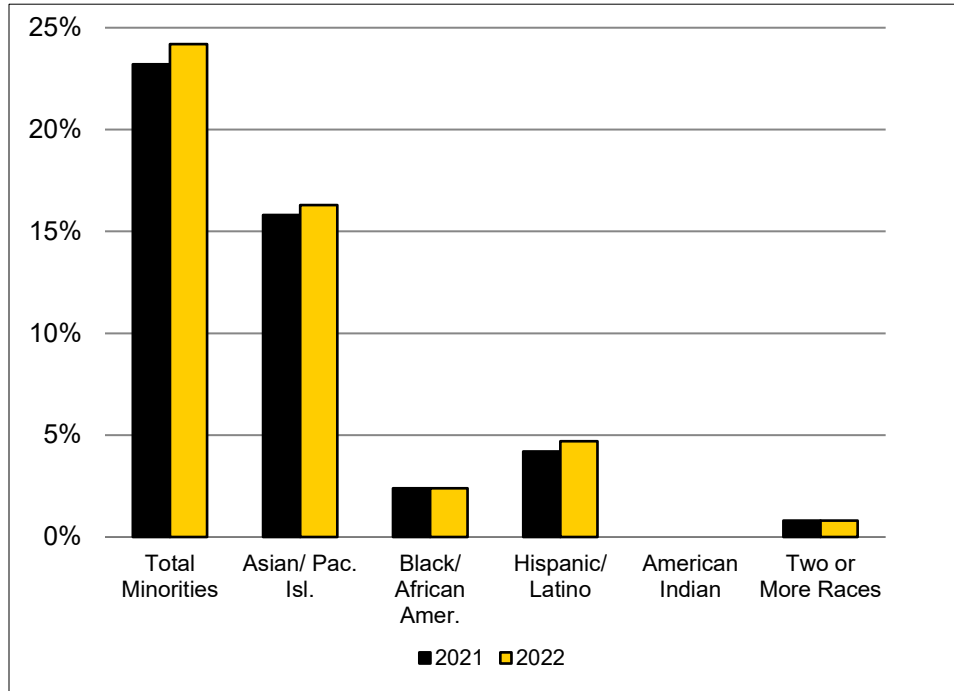


Figure 7
Tenured/Tenure Track Faculty by Race/Ethnicity
November 1, 2021 – November 1, 2022



D. Tenured/Tenure Track Faculty Promotion and Tenure Rates by Sex and Minority Status, Academic Year 2022–23

A total of 87 tenure track faculty were granted promotions effective Academic Year 2022-23, of whom 39 are women. This rate of promotion (44.8 percent) exceeds the percentage of women on the tenure track faculty, now at 35.8 percent. Racial/ethnic minorities received 22 of the 87 promotions (25.3 percent); this representation exceeds the representation of minorities on the tenure track faculty (24.2 percent).

Fifty-four tenure track faculty members were granted tenure effective Academic Year 2022-23, of whom 22 (40.7 percent) are women. As of November 2022, women represent 48.1 percent of the untenured faculty on the tenure track. Among the 54 tenure track faculty members who received tenure, 15 (27.8 percent) are members of racial/ethnic minority groups. As of November 2022, minorities represent 31.8 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.

**Table 5
Tenured/Tenure Track Faculty Promotions & Tenure Rates by Sex and Minority Status
Effective 2022-23 Academic Year**

	Total	Women	Minorities
PROMOTIONS			
Number on Tenure Track	1,285	460	311
Percentage of Total on Tenure Track		35.8%	24.2%
Sought Promotions	87	39	22
Percentage of All Faculty Who Sought Promotions (n = 87)		44.8%	25.3%
Percentage of Subgroup (Total, Women, or Minorities)	6.8%	8.5%	7.1%
Granted Promotions	87	39	22
Percentage of All Faculty Who Were Granted Promotions (n = 65)		44.8%	25.3%
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Promotions	100.0%	100.0%	100.0%
TENURE			
Number of Untenured Faculty on Tenure Track	343	165	109
Percentage of Total Untenured on Tenure Track		48.1%	31.8%
Sought Tenure	54	22	15
Percentage of All Faculty Who Sought Tenure (n = 47)		40.7%	27.8%
Percentage of Subgroup (Total, Women, or Minorities)	15.7%	13.3%	13.8%
Granted Tenure	54	22	15
Percentage of All Faculty Who Were Granted Tenure (n = 45)		40.7%	27.8%
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Tenure	100.0%	100.0%	100.0%

E. Clinical Track Faculty by Sex and Race/Ethnicity, 2021 - 2022

Faculty appointed to clinical track positions are included in POA Group 3, Non-Tenure Track Faculty. The university experienced a net increase of 28 clinical track faculty (3.0 percent) over the past year.

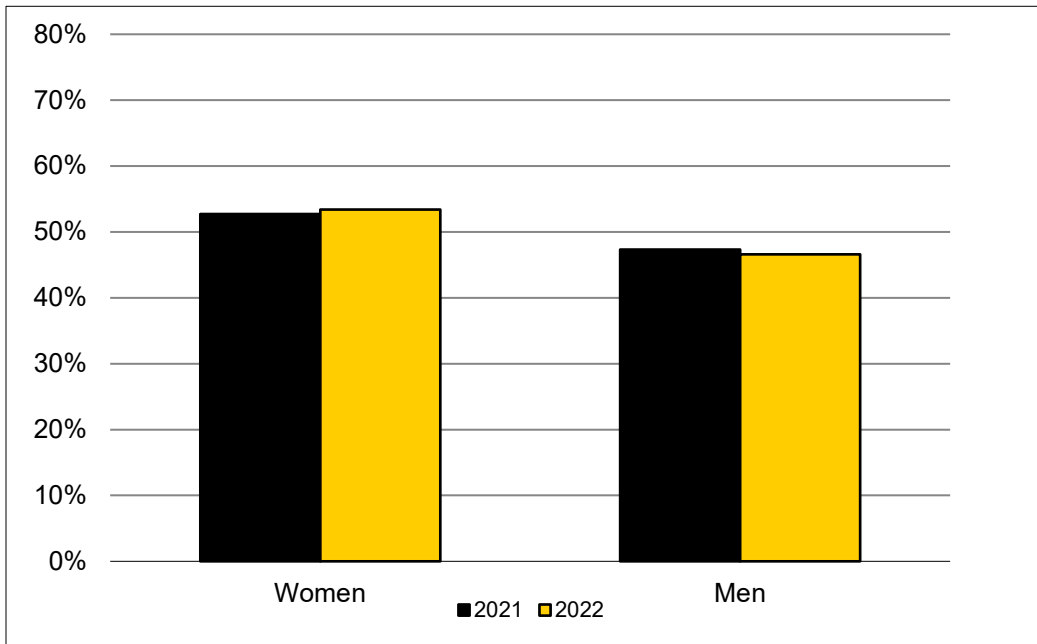
The number of women on the clinical track increased by 21 (4.2 percent), and the number of minorities on the clinical track decreased by 15 (6.4 percent).

Carver College of Medicine continues to employ the majority of the clinical track faculty (85 percent), followed by the College of Dentistry (4 percent). The remaining clinical track faculty are employed in the colleges of Nursing, Education, Pharmacy, Liberal Arts and Sciences, Public Health, Law, and the Tippie College of Business.

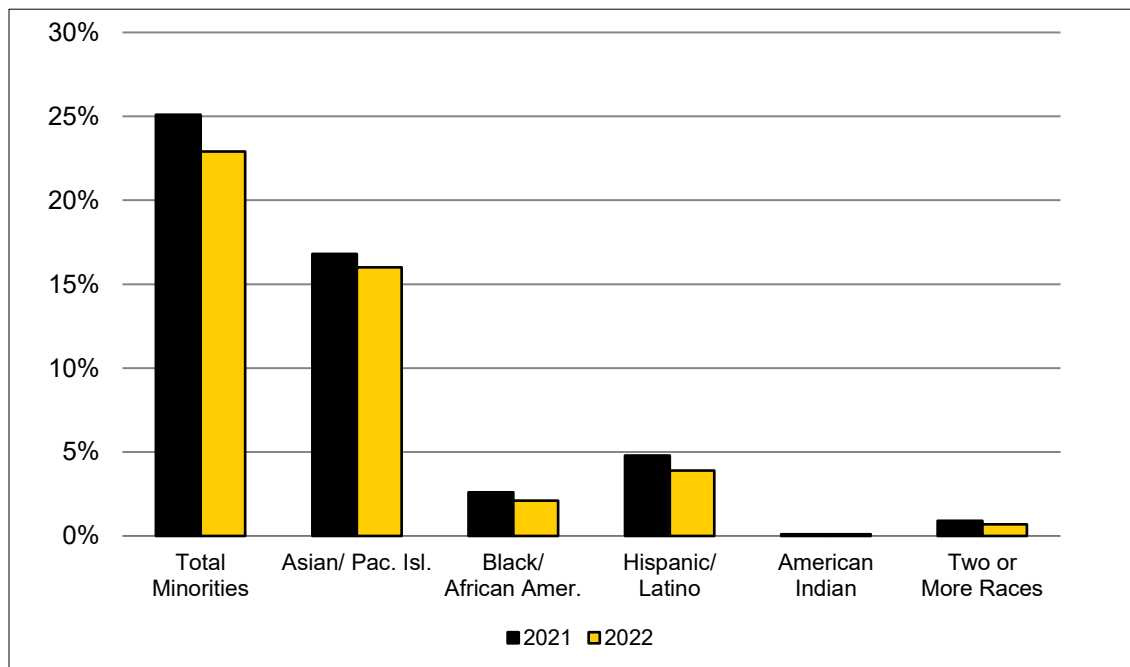
Table 6
Clinical Track Faculty by Sex and Race/Ethnicity
November 1, 2021 – November 1, 2022

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2021	939	495 52.7 %	236 25.1 %	158 16.8 %	24 2.6 %	45 4.8 %	1 0.1 %	8 0.9 %
2022	967	516 53.4 %	221 22.9 %	155 16.0 %	20 2.1 %	38 3.9 %	1 0.1 %	7 0.7 %
Net Change	+ 28 + 3.0 %	+ 21 + 4.2 %	- 15 - 6.4 %	- 3 - 1.9 %	- 4 - 16.7 %	- 7 - 15.6 %	0	- 1 - 12.5 %

Figure 8
Clinical Track Faculty by Sex
November 1, 2021 – November 1, 2022



**Figure 9
Clinical Track Faculty by Race/Ethnicity
November 1, 2021 – November 1, 2022**



F. Research Track Faculty by Sex and Race/Ethnicity, 2021 - 2022

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.

There was a decrease of 8 faculty (14.5 percent) on the research track over the last year. The number of women on the research track decreased by 6 (23.1 percent), and the number of racial/ethnic minorities decreased by 6 (24.0 percent).

Carver College of Medicine employs the majority (96 percent) of the research track faculty; the remaining faculty on this track are employed in the College of Public Health.

**Table 7
Research Track Faculty by Sex and Race/Ethnicity
November 1, 2021 – November 1, 2022**

Year	Research Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African-American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2021	55	26 47.3 %	25 45.5 %	20 36.4 %	1 1.8 %	3 5.5 %	1 1.8 %	0
2022	47	20 42.6 %	19 40.4 %	17 36.2 %	0	2 4.3 %	0	0
Net Change	- 8 - 14.5 %	- 6 - 23.1 %	- 6 - 24.0 %	- 3 - 15.0 %	- 1 - 100 %	- 1 - 33.3 %	- 1 - 100 %	0

Figure 10
Research Track Faculty by Sex
November 1, 2021 – November 1, 2022

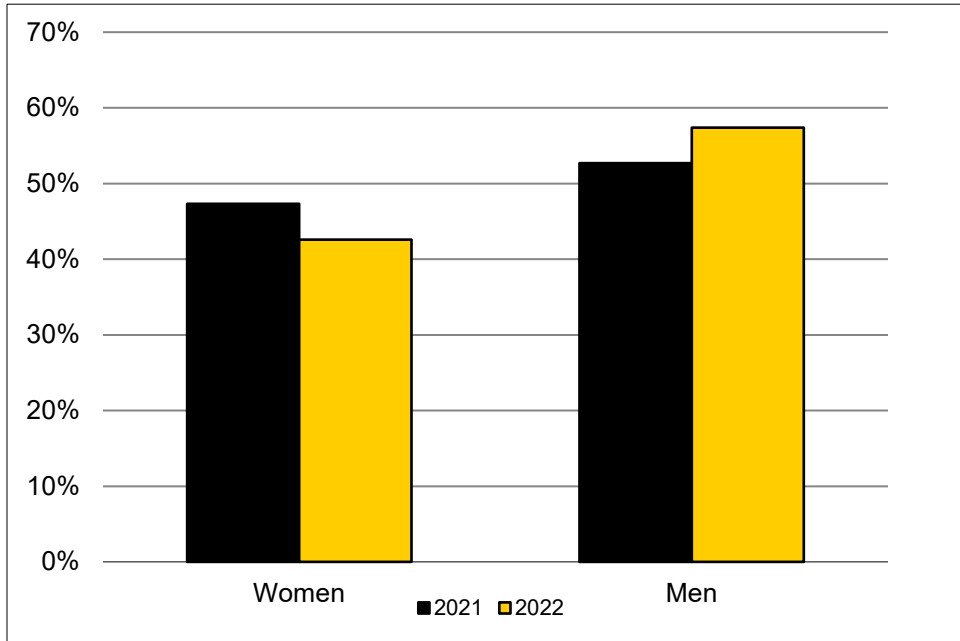
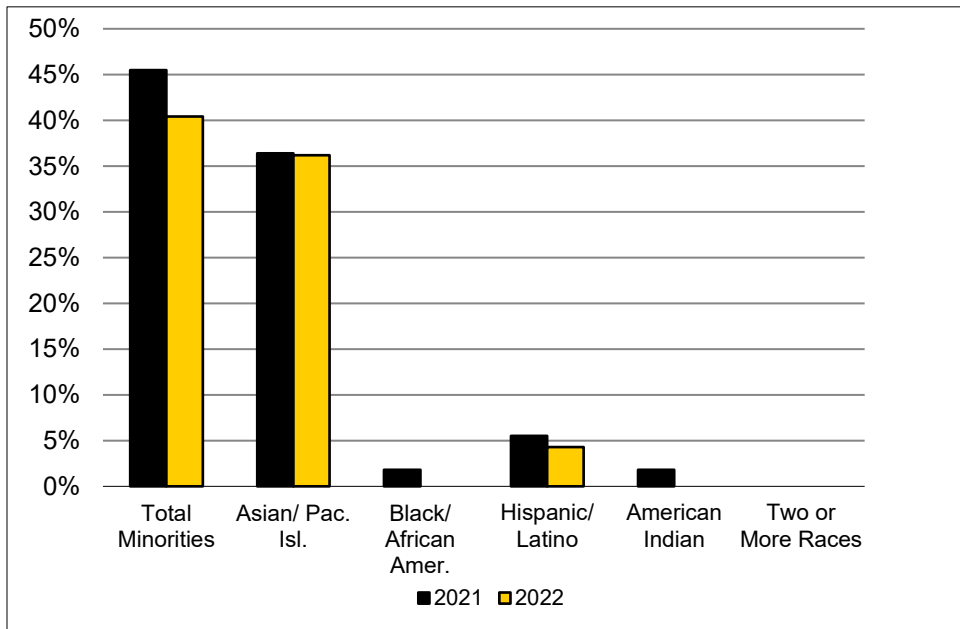


Figure 11
Research Track Faculty by Race/Ethnicity
November 1, 2021 – November 1, 2022



G. Instructional Track Faculty by Sex and Race/Ethnicity, 2021 - 2022

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.

There was a decrease of 32 instructional track faculty (10.1 percent) over the last year. The number of women on the instructional track decreased by 16 (8.6 percent), and the number of racial/ethnic minorities decreased by 6 (13.3 percent).

The College of Liberal Arts and Sciences employs 59 percent of the instructional track faculty, followed by the Tippie College of Business (21 percent). The remaining instructional faculty are employed in the colleges of Nursing, Engineering, Law, and the Graduate College.

Table 8
Instructional Track Faculty by Sex and Race/Ethnicity
November 1, 2021 – November 1, 2022

Year	Instructional Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2021	316	186 58.9 %	45 14.2 %	21 6.6 %	8 2.5 %	13 4.1 %	2 0.6 %	1 0.3 %
2022	284	170 59.9 %	39 13.72 %	16 5.6 %	9 3.2 %	11 3.9 %	2 0.7 %	1 0.4 %
Net Change	- 32 - 10.1 %	- 16 - 8.6 %	- 6 - 13.3 %	- 5 - 23.8%	+ 1 + 12.5 %	- 2 - 15.4 %	0	0

Figure 12
Instructional Track Faculty by Sex
November 1, 2021 – November 1, 2022

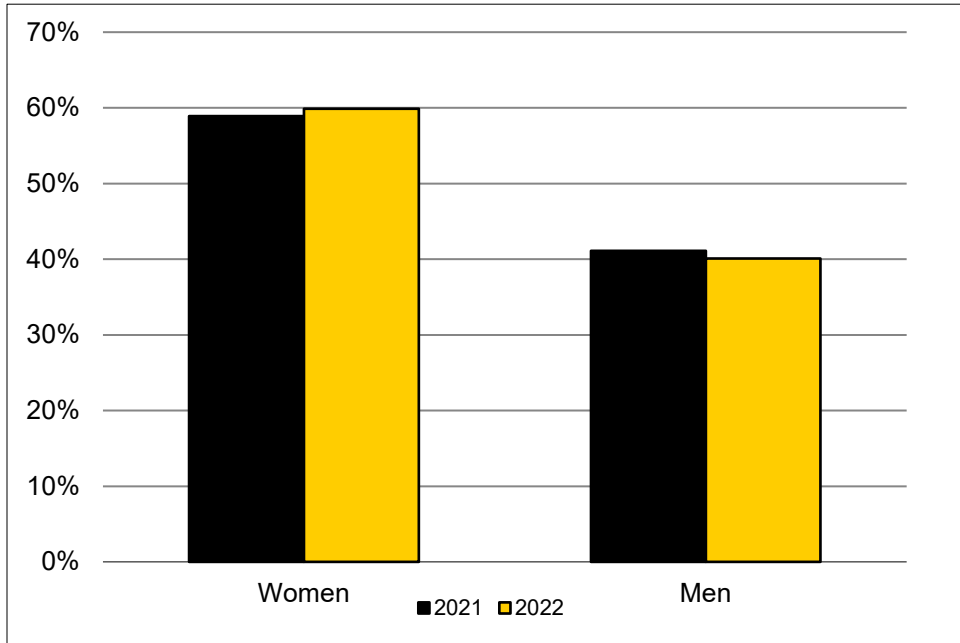
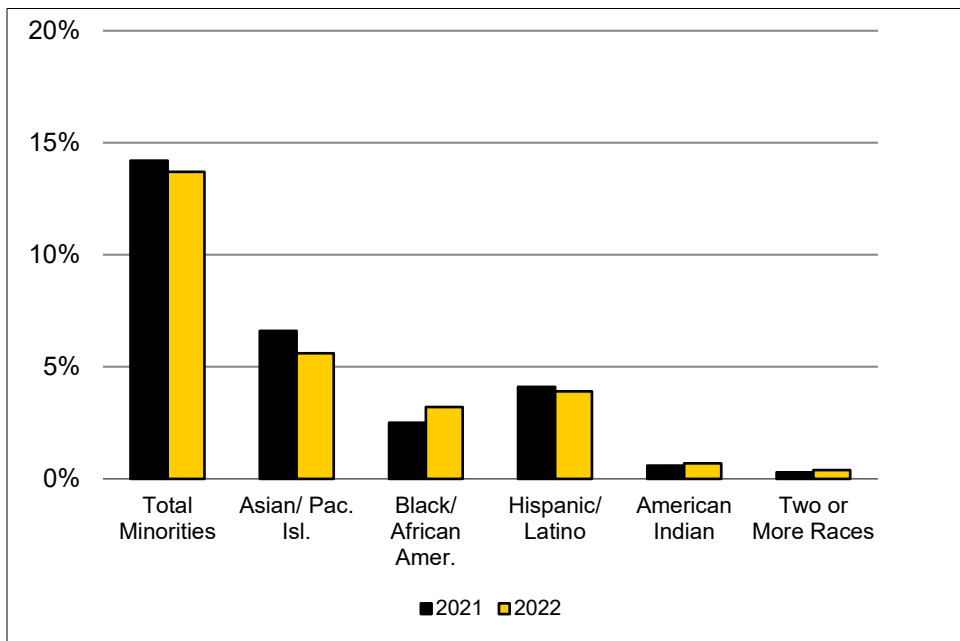


Figure 13
Instructional Track Faculty by Race/Ethnicity
November 1, 2021 – November 1, 2022



V. ANNUAL HIRING GOALS: 2021-22 AND 2022-23

A. How Hiring Goals are Determined

In accordance with requirements of the Office of Federal Contract Compliance Programs, the Office of Institutional Equity – Equity Compliance unit 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 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.

Underrepresentation reports are posted annually on the Office of Institutional Equity's website. The entire university human resources community, including faculty HR representatives and staff recruiters, is notified when underrepresentation reports have been updated. The talent acquisition system for faculty recruitment alerts hiring departments when a position is underrepresented for women and/or minorities.

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.

In accordance with 41 CFR § 60-2.16(e), the following principles apply to annual placement goals:

- Annual placement goals are not rigid or inflexible quotas which must be met
- Annual placement goals do not set a ceiling or a floor for the employment of particular groups
- Annual placement goals do not justify and will not be used to extend a preference to any person, select a person or adversely affect any person's employment status on the basis of a person's race, color, religion, sex, or national origin

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.

- Annual placement goals do not create set-asides for specific groups and are not intended to achieve proportional representation or equal results
- Annual placement goals will not be used to supersede merit selection principles and do not require or justify the hiring or promotion of a less-qualified person in preference to a more-qualified one

B. Hiring Goals for the 2021-22 Data Year

After adjusting to reflect the actual rate of hiring, annual hiring goals for the 2021-22 data year totaled 170 women and 78 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 323 women (1.7%) and by 210 minorities (1.1%) as of November 1, 2022.

The following tables show departments/job groups in which underrepresentation was identified as of November 1, 2021; the hiring goals in those departments/job groups (as adjusted to reflect the actual rate of hiring) for 2021-22; and whether these goals were met.

