



REPORT TO THE BOARD OF REGENTS STATE OF IOWA

**Annual Equal Employment Opportunity and
Affirmative Action Workforce Report
November 2021**

Submitted by

Liz Tovar, PhD

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

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

TABLE OF CONTENTS

I. Introduction	1
II. Overview: Highlights of Employment Activity	2
III. Equal Employment Opportunity and Selected Diversity Initiatives at the University of Iowa	4
A. The Division of Diversity, Equity, and Inclusion.....	4
B. The Office of Institutional Equity	5
C. Excellence through Diversity, Equity, and Inclusion Action Plan	6
D. Path to Distinction Program	6
E. Distinction through Diversity Fund	6
F. Diversity Opportunity Programs	7
G. Harassment Prevention Education	7
H. National Coalition Building Institute (NCBI).....	8
I. The Diversity Catalyst Award and Diversity Catalyst Seed Grant.....	9
IV. One-Year Comparison of Major Workforce Categories: 2020 - 2021	10
A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity	10
B. Faculty and Staff by Disability and Veteran Status	15
C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity	16
D. Tenured/Tenure Track Promotion and Tenure Rates by Sex and Minority Status.....	17
E. Clinical Track Faculty by Sex and Race/Ethnicity	18
F. Research Track Faculty by Sex and Race/Ethnicity.....	20
G. Instructional Track Faculty by Sex and Race/Ethnicity.....	22
V. Annual Hiring Goals: 2020-21 and 2021-22	24
A. How Hiring Goals are Determined	24
B. Hiring Goals for the 2020-21 Data Year	24
C. Hiring Goals for the 2021-22 Data Year	27
VI. Five-Year Comparison of Major Workforce Categories: 2016 - 2021	28
A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity	28
B. Faculty and Staff by Disability and Veteran Status	32
C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity	33
D. Clinical Track Faculty by Sex and Race/Ethnicity	34
E. Research Track Faculty by Sex and Race/Ethnicity.....	35
VII. Ten-Year Comparison of Major Workforce Categories: 2011 - 2021	38
A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity	38
B. Faculty and Staff by Disability and Veteran Status	41
C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity	43
D. Clinical Track Faculty by Sex and Race/Ethnicity	44
E. Research Track Faculty by Sex and Race/Ethnicity.....	46
VIII. Five-Year and Ten-Year Comparison Summary	48

Annual Equal Employment Opportunity and Affirmative Action Workforce Report November 2021

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 *2021 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, 2020 to November 1, 2021, the University of Iowa workforce increased by 85 employees (0.4%), from 19,010 to 19,095.
 - The faculty and staff increased by 112 women (0.9%).
 - Racial/ethnic minority representation increased by 89 employees (3.2%).
 - There was a decrease of 18 tenured/tenure track faculty (1.4%).
 - The number of women faculty members on the tenure track increased by 3 (0.7%), increasing representation from 33.9% to 34.6%.
 - The number of minority faculty members on the tenure track decreased by 4, maintaining representation at 23.2%.
 - Representation of women among executive, administrative, and managerial staff decreased by 3 (1.6%), from 49.9% to 48.2%.
 - The number of racial/ethnic minorities among executive, administrative, and managerial staff increased by 7 (13.2%), from 14.1% to 15.6%.
 - Minority representation among professional and scientific staff increased by 50 (4.5%), from 9.8% to 10.0%.
 - 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 330 women (1.7%) and by 141 minorities (0.7%).²
 - There was a net decrease of 5 individuals (3.2%) who self-reported having disabilities.
 - There were decreases in the numbers of disabled veterans (8 individuals), Active Duty Wartime/Campaign Badge veterans (35 employees), and Armed Forces Service Medal veterans (7 employees). The number of recently separated veterans increased by one.

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, 2016 to November 1, 2021, the University of Iowa workforce increased by 1,246 employees (7.0%), from 17,849 to 19,095.
 - The faculty and staff increased by 1,150 women (10.0%).
 - Racial/ethnic minority representation increased by 639 employees (29.1%).
 - There was a net decrease of 79 tenured/tenure track faculty (5.7%). The number of women tenure track faculty increased by 5 (1.1%), and the number of minority faculty increased by 13 (4.5%).
 - The number of employees who self-reported having disabilities increased by 23 (18.1%).
 - There were decreases in the numbers of employees who self-identified as disabled veterans (7 employees), Active Duty Wartime/Campaign Badge veterans (157 employees), and Armed Forces Service Medal veterans (9 employees). The number of recently separated veterans increased by two.

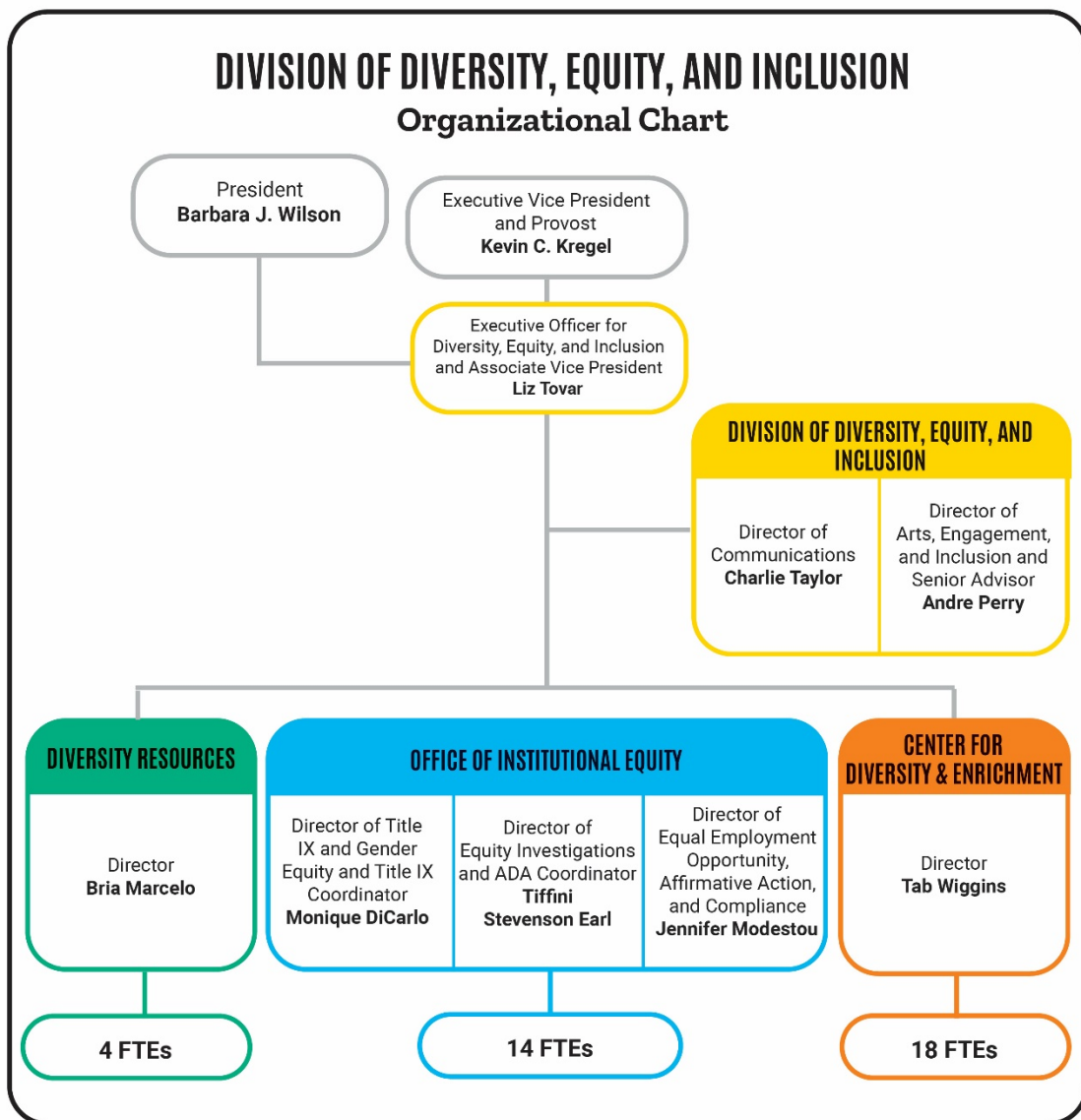
- **Ten-Year Comparison of Workforce Categories.** From November 1, 2011 to November 1, 2021, the University of Iowa workforce increased by 3,466 employees (22.2%), from 15,629 to 19,095.
 - The faculty and staff increased by 2,631 women (26.3%).
 - Racial/ethnic minority representation increased by 1,323 employees (87.7%).
 - There was a net decrease of 150 tenured/tenure track faculty (10.3%). The number of women tenure track faculty decreased by 30 (6.3%), and minority representation increased by 26 (9.4%).
 - There was an increase of 52 employees (53.1%) who self-reported having disabilities; this increase is likely attributable in part to a re-survey of the workforce in Fall 2019.
 - There were decreases in the numbers of employees who self-identified as disabled veterans (3 employees) and Active Duty Wartime/Campaign Badge veterans (254 employees). The number of Armed Forces Service Medal veterans increased by 15, and the number of recently separated veterans increased by two.