Table 9
Progress toward Annual Hiring Goals for Faculty, Data Year 2021-22

College	Department	Number of New Hires	Women			Minorities		
			Hiring Goal for Women	Total Women Hired	Was Goal Met?	Hiring Goal for Minorities	Total Minorities Hired	Was Goal Met?
POA 2: Tenured/Tenure Track Faculty								
Education	Counselor Education	2				1	0	No
	Psychological & Quantitative Foundations	2	1	2	Yes			
Liberal Arts & Sciences	Art & Art History	0	0	0	n/a *			
	Psychological & Brain Sciences	1	1		Yes			
Carver College of Medicine	Microbiology & Immunology	2				1	1	Yes
	Molecular Physiology & Biophysics	0	0	0	n/a *			
	Ophthalmology & Visual Sciences	0	0	0	n/a *			
	Pathology	6	2	2	Yes			
Public Health	Biostatistics	1	1		Yes			
	Epidemiology	0	0	0	n/a *	0	0	n/a *
	Occupational & Environmental Health	1				0	1	Yes
POA 3: Non-Tenure Track Faculty								
Education	Teaching & Learning	3	2	1	Partially			
Liberal Arts & Sciences	Communication Studies	0	0	0	n/a *			
	English as a Second Language	0				0	0	n/a *
Carver College of	Obstetrics/Gynecology	9				2	0	No
Tippie College of Business	Accounting	1				0	0	n/a *
	Management & Entrepreneurship	3				1	1	Yes
Pharmacy	Pharmacy Practice & Science	1				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 10
Progress toward Annual Hiring Goals for Staff, Data Year 2021-22

Job Group	Number of New Hires	Women			Minorities		
		Hiring Goal for Women	Total Women Hired	Was Goal Met?	Hiring Goal for Minorities	Total Minorities Hired	Was Goal Met?
1A	6				1	0	No
3G	29				5	3	Partially
3I	115				14	25	Yes
3J	37	9	6	Partially			
3K	16	5	4	Partially	2	2	Yes
3L	123				10	18	Yes
3N	7	4	5	Yes	2	0	No
3P	59	18	16	Partially	6	7	Yes
3Q	83	37	25	Partially			
3R	10	9	8	Yes			
3S	56				7	6	Partially
4B	2				0	0	n/a *
4C	5				1	0	No
4D	0				0	0	n/a *
4K	12	5	3	Partially			
5A	0	0	0	n/a *	0	0	n/a *
5E	5				1	1	Yes
5G	48	38	31	Partially			
6A	0	0		n/a *			
6B	9	2	0	No	1	0	No
6C	13	1	1	Yes	1	1	Yes
6F	0	0	0	n/a *	0	0	n/a *
7B	5	2	2	Yes	2	4	Yes
7I	15	4	2	Partially	3	2	Partially
7J	15	11	10	Partially	4	2	Partially
7O	33	19	14	Partially			
8D	85				10	16	Yes

* 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 2022–23 Data Year

Anticipated hiring goals for women and minorities for 2022-23, aggregated by Primary Occupational Activity group, are shown in the table below.

Table 11
Annual Hiring Goals for Data Year 2022-23

Primary Occupational Activity Group	Women Total Hiring Goals	Minorities Total Hiring Goals
1 Executive, Administrative, and Managerial Staff	0	1
2 Tenured/Tenure Track Faculty	4	3
3 Non-Tenure Track Faculty	1	4
4 Professional & Scientific Staff	83	44
5 Secretarial and Clerical Staff	5	8
6 Technical and Paraprofessional Staff	35	2
7 Skilled Crafts Staff	2	3
8 Service and Maintenance Staff	34	7
Total	164	72

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:
2017 – 2022**

**A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity,
2017 – 2022**

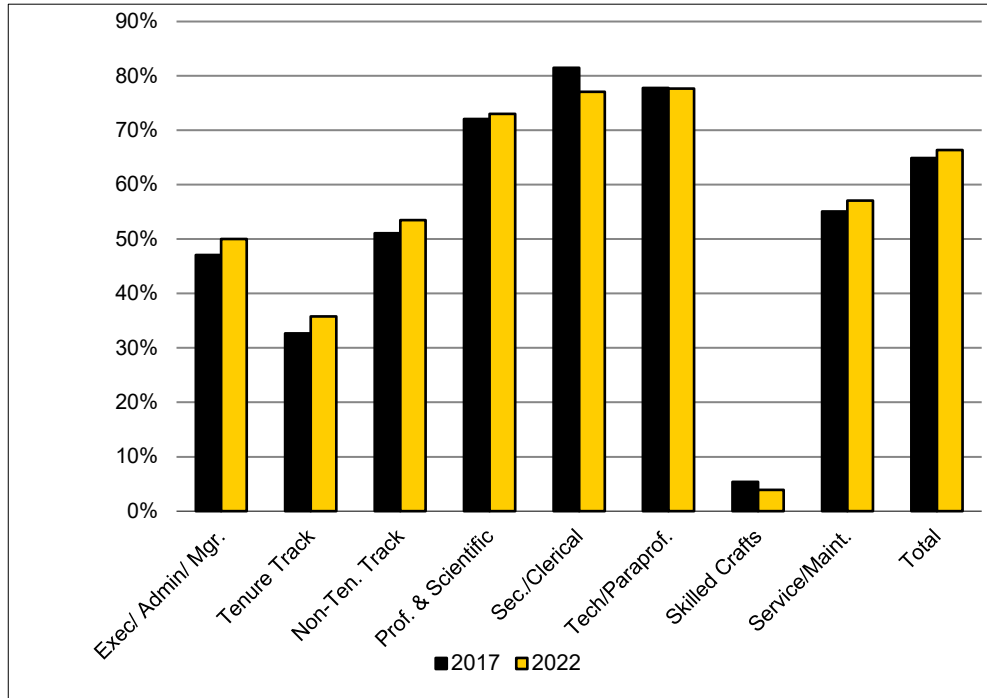
Overall Change. The University of Iowa workforce increased by 973 employees (5.3 percent) over the last five years, from 18,359 in 2017 to 19,332 in 2022. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was 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 7.7 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 decrease was among Skilled Crafts Staff, and the largest net decrease was among Secretarial and Clerical Staff.

**Table 12
Faculty and Staff by Primary Occupational Activity Group and Sex
November 1, 2017 – November 1, 2022**

Primary Occupational Activity Group	2017		2022		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	380	179 47.1 %	402	201 50.0 %	+ 22 + 5.8%	+ 22 + 12.3 %
2 Tenured/Tenure Track Faculty	1,370	448 32.7 %	1,285	460 35.8 %	- 85 - 6.2 %	+ 12 + 2.7 %
3 Non-Tenure Track Faculty	1,257	642 51.1 %	1,452	777 53.5 %	+ 195 + 15.5 %	+ 135 + 21.0 %
4 Professional & Scientific Staff	10,576	7,621 72.1 %	12,003	8,757 73.0 %	+ 1,427 + 13.5 %	+ 1,136 + 14.9 %
5 Secretarial and Clerical Staff	1,468	1,196 81.5 %	942	726 77.1 %	- 526 - 35.8 %	- 470 - 39.3 %
6 Technical and Paraprofessional Staff	828	644 77.8 %	910	707 77.7 %	+ 82 + 9.9 %	+ 63 + 9.8 %
7 Skilled Crafts Staff	355	19 5.4 %	229	9 3.9 %	- 126 - 35.5 %	- 10 - 52.6 %
8 Service and Maintenance Staff	2,125	1,170 55.1 %	2,109	1,204 57.1 %	- 16 - 0.8 %	+ 34 + 2.9 %
Total	18,359	11,919 64.9 %	19,332	12,841 66.4 %	+ 973 + 5.3 %	+ 922 + 7.7 %

Figure 14
Women Faculty and Staff by Primary Occupational Activity Group
November 1, 2017 – November 1, 2022



Race/Ethnicity. Employees may self-report race/ethnicity to the university at the time of application or appointment and may update or correct this information at any time.

From 2017 to 2022, overall racial/ethnic minority representation increased by 656 employees (27.9 percent), with the largest proportional increase in Executive, Administrative, and Managerial Staff and the largest net increase in Professional and Scientific Staff. The only decrease was among Skilled Crafts Staff. The total numbers of employees identifying as Asian/Pacific Islander, Black/African American, Hispanic/Latino, and two or more races increased during this time period, while there was a net decrease of eight employees identifying as American Indian/Alaska Native.

Table 13
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity
November 1, 2017 – November 1, 2022

Primary Occupational Activity Group	2017							2022							Net Change						
	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races
1 Executive, Admin., & Managerial Staff	380	36 9.5%	13 3.4%	12 3.2%	6 1.6%	3 0.8%	2 0.5%	402	66 16.4%	26 6.5%	21 5.2%	13 3.2%	3 0.7%	3 0.7%	+22 +5.8%	+30 +83.3%	+13 +100%	+9 +75.0%	+7 +117%	0	+1 +50.0%
2 Tenured/ Tenure Track Faculty	1,370	299 21.8%	198 14.5%	29 2.1%	62 4.5%	2 0.1%	8 0.6%	1,285	311 24.2%	209 16.3%	31 2.4%	61 4.7%	0	10 0.8%	-85 -6.2%	+12 +4.0%	+11 +5.6%	+2 +6.9%	-1 -1.6%	-2 -100%	+2 +25.0%
3 Non-Tenure Track Faculty	1,257	271 21.6%	181 14.4%	21 1.7%	60 4.8%	4 0.3%	5 0.4%	1,452	315 21.7%	211 14.5%	35 2.4%	56 3.9%	3 0.2%	10 0.7%	+195 +15.5%	+44 +16.2%	+30 +16.6%	+14 +66.7%	-4 -6.7%	-1 -25.0%	+5 +100%
4 Professional & Scientific Staff	10,576	966 9.1%	460 4.3%	173 1.6%	256 2.4%	18 0.2%	59 0.6%	12,003	1,281 10.7%	558 4.6%	219 1.8%	395 3.3%	19 0.2%	90 0.7%	+1,427 +13.5%	+315 +32.6%	+98 +21.3%	+46 +26.6%	+139 +54.3%	+1 +5.6%	+31 +52.5%
5 Secretarial & Clerical Staff	1,468	109 7.4%	25 1.7%	41 2.8%	35 2.4%	5 0.3%	3 0.2%	942	128 13.6%	32 3.4%	49 5.2%	40 4.2%	5 0.5%	2 0.2%	-526 -35.8%	+19 +17.4%	+7 +28.0%	+8 +19.5%	+5 +14.3%	0	-1 -33.3%
6 Technical & Paraprofessional Staff	828	107 12.9%	27 3.3%	25 3.0%	44 5.3%	5 0.6%	6 0.7%	910	186 20.4%	38 4.2%	56 6.2%	82 9.0%	3 0.3%	7 0.8%	+82 +9.9%	+79 +73.8%	+11 +40.7%	+31 +124%	+38 +86.4%	-2 -40.0%	+1 +16.7%
7 Skilled Crafts Staff	355	15 4.2%	2 0.6%	3 0.8%	5 1.4%	5 1.4%	0	229	10 4.4%	2 0.9%	0	4 1.7%	0	4 1.7%	-126 -35.5%	-5 -33.3%	0	-3 -100%	-1 -20.0%	-5 -100%	+4 n/a
8 Service & Maintenance Staff	2,125	545 25.6%	103 4.8%	257 12.1%	160 7.5%	10 0.5%	15 0.7%	2,109	707 33.5%	113 5.4%	358 17.0%	216 10.2%	11 0.5%	9 0.4%	-16 -0.8%	+162 +29.7%	+10 +9.7%	+101 +39.3%	+56 +35.0%	+1 +10.0%	-6 -40.0%
Total	18,359	2,348 12.8%	1,009 5.5%	561 3.1%	628 3.4%	52 0.3%	98 0.5%	19,332	3,004 15.5%	1,189 6.2%	769 4.0%	867 4.5%	44 0.2%	135 0.7%	+973 +5.3%	+656 +27.9%	+180 +17.8%	+208 +37.1%	+239 +38.1%	-8 -15.4%	+37 +37.8%

* In 2021, ten 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, 2017 – November 1, 2022

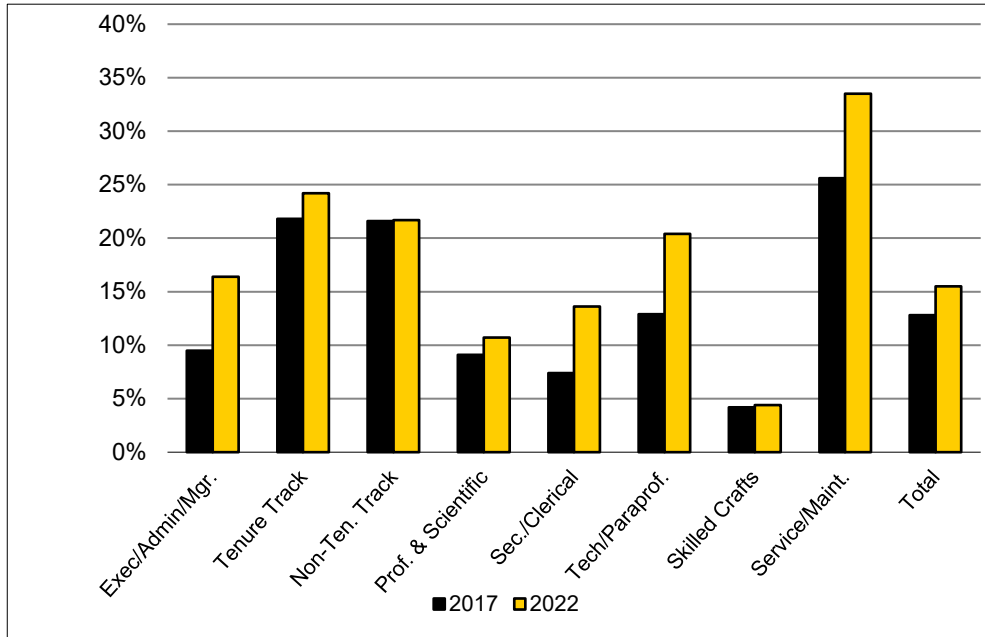
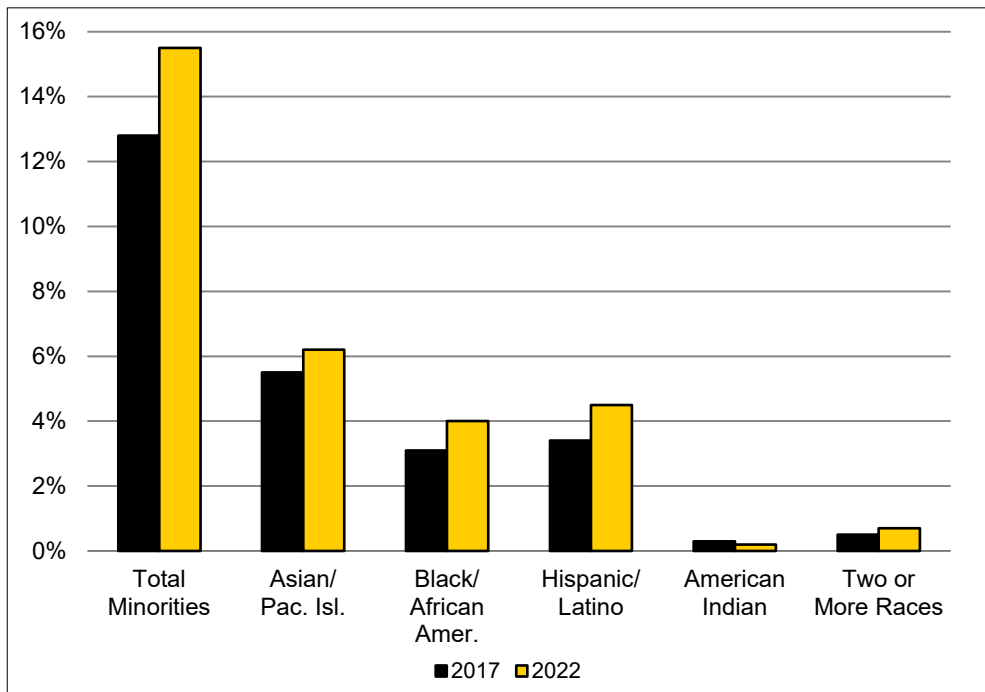


Figure 16
Total Workforce by Race/Ethnicity
November 1, 2017 – November 1, 2022



B. Faculty and Staff by Disability and Veteran Status, 2017 – 2022

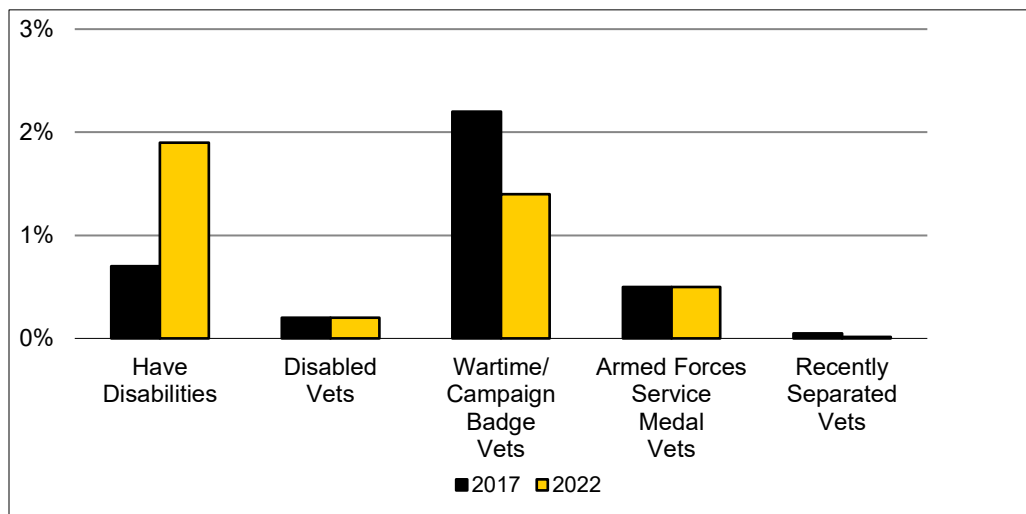
Employees may self-report disability and veteran status to the university at the time of appointment and may update or correct this information at any time. Per the federal OMB Voluntary Self-Identification of Disability form, a person is considered to have a disability if they have a physical or mental impairment or medical condition that substantially limits a major life activity, or if they have a history or record of such an impairment or medical condition.

In October 2022, the university invited employees to update their self-identification as a person with a disability or as a veteran; changes since 2017 may be due in part to this resurvey. The number of employees who reported having a disability increased by 240 (195 percent). The number of employees who self-identified as disabled veterans increased, while there were decreases in the number of employees who self-identified as Active Duty Wartime/Campaign Badge veterans, Armed Forces Service Medal veterans, and veterans whose discharge date from military service was within the three years prior to the data snapshot date.

Table 14
Faculty and Staff by Disability and Veteran Status
November 1, 2017 – November 1, 2022

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2017	18,359	123 0.7 %	36 0.2 %	411 2.2 %	96 0.5 %	5 < 0.1 %
2022	19,332	363 1.9 %	47 0.2 %	276 1.4 %	93 0.5 %	3 < 0.1 %
Net Change	+ 973 + 5.3 %	+ 240 + 195 %	+ 11 + 30.6 %	- 135 - 32.8 %	- 3 - 3.1 %	- 2 - 40.0 %

Figure 17
Faculty and Staff by Disability and Veteran Status
November 1, 2017 – November 1, 2022



C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2017 – 2022

The university has experienced a net decrease of 85 tenured/tenure track faculty (6.2 percent) since 2017. During this five-year period, the number of women tenured/tenure track faculty increased by 12 (2.7 percent) and the total number of minorities increased by 12 (4.0 percent).

Table 15
Tenured/Tenure Track Faculty by Sex and Race/Ethnicity
November 1, 2017 – November 1, 2022

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2017	1,370	448 32.7 %	299 21.8 %	198 14.5 %	29 2.1 %	62 4.5 %	2 0.1 %	8 0.6 %
2022	1,285	460 35.8 %	311 24.2 %	209 16.3 %	31 2.4 %	61 4.7 %	0	10 0.8 %
Net Change	- 85 -6.2 %	+ 12 + 2.7 %	+ 12 + 4.0 %	+ 11 + 5.6 %	+ 2 + 6.9 %	- 1 - 1.6 %	- 2 - 100 %	+ 2 + 25.0 %

Figure 18
Tenured/Tenure Track Faculty by Sex
November 1, 2017 – November 1, 2022

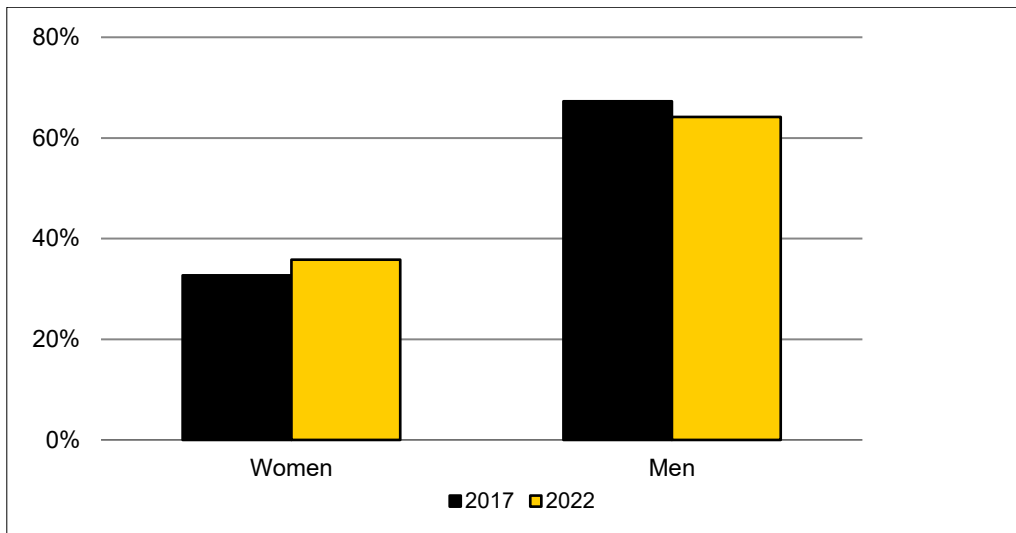
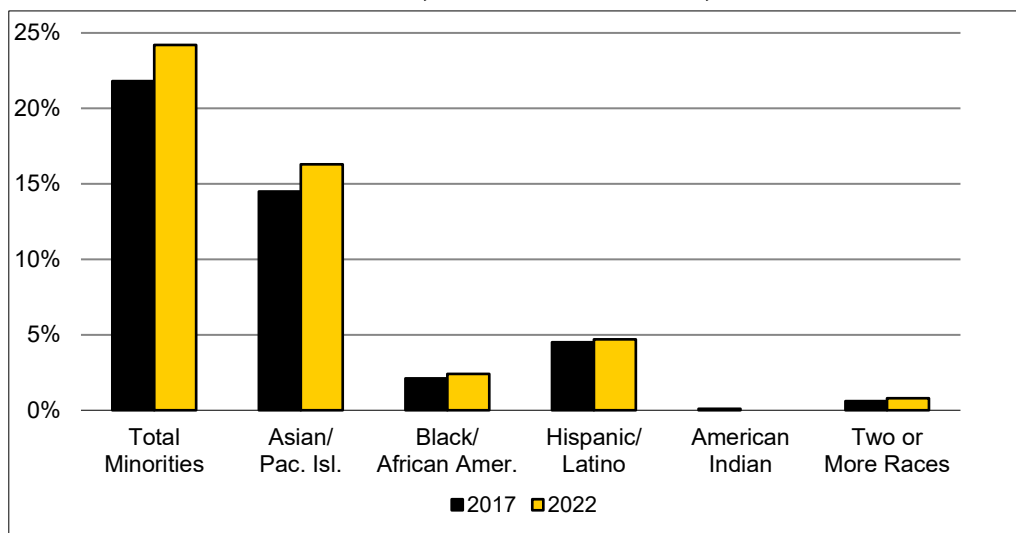


Figure 19
Tenured/Tenure Track Faculty by Race/Ethnicity
November 1, 2017 – November 1, 2022



D. Clinical Track Faculty by Sex and Race/Ethnicity, 2017 – 2022

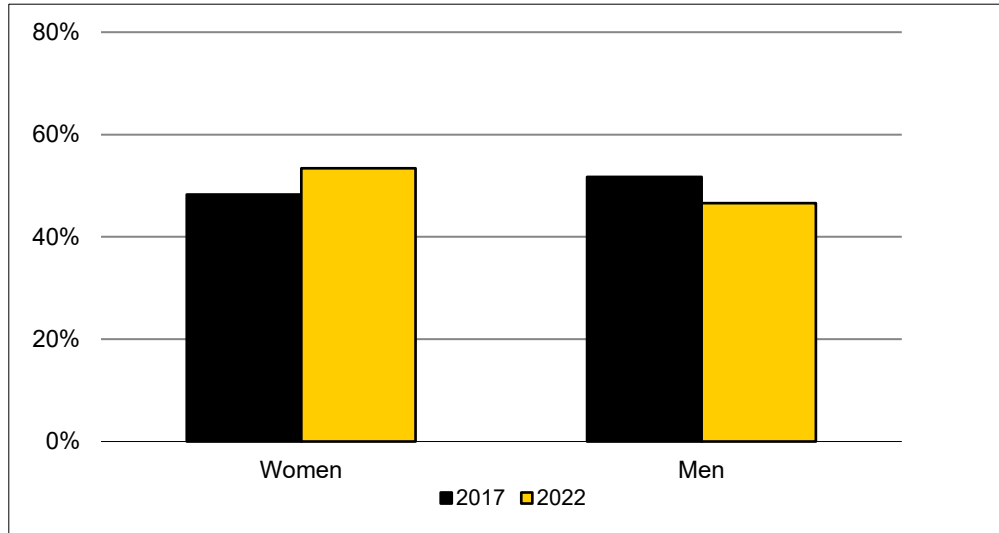
Faculty appointed to clinical track positions are included in POA Group 3, Non-Tenure Track Faculty. The growth of the Non-Tenure Track Faculty is directly related to the increased number of clinical track appointments.

The clinical track faculty increased from 807 in 2017 to 967 in 2022, an increase of 19.8 percent. The number of women on the clinical track increased by 32.3 percent, and the number of minorities increased by 12.2 percent.

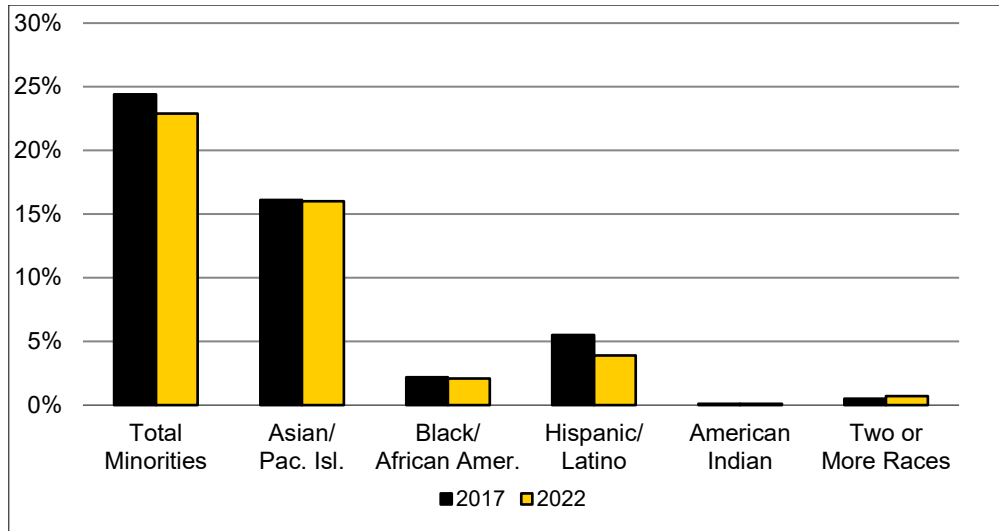
Table 16
Clinical Track Faculty by Sex and Race/Ethnicity
November 1, 2017 – November 1, 2022

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2017	807	390 48.3 %	197 24.4 %	130 16.1 %	18 2.2 %	44 5.5 %	1 0.1 %	4 0.5 %
2022	967	516 53.4 %	221 22.9 %	155 16.0 %	20 2.1 %	38 3.9 %	1 0.1 %	7 0.7 %
Net Change	+ 160 + 19.8 %	+ 126 + 32.3 %	+ 24 + 12.2 %	+ 25 + 19.2 %	+ 2 + 11.1 %	- 6 - 13.6 %	0	+ 3 + 75.0 %

**Figure 20
Clinical Track Faculty by Sex
November 1, 2017 – November 1, 2022**



**Figure 21
Clinical Track Faculty by Race/Ethnicity
November 1, 2017 – November 1, 2022**



E. Research Track Faculty by Sex and Race/Ethnicity, 2017 – 2022

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 9 faculty (23.7 percent) over the past five years. The number of women on the research track increased by 6 (42.9 percent), and the number of racial/ethnic minorities has increased by 7 (58.3 percent).

Table 17
Research Track Faculty by Sex and Race/Ethnicity
November 1, 2017 – November 1, 2022

Year	Research Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2017	38	14 36.8 %	12 31.6 %	12 31.6 %	0	0	0	0
2022	47	20 42.6 %	19 40.4 %	17 36.2 %	0	2 4.3 %	0	0
Net Change	+ 9 + 23.7 %	+ 6 + 42.9 %	+ 7 + 58.3 %	+ 5 + 41.7 %	0	+ 2 n/a	0	0

Figure 22
Research Track Faculty by Sex
November 1, 2017 – November 1, 2022

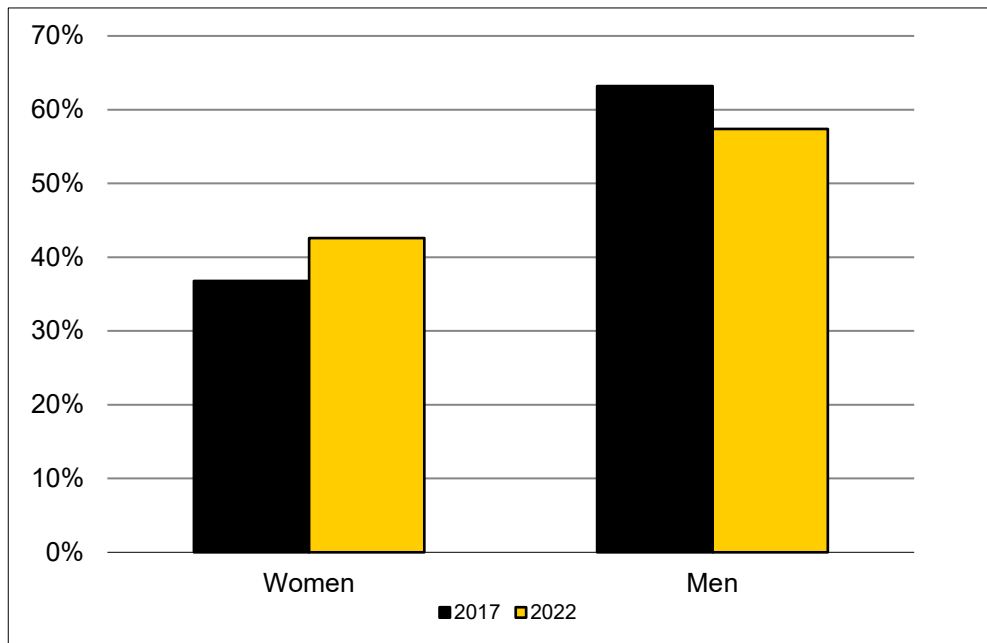
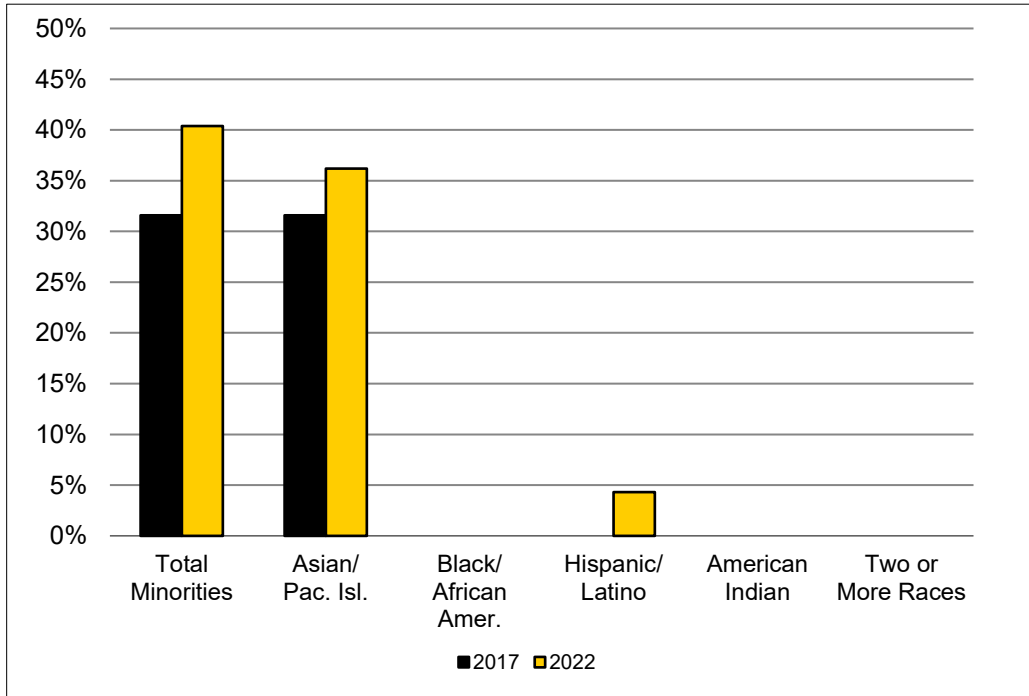


Figure 23
Research Track Faculty by Race/Ethnicity
November 1, 2017 – November 1, 2022



F. Instructional Track Faculty by Sex and Race/Ethnicity, 2017 - 2022

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.

There has been an increase of 97 instructional track faculty (59.1 percent) over the past five years. The number of women on the instructional track increased by 45 (36.0 percent), and the number of racial/ethnic minorities increased by 21 (117 percent).

Table 18
Instructional Track Faculty by Sex and Race/Ethnicity
November 1, 2017 – November 1, 2022

Year	Instructional Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2017	187	125 66.8 %	18 9.6 %	9 4.8 %	2 1.1 %	4 2.1 %	3 1.6 %	0
2022	284	170 59.9 %	39 13.7 %	16 5.6 %	9 3.2 %	11 3.9 %	2 0.7 %	1 0.4 %
Net Change	+ 97 + 51.9 %	+ 45 + 36.0 %	+ 21 + 117 %	+ 7 + 77.8%	+ 7 + 350 %	+ 7 + 175 %	- 1 - 33.3 %	+ 1 n/a

Figure 24
Instructional Track Faculty by Sex
November 1, 2017 – November 1, 2022

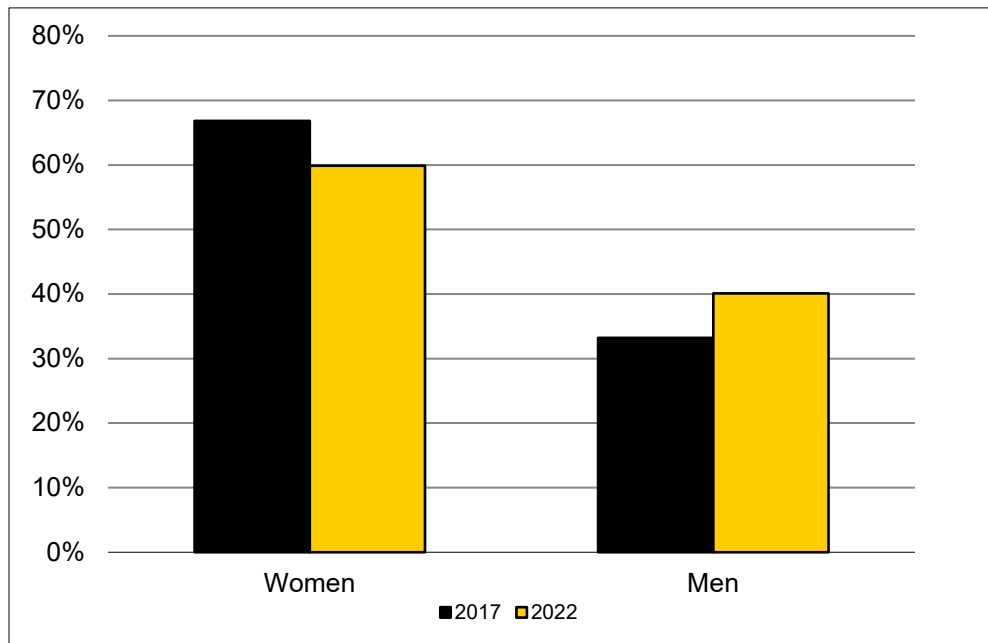
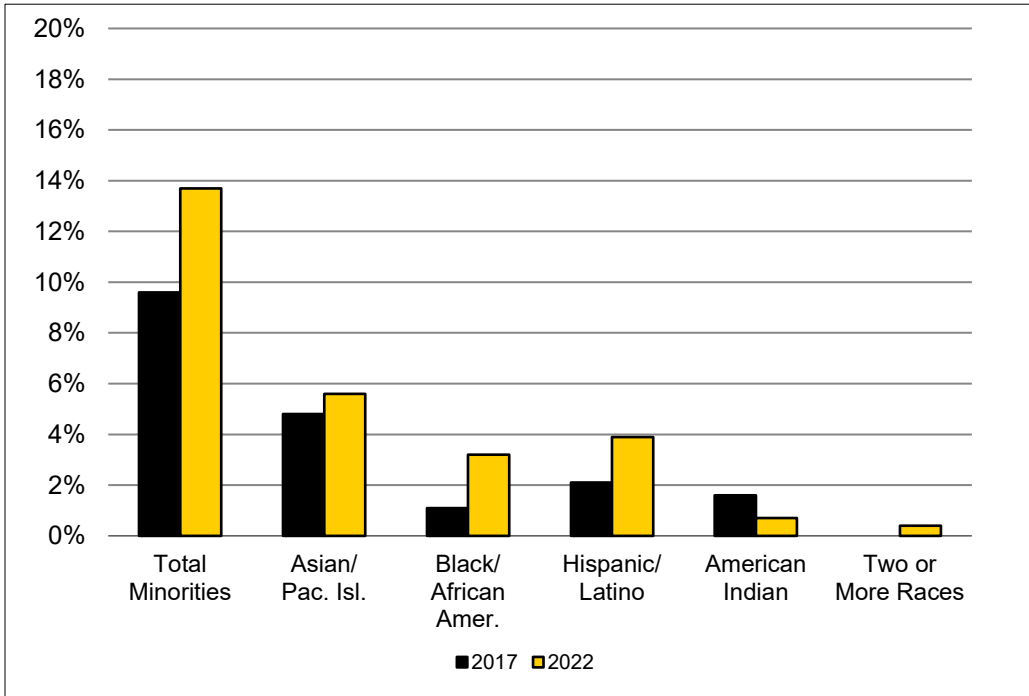


Figure 25
Research Track Faculty by Race/Ethnicity
November 1, 2017 – November 1, 2022



**VII. TEN-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:
2012 - 2022**

**A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity,
2012 - 2022**

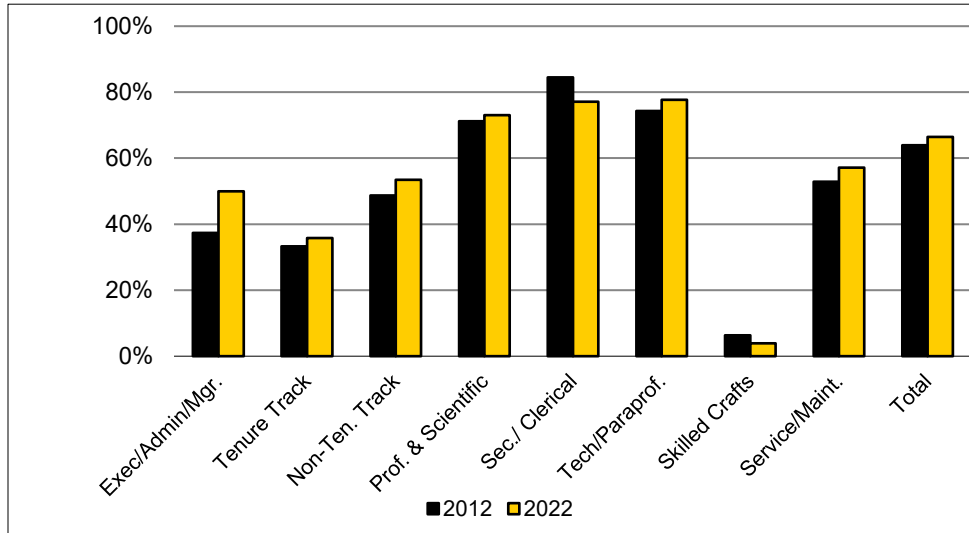
Overall Changes. Over the last ten years, the University of Iowa workforce has increased by 22.4 percent, from 15,794 in 2012 to 19,332 in 2022. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was among Professional 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 27.3 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 decrease was among Skilled Crafts Staff, and the largest net decrease was among Secretarial and Clerical Staff.

**Table 19
Faculty and Staff by Primary Occupational Activity Group and Sex
November 1, 2012 – November 1, 2022**

Primary Occupational Activity Group	2012		2022		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	353	132 37.4 %	402	201 50.0 %	+ 49 + 13.9 %	+ 69 + 52.3 %
2 Tenured/Tenure Track Faculty	1,474	491 33.3 %	1,285	460 35.8 %	- 189 - 12.8 %	- 31 - 6.3 %
3 Non-Tenure Track Faculty	895	436 48.7 %	1,452	777 53.5 %	+ 557 + 62.2 %	+ 341 + 78.2 %
4 Professional & Scientific Staff	8,257	5,879 71.2 %	12,003	8,757 73.0 %	+ 3,746 + 45.4 %	+ 2,878 + 49.0 %
5 Secretarial and Clerical Staff	2,017	1,705 84.5 %	942	726 77.1 %	- 1,075 - 53.3 %	- 979 - 57.4 %
6 Technical and Paraprofessional Staff	634	471 74.3 %	910	707 77.7 %	+ 276 + 43.5 %	+ 236 + 50.1 %
7 Skilled Crafts Staff	366	23 6.3 %	229	9 3.9 %	- 137 - 37.4 %	- 14 - 60.9 %
8 Service and Maintenance Staff	1,798	951 52.9 %	2,109	1,204 57.1 %	+ 311 + 17.3 %	+ 253 + 26.6 %
Total	15,794	10,088 63.9 %	19,332	12,841 66.4 %	+ 3,538 + 22.4 %	+ 2,753 + 27.3 %

Figure 26
Women Faculty and Staff by Primary Occupational Activity Group
November 1, 2012 – November 1, 2022



Race/Ethnicity. Employees may self-report race/ethnicity to the university at the time of application or appointment and may update or correct this information at any time.

Since 2012, racial/ethnic minority representation in the workforce has increased by 85.5 percent overall, with net increases in the numbers of employees identifying as Asian/Pacific Islander, Hispanic/Latino, Black/African American, or two or more races. The number of American Indians has decreased by 15 employees. The largest proportional increase in racial/minority representation overall was among Executive, Administrative, and Managerial Staff, and the largest net increase was in Professional and Scientific Staff. Minority representation decreased among Skilled Crafts Staff by 9 employees.

The table and charts on the following pages show the racial/ethnic composition of the workforce in 2012 and 2022.