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 Diversity Resources, the Office of Institutional Equity, and the Center for Diversity and Enrichment. DDEI is led by the 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) 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. Excellence through Diversity, Equity, and Inclusion Action Plan

The 2019-2021 Excellence through Diversity, Equity, and Inclusion Action Plan represents the culmination of a multi-year assessment and engagement process. The plan was designed to provide a campus roadmap to guide diversity, equity, and inclusion initiatives in anticipation of the campus-wide strategic planning process. Multiple people across campus contributed to the development of the action plan. As of the publication of this report, the university is preparing its next strategic plan.

D. Path to Distinction Program

Following a successful pilot project, the Office of the Executive Vice President and Provost has implemented the Path to Distinction program across campus 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. The 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.

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

F. Diversity Opportunity Programs

In 1999, the Office of the Executive Vice President and Provost established the Faculty Diversity Opportunity Program (FDOP) to aid collegiate efforts to recruit and retain faculty from underrepresented communities. This program was an important tool for reaching the university's diversity goals and thereby enhancing the excellence of the University of Iowa. Critical components included mentoring and retention plans. A total of 143 faculty have been supported by the program; although not actively adding new faculty, the program continues to support 25 current faculty based on previous commitments; these positions are in the University Library and the Colleges of Education, Engineering, Liberal Arts and Sciences, Nursing, Pharmacy, and Public Health.

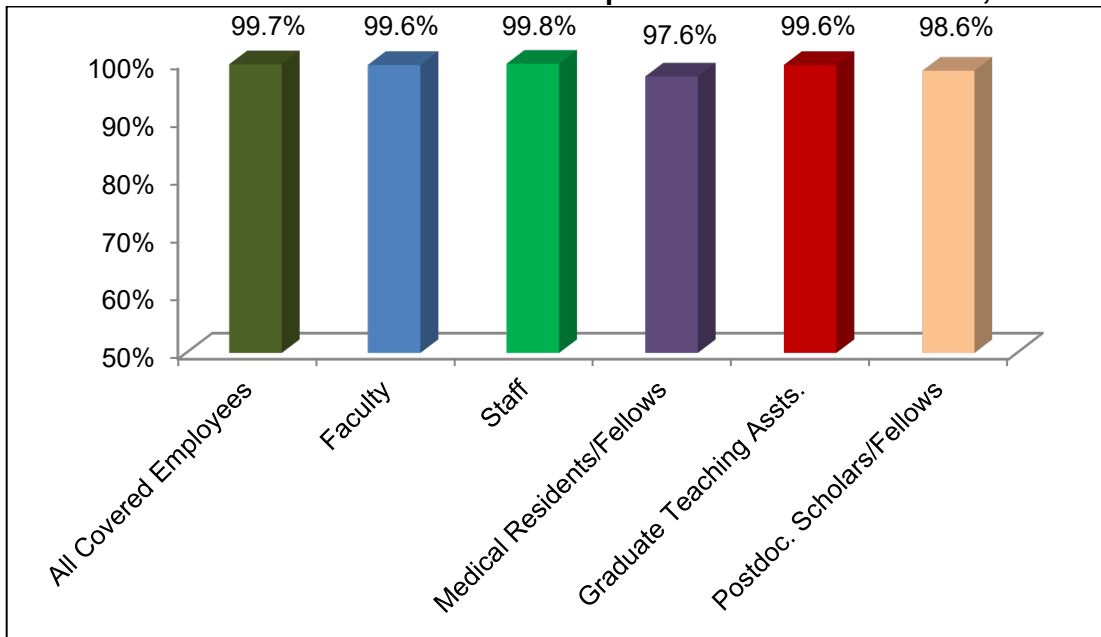
Reflecting best practices identified from FDOP, the Staff Diversity Opportunity Program (SDOP) promotes employment of minorities and women in Professional and Scientific (P&S) staff classifications exhibiting underrepresentation. Administered through University Human Resources, SDOP allows opportunity for the development of talent through apprenticeships, internships, pipeline positions, and other hires that enable the university to bring on board high-potential candidates from diverse backgrounds who do not fill a specific, immediate need, as well as for development opportunities to increase the new employee's skill, knowledge, abilities, and likelihood of a successful candidacy for future P&S vacancies. During FY 2021, the salaries of four P&S staff members were supported by SDOP funding.

G. 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 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 2021, a total of 5,012 employees completed one of the approved harassment prevention courses; of these, 98 percent (4,933) completed an online training and 2 percent (79) completed an in-person training. As of June 30, 2021, 99.7 percent of current covered employees were compliant with the mandate for periodic training on harassment prevention.

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

H. National Coalition Building Institute (NCBI)

The National Coalition Building Institute (NCBI) is a nonprofit leadership training organization based outside of Washington, D.C. NCBI works through a coalition-building model to provide leadership training for inclusion and equity with the goal of eliminating all forms of prejudice throughout the world. The University of Iowa has been affiliated with NCBI since 2011, and since that time has reached over 3,600 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 2020-21, UI's NCBI affiliate held 14 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 270 faculty, staff,

students, and community members attended these workshops. Feedback from participants' evaluations continues to be overwhelmingly positive.

I. 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 2021 recipients were celebrated in an online ceremony. Dr. Liz Tovar, Executive Officer for Diversity, Equity, and Inclusion and Associate Vice President, offered opening remarks. Dean Harriet B. Nembhard, College of Engineering, provided the keynote address. Award recipients were:

- Zahra Aalabdulrasu, student, Tippie College of Business
- Monique Galpin, Administrative Services Coordinator, Carver College of Medicine
- Jessica Padilla Solis, Program Coordinator, Women's Resource and Action Center
- Yolanda Spears, Clinical Assistant Professor, Social Work
- International Student Advisory Board
- Native American Council

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 2021 Diversity Catalyst Seed Grants were:

- Translating Collection Guides into Chinese: Lindsay Moen, Public Services Librarian, and Jenna Silver Baustian, Processing Coordinator Archivist, University of Iowa Libraries
- Surveying Louis Scarborough: Lindsay Moen, Public Services Librarian, and Jenna Silver Baustian, Processing Coordinator Archivist, University of Iowa Libraries
- Student Legal Services Immigration Clinic: Amanda Elkins, Director and Attorney, Rachel Howell, Office Manager, and Alyssa Pomponio, Attorney, Student Legal Services, Division of Student Life; Jessica Malott, Malott Law, PLC

IV. ONE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2020 - 2021

A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity, 2020 - 2021

Overall Changes. The University of Iowa workforce increased by 85 employees (0.4 percent) during the 2020-21 data year, from 19,010 to 19,095. For analytical purposes, job titles have been categorized into Primary Occupational Activity (POA) groups based on job content, salary, and opportunities. The POA groups with the greatest proportional increases were Executive, Administrative, and Managerial Staff and Professional and Scientific Staff, and the largest net increase was in Professional and Scientific Staff. The largest proportional decrease occurred among Skilled Crafts Staff, and the largest net decrease was in Secretarial and Clerical Staff.

The unit on campus with the largest workforce increase over the past year was UI Health Care, with a net increase of 243 employees (1.9%). Much of UI Health Care's growth over the past year is a result of the COVID-19 pandemic. In response to the growing testing and same-day appointment needs, additional positions have been added to the Patient Appointment Center (PAC) and off-site locations (UI QuickCare, UI Urgent Care, etc.). The PAC has responsibility for scheduling COVID testing and appointments which are primarily done at the off-site locations. Increases in these areas accounted for over 20% of UI Health Care's growth. UI Health Care has also seen growth in the Department of Pediatrics and Health Care Information Systems (HCIS). Pediatrics has experienced growth in research, as well as new and expanded clinical programs, including but not limited to, liver transplant, hematology, developmental and behavioral, and allergy. Additional faculty, advanced practice providers, and research staff have been added to support these growing areas. As UI Health Care and the services provided grow, so do the technology needs. In response, HCIS has seen growth in its core services, such as the help desk, informatics, analytics, and disaster recovery teams.