Table 20
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity
November 1, 2012 – November 1, 2022

Primary Occupational Activity Group	2012							2022							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	353	18 5.1%	2 0.6%	8 2.3%	5 1.4%	1 0.3%	2 0.6%	402	66 16.4%	26 6.5%	21 5.2%	13 3.2%	3 0.7%	3 0.7%	+49 +13.9%	+48 +267%	+24 +1200%	+13 +163%	+8 +160%	+2 +200%	+1 +50.0%
2 Tenured/ Tenure Track Faculty	1,474	292 19.8%	184 12.5%	38 2.6%	56 3.8%	7 0.5%	7 0.5%	1,285	311 24.2%	209 16.3%	31 2.4%	61 4.7%	0	10 0.8%	-189 -12.8%	+19 +6.5%	+25 +13.6%	-7 -18.4%	+5 +8.9%	-7 -100%	+3 +42.9%
3 Non-Tenure Track Faculty	895	180 20.1%	118 13.2%	23 2.6%	33 3.7%	3 0.3%	3 0.3%	1,452	315 21.7%	211 14.5%	35 2.4%	56 3.9%	3 0.2%	10 0.7%	+557 +62.2%	+135 +75.0%	+93 +78.8%	+12 +52.2%	+23 69.7%	0	+7 +233%
4 Professional & Scientific Staff	8,257	635 7.7%	360 4.4%	97 1.2%	145 1.8%	16 0.2%	17 0.2%	12,003	1,281 10.7%	558 4.6%	219 1.8%	395 3.3%	19 0.2%	90 0.7%	+3,746 +45.4%	+646 +102%	+198 +55.0%	+122 +126%	+250 +172%	+3 +18.8%	+73 +429%
5 Secretarial & Clerical Staff	2,017	98 4.9%	20 1.0%	39 1.9%	31 1.5%	7 0.3%	1 <0.1%	942	128 13.6%	32 3.4%	49 5.2%	40 4.2%	5 0.5%	2 0.2%	-1,075 -53.3%	+30 +30.6%	+12 +60.0%	+10 +25.6%	+9 +29.0%	-2 -28.6%	+1 +100%
6 Technical & Paraprofessional Staff	634	57 9.0%	11 1.7%	19 3.0%	23 3.6%	3 0.5%	1 0.2%	910	186 20.4%	38 4.2%	56 6.2%	82 9.0%	3 0.3%	7 0.8%	+276 +43.5%	+129 +226%	+27 +245%	+37 +195%	+59 +257%	0	+6 +600%
7 Skilled Crafts Staff	366	19 5.2%	1 0.3%	7 1.9%	5 1.4%	6 1.6%	0	229	10 4.4%	2 0.9%	0	4 1.7%	0	4 1.7%	-137 -37.4%	-9 -47.4%	+1 +100%	-7 -100%	-1 -20.0%	-6 -100%	+4 n/a
8 Service & Maintenance Staff	1,798	320 17.8%	70 3.9%	147 8.2%	80 4.4%	16 0.9%	7 0.4%	2,109	707 33.5%	113 5.4%	358 17.0%	216 10.2%	11 0.5%	9 0.4%	+311 +17.3%	+387 +121%	+43 +61.4%	+211 +144%	+136 +170%	-5 -31.3%	+2 +28.6%
Total	15,794	1,619 10.3%	766 4.8%	378 2.4%	378 2.4%	59 0.4%	38 0.2%	19,332	3,004 15.5%	1,189 6.2%	769 4.0%	867 4.5%	44 0.2%	135 0.7%	+3,538 +22.4%	+1,385 +85.5%	+423 +55.2%	+391 +103%	+489 +129%	-15 -25.4%	+97 +255%

* In 2021, ten 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 27
Minority Faculty and Staff by Primary Occupational Activity Group
November 1, 2012 – November 1, 2022

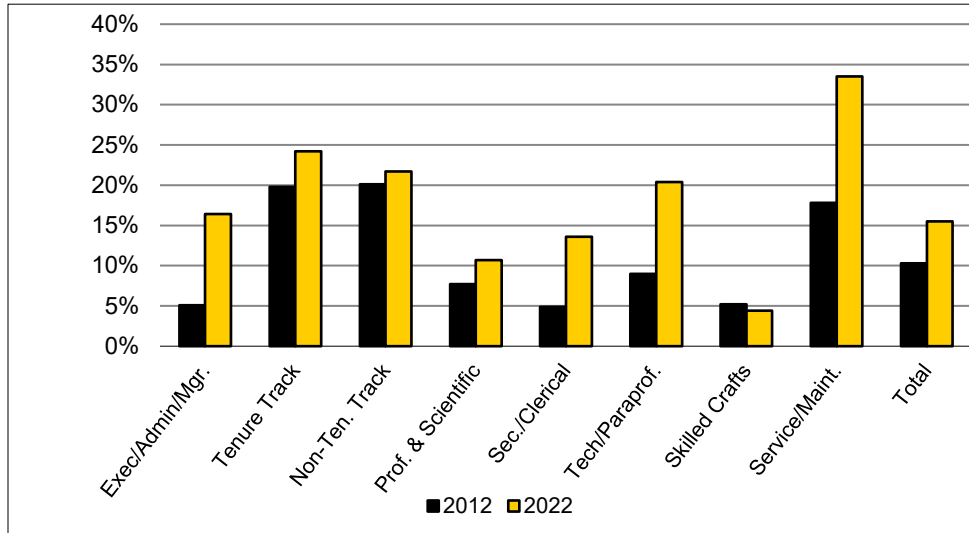
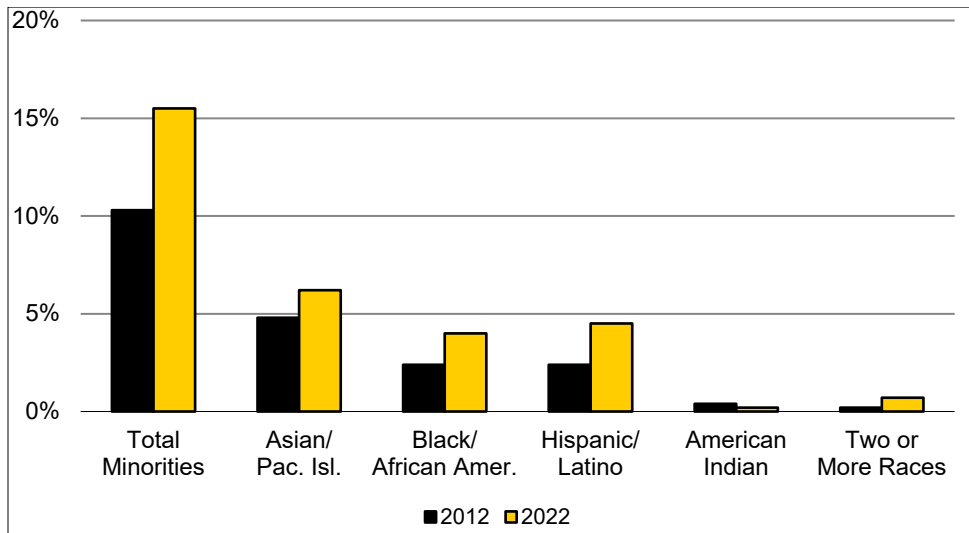


Figure 28
Total Workforce by Race/Ethnicity
November 1, 2012 – November 1, 2022



B. Faculty and Staff by Disability and Veteran Status, 2012 - 2022

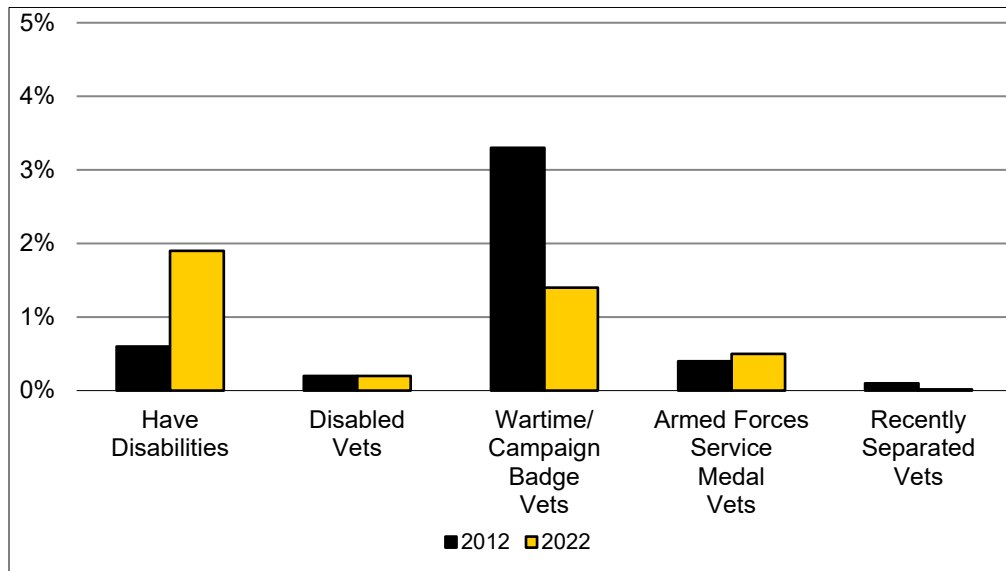
Employees may self-report disability and veteran status to the university at the time of appointment and may update or correct this information at any time. Per the federal OMB Voluntary Self-Identification of Disability form, a person is considered to have a disability if they have a physical or mental impairment or medical condition that substantially limits a major life activity, or if they have a history or record of such an impairment or medical condition.

In October 2022, the university invited employees to update their self-identification as a person with a disability or as a veteran; changes since 2012 may be due in part to this resurvey. The number of employees who reported having a disability increased by 270 (290 percent). There were increases in the numbers of employees who self-identified as disabled veterans and Armed Forces Service Medal veterans, while there were decreases in the numbers of employees who self-identified as Active Duty Wartime/Campaign Badge veterans and whose discharge date from military service was within the three years prior to the data snapshot date.

Table 21
Faculty and Staff by Disability and Veteran Status
November 1, 2012 – November 1, 2022

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2012	15,794	93 0.6 %	33 0.2 %	519 3.3 %	71 0.4 %	11 0.1 %
2022	19,332	363 1.9 %	47 0.2 %	276 1.4 %	93 0.5 %	3 < 0.1 %
Net Change	+ 3,538 + 22.4%	+ 270 + 290 %	+ 14 + 42.4 %	- 243 - 46.8 %	+ 22 + 31.0 %	- 8 - 72.7 %

Figure 29
Faculty and Staff by Disability and Veteran Status
November 1, 2012 – November 1, 2022



C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2012 - 2022

The number of tenured/tenure track faculty decreased by 189 (12.8 percent) over the ten-year period, from 1,474 to 1,285. The number of women tenured/tenure track faculty decreased by 31 (6.3 percent), and the number of racial/ethnic minority faculty increased by 19 (6.5 percent).

Table 22
Tenured/Tenure Track Faculty by Sex and Race/Ethnicity
November 1, 2012 – November 1, 2022

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2012	1,474	491 33.3 %	292 19.8 %	184 12.5 %	38 2.6 %	56 3.8 %	7 0.5 %	7 0.5 %
2022	1,285	460 35.8 %	311 24.2 %	209 16.3 %	31 2.4 %	61 4.7 %	0	10 0.8 %
Net Change	- 189 - 12.8 %	- 31 - 6.3 %	+ 19 + 6.5 %	+ 25 + 13.6 %	- 7 - 18.4 %	+ 5 + 8.9 %	- 7 - 100 %	+ 3 + 42.9 %

Figure 30
Tenured/Tenure Track Faculty by Sex
November 1, 2012 – November 1, 2022

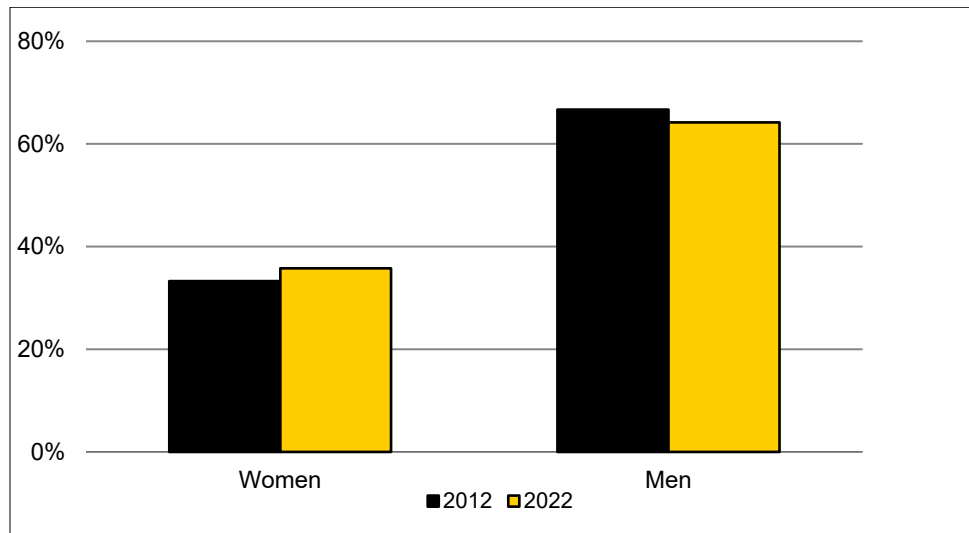
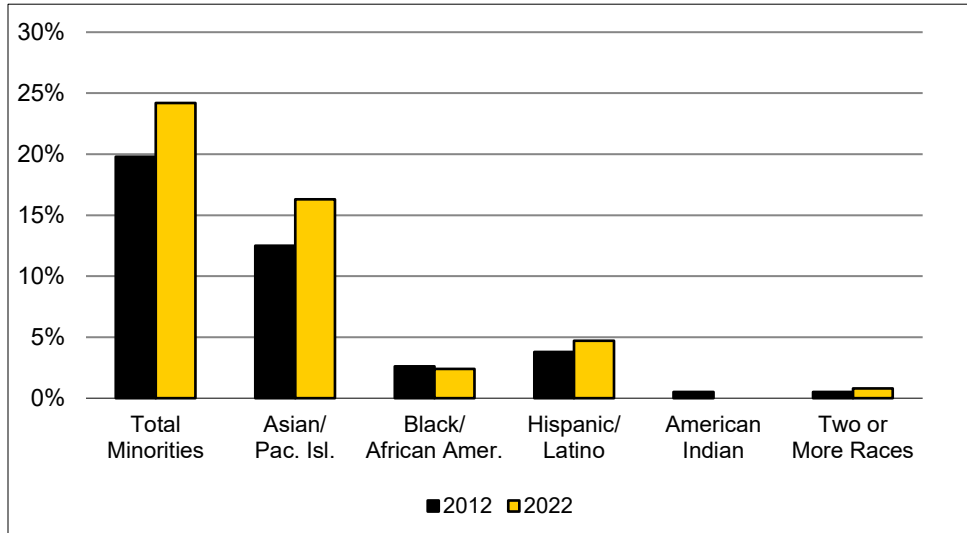


Figure 31
Tenured/Tenure Track Faculty by Race/Ethnicity
November 1, 2012 – November 1, 2022



D. Clinical Track Faculty by Sex and Race/Ethnicity, 2012 - 2022

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 clinical track faculty has grown by 69.6 percent in the last ten years, from 570 to 967.

The number of women on the clinical track increased by 91.1 percent, and the number of racial/ethnic minorities increased by 130 percent over the ten-year period.

Table 23
Clinical Track Faculty by Sex and Race/Ethnicity
November 1, 2012 – November 1, 2022

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2012	570	270 47.4 %	96 16.8 %	59 10.4 %	15 2.6 %	19 3.3%	1 0.2 %	2 0.4 %
2022	967	516 53.4 %	221 22.9 %	155 16.0 %	20 2.1 %	38 3.9 %	1 0.1 %	7 0.7 %
Net Change	+ 397 + 69.6 %	+ 246 + 91.1 %	+ 125 + 130 %	+ 96 + 163 %	+5 + 33.3 %	+ 19 + 100 %	0	+ 5 + 250 %

Figure 32
Clinical Track Faculty by Sex
November 1, 2012 – November 1, 2022

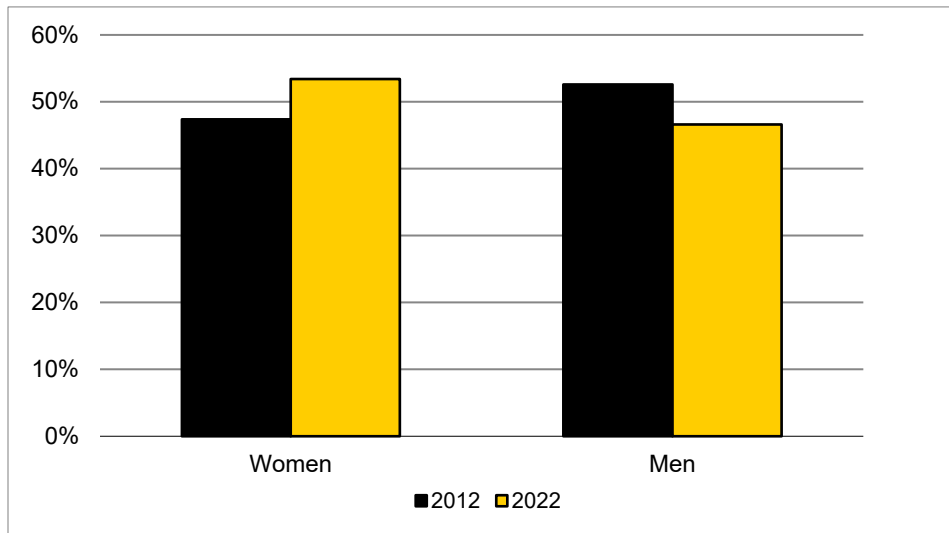
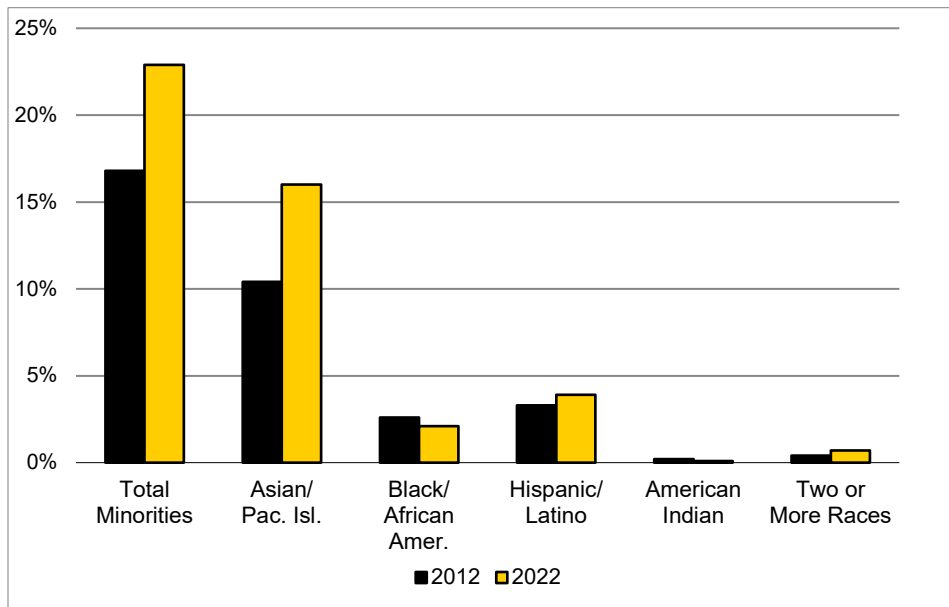


Figure 33
Clinical Track Faculty by Race/Ethnicity
November 1, 2012 – November 1, 2022



E. Research Track Faculty by Sex and Race/Ethnicity, 2012 - 2022

The research track is a subset of POA Group 3, Non-Tenure Track Faculty, implemented in 2008 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 increased by 19 faculty (67.9 percent) over the ten-year period. The number of women on the research track increased by 81.8 percent, and the number of racial/ethnic minorities increased by 90.0 percent.

Table 24
Research Track Faculty by Sex and Race/Ethnicity
November 1, 2012 – November 1, 2022

Year	Research Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2012	28	11 39.3 %	10 35.7 %	8 28.6 %	0	2 7.1 %	0	0
2022	47	20 42.6 %	19 40.4 %	17 36.2 %	0	2 4.3 %	0	0
Net Change	+ 19 + 67.9 %	+ 9 + 81.8 %	+ 9 + 90.0 %	+ 9 + 113 %	0	0	0	0

Figure 34
Research Track Faculty by Sex
November 1, 2012 – November 1, 2022

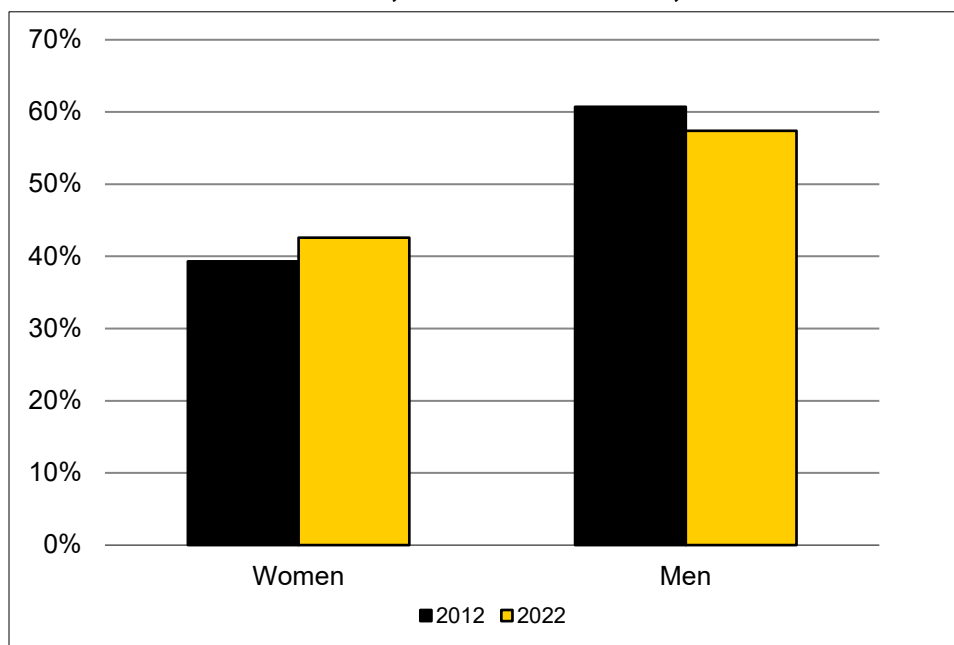
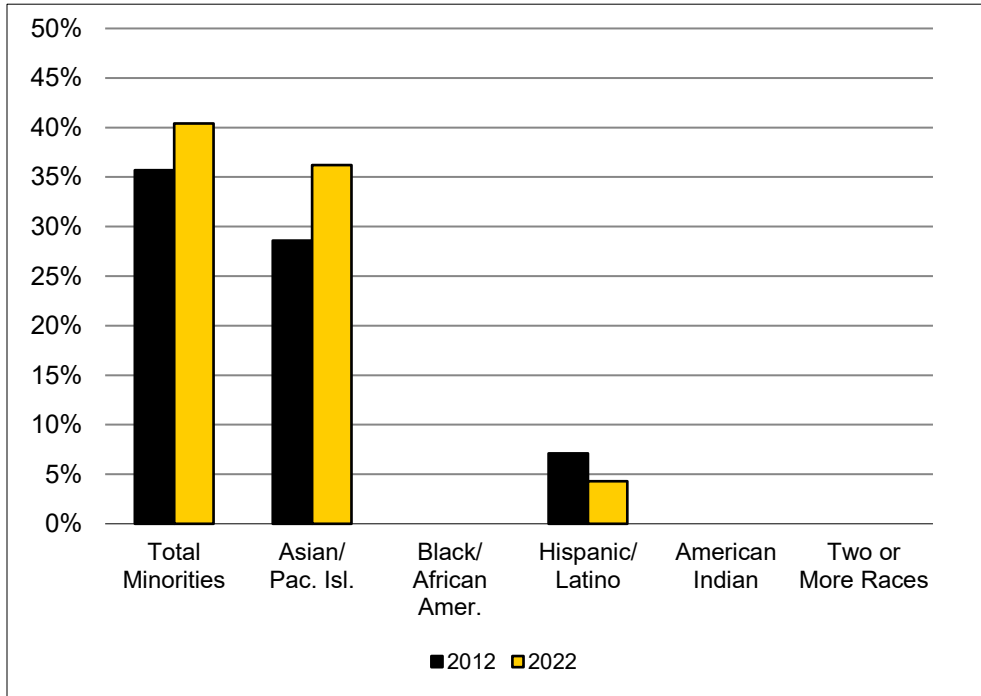


Figure 35
Research Track Faculty by Race/Ethnicity
November 1, 2012 – November 1, 2022



VIII. FIVE-YEAR AND TEN-YEAR COMPARISON SUMMARY

Table 25

The University of Iowa Workforce by Primary Occupational Activity Group, Sex, and Minority Status in 2012, 2017, and 2022

Primary Occupational Activity (POA) Group	October 31, 2012					October 31, 2017					October 31, 2022				
	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	353	132	37.4%	18	5.1%	380	179	47.1%	36	9.5%	402	201	50.0%	66	16.4%
Tenured/Tenure Track Faculty	1,474	491	33.3%	292	19.8%	1,370	448	32.7%	299	21.8%	1,285	460	35.8%	311	24.2%
Non-Tenure Track Faculty	895	436	48.7%	180	20.1%	1,257	642	51.1%	271	21.6%	1,452	777	53.5%	315	21.7%
Professional and Scientific Staff	8,257	5,879	71.2%	635	7.7%	10,576	7,621	72.1%	966	9.1%	12,003	8,757	73.0%	1,281	10.7%
Secretarial and Clerical Staff	2,017	1,705	84.5%	98	4.9%	1,468	1,196	81.5%	109	7.4%	942	726	77.1%	128	13.6%
Technical and Paraprofessional Staff	634	471	74.3%	57	9.0%	828	644	77.8%	107	12.9%	910	707	77.7%	186	20.4%
Skilled Crafts Staff	366	23	6.3%	19	5.2%	355	19	5.4%	15	4.2%	229	9	3.9%	10	4.4%
Service and Maintenance Staff	1,798	951	52.9%	320	17.8%	2,125	1,170	55.1%	545	25.6%	2,109	1,204	57.1%	707	33.5%
Total	15,794	10,088	63.9%	1,619	10.3%	18,359	11,919	64.9%	2,348	12.8%	19,332	12,841	66.4%	3,004	15.5%

IOWA STATE
UNIVERSITY

Iowa State University
EXECUTIVE ORDER 11236
AFFIRMATIVE ACTION PROGRAM
2021-2022

IOWA STATE UNIVERSITY

Iowa State University EXECUTIVE ORDER 11246 AFFIRMATIVE ACTION PROGRAM

Plan Effective Date: November 1, 2021

Plan Expiration Date: October 31, 2022

AAP Administrator: Dr. Carl R. Wells
Office of Equal Opportunity| Dir

Approved by: Wendy Wintersteen
President

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**

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))

Dr. Carl R. Wells, the Office of Equal Opportunity| Dir, 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 Office of Equal Opportunity| Dir's appointment and a description of the position's basic responsibilities have been communicated to all levels of personnel in the university. The responsibilities of the Office of Equal Opportunity Dir 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 university's management informed of equal opportunity progress and reporting potential problem areas within the university through reports;
6. Reviewing the university'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 university'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 University'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 university's supervisors and managers working with the Office of Equal Opportunity| Dir 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 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, Iowa State University will take steps 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 university 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 to determine whether 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 university 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 university 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 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

<u>Job Group</u>	<u>Class</u>	<u>Goal Placement Rate</u> %
1E – 1E - FINANCE, HR, EO, COMMUNICATIONS	Minority	15.05%
1F – 1F - HEALTH, HEALTH&SAFETY, PUBLIC SAFETY	Female	63.31%
1K – 1K - ATHLETICS	Minority	20.14%
2A01AGLS – 2A01AGLS - UNIV, MORRILL, DISTG PROF & CHR COLL OF AG & LIFE	Minority	21.25%
2A01ENG – 2A01ENG - UNIV, MORRILL, DISTG PROF & CHR COLL OF ENGINEERIN	Minority	39.76%
2A01LAS – 2A01LAS - UNIV, MORRILL, DISTG PROF & CHR COLL OF LIBERAL AR	Minority	27.72%
2A02ENG – 2A02ENG - PROFESSORS COLLEGE OF ENGINEERING	Female	24.08%
2A02LAS – 2A02LAS - PROFESSORS COLLEGE OF LIBERAL ARTS & SCIENCES	Female	47.38%
2A02VMED – 2A02VMED - PROFESSORS COLLEGE OF VETERINARY MEDICINE	Female	33.91%
2A03AGLS – 2A03AGLS - ASSOC PROFESSORS COLLEGE OF AGRICULTURAL & LIFE S	Female	55.56%

2A03ENG – 2A03ENG - ASSOCIATE PROFESSORS COLLEGE OF ENGINEERING	Female	34.19%
2A03VMED – 2A03VMED - ASSOC PROFESSORS COLLEGE OF VETERINARY MEDICINE	Female	51.18%
2A04AGLS – 2A04AGLS - ASST PROFESSORS COLLEGE OF AGRICULTURAL & LIFE SC	Female	72.81%
2A04BUS – 2A04BUS - ASST PROFESSORS COLLEGE OF BUSINESS	Female	78.36%
2A04CHS – 2A04CHS - ASST PROFESSORS COLLEGE OF HUMAN SCIENCES	Female	84.48%
2A04DSN – 2A04DSN - ASST PROFESSORS COLLEGE OF DESIGN	Female	84.48%
2A04ENG – 2A04ENG - ASST PROFESSORS COLLEGE OF ENGINEERING	Female	84.48%
2A04LAS – 2A04LAS - ASST PROFESSORS COLLEGE OF LIBERAL ARTS & SCIENCES	Female	84.48%
2B01CHS – 2B01CHS - TEACHING COLLEGE OF HUMAN SCIENCES	Minority	22.48%
2B01LAS – 2B01LAS - TEACHING COLLEGE OF LIBERAL ARTS & SCIENCES	Minority	20.25%
2B02BUS – 2B02BUS - PRACTICE COLLEGE OF BUSINESS	Female	50.97%
2B02ENG – 2B02ENG - PRACTICE COLLEGE OF ENGINEERING	Female	37.42%
2B03ENG – 2B03ENG - RESEARCH		

COLLEGE OF ENGINEERING	Female	38.12%
2B05VMED – 2B05VMED - CLINICAL COLLEGE OF VETERINARY MEDICINE	Minority	29.39%
3A – 3A - IT SYSTEMS PROFESSIONALS	Female	39.01%
3B – 3B - FINANCIAL, LEGAL, AND HR PROFESSIONALS	Minority	14.46%
3C – 3C - EXTENSION PROGRAM PROFESSIONALS	Minority	14.26%
3E – 3E - HEALTH AND SAFETY PROFESSIONALS	Female	63.7%
3F – 3F - ENGINEERS AND DESIGNERS	Minority	18.98%
3G – 3G - SCIENTISTS	Female	56.66%
3I – 3I - COMMUNICATIONS AND PUBLIC RELATIONS PROFESSIONALS	Minority	13.92%
3J – 3J - PRE AND POST DOC FELLOWS AND TRAINEES	Female	58.21%
3L – 3L - MISCELLANEOUS	Female	78.67%
3R – 3R - NON-FACULTY TEACHING	Female	81.44%
3T – 3T - AGRICULTURAL PROFESSIONALS	Female	51.05%
	Minority	11.78%
4C – 4C - STOREKEEPERS AND MAIL CLERKS	Minority	20.27%
5B – 5B - LAB AND RESEARCH		

TECHNICIANS

Female

92.21%

5E – 5E - IT SUPPORT

Female

20.43%

6C – 6C - PHYSICAL PLANT AND PRINTING
WORKERS

Female

11.87%

III. Accomplishment of Prior Year Placement Goals

Where goals were established for the prior year, the university developed action-oriented programs designed to accomplish the established goals and objectives, thereby enhancing employment and advancement opportunities in the university 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

<u>Job Group</u>	<u>Class</u>	<u>Employees at plan date #</u>	<u>Goal Placement Rate %</u>	<u>Placements #</u>	<u>Actual Placement Rate %</u>	<u>Goal Attained?</u>
1D – 1D - INSTITUTIONAL OPERATIONS & SERVICE		77		11		
	Female	28	69.41%	8	72.72%	Yes
1E – 1E - FINANCE, HR, EO, COMMUNICATIONS		93		7		
	Minority	5	15.64%	0	0%	No
1G – 1G - IT		43		0		
	Minority	1	19.53%	0	0%	No Opportunity
1H – 1H - MISCELLANEOUS		111		7		
	Minority	8	17.94%	2	28.57%	Yes
2A0202 – 2A0202 - PROFESSORS COLL OF ENGINEERING		62		0		
	Female	24	58.47%	0	0%	No Opportunity
2A0203 – 2A0203 - ASSOC PROF COLL OF ENGINEERING		141		0		
	Minority	18	30.62%	0	0%	No Opportunity
2A0902 – 2A0902 - PROFESSORS LIBRARY		392		0		
	Female	94	41.01%	0	0%	No Opportunity
2A1004 – 2A1004 - ASST PROF COLL OF HUMAN SCI		198		0		
	Minority	33	26.12%	0	0%	No Opportunity
3A – 3A - IT SYSTEMS		214		32		

PROFESSIONALS Female	51	37.71%	12	37.5%	No
3B – 3B - FINANCIAL, LEGAL, AND HR PROFESSIONALS	293		68		
Minority	27	14.18%	9	13.23%	No
3E – 3E - HEALTH AND SAFETY PROFESSIONALS	26		8		
Female	7	72.29%	2	25%	No
3F – 3F - ENGINEERS AND DESIGNERS	47		17		
Minority	4	22.08%	0	0%	No
3G – 3G - SCIENTISTS	346		81		
Female	136	54.57%	32	39.5%	No
3I – 3I - COMMUNICATIONS AND PUBLIC RELATIONS PROFESSIONALS	219		43		
Minority	6	14.14%	4	9.3%	No
3J – 3J - PRE AND POST DOC FELLOWS AND TRAINEES	275		177		
Female	106	58.07%	70	39.54%	No
3N – 3N - OPERATIONS	83		24		
Minority	3	12.55%	0	0%	No
5B – 5B - LAB AND RESEARCH TECHNICIANS	90		19		
Female	53	93.46%	12	63.15%	No
5D – 5D - ELECTRONIC EQUIPMENT TECHNICIANS	20		3		
Female	0	23.39%	0	0%	No
5E – 5E - IT SUPPORT	68		13		
Female	5	16.88%	2	15.38%	No
6C – 6C - PHYSICAL PLANT AND PRINTING WORKERS	70		4		
Female	6	21.00%	0	0%	No

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 university'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 university 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 university'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 university's AAP goals and objectives to management. The AAP Administrator will recommend remedial actions for the effective implementation of the AAP.

IOWA STATE UNIVERSITY

OFFICE OF FEDERAL CONTRACT COMPLIANCE PROGRAMS (OFCCP) AFFIRMATIVE ACTION PROGRAM (AAP) FOR SECTION 503 OF THE REHABILITATION ACT

Plan Effective Date: November 1, 2021

Plan Expiration Date: October 31, 2022

AAP Administrator: Dr. Carl R. Wells
Office of Equal Opportunity| Dir

Approved by: Wendy Wintersteen
President

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**

Iowa State University

AFFIRMATIVE ACTION PROGRAM

for

INDIVIDUALS WITH DISABILITIES

Iowa State University

AFFIRMATIVE ACTION PROGRAM FOR INDIVIDUALS WITH DISABILITIES

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I. Equal Employment Opportunity (EEO) Policy Statement (41 CFR 60-741.44(a))

The *EEO Policy Statement* on the following page is posted on our university's bulletin board along with our required employment posters and is viewable by both employees and applicants.

The *EEO is the Law* poster is also posted on our university's bulletin board as well as made available electronically through our university website for viewing by online applicants.

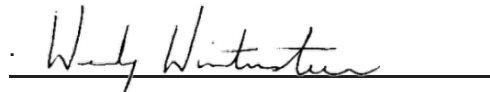
Iowa State University
EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT

It is the policy of Iowa State University not to discriminate against any employee or applicant for employment because of his or her race, color, religion, sex, sexual orientation, gender identity, national origin, or because he or she is an individual with a disability or disabled veteran, Armed Forces service medal veteran, recently separated veteran, or active duty wartime or campaign badge veteran, or thereafter referred collectively as "protected veterans." It is also the policy of Iowa State University to take affirmative action to employ and to advance in employment, all persons regardless of their status as individuals with disabilities or protected veterans, and to base all employment decisions only on valid job requirements. This policy shall apply to all employment actions, including but not limited to recruitment, hiring, upgrading, promotion, transfer, demotion, layoff, recall, termination, rates of pay or other forms of compensation, and selection for training, including apprenticeship, at all levels of employment. Furthermore, the university will provide qualified applicants and employees who request an accommodation due to a disability with reasonable accommodations, as required by law.

Iowa State University prohibits harassment of employees and applicants because they are individuals with disabilities or protected veterans. Iowa State University also prohibits retaliation against employees and applicants for filing a complaint, opposing any discriminatory act or practice, assisting or participating in any manner in a review, investigation, or hearing or otherwise seeking to obtain their legal rights under any Federal, State, or local EEO law requiring equal employment opportunity for individuals with disabilities and protected veterans. Prohibited retaliation includes, but is not limited to, harassment, intimidation, threats, coercion or other adverse actions that might dissuade someone from asserting their rights.

As President of Iowa State University, I am committed to the principles of affirmative action and equal employment opportunity. In order to ensure dissemination and implementation of equal employment opportunity and affirmative action throughout all levels of the university, I have selected Dr. Carl R. Wells as the Office of Equal Opportunity| Dir for Iowa State University. One of the Office of Equal Opportunity| Dir's duties will be to establish and maintain an internal audit and reporting system to allow for effective measurement of Iowa State University's programs.

In furtherance of Iowa State University's policy regarding affirmative action and equal employment opportunity, Iowa State University has developed a written Affirmative Action Program (AAP) which sets forth the policies, practices and procedures that Iowa State University is committed to in order to ensure that its policy of nondiscrimination and affirmative action for qualified individuals with disabilities and qualified protected veterans is accomplished. This AAP is available for inspection by any employee or applicant for employment upon request between 8am-5pm Sep-May 7:30am-4pm Jun-Aug at the Office of Equal Opportunity department. Any questions should be directed to me, your supervisor, or Dr. Carl R. Wells, Office of Equal Opportunity| Dir



Wendy Wintersteen
President
Iowa State University
November 1, 2021

II. Review of Personnel Processes (41 CFR 60-741.44(b))

Iowa State University complies with the requirement to “periodically review” its personnel processes by reviewing these processes annually to determine whether its present procedures assure careful, thorough, and systematic consideration of the qualifications of known individuals with disabilities. As part of this review, Iowa State University also ensures that its personnel processes do not stereotype individuals with disabilities in a manner which limits their access to all jobs for which they are qualified. This review covers all procedures related to the filling of job vacancies either by hire or by promotion, as well as to all training opportunities offered or made available to employees.

The following is a set of procedures which may be used to meet the requirements of §60-741.44(b):

1. Applicant records are maintained which indicate whether or not an applicant self-identified as an individual with a disability. This information can be retrieved for review by the Department of Labor and the contractor’s personnel officials for use in investigations and internal compliance activities.
2. Records are maintained which indicate employees considered for competitive promotions within the organization. Employees are given the opportunity to voluntarily self-identify disability status.
3. Records are maintained regarding training opportunities granted to employees which include whether or not the employee has self-identified as an individual with a disability.
4. Any time a known applicant or employee with a disability is rejected for employment, promotion, or training, the university prepares a statement outlining the reason.
5. Requests for accommodation due to a disability are maintained along with the nature of the request and whether or not the accommodation was granted. If the accommodation was denied, the university prepares a statement describing the reason for denying the accommodation request. All accommodation records are treated as a confidential medical record in accordance with §60-741(d).

III. Review of Physical and Mental Job Qualification Standards (41 CFR 60-741.44(c))

Iowa State University reviews the physical and mental job qualification standards of each job opening before it is publicly or internally posted to ensure that, to the extent that such qualification requirements tend to screen out qualified individuals with disabilities, they are related to the job(s) in question and consistent with business necessity and the safe performance of the job. The physical and mental qualifications are also reviewed as new jobs are established or job requirements are modified.

All job qualification requirements were found to be job related and consistent with business necessity and safety. Iowa State University will continue to review physical and mental job qualification requirements whenever a job vacancy will be filled through either hiring or promotion and will conduct a qualifications review whenever job duties change.

If Iowa State University at any time should inquire into an applicant's physical or mental condition or should conduct a medical examination, such inquiries or exams will be conducted in accordance with the Section 503 regulations and the information obtained as a result of the inquiry or exam will be kept confidential, except as otherwise provided for in the Section 503 regulations. The results of the examination or inquiry will only be used in accordance with the Section 503 regulations.

IV. Reasonable Accommodation to Physical and Mental Limitations (41 CFR 60-741.44(d))

Iowa State University will continue its longstanding commitment to making reasonable accommodation to the known physical or mental limitations of qualified individuals with disabilities unless doing so would impose an undue hardship on the operation of its business. The university also commits to engaging in an interactive process with the person requesting the accommodation (or the person's representative), as needed, to determine an appropriate accommodation.

If an employee with a known disability has significant difficulty performing his or her job and it is reasonable to conclude that the performance problem may be related to the known disability, the manager or appropriate HR personnel will confidentially notify the employee of the performance problem and inquire whether the problem is related to the employee's disability. If the employee indicates that the performance problems are related to his or her disability, the employee is asked if reasonable accommodation is needed.

In determining the extent of the university's accommodation obligations, the following factors are considered:

1. Business necessity; and
2. Financial cost and expense.

Iowa State University will also ensure that all requests for reasonable accommodation and any medical or disability-related information provided to Iowa State University will be treated as confidential medical records and maintained in a separate medical file.

V. Anti-Harassment Procedures (41 CFR 60-741.44(e))

Employees and applicants of Iowa State University will not be subject to harassment because of disability. Retaliation, including intimidation, threat, coercion, or discrimination, against an employee or applicant because they have objected to discrimination, engaged or may engage in filing a complaint, assisted in a review, investigation, or hearing or have otherwise sought to obtain their legal rights under any Federal, State, or local EEO law regarding individuals with disabilities is prohibited. Any employee or applicant who believes that he or she has been subject to retaliation should promptly contact a manager in their chain of command, or promptly contact the EEO Coordinator for assistance.

This policy is made available for employees and applicants to view. Furthermore, Iowa State University monitors its environment for the presence of any forms of harassment, intimidation, or coercion and, where warranted, takes corrective action.

VI. External Dissemination of Policy, Outreach, and Positive Recruitment (41 CFR 60-741.44(f))

Iowa State University undertakes appropriate outreach and positive recruitment efforts in order to effectively attract individuals with disabilities. In order to comply with the external dissemination of the EEO and Affirmative Action policy, the university provides written or electronic notification to all current subcontractors, vendors, and suppliers and will continue to do so on an annual basis. The university will also provide such notification to new subcontractors, vendors, and suppliers upon entering into a relationship with them. Iowa State University has informed its recruiting sources, including State employment agencies and local employment service delivery systems, of the university's policy concerning the employment of qualified individuals with disabilities and will notify them of employment opportunities as they become available. Iowa State University requested all recruiting sources to actively recruit and refer qualified persons for job opportunities. Iowa State University will include the equal opportunity clause concerning the employment of qualified individuals with disabilities in all non-exempt subcontracts and purchase orders.

VII. Internal Dissemination of Policy (41 CFR 60-741.44(g))

Iowa State University has developed internal procedures to communicate its obligation to engage in affirmative action efforts to employ and advance in employment qualified individuals with disabilities. Procedures are designed to foster understanding, acceptance, and support among all employees and to encourage them to help Iowa State University meet this obligation.

The university realizes that an outreach program is ineffective without the adequate internal support from management personnel and other employees. In order to ensure greater employee cooperation and participation in the university's affirmative action efforts, Iowa State University has adopted policies and engaged in activities which are not limited to the following:

1. Copy of our AAP for Individuals with Disabilities is available for inspection to any employee or applicant upon request;
2. *EEO Policy Statement* and the *EEO is the Law* poster are placed on bulletin boards located throughout our facilities and work areas;
3. Electronic versions of the *EEO Policy Statement* and the *EEO is the Law* poster are clearly labeled and posted on the university's intranet;
4. Meetings with executive, management, and supervisory personnel are held to explain the intent of the policy and individual responsibility for effective implementation;
5. Managers and supervisors are provided with affirmative action and EEO training upon commencement of their management roles;
6. Policy is discussed during employee orientation;
7. Union officials and/or employee representatives are informed of these policies; and
8. When employees are featured in publications, individuals with disabilities are included when available.

VIII. Audit and Reporting Systems (41 CFR 60-741.44(h))

The Office of Equal Opportunity| Dir has the responsibility for the preparation and implementation of the AAP. Responsibility for the effective implementation of the AAP is also vested with each department manager and supervisor.

The following activities are reviewed at least annually to ensure freedom from discrimination against, or stereotyping of, individuals with disabilities in any manner. During the self-audit, the following activities are reviewed:

1. Recruitment, advertising, and job application procedures;
2. Implementation of hiring, promotion, upgrading, award of tenure, layoff, and 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. Awarding of sick leave, leaves of absence, or implementation of any other leave policies;
6. Participation in training, mentoring, or apprenticeship programs, and attendance at professional meetings and conferences; and
7. Application of any other term, condition, or privilege of employment, including participation in university-sponsored educational, training, recreational, and social activities.

Iowa State University's audit system includes periodic reports provided by Office of Equal Opportunity| Dir documenting Iowa State University's efforts to achieve its EEO/AAP responsibilities. Managers and supervisors are asked to report any current or foreseeable EEO problem areas and are asked to outline their suggestions/recommendations for solutions.

The following documents are maintained as a component of Iowa State University's internal audit process: documentation of self-audit; summary data of personnel activity including external job offers and hires, promotions, resignations, terminations, and layoffs by job group relating to individuals with disabilities; and an applicant flow log showing the name, race, ethnicity, sex, disability status, veteran status, date of application, job title, and action taken for all individuals applying for job opportunities.

IX. Responsibility for Implementation (41 CFR 60-741.44(i))

A. Responsibilities of EEO Coordinator:

Dr. Carl R. Wells, the Office of Equal Opportunity| Dir, has been designated to direct the activities of the affirmative action program. This person has the responsibility for ensuring the effective implementation of the university's AAP. These responsibilities include, but are not limited to:

1. Implementing the AAP for individuals with disabilities, policy statements, personnel policies and procedures, internal and external communication of the policy, and monitoring the effectiveness of these actions;
2. Reviewing all personnel actions, policies, and procedures to ensure compliance with Iowa State University's affirmative action obligations;
3. Assisting Human Resources department with reviewing the qualifications of all applicants and employees considered/eligible for hiring, promotion, transfer, or layoff/reduction in force to ensure qualified individuals with disabilities are treated in a nondiscriminatory manner when hiring, promotion, transfer, or layoff/reduction in force occur;
4. Assisting in the development of solutions for any identified problem areas;
5. Monitoring the effectiveness of the program on a continuing basis through the development and implementation of an internal audit and reporting system that measures the effectiveness of the program;
6. Keeping management informed of equal opportunity progress and problems within the university through, at a minimum, periodic reports;
7. Providing department managers with a copy of the AAP for individuals with disabilities and reviewing the program with them on an annual basis to ensure knowledge of their responsibilities for implementation of the program;
8. Reviewing the university's AAP for individuals with disabilities with all managers and supervisors at all levels to ensure that the policy is understood and is followed in all personnel activities;
9. Assisting in ensuring that career development of employees who are individuals with disabilities is equal to that of other employees;
10. Auditing the contents of university bulletin boards to ensure that required information is posted and up-to-date;

11. Serving as a liaison between Iowa State University and enforcement agencies; and
12. Serving as a liaison between Iowa State University and outreach and recruitment sources for individuals with disabilities.