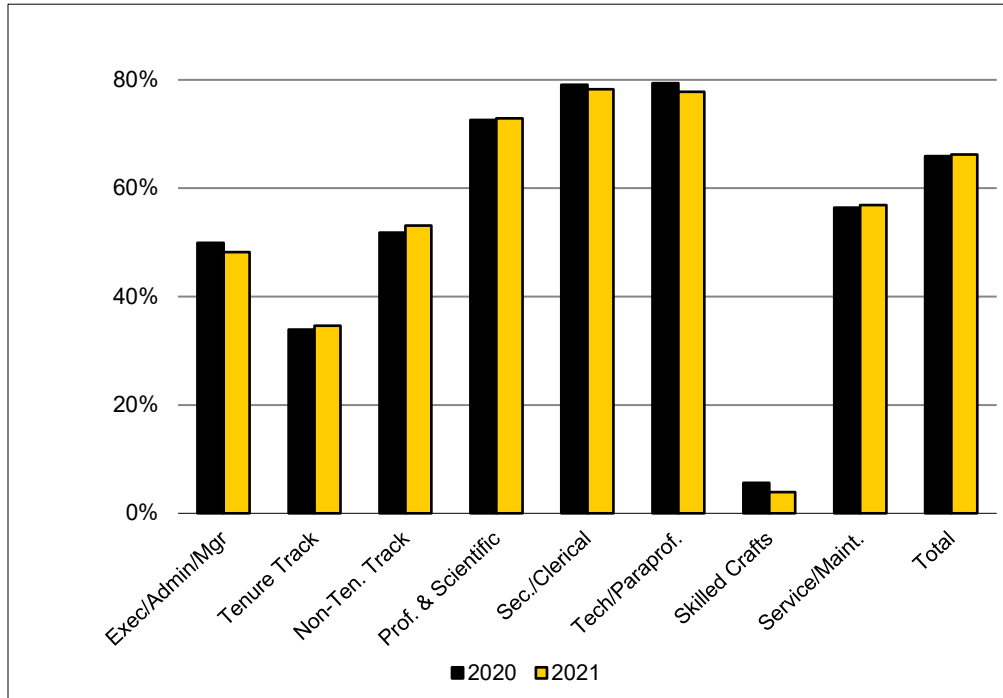
Sex. The number of women in the workforce increased by 112 (0.9 percent). The largest proportional increase was in Non-Tenure Track Faculty; the largest net increase was in Professional and Scientific Staff. The largest proportional decrease occurred among Skilled Crafts Staff, and the largest net decrease was in Secretarial and Clerical Staff.

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

Table I
Faculty and Staff by Primary Occupational Activity Group and Sex
November 1, 2020 – November 1, 2021

Primary Occupational Activity Group	2020		2021		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	377	188 49.9 %	384	185 48.2 %	+ 7 +1.9 %	- 3 - 1.6 %
2 Tenured/Tenure Track Faculty	1,318	447 33.9 %	1,300	450 34.6 %	- 18 - 1.4 %	+ 3 + 0.7 %
3 Non-Tenure Track Faculty	1,445	749 51.8 %	1,472	782 53.1 %	+ 27 + 1.9 %	+ 33 + 4.4 %
4 Professional & Scientific Staff	11,403	8,281 72.6 %	11,578	8,439 72.9 %	+ 175 + 1.5 %	+ 158 + 1.9 %
5 Secretarial and Clerical Staff	1,143	904 79.1 %	1,081	846 78.3 %	- 62 - 5.4 %	- 58 - 6.4 %
6 Technical and Paraprofessional Staff	933	741 79.5 %	941	732 77.8 %	+ 8 + 0.9 %	- 9 - 1.2 %
7 Skilled Crafts Staff	251	14 5.6 %	230	9 3.9 %	- 21 - 8.4 %	- 5 - 35.7 %
8 Service and Maintenance Staff	2,140	1,206 56.4 %	2,109	1,199 56.9 %	- 31 - 1.4 %	- 7 - 0.6 %
Total	19,010	12,530 65.9 %	19,095	12,642 66.2 %	+ 85 + 0.4 %	+ 112 + 0.9 %

Figure 2
Women Faculty and Staff by Primary Occupational Activity Group
November 1, 2020 – November 1, 2021



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 89 (3.2 percent) from 2020 to 2021. The largest proportional increase was in Executive, Administrative, and Managerial Staff, and the largest net increase was in Professional and Scientific Staff. There was a decrease in the number of minority among Tenured/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. There was a decrease of one employee 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 II
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity
November 1, 2020 – November 1, 2021

Primary Occupational Activity Group	2020							2021							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	377	53 14.1%	20 5.3%	15 4.0%	12 3.2%	3 0.8%	3 0.8%	384	60 15.6%	20 5.2%	19 4.9%	15 3.9%	3 0.8%	3 0.8%	+ 7 +1.9 %	+7 +13.2%	0	+4 +26.7%	+3 +25.0%	0	0
2 Tenured/ Tenure Track Faculty	1,318	306 23.2%	205 15.6%	29 2.2%	59 4.5%	1 0.1%	12 0.9%	1,300	302 23.2%	206 15.8%	31 2.4%	55 4.2%	0	10 0.8%	- 18 - 1.4 %	-4 -1.3%	+1 +0.5%	+2 +6.9%	-4 -6.8%	-1 -100%	-2 -16.7%
3 Non-Tenure Track Faculty	1,445	350 24.2%	226 15.6%	37 2.6%	73 5.1%	5 0.3%	9 0.6%	1,472	353 24.0%	232 15.8%	39 2.6%	69 4.7%	4 0.3%	9 0.6%	+ 27 + 1.9 %	+3 +0.9%	+6 +2.7%	+2 +5.4%	-4 -5.5%	-1 -20.0%	0
4 Professional & Scientific Staff	11,403	1,112 9.8%	505 4.4%	202 1.8%	314 2.8%	17 0.1%	74 0.6%	11,578	1,162 10.0%	521 4.5%	198 1.7%	342 3.0%	17 0.1%	84 0.7%	+ 175 + 1.5 %	+50 +4.5%	+16 +3.2%	-4 -2.0%	+28 +8.9%	0	+10 +13.5%
5 Secretarial & Clerical Staff	1,143	114 10.0%	28 2.4%	45 3.9%	33 2.9%	5 0.4%	3 0.3%	1,081	120 11.1%	30 2.8%	45 4.2%	35 3.2%	6 0.6%	4 0.4%	- 62 - 5.4 %	+6 +5.3%	+2 +7.1%	0	+2 +6.1%	+1 +20.0%	+1 +33.3%
6 Technical & Paraprofessional Staff	933	150 16.1%	30 3.2%	42 4.5%	62 6.6%	5 0.5%	11 1.2%	941	169 18.0%	31 3.3%	46 4.9%	79 8.4%	4 0.4%	9 1.0%	+ 8 + 0.9 %	+19 +12.7%	+1 +3.3%	+4 +9.5%	+17 +27.4%	-1 -20.0%	-2 -18.2%
7 Skilled Crafts Staff	251	11 4.4%	1 0.4%	2 0.8%	5 2.0%	2 0.8%	1 0.4%	230	11 4.8%	2 0.9%	1 0.4%	4 1.7%	1 0.4%	3 1.3%	- 21 - 8.4 %	0	+1 +100%	-1 -50.0%	-1 -20.0%	-1 -50.0%	+2 +200%
8 Service & Maintenance Staff	2,140	647 30.2%	120 5.6%	310 14.5%	195 9.1%	10 0.5%	12 0.6%	2,109	655 31.1%	118 5.6%	313 14.8%	202 9.6%	12 0.6%	10 0.5%	- 31 - 1.4 %	+8 +1.2%	-2 -1.7%	+3 +1.0%	+7 +3.6%	+2 +20.0%	-2 -16.7%
Total	19,010	2,743 14.4%	1,135 6.0%	682 3.6%	753 4.0%	48 0.3%	125 0.7%	19,095	2,832 14.8%	1,160 6.1%	692 3.6%	801 4.2%	47 0.2%	132 0.7%	+ 85 + 0.4 %	+89 +3.2%	+25 +2.2%	+10 +1.5%	+48 +6.4%	-1 -2.1%	+7 +5.6%

* 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 3
Minority Faculty and Staff by Primary Occupational Activity Group
November 1, 2020 – November 1, 2021

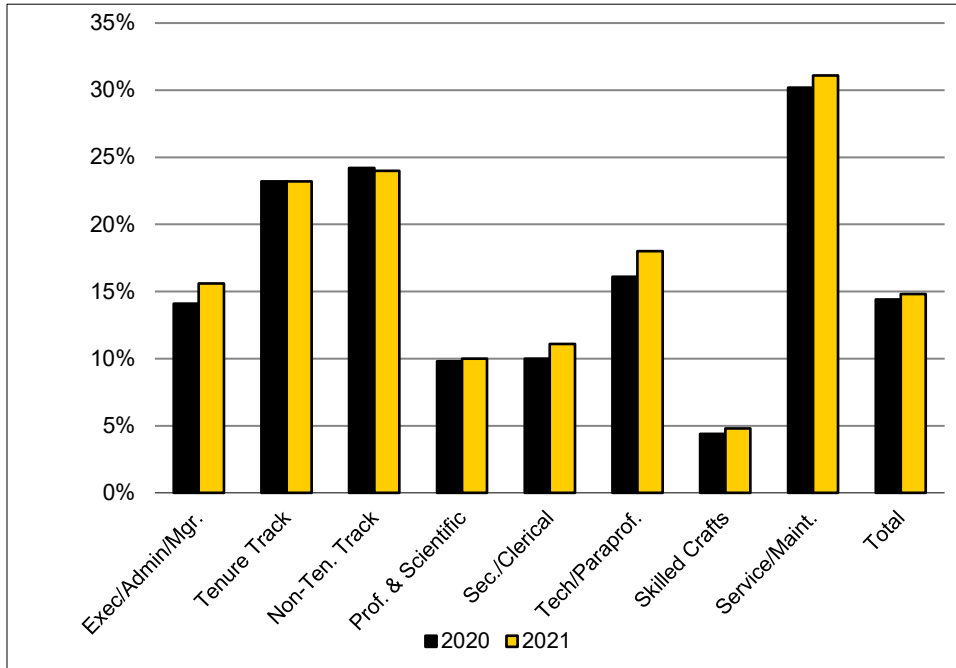
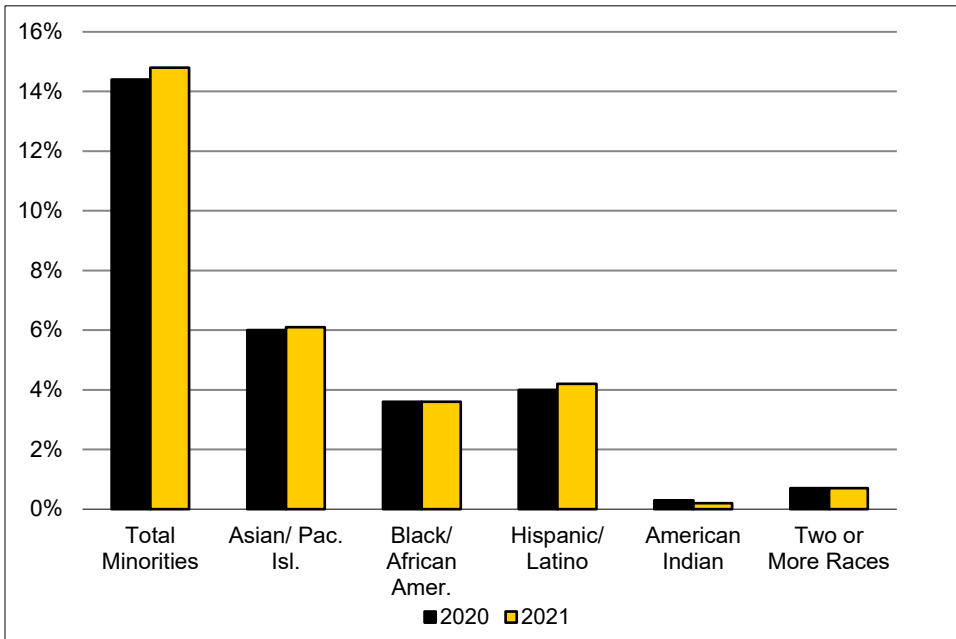


Figure 4
Total Workforce by Race/Ethnicity
November 1, 2020 – November 1, 2021



B. Faculty and Staff by Disability and Veteran Status, 2020 - 2021

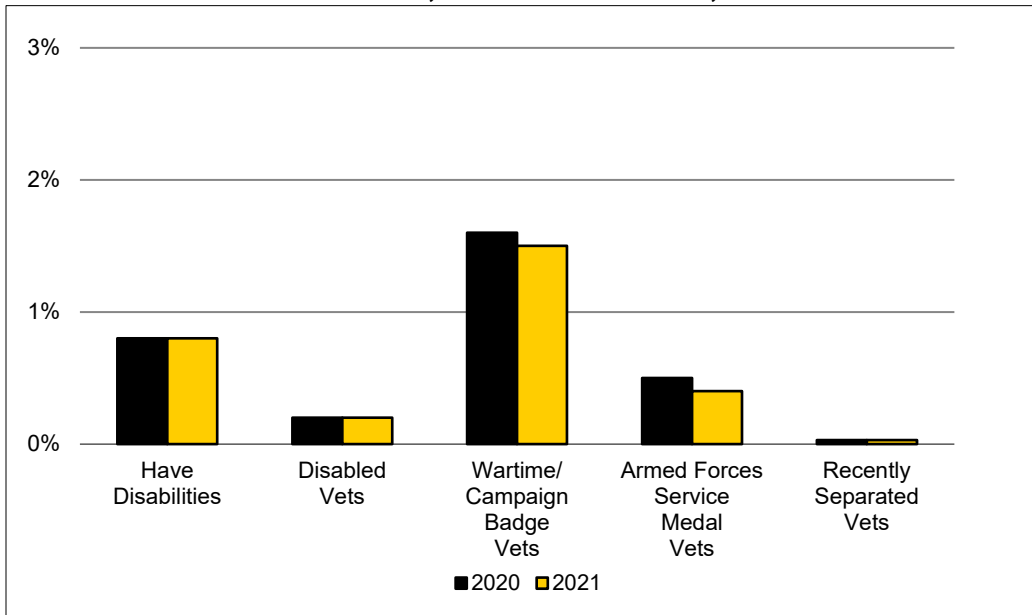
Employees may self-report disability and veteran status to the university at the time of appointment and may update or correct this information at any time.

The number of faculty and staff who reported having a disability decreased by 5 (3.2 percent) over the past year. There were decreases in the numbers of faculty and staff who self-identified as disabled veterans (8 employees), Active Duty Wartime/Campaign Badge veterans (35 employees), and Armed Forces Service Medal veterans (7 employees). The number of veterans whose discharge date from military service was within the three years prior to the data snapshot date increased by one.

**Table IV
Faculty and Staff by Disability and Veteran Status
November 1, 2020 – November 1, 2021**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2020	19,010	155 0.8 %	39 0.2 %	313 1.6 %	88 0.5 %	6 < 0.1 %
2021	19,095	150 0.8 %	31 0.2 %	278 1.5 %	81 0.4 %	7 < 0.1 %
Net Change	+ 33 + 0.2 %	- 5 - 3.2 %	- 8 - 20.5 %	- 35 - 11.2 %	- 7 - 8.0 %	+ 1 + 16.7 %

**Figure 5
Faculty and Staff by Disability and Veteran Status
November 1, 2020 – November 1, 2021**



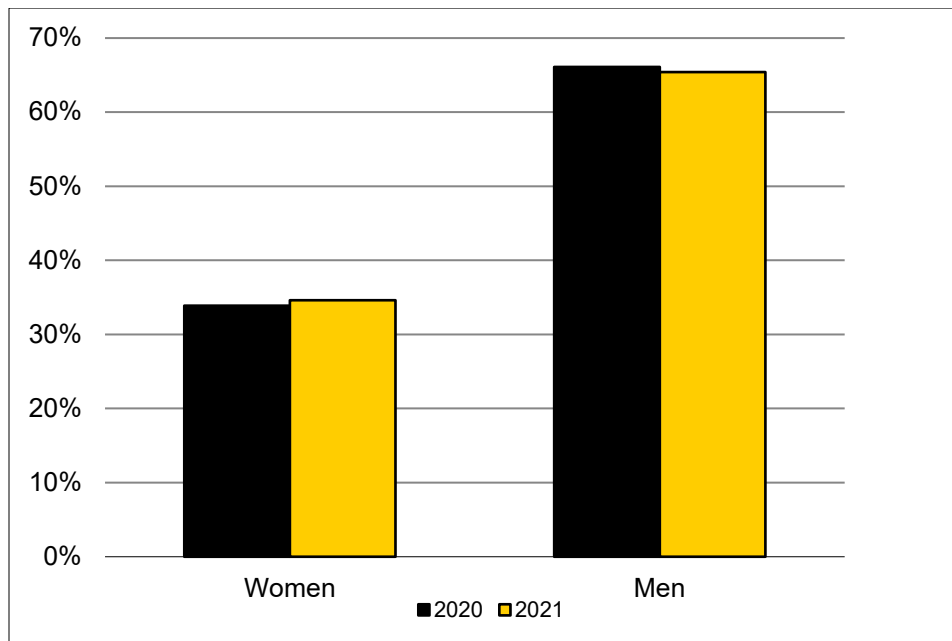
C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2020 - 2021

The number of tenured/tenure track faculty decreased by 18 (1.4 percent) in the last year. The number of women faculty increased by 3 (0.7 percent), and the number of minority faculty decreased by 4 (1.3 percent).