B. Responsibilities of Managers and Supervisors:

Managers and supervisors are advised annually of their responsibilities under the university's AAP for individuals with disabilities. These responsibilities include, but are not limited to:

1. Reviewing the university's affirmative action policy for individuals with disabilities with subordinate managers and supervisors to ensure that they are aware of the policy and understand their obligation to comply with it in all personnel actions;
2. Reviewing the qualifications of all applicants and employees to ensure individuals with disabilities are treated in a nondiscriminatory manner when hiring, promotion, transfer, or layoff/reduction in force occur; and
3. Reviewing all employees' performance to ensure that non-discrimination is adhered to in all personnel activities.

X. Training (41 CFR 60-741.44(j))

All personnel involved in the recruitment, screening, selection, promotion, disciplinary, and related processes receive annual training regarding Iowa State University's AAP and their role in its implementation. Employees hired or promoted into these roles also receive training on regulatory requirements under Section 503 of the Rehabilitation Act soon after being hired or placed into these roles.

During the annual training, personnel are advised of their responsibilities under the AAP for individuals with disabilities and of their obligations to:

- Assist in the identification of problem areas, formulate solutions, and establish departmental goals and objectives when necessary;
- Ensure qualified applicants and employees who are individuals with disabilities are treated in a nondiscriminatory manner in all employment practices, including when making selection decisions, such as for hire, promotion, training, or to receive awards or bonuses;
- Provide reasonable accommodation to the known physical or mental limitations of qualified individuals with disabilities unless such accommodation would impose an undue hardship on the conduct of its business;
- Maintain confidentiality of any information regarding self-identification of individuals with disabilities; and
- Ensure that nondiscrimination is adhered to in all personnel activities.

XI. Applicant and Hiring Data (41 CFR 60-741.44(k))

Iowa State University collects employee data pertaining to individuals with disabilities in order to assess the effectiveness of the university's outreach and recruitment efforts. We invite applicants to voluntarily inform the university whether they believe they are individuals with disabilities in compliance with the Section 503 requirements. This data will be maintained for three years.

XII. Utilization Analysis (41 CFR 60-741.45(d))

The utilization analysis is designed to evaluate the representation of individuals with disabilities in each job group within the contractor's workforce with the 7 percent utilization goal established by the OFCCP. The utilization goal is not a rigid and inflexible quota which must be met, nor is it to be considered either a ceiling or a floor for the employment of particular groups. Quotas are expressly forbidden.

XIII. Identification of Problem Areas and Action-oriented Programs (41 CFR 60-741.45(e) and (f))

When the percentage of individuals with disabilities in one or more job groups is less than the utilization goal, the university takes steps to determine whether and where impediments to equal employment opportunity exist. When making this determination, we assess personnel processes, the effectiveness of the outreach and recruitment efforts, the results of our affirmative action program audit, and any other areas that might affect the success of the affirmative action program.

The university develops and executes action-oriented programs designed to correct any identified problems areas. These action-oriented programs may include the modification of personnel processes to ensure equal employment opportunity for individuals with disabilities, alternative or additional outreach and recruitment efforts, and/or other actions designed to correct the identified problem areas and attain the established goal.

IOWA STATE UNIVERSITY

OFFICE OF FEDERAL CONTRACT COMPLIANCE PROGRAMS (OFCCP) AFFIRMATIVE ACTION PROGRAM (AAP) FOR VEVRAA

Plan Effective Date: November 1, 2021

Plan Expiration Date: October 31, 2022

AAP Administrator: Dr. Carl R. Wells
Office of Equal Opportunity| Dir

Approved by: Wendy Wintersteen
President

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**

Iowa State University

AFFIRMATIVE ACTION PROGRAM

for

PROTECTED VETERANS

Iowa State University

AFFIRMATIVE ACTION PROGRAM FOR PROTECTED VETERANS

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I. Equal Employment Opportunity (EEO) Policy Statement (41 CFR 60-300.44(a))

The *EEO Policy Statement* on the following page is posted on our university's bulletin board along with our required employment posters and is viewable by both employees and applicants.

The *EEO is the Law* poster is also posted on our university's bulletin board as well as made available electronically through our university website for viewing by online applicants.

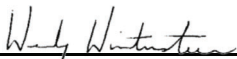
Iowa State University
EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT

It is the policy of Iowa State University not to discriminate against any employee or applicant for employment because of his or her race, color, religion, sex, sexual orientation, gender identity, national origin, or because he or she is an individual with a disability or disabled veteran, Armed Forces service medal veteran, recently separated veteran, or active duty wartime or campaign badge veteran, or thereafter referred collectively as "protected veterans." It is also the policy of Iowa State University to take affirmative action to employ and to advance in employment, all persons regardless of their status as individuals with disabilities or protected veterans, and to base all employment decisions only on valid job requirements. This policy shall apply to all employment actions, including but not limited to recruitment, hiring, upgrading, promotion, transfer, demotion, layoff, recall, termination, rates of pay or other forms of compensation, and selection for training, including apprenticeship, at all levels of employment. Furthermore, the university will provide qualified applicants and employees who request an accommodation due to a disability with reasonable accommodations, as required by law.

Iowa State University prohibits harassment of employees and applicants because they are individuals with disabilities or protected veterans. Iowa State University also prohibits retaliation against employees and applicants for filing a complaint, opposing any discriminatory act or practice, assisting or participating in any manner in a review, investigation, or hearing or otherwise seeking to obtain their legal rights under any Federal, State, or local EEO law requiring equal employment opportunity for individuals with disabilities and protected veterans. Prohibited retaliation includes, but is not limited to, harassment, intimidation, threats, coercion or other adverse actions that might dissuade someone from asserting their rights.

As President of Iowa State University, I am committed to the principles of affirmative action and equal employment opportunity. In order to ensure dissemination and implementation of equal employment opportunity and affirmative action throughout all levels of the university, I have selected Dr. Carl R. Wells as the Office of Equal Opportunity| Dir for Iowa State University. One of the Office of Equal Opportunity| Dir's duties will be to establish and maintain an internal audit and reporting system to allow for effective measurement of Iowa State University's programs.

In furtherance of Iowa State University's policy regarding affirmative action and equal employment opportunity, Iowa State University has developed a written Affirmative Action Program (AAP) which sets forth the policies, practices and procedures that Iowa State University is committed to in order to ensure that its policy of nondiscrimination and affirmative action for qualified individuals with disabilities and qualified protected veterans is accomplished. This AAP is available for inspection by any employee or applicant for employment upon request between 8am-5pm Sep-May 7:30am-4pm Jun-Aug at the Office of Equal Opportunity department. Any questions should be directed to me, your supervisor, or Dr. Carl R. Wells, Office of Equal Opportunity| Dir.



Wendy Wintersteen
President
Iowa State University
November 1, 2021

II. Review of Personnel Processes (41 CFR 60-300.44(b))

Iowa State University complies with the requirement to “periodically review” its personnel processes by reviewing these processes annually to determine whether its present procedures assure careful, thorough, and systematic consideration of the qualifications of known protected veterans. As part of this review, Iowa State University also ensures that its personnel processes do not stereotype protected veterans in a manner which limits their access to all jobs for which they are qualified. This review covers all procedures related to the filling of job vacancies either by hire or by promotion, as well as to all training opportunities offered or made available to employees.

The following is a set of procedures which may be used to meet the requirements of §60-300.44(b):

1. Applicant records are maintained which indicate whether or not an applicant self-identified as a protected veteran. This information can be retrieved for review by the Department of Labor and the contractor's personnel officials for use in investigations and internal compliance activities.
2. Records are maintained which indicate employees considered for competitive promotions within the organization. Employees are given the opportunity to voluntarily self-identify protected veteran status.
3. Records are maintained regarding training opportunities granted to employees which include whether or not the employee has self-identified as a protected veteran.
4. Any time a known protected veteran applicant or employee is rejected for employment, promotion, or training, the university prepares a statement outlining the reason.
5. Requests for accommodation due to a disability are maintained along with the nature of the request and whether or not the accommodation was granted. If the accommodation was denied, the university prepares a statement describing the reason for denying the accommodation request. All accommodation records are treated as a confidential medical record in accordance with §60-300.23(d).

III. Review of Physical and Mental Job Qualification Standards (41 CFR 60-300.44(c))

Iowa State University reviews the physical and mental job qualification standards of each job opening before it is publicly or internally posted to ensure that, to the extent that such qualification requirements tend to screen out qualified disabled veterans, they are related to the job(s) in question and consistent with business necessity and the safe performance of the job. The physical and mental qualifications are also reviewed as new jobs are established or job requirements are modified.

All job qualification requirements were found to be job related and consistent with business necessity and safety. Iowa State University will continue to review physical and mental job qualification requirements whenever a job vacancy will be filled through either hiring or promotion and will conduct a qualifications review whenever job duties change.

If Iowa State University at any time should inquire into an applicant's physical or mental condition or should conduct a medical examination, such inquiries or exams will be conducted in accordance with the VEVRAA regulations and the information obtained as a result of the inquiry or exam will be kept confidential, except as otherwise provided for in the VEVRAA regulations. The results of the examination or inquiry will only be used in accordance with the VEVRAA regulations.

IV. Reasonable Accommodation to Physical and Mental Limitations (41 CFR 60-300.44(d))

Iowa State University will continue its longstanding commitment to making reasonable accommodation to the known physical or mental limitations of qualified disabled veterans unless doing so would impose an undue hardship on the operation of its business. The university also commits to engaging in an interactive process with the person requesting the accommodation (or the person's representative), as needed, to determine an appropriate accommodation.

If an employee who is known to be a qualified disabled veteran is having significant difficulty performing his or her job and it is reasonable to conclude that the performance problem may be related to the known disability, the manager or appropriate HR personnel will confidentially notify the employee of the performance problem and inquire whether the problem is related to the employee's disability. If the employee indicates that the performance problems are related to his or her disability, the employee is asked if reasonable accommodation is needed.

In determining the extent of the university's accommodation obligations, the following factors are considered:

1. Business necessity; and
2. Financial cost and expense.

Iowa State University will also ensure that all requests for reasonable accommodation and any medical or disability-related information provided to Iowa State University will be treated as confidential medical records and maintained in a separate medical file.

V. Anti-Harassment Procedures (41 CFR 60-300.44(e))

Employees and applicants of Iowa State University will not be subject to harassment because of protected veteran status. Retaliation, including intimidation, threat, coercion, or discrimination, against an employee or applicant because they have objected to discrimination, engaged or may engage in filing a complaint, assisted in a review, investigation, or hearing or have otherwise sought to obtain their legal rights under any Federal, State, or local EEO law regarding protected veterans is prohibited. Any employee or applicant who believes that he or she has been subject to retaliation should promptly contact a manager in their chain of command, or promptly contact the EEO Coordinator for assistance.

This policy is made available for employees and applicants to view. Furthermore, Iowa State University monitors its environment for the presence of any forms of harassment, intimidation, or coercion and, where warranted, takes corrective action.

VI. External Dissemination of Policy, Outreach, and Positive Recruitment (41 CFR 60-300.44(f))

Iowa State University undertakes appropriate outreach and positive recruitment efforts in order to effectively attract protected veterans. In order to comply with the external dissemination of the EEO and Affirmative Action policy, the university provides written or electronic notification to all current subcontractors, vendors, and suppliers and will continue to do so on an annual basis. The university will also provide such notification to new subcontractors, vendors, and suppliers upon entering into a relationship with them. Iowa State University has informed its recruiting sources, including State employment agencies and local employment service delivery systems, of the university's policy concerning the employment of qualified protected veterans and will notify them of employment opportunities as they become available. Iowa State University requested all recruiting sources to actively recruit and refer qualified persons for job opportunities. Iowa State University will include the equal opportunity clause concerning the employment of qualified protected veterans in all non-exempt subcontracts and purchase orders.

VII. Internal Dissemination of Policy (41 CFR 60-300.44(g))

Iowa State University has developed internal procedures to communicate its obligation to engage in affirmative action efforts to employ and advance in employment qualified protected veterans. Procedures are designed to foster understanding, acceptance, and support among all employees and to encourage them to help Iowa State University meet this obligation.

The university realizes that an outreach program is ineffective without the adequate internal support from management personnel and other employees. In order to ensure greater employee cooperation and participation in the university's affirmative action efforts, Iowa State University has adopted policies and engaged in activities which are not limited to the following:

1. Copy of our AAP for Protected Veterans is available for inspection to any employee or applicant upon request;
2. *EEO Policy Statement* and the *EEO is the Law* poster are placed on bulletin boards located throughout our facilities and work areas;
3. Electronic versions of the *EEO Policy Statement* and the *EEO is the Law* poster are clearly labeled and posted on the university's intranet;
4. Meetings with executive, management, and supervisory personnel are held to explain the intent of the policy and individual responsibility for effective implementation;
5. Managers and supervisors are provided with affirmative action and EEO training upon commencement of their management roles;
6. Policy is discussed during employee orientation;
7. Union officials and/or employee representatives are informed of these policies; and
8. When employees are featured in publications, protected veterans are included when available.

VIII. Audit and Reporting Systems (41 CFR 60-300.44(h))

The Office of Equal Opportunity| Dir has the responsibility for the preparation and implementation of the AAP. Responsibility for the effective implementation of the AAP is also vested with each department manager and supervisor.

The following activities are reviewed at least annually to ensure freedom from discrimination against, or stereotyping of, protected veterans in any manner. During the self-audit, the following activities are reviewed:

1. Recruitment, advertising, and job application procedures;
2. Implementation of hiring, promotion, upgrading, award of tenure, layoff, and 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. Awarding of sick leave, leaves of absence, or implementation of any other leave policies;
6. Participation in training, mentoring, or apprenticeship programs, and attendance at professional meetings and conferences; and
7. Application of any other term, condition, or privilege of employment, including participation in university-sponsored educational, training, recreational, and social activities.

Iowa State University's audit system includes periodic reports provided by Office of Equal Opportunity| Dir documenting any efforts to achieve its EEO/AAP responsibilities. Managers and supervisors are asked to report any current or foreseeable EEO problem areas and are asked to outline their suggestions/recommendations for solutions.

The following documents are maintained as a component of Iowa State University's internal audit process: documentation of self-audit; summary data of personnel activity including external job offers and hires, promotions, resignations, terminations, and layoffs by job group relating to protected veterans; and an applicant flow log showing the name, race, ethnicity, sex, disability status, veteran status, date of application, job title, and action taken for all individuals applying for job opportunities.

IX. Responsibility for Implementation (41 CFR 60-300.44(i))

A. Responsibilities of EEO Coordinator:

Dr. Carl R. Wells, the Office of Equal Opportunity| Dir, has been designated to direct the activities of the affirmative action program. This person has the responsibility for ensuring the effective implementation of the university's AAP. These responsibilities include, but are not limited to:

1. Implementing the AAP for protected veterans, policy statements, personnel policies and procedures, internal and external communication of the policy, and monitoring the effectiveness of these actions;
2. Reviewing all personnel actions, policies, and procedures to ensure compliance with Iowa State University's affirmative action obligations;
3. Assisting Human Resources department with reviewing the qualifications of all applicants and employees considered/eligible for hiring, promotion, transfer, or layoff/reduction in force to ensure qualified protected veterans are treated in a nondiscriminatory manner when hiring, promotion, transfer, or layoff/reduction in force occur;
4. Assisting in the development of solutions for any identified problem areas;
5. Monitoring the effectiveness of the program on a continuing basis through the development and implementation of an internal audit and reporting system that measures the effectiveness of the program;
6. Keeping management informed of equal opportunity progress and problems within the university through, at a minimum, periodic reports;
7. Providing department managers with a copy of the AAP for protected veterans and reviewing the program with them on an annual basis to ensure knowledge of their responsibilities for implementation of the program;
8. Reviewing the university's AAP for protected veterans with all managers and supervisors at all levels to ensure that the policy is understood and is followed in all personnel activities;
9. Assisting in ensuring that career development of employees who are protected veterans is equal to that of other employees;
10. Auditing the contents of university bulletin boards to ensure that required information is posted and up-to-date;

11. Serving as a liaison between Iowa State University and enforcement agencies; and
12. Serving as a liaison between Iowa State University and outreach and recruitment sources for protected veterans.

B. Responsibilities of Managers and Supervisors:

Managers and supervisors are advised annually of their responsibilities under the university's AAP for protected veterans. These responsibilities include, but are not limited to:

1. Reviewing the university's affirmative action policy for protected veterans with subordinate managers and supervisors to ensure that they are aware of the policy and understand their obligation to comply with it in all personnel actions;
2. Reviewing the qualifications of all applicants and employees to ensure qualified individuals are treated in a nondiscriminatory manner when hiring, promotion, transfer, or layoff/reduction in force occur; and
3. Reviewing all employees' performance to ensure that non-discrimination is adhered to in all personnel activities.

X. Training (41 CFR 60-300.44(j))

All personnel involved in the recruitment, screening, selection, promotion, disciplinary, and related processes receive annual training regarding Iowa State University's AAP and their role in its implementation. Employees hired or promoted into these roles also receive training on regulatory requirements under Vietnam Era Veterans' Readjustment Assistance Act soon after being hired or placed into these roles.

During the annual training, personnel are advised of their responsibilities under the AAP for protected veterans and of their obligations to:

- Assist in the identification of problem areas, formulate solutions, and establish departmental goals and objectives when necessary;
- Ensure qualified applicants and employees who are protected veterans are treated in a nondiscriminatory manner in all employment practices, including when making selection decisions, such as for hire, promotion, training, or to receive awards or bonuses;
- Provide reasonable accommodation to the known physical or mental limitations of qualified disabled veterans unless such accommodation would impose an undue hardship on the conduct of its business;
- Maintain confidentiality of any information regarding self-identification of protected veteran status; and
- Ensure that nondiscrimination is adhered to in all personnel activities.

XI. Applicant and Hiring Data (41 CFR 60-300.44(k))

Iowa State University collects employee data pertaining to protected veterans in order to assess the effectiveness of the university's outreach and recruitment efforts. We invite applicants to voluntarily inform the university whether they believe they are protected veterans in compliance with the VEVRAA requirements. This data will be maintained for three years.

XII. Hiring Benchmarks (41 CFR 60-300.45)

Iowa State University has adopted the national percentage of veterans in the civilian labor force provided by OFCCP as its hiring benchmark for the AAP year. This benchmark is used as one of the criteria in its assessment of the effectiveness of its outreach and recruitment efforts.

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

University of Northern Iowa
Office of Compliance and Equity Management
December 2022

**Annual Report on Affirmative Action
To the Board of Regents, State of Iowa
University of Northern Iowa
December 2022**

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.

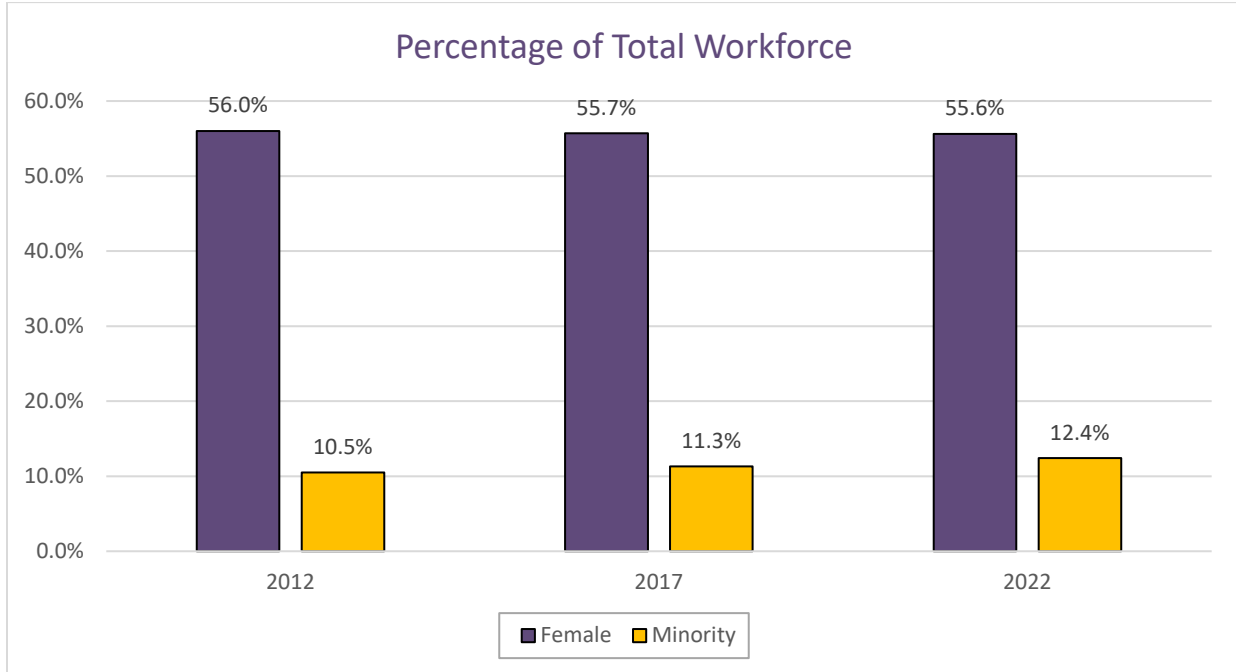
This report presents recent employment activities at UNI. The data in this report are compiled according to Board of Regents, State of Iowa guidelines, and include all non-temporary, full-time, and part-time employees working 50 percent time or more as of September 30, 2022. The categories used for the 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.