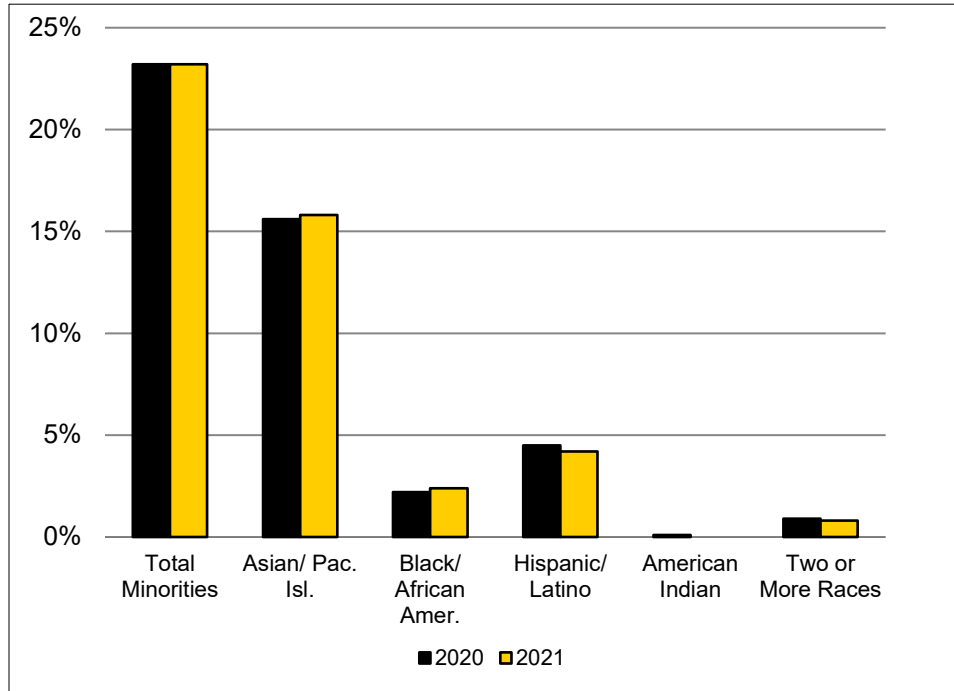
Table V
Tenured/Tenure Track Faculty by Sex and Race/Ethnicity
November 1, 2020 – November 1, 2021

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2020	1,318	447 33.9 %	306 23.2 %	205 15.6 %	29 2.2 %	59 4.5 %	1 0.1 %	12 0.9 %
2021	1,300	450 34.6 %	302 23.2 %	206 15.8 %	31 2.4 %	55 4.2 %	0	10 0.8 %
Net Change	- 18 - 1.4 %	+ 3 + 0.7%	- 4 - 1.3%	+ 1 + 0.5 %	+ 2 + 6.9 %	- 4 - 6.8 %	- 1 - 100 %	- 2 - 16.7 %

Figure 6
Tenured/Tenure Track Faculty by Sex
November 1, 2020 – November 1, 2021



**Figure 7
Tenured/Tenure Track Faculty by Race/Ethnicity
November 1, 2020 – November 1, 2021**



D. Tenured/Tenure Track Faculty Promotion and Tenure Rates by Sex and Minority Status, Academic Year 2021–22

A total of 65 tenure track faculty were granted promotions effective Academic Year 2021-22, of whom 29 are women. This rate of promotion (44.6 percent) exceeds the percentage of women on the tenure track faculty, now at 34.6 percent. Minorities received 17 of the 65 promotions (26.2 percent); this representation exceeds the representation of minorities on the tenure track faculty (23.2 percent).

Thirty-seven tenure track faculty members were granted tenure effective Academic Year 2021-22, of whom 16 (43.2 percent) are women. As of November 2021, women represent 46.5 percent of the untenured faculty on the tenure track. Among the 37 tenure track faculty members who received tenure, 11 (29.7 percent) are members of minority groups. As of November 2021, minorities represent 33.2 percent of the untenured faculty on the tenure track.

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

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

	Total	Women	Minorities
PROMOTIONS			
Number on Tenure Track	1,300	450	302
Percentage of Total on Tenure Track		34.6%	23.2%
Sought Promotions	65	29	17
Percentage of All Faculty Who Sought Promotions (n = 65)		44.6%	26.2%
Percentage of Subgroup (Total, Women, or Minorities)	5.0%	6.4%	5.6%
Granted Promotions	65	29	17
Percentage of All Faculty Who Were Granted Promotions (n = 65)		44.6%	26.2%
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Promotions	100.0%	100.0%	100.0%
TENURE			
Number of Untenured Faculty on Tenure Track	331	154	110
Percentage of Total Untenured on Tenure Track		46.5%	33.2%
Sought Tenure	37	16	11
Percentage of All Faculty Who Sought Tenure (n = 47)		43.2%	29.7%
Percentage of Subgroup (Total, Women, or Minorities)	11.2%	10.4%	10.0%
Granted Tenure	37	16	11
Percentage of All Faculty Who Were Granted Tenure (n = 45)		43.2%	29.7%
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, 2020 - 2021

The university experienced a net increase of 33 clinical track faculty (3.6 percent) over the past year. Faculty appointed to clinical track positions are included in POA Group 3, Non-Tenure Track Faculty.

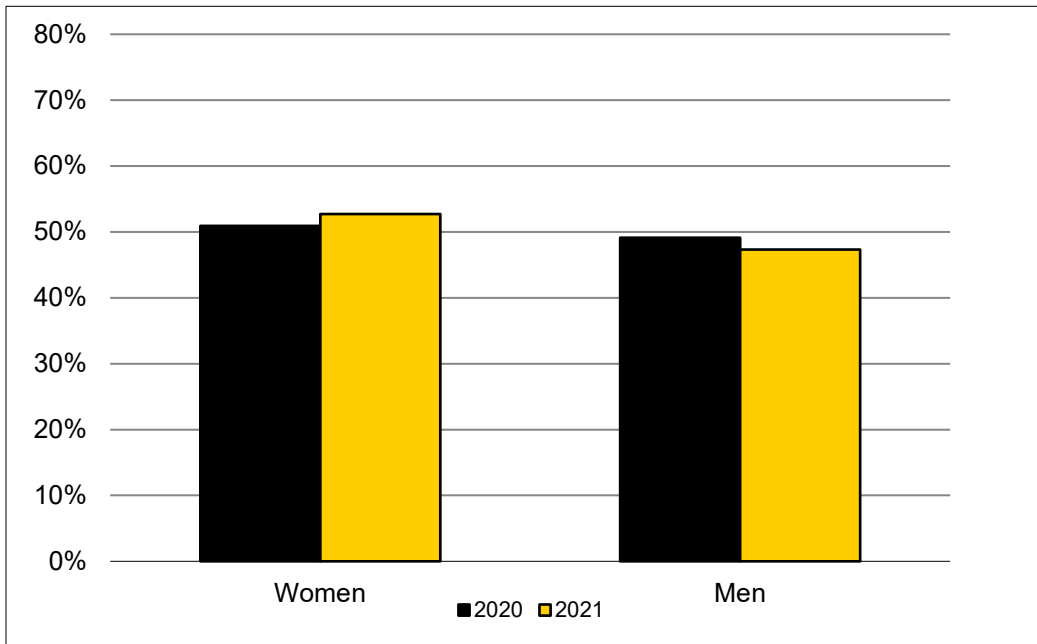
The number of women on the clinical track increased by 34 (7.4 percent), and the number of minorities on the clinical track increased by 3 (1.3 percent).

Carver College of Medicine continues to employ the majority of the clinical track faculty (85 percent), followed by the College of Dentistry (5 percent). The remaining clinical track faculty are employed in the colleges of Nursing, Pharmacy, Education, Liberal Arts and Sciences, Public Health, Law, and the Tippie College of Business.

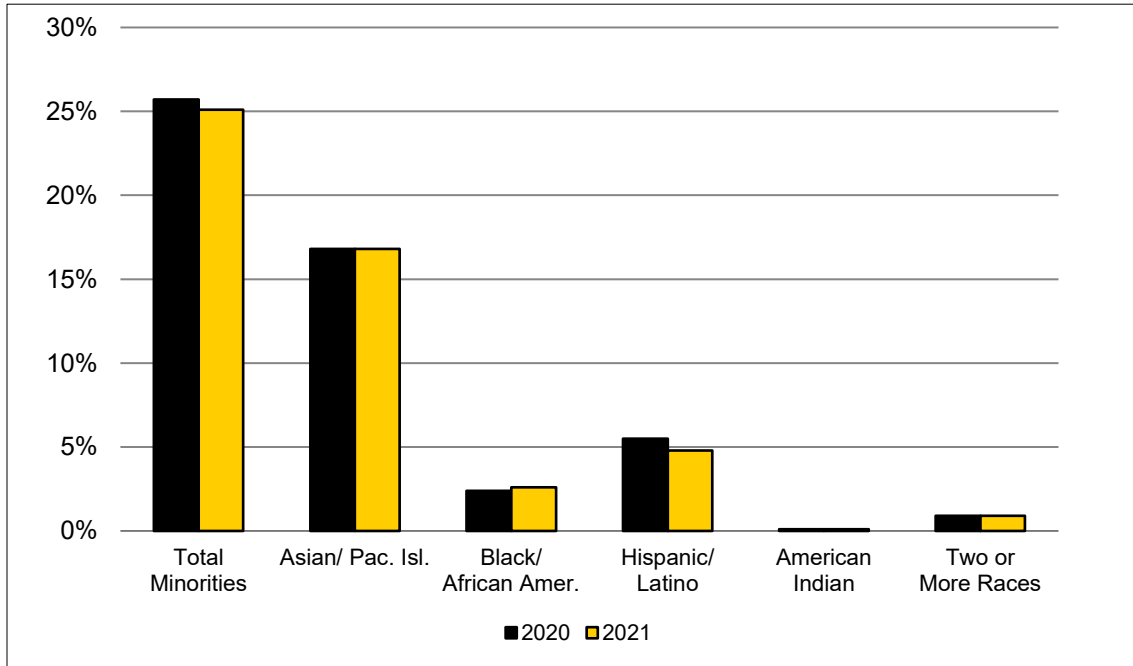
**Table VII
Clinical Track Faculty by Sex and Race/Ethnicity
November 1, 2020 – November 1, 2021**

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2020	906	461 50.9 %	233 25.7 %	152 16.8 %	22 2.4 %	50 5.5 %	1 0.1 %	8 0.9 %
2021	939	495 52.7 %	236 25.1 %	158 16.8 %	24 2.6 %	45 4.8 %	1 0.1 %	8 0.9 %
Net Change	+ 33 + 3.6 %	+ 34 + 7.4 %	+ 3 + 1.3 %	+ 6 + 3.9 %	+ 2 + 9.1%	- 5 - 10.0 %	0	0

**Figure 8
Clinical Track Faculty by Sex
November 1, 2020 – November 1, 2021**



**Figure 9
Clinical Track Faculty by Race/Ethnicity
November 1, 2020 – November 1, 2021**



F. Research Track Faculty by Sex and Race/Ethnicity, 2020 - 2021

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 an increase of 11 faculty (25.0 percent) on the research track over the last year. The number of women on the research track increased by 8 (44.4 percent), and the number of racial/ethnic minorities increased by 8 (47.1 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 VIII
Research Track Faculty by Sex and Race/Ethnicity
November 1, 2020 – November 1, 2021**

Year	Research Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African-American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2020	44	18 40.9 %	17 38.6 %	13 29.5 %	0	3 6.8 %	1 2.3 %	0
2021	55	26 47.3 %	25 45.5 %	20 36.4 %	1 1.8 %	3 5.5 %	1 1.8 %	0
Net Change	+ 11 + 25.0 %	+ 8 + 44.4 %	+ 8 + 47.1 %	+ 7 + 53.8 %	+ 1 n/a	0	0	0

Figure 10
Research Track Faculty by Sex
November 1, 2020 – November 1, 2021

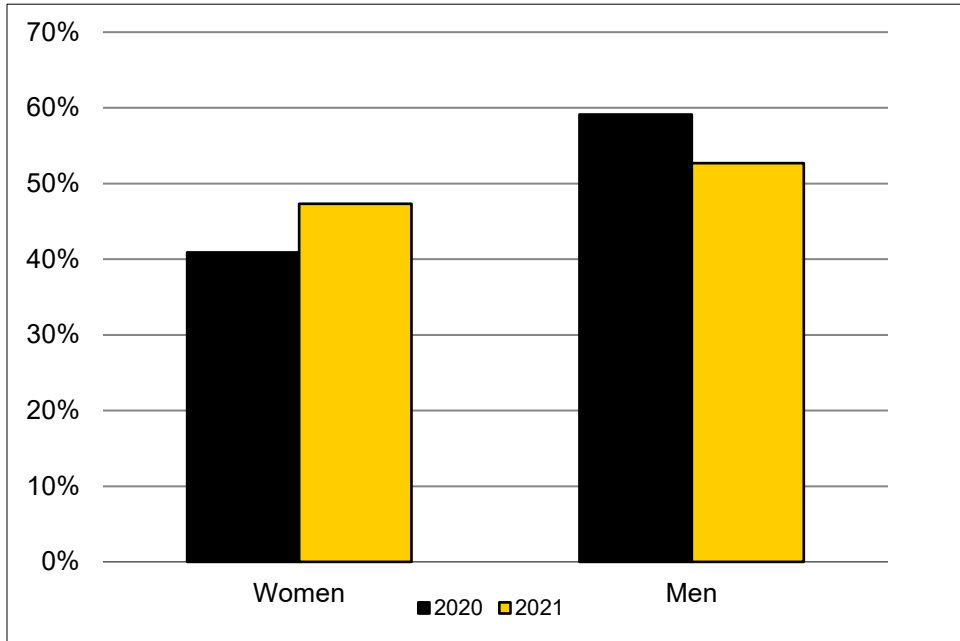
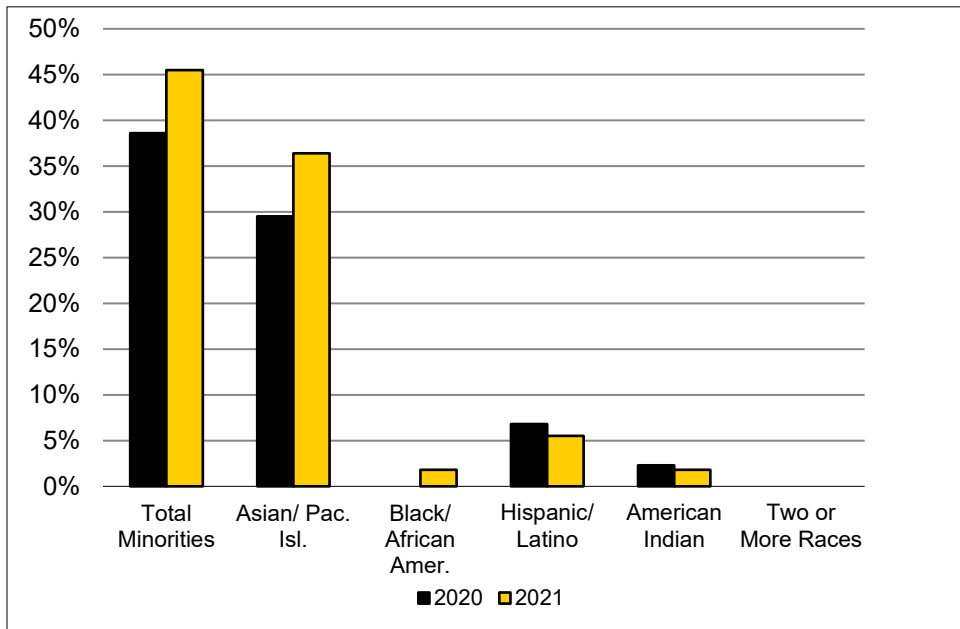


Figure 11
Research Track Faculty by Race/Ethnicity
November 1, 2020 – November 1, 2021



G. Instructional Track Faculty by Sex and Race/Ethnicity, 2020 - 2021

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 20 faculty (6.0 percent) over the last year. The number of women on the instructional track decreased by 14 (7.0 percent), and the number of racial/ethnic minorities decreased by 1 (2.2 percent).