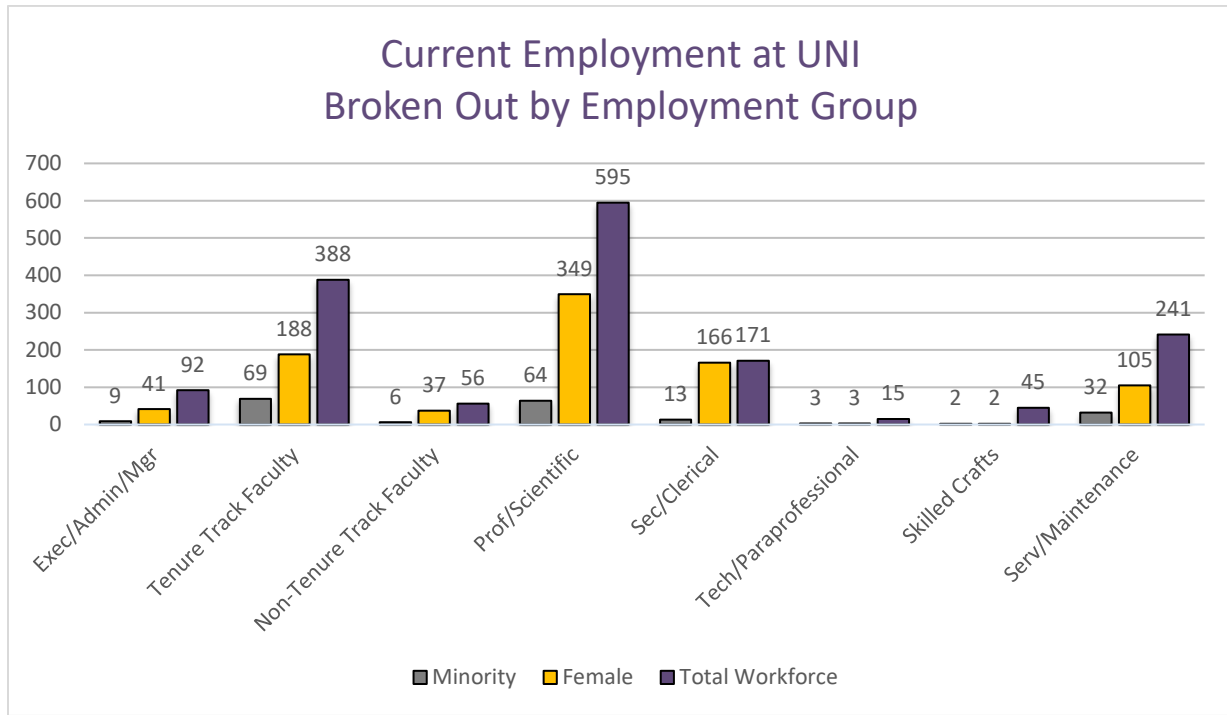
As of September 30, 2022, the UNI workforce totals 1603 non-temporary employees. This includes 891 (55.6%) female employees and 198 (12.4%) minority¹ employees. One year ago, UNI employed 1,619 non-temporary employees, including 885 (54.7%) female employees and 210 (13.1%) minority employees. The total number of non-temporary employees decreased by 16 (1.0%) from last year; the number of females increased by 6 (0.7%); and the number of minorities decreased by 12 (5.7%).

Five- and ten-year comparisons for the overall workforce show progress in minority representation. While the total number of non-temporary employees working at UNI is down by 185 (10.3%) compared to ten years ago, the number of minority employees has made steady gains over the same period. The percentage of minority employees over the ten-year period grew from 10.5% in 2012 to 12.4% in 2022. The number of female employees has experienced a slight decrease over that period. Females were employed at a rate of 56.0% ten years ago and are now employed at a rate of 55.6% of total employment.

¹ The term ‘minorities’ is defined in the Federal Contract Compliance Programs (OFCCP) Federal Contract Compliance Manual as individuals who identify as American Indian or Alaskan Native, Asian or Pacific Islander, Black, Hispanic or Two or More Races. The term may mean members of these groups in the aggregate or members of an individual group. <https://www.dol.gov/agencies/ofccp/manual/fccm/key-words-and-phrases>



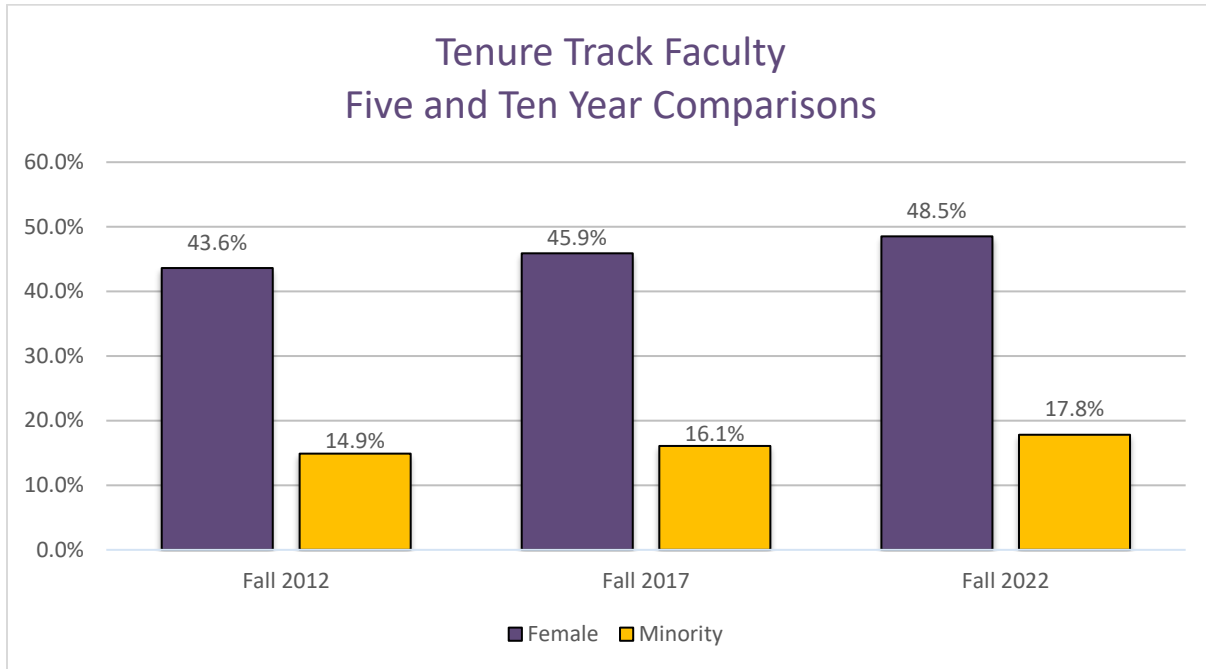
The following chart shows current employment levels in each of the employment groups at UNI:



The Tenured/Tenure Track employee group currently employs a total of 388 employees. This represents a decrease of (2.5%) faculty employees from last year. The five- and ten-year comparisons reflect overall gains in the proportion of both females and minorities in the

Tenured/Tenure Track faculty group. While the overall number of Tenured/Tenure Track employees has decreased 25.0% from 516 to 388 over the past ten years, female representation has increased from 43.6% to 48.5%. Minority representation in the Tenured/Tenure Track employee group rose from 14.9% to 17.8% over the same ten-year period.

The following chart compares ten-, five-, and current-year percentages of female and minority Tenured/Tenure Track faculty at UNI:



III. EQUAL EMPLOYMENT OPPORTUNITY ACTIONS.

During the time period of October 1, 2021 through September 30, 2022, a total of 308 searches were launched for non-temporary positions. The results were as follows:

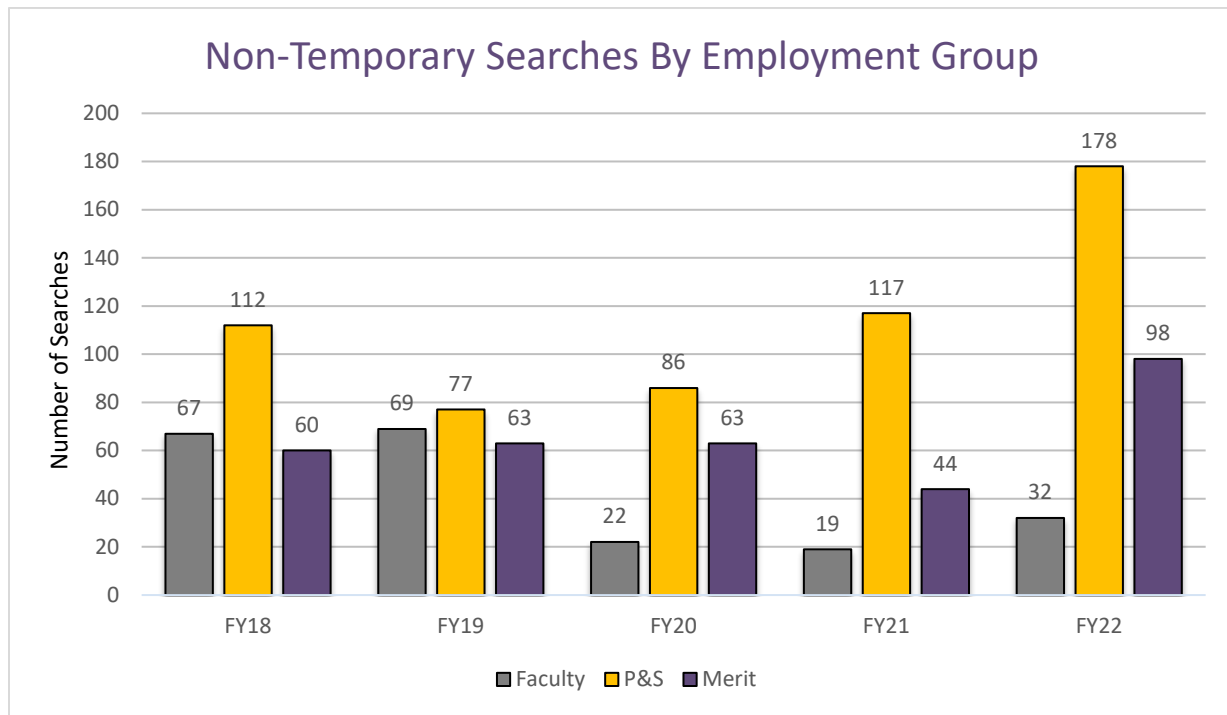
Executive/Admin/Managerial. Seven (7) searches were initiated and filled.

Faculty Searches. Thirty (30) non-temporary faculty searches were initiated in FY22: twelve (12) Tenure/Tenure Track were initiated and filled; and eighteen (18) Term were initiated, one (1) of which was closed with no hire made.

Professional & Scientific (P&S) Searches. One hundred and seventy-three (173) P&S searches were initiated; twenty-two (22) closed with no hire made.

Merit Searches. Ninety-eight (98) Merit searches were initiated in FY22: forty (40) Secretarial/Clerical initiated, two (2) of which were closed with no hires made; one (1) Tech/Paraprofessional initiated and filled; fourteen (14) Skilled Craft initiated, two (2) of which were closed and no hires made; and forty-three (43) Service/Maintenance initiated, five (5) of which were closed with no hires made.

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



IV. 2021-2022 HIRING GOAL ATTAINMENT BY EMPLOYMENT GROUP.

The following table shows the 2021-2022 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.*

Employment Group (with total number hired)	2021-22 Goals		Goal Attainment	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial (12)	9	7	No (2)	Yes (7)
Faculty (Tenured and Tenure Track) (6)	1	1	Yes (3)	Yes (4)
Faculty (Term) (4)	2	1	Yes (2)	Yes (2)
Professional/Scientific (168)	0*	0*	- (30)	- (84)
Secretarial/Clerical (31)	0*	0*	- (3)	- (27)
Technical/Paraprofessional (2)	1	0*	No (0)	- (0)
Skilled Craft (6)	0*	0*	- (1)	- (2)
Service/Maintenance (70)	0*	0*	- (17)	- (33)
Total (299)	13	9	58	159

*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 2021-22 goal and does not reflect all minority and/or female hires for the year.

V. LOOKING AHEAD: 2021-22 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.

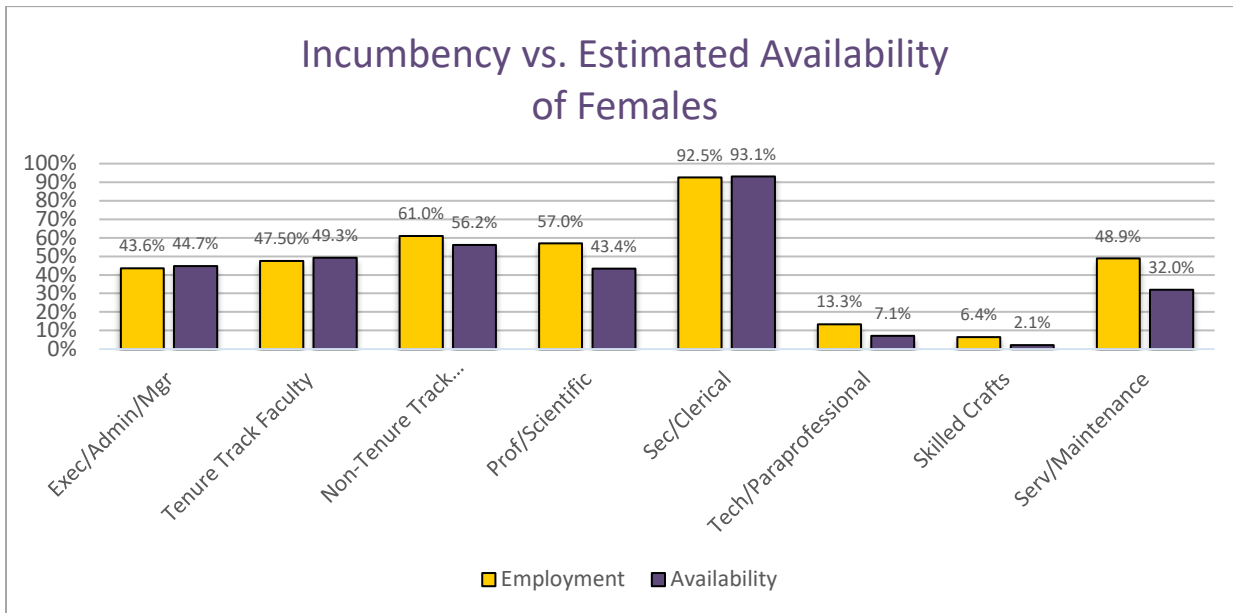
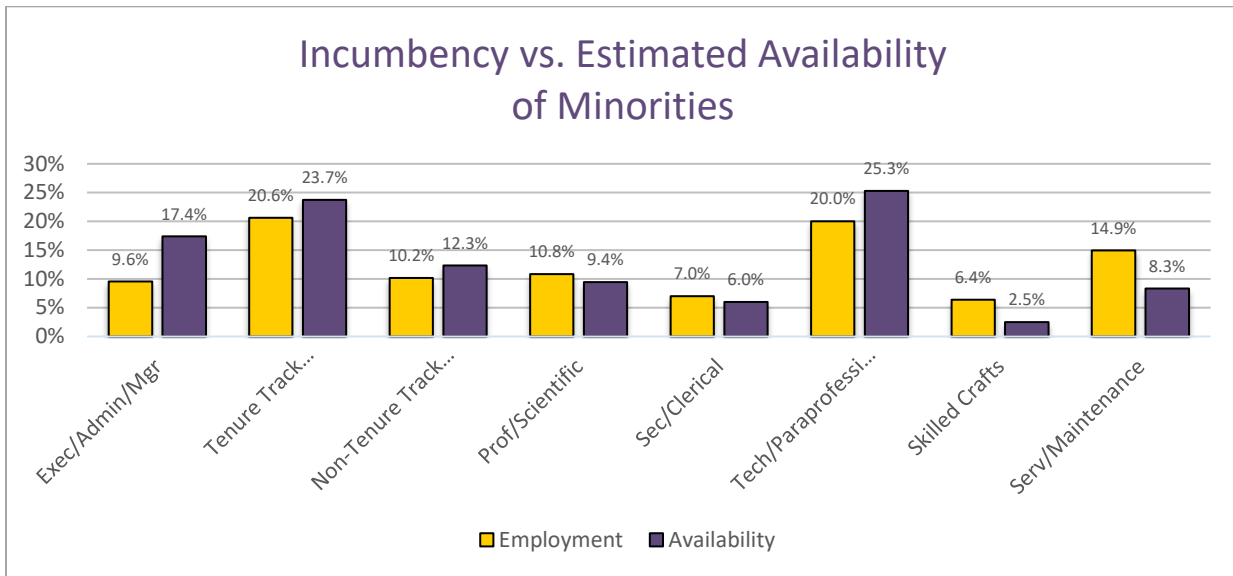
The availability analysis for each job group examines two potential areas of availability: individuals with the requisite skills outside the institution (external availability) and those within the institution who are promotable, transferable and/or trainable (internal availability). Recruitment areas 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 2022-23 hiring year as shown in the following table.

Employment Group	2022-23 Goals	
	Minority	Female
Executive/Administrative/Managerial	7	1
Faculty (Tenured and Tenure Track)	10	5
Faculty (Term)	1	0*
Professional/Scientific	0*	0*
Secretarial/Clerical	0*	1
Technical/Paraprofessional	0*	0*
Skilled Craft	0*	0*
Service/Maintenance	0*	0*
Total	18	7

*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.

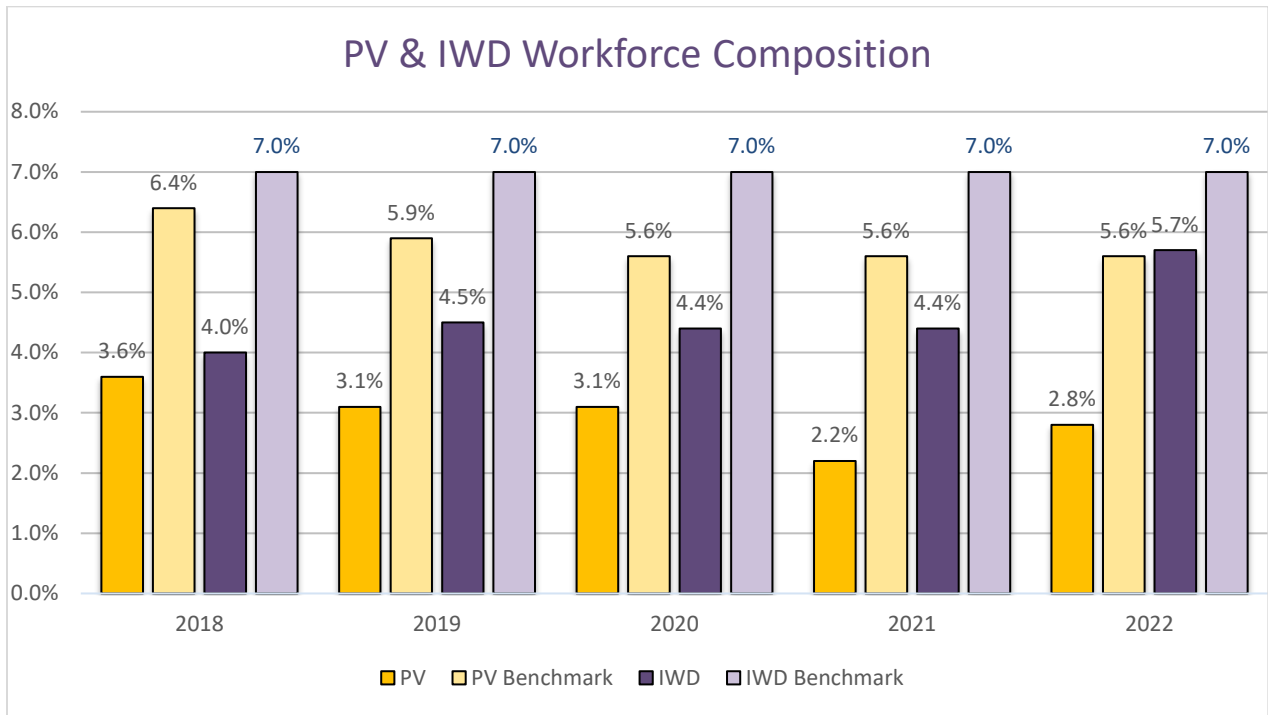
In an effort to fulfill the requirements set by the Final Rules published by the Office of Federal Contract Compliance (OFCCP) regarding Section 503 of the Rehabilitation Act and Vietnam Era Veterans Readjustment Assistance Act (VEVRAA), UNI does the following:

- 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 individuals with disabilities (IWD) and protected veterans (PV);
- 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 7.0% utilization goal for individuals with disabilities was used to provide accountability for the outreach efforts during the 2021-22 AAP year; and
- A 5.5% benchmark was used to measure the hiring of protected veterans during the 2021-2022 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, 2022, 5.7% of UNI's workforce identified as individuals with disabilities as compared to the 7.0% utilization goal established by the OFCCP.
- In addition, 2.8% of UNI's workforce identified as protected veterans as compared to the 5.5% benchmark established by the OFCCP.

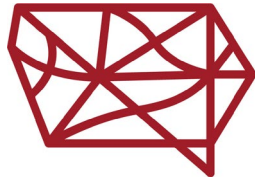
UNI has remained fairly consistent in workforce composition in these two areas over the last five years of reporting. In 2022, the University saw a slight increase in the percentage of individuals with disabilities in the workforce. The chart below documents the percentages of employment in each of these 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.

At that time in 2019, there were 97 employees who self-identified as having a disability. As of September 30, 2022, there are 98 employees.

In 2019, there were 67 employees who self-identified as being a protected veteran. As of September 30, 2022, there are 47 employees. This represents a 30% decrease in employees who self-identify as protected veteran employees.



Iowa School for the Deaf

**Iowa School for the Deaf
DIVERSITY ANNUAL REPORT
November 1, 2021 - October 31, 2022**

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.

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, 2022, the Iowa School for the Deaf employed 116 full-time and part-time employees. This is down from 120 in October 31, 2021.

Of the 116 employees, 5.2% are minorities and 70.7% 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. 35 percent of our current employees are deaf or hard of hearing.

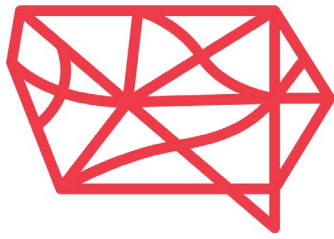
Recruiting for specialized deaf education positions is extremely difficult. There is a national shortage of teachers in the field. ISD will continue to work for applicant pools which represent a diverse cross-section of the population and to ensure all applicants are considered fairly.

Recruiting efforts for ISD positions center on 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 Iowa Workforce, Nebraska Job Service, and through the School's website and social media accounts. Additionally, we utilize 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 Technical/paraprofessional member was met in 2021/22. However, that individual resigned at the start of the current school year. Since November 1, 2020, a total of 21 employees were hired through competitive searches. Two new hires are of minority status. Eighteen 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, 2022 through October 31, 2023.

Iowa School for the Deaf			
DIVERSITY ACTION GOALS			
November 1, 2021 – October 31, 2022			
	Number of Projected <u>Vacancies</u>	Numerical Goals:	
		<u>Women</u>	<u>Minorities</u>
01 Exec/Admin/Mgr	0	0	0
02 Faculty	4	0	1
04 Professional	2	0	0
05 Secretarial/Clerical	1	0	0
06 Technical/Paraprofessionals	2	0	0
07 Skilled Crafts	0	0	0
<u>08 Service/Maintenance</u>	<u>2</u>	<u>0</u>	<u>0</u>
TOTAL	11	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, 2021 - October 31, 2022**

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.

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, 2022, the Iowa Braille and Sight Saving School employed 49 Teachers of the Visually Impaired (TVIs) and Orientation and Mobility Specialists (OMS). Seven 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, 2022, there were a total of 73 permanent employees. Of those, 73 are non-minority and 65 are female. We have not asked our staff to disclose any physical disabilities, however, we are aware that five employees 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 2021/22. Since November 1, 2021, a total of 6 employees were hired through competitive searches. All these hires were faculty positions. All of the new hires are female. Faculty recruitment postings were advertised nationwide at multiple professional sites; at professional social media groups; as well as at universities with programs specializing in the vision disciplines. IT is optional for employees to self-identify race, sex and/or disability.