The College of Liberal Arts and Sciences employs 62 percent of the instructional track faculty, followed by the Tippie College of Business (18 percent). The remaining instructional faculty are employed in the colleges of Nursing, Engineering, Law, Education, and the Graduate College.

Table IX
Instructional Track Faculty by Sex and Race/Ethnicity
November 1, 2020 – November 1, 2021

Year	Instructional Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2020	336	200 59.5 %	46 13.7 %	22 6.5 %	6 1.8 %	14 4.2 %	3 0.9 %	1 0.3 %
2021	316	186 58.9 %	45 14.2 %	21 6.6 %	8 2.5 %	13 4.1 %	2 0.6 %	1 0.3 %
Net Change	- 20 - 6.0 %	- 14 - 7.0 %	- 1 - 2.2 %	- 1 - 4.5%	+ 2 + 33.3 %	- 1 - 7.1 %	-1 - 33.3 %	0

Figure 12
Instructional Track Faculty by Sex
November 1, 2020 – November 1, 2021

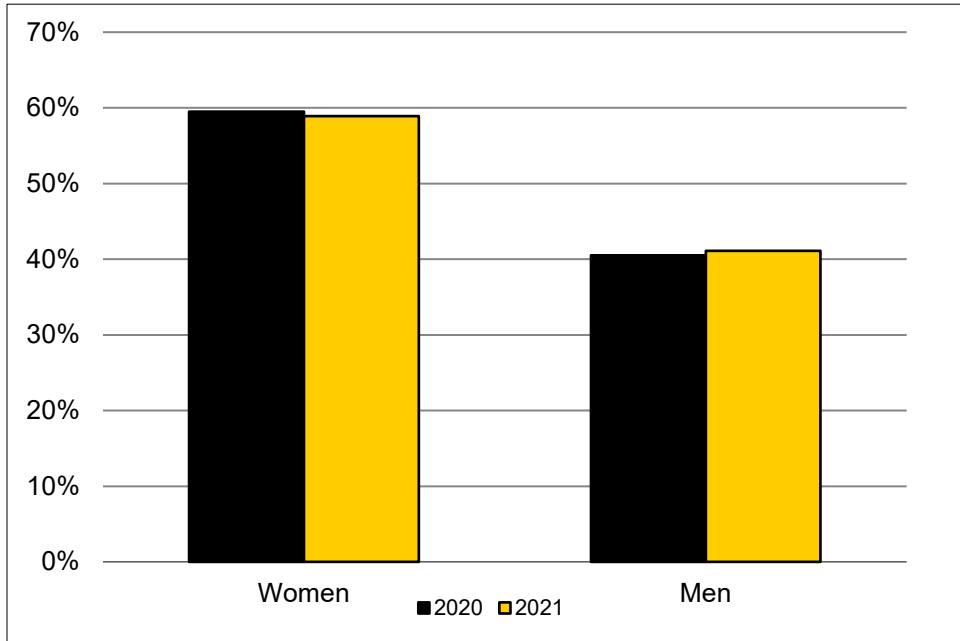
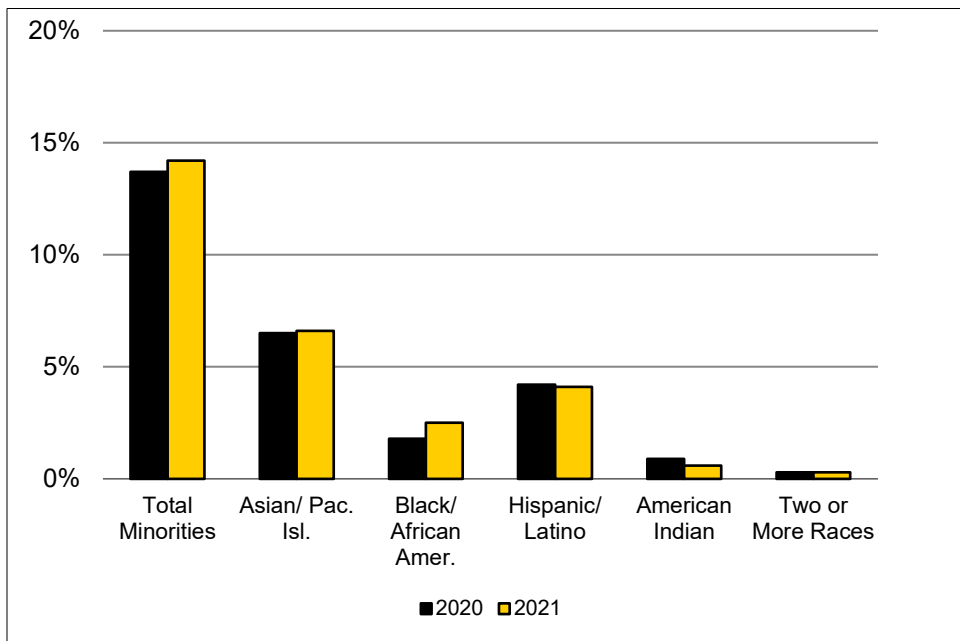


Figure 13
Instructional Track Faculty by Race/Ethnicity
November 1, 2020 – November 1, 2021



V. ANNUAL HIRING GOALS: 2020-21 AND 2021-22

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 and number of qualified women and racial/ethnic minorities available for employment in each academic field and job group (staff job titles similar in content, pay rates, and opportunities) at the University of Iowa. These availability estimates are compared to the actual rates of employment by the university to identify faculty departments and staff job groups where underrepresentation exists.³ In other words, a faculty department or staff job group is said to be underrepresented for women or minorities when fewer women or minorities are employed than would reasonably be expected based on estimated availability. Underrepresentation may be affected by several factors including new hires, promotions, and transfers; loss of personnel; a change in the availability of women and minorities in the relevant job market; or a combination of factors.

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

B. Hiring Goals for the 2020-21 Data Year

After adjusting to reflect the actual rate of hiring, annual hiring goals for the 2020-21 data year totaled 163 women and 45 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 330 women (1.7%) and by 141 minorities (0.7%) as of November 1, 2021.

The following tables show departments/job groups in which underrepresentation was identified as of November 1, 2020; the hiring goals in those departments/job groups (as adjusted to reflect the actual rate of hiring) for 2020-21; and whether these goals were met.

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

Table X
Progress toward Annual Hiring Goals for Faculty, Data Year 2020-21

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	Psychological & Quantitative Foundations	2	1	0	No			
Law	Law	2				0	1	Yes
Liberal Arts & Sciences	Psychological & Brain Sciences	0	0	0	n/a *			
Carver College of Medicine	Internal Medicine	2	1	2	Yes			
	Microbiology & Immunology	2				1	0	No
	Molecular Physiology & Biophysics	0	0	0	n/a *			
	Ophthalmology & Visual Sciences	0	0	0	n/a *			
	Pathology	3	1	0	No			
Public Health	Biostatistics	0	0	0	n/a *			
	Epidemiology	2	2	1	Partially	1	1	Yes
	Occupational & Environmental Health	4				2	4	Yes
POA 3: Non-Tenure Track Faculty								
Liberal Arts & Sciences	English as a Second Language	0				0	0	n/a *
Carver College of Medicine	Obstetrics/Gynecology	2				1	0	No
	Psychiatry	3				0	2	Yes
	Physical Therapy & Rehabilitation Science	2				1	1	Yes
Pharmacy	Pharmacy Practice & Science	0				0	0	n/a *

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

**Table XI
Progress toward Annual Hiring Goals for Staff, Data Year 2020-21**

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	8				1	1	Yes
3B	58	44	45	Yes			
3E	12	8	8	Yes			
3G	14				2	4	Yes
3J	28	7	8	Yes			
3K	6	2	1	Partially	1	0	No
3L	103				8	15	Yes
3N	3				1	1	Yes
3P	44	13	14	Yes	6	7	Yes
3Q	50	23	18	Partially			
3R	6	5	3	Partially			
3S	22				3	1	Partially
3W	22	12	14	Yes			
4C	5				1	1	Yes
4D	0				0	0	n/a *
4E	8				0	1	Yes
4K	6	2	1	Partially			
5A	0	0	0	n/a *			
5G	33	26	15	Partially			
6A	0	0		n/a *			
6B	12	2	0	No	1	1	Yes
6C	17	2	0	No			
6D	1				0	0	n/a *
6F	2	1	0	No	0	0	n/a *
7I	4	1	1	Yes	1	1	Yes
7J	15	10	12	Yes	4	3	Partially
8D	80				10	14	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 2021–22 Data Year

Anticipated hiring goals for women and minorities for 2021-22, aggregated by Primary Occupational Activity group, are shown in the table below.