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, 2022 through October 31, 2023.

DIVERSITY ACTION GOALS
November 1, 2021 – October 31, 2022

Iowa Braille School	Number of Projected <u>Vacancies</u>	Numerical Goals:	
		<u>Women</u>	<u>Minorities</u>
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)		
<u>08 Service/Maintenance</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	3	0	1

**MINORITY AND WOMEN EDUCATORS
ENHANCEMENT PROGRAM**

The University of Iowa

**Annual Report
2021-2022**

**BOARD OF REGENTS,
STATE OF IOWA**

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

Office of the Executive Vice President and Provost
University of Iowa

MINORITY AND WOMEN EDUCATORS ENHANCEMENT PROGRAM

The University of Iowa
2021-2022

Introduction

The *2022 -2027 University of Iowa Strategic Plan* establishes five priorities for the university: student, faculty, and staff success; transformational research and discovery; welcoming and inclusive environment; holistic well-being; and public engagement and impact embedded throughout these areas. Goals include excellence in teaching and learning to empower all students to achieve their aspirations, innovative research and creative discovery, a welcoming and inclusive environment that embeds diversity and equity into the Iowa experience, holistic well-being and success, and transformative societal impact on local and regional communities, the state of Iowa, and the world.

The university continues to work towards its primary goals of achieving educational excellence through diversity, equity, and inclusion; 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. This report describes several initiatives across campus striving to foster more diverse and inclusive learning and working environments during academic year 2021-2022.

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 and women faculty.

- **University of Iowa Strategic Plan.** *The 2022 – 2027 University of Iowa Strategic Plan* replaces the Excellence through Diversity, Equity, and Inclusion (DEI) Action Plan. From summer 2021 through early spring 2022, members of the UI community participated in more than 60 listening sessions, key informant meetings, and focus groups to provide input; feedback was also collected online. The university has set specific five-year, data-driven targets to measure progress.

The five priorities of the strategic plan are listed in the introduction to this report. The welcoming and inclusive environment priority is intended to facilitate proactive campus cultural change to cultivate a more respectful, inclusive environment that embeds diversity and equity into the Iowa experience. The university is dedicated to transparency, communication, collaboration, and accountability in its diversity, equity, and inclusion growth and seeks to provide an inclusive environment in which individuals have a sense of belonging and have the ability to achieve their potential. The four primary focus areas of the Welcoming and Inclusive Environment goal are evaluating and improving programs and policies to enhance diversity, equity, and inclusion (DEI), promoting spaces and

resources to support diverse students, faculty, and staff, using best practices and data-driven policies and procedures to retain talented and diverse students, faculty, and staff; and communicating and elevating the university's DEI values through strategy, narratives, content, and promotion.

- **Campus Climate Survey.** Starting in 2018, the University of Iowa has administered a campus climate survey every two years for faculty, staff, and postdoctoral scholars. The survey assesses the university's campus climate for diversity, equity, and inclusion as it relates to faculty, staff, and students' perceptions of value and belonging and impact of experienced bias, as well as institutional and individual commitment. Reports identify key findings and provide recommendations of next steps in alignment with the university's current strategic plan.
- **The Faculty Fellowship for Diversity, Equity, and Inclusion** provides 25% FTE appointments for full-time tenure or clinical track faculty at or above the associate professor rank with a demonstrated record of teaching, scholarship, and commitment to DEI efforts. Fellows report to the Associate Provost for Faculty and the Executive Officer and Associate Vice President for Diversity, Equity, and Inclusion, focusing on strategies to support faculty diversity, equity, and inclusion on our campus, guided by the DEI strategic plan and the results of the recent campus climate survey.
- **Path to Distinction.** The Office of the Executive Vice President and Provost sponsors the Path to Distinction program to support research-informed diversity, equity, and inclusion best practices during the faculty recruitment process and to enhance the ability of faculty search committees to advance diversity and equity in their search and hiring process. Best practices, resources, and tools are available on a Path to Distinction website for campus-wide use. Faculty and staff trainers are delivering faculty search committee training within their colleges to support committee discussion regarding broadening their applicant and interview pools and enhancing the interview experience, using the Path to Distinction tools and best practices.
- **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, *Path to Distinction Best Practices Guidance for Faculty Search Committees*, is distributed during presentations and workshops and is available online.

In partnership with the Division of Diversity, Equity, and Inclusion, train-the-trainer programs were held throughout 2021 and 2022 to prepare faculty and staff trainers in each college to deliver the Path to Distinction training program to faculty search committees in their college. This has been well received by both faculty and

human resources partners. Training materials and resources are available to trainers through a shared ICON site.

- **Distinction through Diversity Fund.** Launched in FY19, the Office of the Executive Vice President and Provost and the Division of Diversity, Equity, and Inclusion administer the Distinction through Diversity Fund. This fund supports efforts of undergraduate-serving departments and colleges to recruit and retain outstanding tenure track faculty. The fund provides financial support for activities 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 career development. Individuals identified also help to advance the academic mission through the recruitment and retention of underrepresented U.S. racial/ethnic minority (URM) faculty and students.
- **Public-Private Partnership (P3) High Impact Hiring Initiative.** In FY 2021, using resources obtained through the P3 process, collegiate units could request one-time, non-recurring funds through the Office of the Executive Vice President and Provost to recruit or retain faculty, including those from underrepresented backgrounds. Requested funds are used to support a wide array of needs that would allow units to support and retain current faculty, as well as recruit additional faculty into strategic areas of excellence. HIHI has allowed the University of Iowa to build upon areas of excellence, support high-performing current faculty, and attract additional diverse and talented faculty. As of July 20, 2022, funding was committed and distributed for 20 recruitments and 5 retentions.
- **Dual Academic Career Fund.** This fund provides resources to departments and colleges when the recruitment or retention of a tenured/tenure-track faculty member is contingent upon the employment of a partner/spouse. In partnership with the primary and secondary hiring departments, the Office of the Executive Vice President and Provost contributes salary/fringe for up to three years to support the hiring of qualified partners/spouses.
- **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 to communicate the university’s commitment to work/life integration. This single website provides 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 is included in candidate packets.
- **Higher Education Recruitment Consortium (HERC).** In collaboration with ISU and UNI, the University of Iowa joined 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 applicants from diverse backgrounds and featuring an innovative dual-career search capability. HERC members have access to a database of registered job seekers, most 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, over 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 support an institutional membership to the National Center for Faculty Development and Diversity (NCFDD), an independent 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. Importantly, UI's institutional membership provides early career faculty members and graduate students access to high-quality professional development programs led by national experts in an efficient and cost-effective manner.
- **Faculty Development through the Career Life Cycle.** 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 development opportunities for faculty members throughout their career lifecycle. These programs include Iowa New Faculty Orientation (INFO) and a series of workshops for new and early career faculty. There are seminars on annual reviews, promotion and tenure, navigating mid-career challenges and opportunities, and retirement. Faculty members receive further training and support through other campus offices including the Office of Teaching, Learning and Technology and the Center for Teaching.
- **Faculty Leadership Development.** In academic year 2015-16, the Office of the Executive Vice President and Provost collaborated with University Human Resources to launch the DEO Leadership Program. As of 2021-22, 85 DEOs and faculty administrators have participated in the program, 49% of whom are women and 25% of whom are minorities. In addition to a variety of leadership topics, the

program includes a session addressing the department chairs' role in creating an inclusive campus climate.

- **Employee Constituency Councils.** The Division of Diversity, Equity, and Inclusion provides support for several faculty, staff, and graduate student 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.
- **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.

Diverse Visiting Faculty and Speakers

The Office of the Executive Vice President and Provost has funding available to bring faculty and speakers to campus, including those from underrepresented groups.

Workshops and Programs on Diversity

The university, through the executive officer for diversity, equity, and inclusion (EO-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.

- **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 nearly 3,800 faculty, staff, students, and community members through ongoing workshops. Additionally, over 125 faculty, staff, and students have attended train-the-trainer workshops; 40 trainers are currently active. These individuals are taught effective leadership skills in the areas of prejudice reduction, violence prevention, conflict resolution, and coalition building so that they can serve as a resource for diversity and inclusion on campus.

In 2021-2022, UI's NCBI affiliate held 9 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 195 faculty, staff, students, and community members attended these workshops. Feedback from participants' evaluations continues to be overwhelmingly positive.

- **BUILD.** 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 56 workshops reaching over 1,500 faculty, staff, and graduate students. As of the end of the 2021-2022 academic year, over 840 individuals have earned their BUILD certificate, which requires a minimum of 13 training hours.

- **Implicit Bias.** The Division of Diversity, Equity, and Inclusion and the Office of the Provost have continued their ongoing collaboration to provide workshops on implicit 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.
- **Disability Planning and Action Committee.** The UI Disability Planning and Action Committee, with representation by key University of Iowa leaders and chaired by the executive officer for diversity, equity, and inclusion (EO-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 and is inclusive of individuals with disabilities.
- **Women's Leadership Initiative.** 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 Awards and Diversity Catalyst Seed Grants

The Division of Diversity, Equity, and Inclusion (DDEI) sponsors several reward and recognition programs supporting diversity, equity, and inclusion, including the Diversity Catalyst Awards and the Diversity Catalyst Seed Grant Program. For over 20 years, the Diversity Catalyst Awards recognize faculty, staff, students, student

organizations, and units who have engaged in diversity, equity, and inclusion initiatives during the previous academic year, promoting the development of an inclusive and diverse campus community. Award recipients are recognized at a spring reception and receive a cash prize.

The Diversity Catalyst Seed Grants support new initiatives that contribute to a diversity, equity, and inclusion-related strategic goal either at the departmental, collegiate, or university level. Selected initiatives hold promising potential for an immediate positive impact on the campus community. 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 minority and women students and to develop professional pipelines (including academia, government, industry, and health care) through graduate student recruitment and support.

- **Summer Research Opportunities Program.** Since 1986, the University of Iowa Graduate College has annually held the Summer Research Opportunities Program (SROP) to recruit and support talented underrepresented undergraduate students interested in pursuing graduate studies. SROP is an award-winning Big Ten Academic Alliance 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 across a variety of fields of study. The program encourages students to explore research opportunities at UI that can lead to graduate degrees.
- **Fellowships.** The Graduate College has a number of fellowship offerings to support outstanding graduate students. Several fellowships and scholarships include a preference for underrepresented students (e.g., racial/ethnic minorities, gender minorities, first generation students, and students with disabilities). These include two recruitment fellowships for doctoral students: Iowa Recruitment Fellowship program and the LuLu Merle Johnson Fellowship program. Additional funding opportunities with a preference for underrepresented students include the ACT Scholars program (funded by ACT for masters and doctoral students), the Graduate Diversity Scholarships and Fellowships (masters and doctoral students), an underrepresented minority master's thesis fellowship, and a pre-comprehensive exam mentored research summer fellowship (doctoral students).
- **Graduate College Office of Diversity, Equity, and Inclusion.** 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 enact initiatives that address the needs of graduate students in the areas of recruitment, retention, and academic success. GRAD-DEI seeks to provide

spaces for students to build community and offer opportunities for students to grow personally and professionally.

- **Iowa Sciences Academy.** The Iowa Sciences Academy (ISA) is home to a range of programs that support the success of undergraduate students interested in research and scientific communication. Through ISA programs, students have access to hands-on research, professional development, and scientific outreach opportunities. 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. Funding for the ISA comes from the National Institutes of Health, the National Science Foundation, the Office of the Vice President for Research, the Graduate College, the College of Liberal Arts and Sciences, and the Office of the Provost as well as donor support from Drs. Robert J. and Sue B. Latham. The National Institute of General Medical Sciences' Division of Training, Workforce Development, and Diversity (TWD) administers research and research training programs including those programs that increase the number of minority biomedical, behavioral, and biophysical scientists. ISA is funded by an Initiative for Maximizing Student Development (IMSD) grant and a Maximizing Access to Research Careers (MARC) grant, both under the TWD. ISA is also supported by the NSF Iowa Illinois Nebraska STEM Partnership for Innovation in Research and Education (IINSPIRE) which is an alliance among 16 two-year and four-year colleges and universities working together to attract the states' growing underrepresented minority (URM) population into STEM fields and to attract students from other regions to STEM education opportunities in Iowa, Illinois, and Nebraska.
- **College of Engineering Diversity, Equity, and Inclusion Council.** The College of Engineering's Diversity, Equity, and Inclusion (DEI) Council consists of faculty, staff, and undergraduate and graduate students. It continues its charge of providing leadership within the college to promote and achieve a culture that values diversity, equity, and inclusion, leading the college's engagement in the American Society for Engineering Education (ASEE) Diversity Recognition Program, for which the college was awarded bronze level recognition. The council continues to advance the college's DEI Action Plan and provides ongoing feedback and recommendations on proposed new and current DEI related functions to promote a cycle of progress for a more effective DEI and anti-racism infrastructure across all areas and units of the college. During the year, the council provided financial support for various DEI initiatives and professional development throughout the college, including student attendance at the National Society for Black Engineers (NSBE), faculty/staff attendance at national DEI conferences, and support for Society of Women Engineers efforts.
- **Summer Health Professions Education Program.** Carver College of Medicine's (CCOM) RWJF funded Summer Health Professions Education Program (SHPEP) welcomed its sixth cohort of undergraduate students to an in-person learning

experience in Summer 2022. 80 scholars participated on-campus for the six-week enrichment program. 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 in medical school and graduate schools.

- **Health Care DEI Educational Sessions.** Over 100 diversity, equity, and/or inclusion educational sessions were facilitated to over 3,000 participants throughout UI Health Care in fiscal year 2022.
- **Graduate Medical Education UI Underrepresented in Medicine Visiting Student Elective Program.** This Program is designed to support visiting electives for medical students who are from backgrounds underrepresented in medicine.
- **Medical Spanish Course.** This course has been created for faculty members with an intermediate or advanced language competency. Four cohorts were completed during the AY 2021-22 with 25 faculty members. Two additional courses are being offered in fall 2022.

University of Iowa Health Care

- **STEM Education.** In fiscal year 2022, nearly 5,500 students from 66 of 99 Iowa counties, 22 other states, and five other countries engaged in 110 UI Health Care STEM (science, technology, engineering, and math) Education programs. 73% of STEM Education program participants self-identified as female, 14% self-identified as living in a rural community, and 51% self-identified as underserved or underrepresented (rural communities, racial minorities, first-generation, low socioeconomic status). Eighty-three percent of all program attendees stated they learned something new about STEM as a result of attending our virtual program. A total of 292 faculty, staff, and students dedicated almost 900 hours to educating K-12 students through virtual UI Health Care STEM Education programming.
- **Culturally Responsive Health Care in Iowa Conference.** Launched in 2014, this annual multi-disciplinary conference 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 2022 conference was held as a hybrid experience, plenary sessions were in person and our national keynote address was open to all of the University of Iowa community and the public.

- **Research pilot grant program addressing health disparities.** This grant program that supports research that addresses health disparities within our community and patient populations.
- **CultureVision.** In 2014, University of Iowa Health Care acquired CultureVision (CV), 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 by students, trainees, staff, nurses, and clinicians. This resource has been renewed through 2023.
- **LGBTQ Healthcare Equality.** Since 2012, University of Iowa Health Care has been designated each year as a Leader in LGBTQ Healthcare Equality by the Human Rights Campaign, the nation's largest LGBTQ civil rights organization, in recognition of its commitment to LGBTQ patient-centered care.
- **UI Health Care Culturally Responsive Health Care Award.** This annual award, established in 2016, 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.
- **UI Health Care Diversity, Equity, and Inclusion Leadership Award.** This award has been established to honor individuals or groups who have demonstrated outstanding commitment to DEI through their leadership contributions.
- **UI Health Care BUILD (Building University of Iowa Leaders in Diversity).** A successful pilot program was hosted in summer 2022. BUILD Health Care is a lecture series that addresses health care related DEI topics. This program is being rolled out institution-wide in January 2023.

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. Since 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.

Annual Report
Marginalized and Women Educators Enhancement Program

Iowa State University
December 2022

Iowa State University aspires to be the university that cultivates a diverse, equitable and inclusive environment where students, faculty, and staff flourish. Iowa State strives to support key programs to cultivate the hiring, retention, mentoring, satisfaction, advancement, promotion, and leadership of marginalized and women educators. The following list highlights a representative group of key offerings. Note that while this list represents selected key institutional programming, it is not all-inclusive. Many academic colleges, departments, and units also have implemented local programming to support marginalized and women educators.

1. [**Aspire Institutional Change \(iChange\) Initiative.**](#) Association of Public Land-grant Universities' Aspire Institutional Change (iChange) Initiative strengthens post-secondary institutions where science, technology, engineering, and mathematics (STEM) faculty from underrepresented groups are widely recruited, hired, and retained and all STEM faculty employ inclusive teaching, advising, and research mentoring. The National Science Foundation funds this effort.
2. [**Child Care and Family Services.**](#) This unit within University Human Resources supports Iowa State University families by linking them with professional programs and services that can help meet their childcare needs. The university childcare consultant is available to assist families in accessing on campus and community-based services. The university supports three campus childcare centers: University Community Childcare in University Village, ISU Child Care Center at Veterinary Medicine, and the Child Development Laboratory School in the College of Human Sciences. 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 childcare infant network.
3. [**COACHE Faculty Satisfaction Survey.**](#) The Collaborative on Academic Careers in Higher Education, or COACHE, based at the Harvard Graduate School of Education, is a consortium of over 250 colleges and universities committed to making the academic workplace more attractive and equitable for all faculty. The core component of COACHE is a faculty satisfaction survey specially designed for to provide information about faculty experience at their institution. Iowa State University participated in the COACHE Faculty Satisfaction

Survey in spring 2021. The COACHE reports provide Iowa State leaders with a powerful tool to increase the quality of work-life for our faculty; advance a reputation as a great place for faculty to work; provoke better questions from and more informed decisions by prospective faculty; and generate ideas and initiatives from faculty that enrich and expand the range of possible improvements. The survey results help to assess needs and implement best practices regarding hiring, promotion, retention, campus climate, and diversity.

4. **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. Further contributing to these efforts are the ISU ADVANCE Equity Advisors, who in collaboration with the Office of Equal Opportunity and University Human Resources, provide orientation and training on inclusive hiring practices to faculty search committees.
5. **[Emerging Leaders Academy](#).** The Office of the Senior Vice President and Provost's leadership development program, the Emerging Leaders Academy, develops depth of leadership skills among faculty and staff, and diversifies the potential pool of leadership candidates at ISU. Marginalized and women faculty and staff are especially encouraged to apply. Since 2009, the program has trained over 260 faculty and staff in leadership, teamwork, communication, fiscal responsibility, diversity, management, and public accountability.
6. **Faculty and Staff Associations.** Faculty and Staff Associations (FSAs) promote awareness, understanding, and respect of their respective diverse cultures and heritage through advocacy, community engagement, education, and service. All FSAs are supported and under the direction of the Office of the Vice President for Diversity, Equity, and Inclusion. Each works to *advocate* within the university and the greater Ames community; give back through community and volunteer service/engagement; educate through DEI-sponsored learning opportunities and cultural/heritage month celebrations; and share through fellowship and networking.
7. **[ISU ADVANCE](#).** ISU ADVANCE is a prominent vehicle to recruit, retain, and advance all faculty. This program transforms structures to enrich Iowa State University faculty careers. The ISU ADVANCE team works with university administrators, faculty, and staff to cultivate policies, practices, and cultures to achieve a diverse and vibrant faculty across the university community. Originally funded by a National Science Foundation (NSF) grant from 2006 to 2011, the goal of ISU ADVANCE was to increase the participation and advancement of women faculty in science, technology, engineering, and mathematics through transformational institutional change. Following the initial grant, ISU ADVANCE has evolved from a focus on women in STEM disciplines to a subsequent emphasis on underrepresented faculty and finally to an institutionalized program with broad impact across the university community. Previously, 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.

8. **Martin Luther King, Jr. Advancing One Community Awards**. Each January, as part of the celebration of the birthday of Dr. Martin Luther King, Jr., Iowa State University recognizes students, faculty and staff, and groups who have followed the principles of Dr. King. The Advancing One Community Awards, coordinated by the Office of the Vice President for Diversity, Equity, and Inclusion, recognize recipients' efforts to create an inclusive university community that embraces justice and equity.
9. **Mentoring**. The institutional mentoring program cultivates a university community which in which all faculty thrive. The program also aims to increase faculty retention and success; ensure successful reviews, promotion, tenure, and advancement; and cultivate inclusion, belonging, and collegiality among faculty. Five components make up the program:
 - 1) a required program for first-year, tenure-eligible faculty
 - 2) an optional program for early-career and mid-career faculty
 - 3) stated faculty mentor roles, responsibilities, and expectations.
 - 4) a network of College Peer Mentors who lead college-level programming and activities
 - 5) Exemplary Faculty Mentor AwardsIowa State also 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 mentoring events and opportunities at no cost.
10. **University Award for Inclusive Excellence**. Established in 2017 and awarded annually, Iowa State University's inclusion award recognizes faculty and professional and scientific staff who have advanced the university's mission of diversity, equity, and inclusion outside of their compensated responsibilities.
11. **University Committee for the Advancement of Women and Gender Equity**. The University Committee for the Advancement of Women and Gender Equity is a diverse group of women from across the Iowa State campus that is devoted to the mission of advancing gender equity within the university community. The committee advises university administration on issues affecting women and assists in the development of policies and practices that promote the equitable participation and treatment of women employees and students. The committee develops a Status on Women and Gender Equity Report, available as a dashboard on its website. The Office of the Vice President for Diversity, Equity, and Inclusion supports the work of the committee.
12. **Institutional Council on Diversity**. Established in August 2022, the Institutional Council on Diversity is chaired by the vice president for diversity, equity and inclusion and includes leadership from all the academic colleges and student affairs. The council shares information and best practices and provides feedback and guidance on how to advance the university's diversity, equity, and inclusion goals.

13. **Women Impacting ISU calendar**. The annual Women Impacting ISU calendar pays tribute to current women students, faculty and staff who distinguished themselves through their actions, involvement, and achievements at Iowa State University. Each year, 12 women from a variety of disciplines and diverse backgrounds are selected to appear on the calendar. The calendar, initiated in 2007 by a student-led group associated with the Catt Center, is produced by the Carrie Chapman Catt Center for Women and Politics with support from the Office of the Vice President for Diversity, Equity and Inclusion.

November, 2022

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 general education courses (typically Global Political Problems, a topical course that meets the Human Condition: Global category) and political science classes in the area of international relations or comparative politics. 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 2021-2022 academic year the University of Northern Iowa focused on faculty professional development sessions to prioritize efforts aligned with UNI's strategic plan and examine recruitment processes affecting minorities and women. Through the search committee training sessions, more than 42 faculty members participated in developmental sessions to prepare for their departmental national searches. 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 hire top candidates who are qualified for positions.