**Table XII
Annual Hiring Goals for Data Year 2021-22**

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	5	1
3 Non-Tenure Track Faculty	1	1
4 Professional & Scientific Staff	52	41
5 Secretarial and Clerical Staff	2	1
6 Technical and Paraprofessional Staff	26	0
7 Skilled Crafts Staff	5	2
8 Service and Maintenance Staff	28	7
Total	119	54

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:
2016 – 2021**

**A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity,
2016 – 2021**

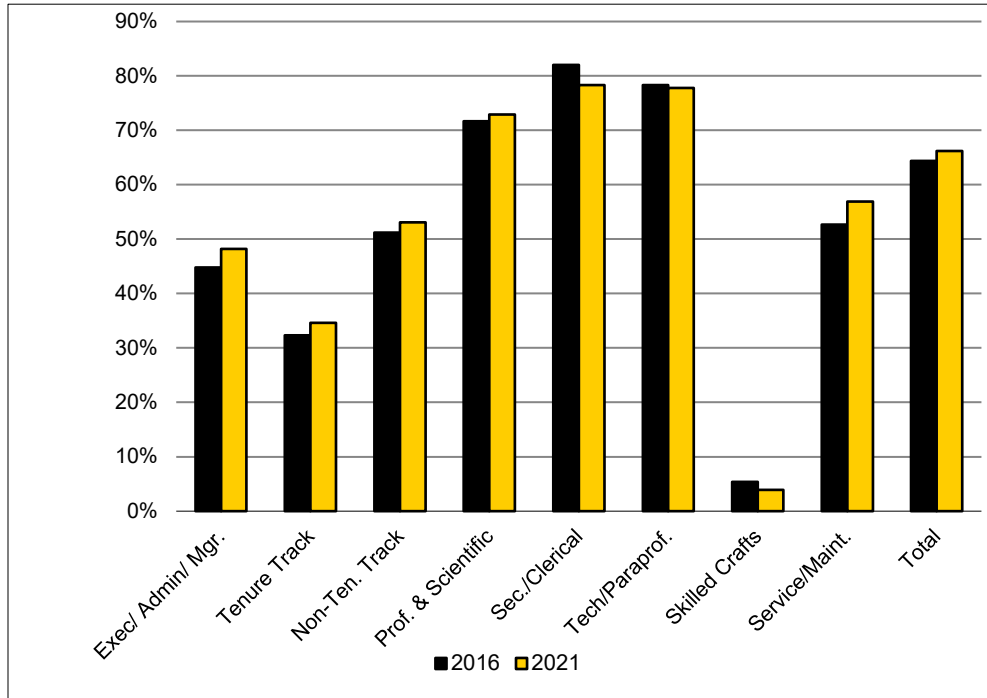
Overall Change. The University of Iowa workforce increased by 1,246 employees (7.0 percent) over the last five years, from 17,849 in 2016 to 19,095 in 2021. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff. The largest proportional decrease was among Skilled Crafts Staff, and the largest net decrease was among Secretarial and Clerical Staff.

Sex. The number of women in the workforce increased by 10.0 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 XIII
Faculty and Staff by Primary Occupational Activity Group and Sex
November 1, 2016 – November 1, 2021**

Primary Occupational Activity Group	2016		2021		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	375	168 44.8 %	384	185 48.2 %	+ 9 + 2.4 %	+ 17 + 10.1 %
2 Tenured/Tenure Track Faculty	1,379	445 32.3 %	1,300	450 34.6 %	- 79 - 5.7 %	+ 5 + 1.1 %
3 Non-Tenure Track Faculty	1,177	603 51.2 %	1,472	782 53.1 %	+ 295 + 25.1 %	+ 179 + 29.7 %
4 Professional & Scientific Staff	10,095	7,237 71.7 %	11,578	8,439 72.9 %	+ 1,483 + 14.7 %	+ 1,202 + 16.6 %
5 Secretarial and Clerical Staff	1,569	1,286 82.0 %	1,081	846 78.3 %	- 488 - 31.1 %	- 440 - 34.2 %
6 Technical and Paraprofessional Staff	807	632 78.3 %	941	732 77.8 %	+ 134 + 16.6 %	+ 100 + 15.8 %
7 Skilled Crafts Staff	355	19 5.4 %	230	9 3.9 %	- 125 - 35.2 %	- 10 - 52.6 %
8 Service and Maintenance Staff	2,092	1,102 52.7 %	2,109	1,199 56.9 %	+ 17 + 0.8 %	+ 97 + 8.8 %
Total	17,849	11,492 64.4 %	19,095	12,642 66.2 %	+ 1,246 + 7.0 %	+ 1,150 + 10.0 %

Figure 14
Women Faculty and Staff by Primary Occupational Activity Group
November 1, 2016 – November 1, 2021



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 2016 to 2021, overall racial/ethnic minority representation increased by 639 employees (29.1 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 one in the number of employees identifying as American Indian/Alaska Native.

Table XIV
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity
November 1, 2016 – November 1, 2021

Primary Occupational Activity Group	2016							2021							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	375	29 7.7%	7 1.9%	11 2.9%	5 1.3%	2 0.5%	4 1.1%	384	60 15.6%	20 5.2%	19 4.9%	15 3.9%	3 0.8%	3 0.8%	+9 +2.4%	+31 +107%	+13 +186%	+8 +72.7%	+10 +200%	+1 +50.0%	-1 -25.0%
2 Tenured/ Tenure Track Faculty	1,379	289 21.0%	191 13.9%	28 2.0%	58 4.2%	4 0.3%	8 0.6%	1,300	302 23.2%	206 15.8%	31 2.4%	55 4.2%	0	10 0.8%	-79 -5.7%	+13 +4.5%	+15 +7.9%	+3 +10.7%	-3 -5.2%	-4 -100%	+2 +25.0%
3 Non-Tenure Track Faculty	1,177	253 21.5%	163 13.8%	25 2.1%	56 4.8%	3 0.3%	6 0.5%	1,472	353 24.0%	232 15.8%	39 2.6%	69 4.7%	4 0.3%	9 0.6%	+295 +25.1%	+100 +39.5%	+69 +42.3%	+14 +56.0%	+13 +23.2%	+1 +33.3%	+3 +50.0%
4 Professional & Scientific Staff	10,095	903 8.9%	436 4.3%	161 1.6%	240 2.4%	16 0.2%	50 0.5%	11,578	1,162 10.0%	521 4.5%	198 1.7%	342 3.0%	17 0.1%	84 0.7%	+1,483 +14.7%	+259 +28.7%	+85 +19.5%	+37 +23.0%	+102 +42.5%	+1 +6.3%	+34 +68.0%
5 Secretarial & Clerical Staff	1,569	110 7.0%	25 1.6%	41 2.6%	35 2.2%	4 0.3%	5 0.3%	1,081	120 11.1%	30 2.8%	45 4.2%	35 3.2%	6 0.6%	4 0.4%	-488 -31.1%	+10 +9.1%	+5 +20.0%	+4 +9.8%	0	+2 +50.0%	-1 -20.0%
6 Technical & Paraprofessional Staff	807	104 12.9%	25 3.1%	25 3.1%	45 5.6%	4 0.5%	5 0.6%	941	169 18.0%	31 3.3%	46 4.9%	79 8.4%	4 0.4%	9 1.0%	+134 +16.6%	+65 +62.5%	+6 +24.0%	+21 +84.0%	+34 +75.6%	0	+4 +80.0%
7 Skilled Crafts Staff	355	18 5.1%	2 0.6%	5 1.4%	6 1.7%	5 1.4%	0	230	11 4.8%	2 0.9%	1 0.4%	4 1.7%	1 0.4%	3 1.3%	-125 -35.2%	-7 -38.9%	0	-4 -80.0%	-2 -33.3%	-4 -80.0%	+3 n/a
8 Service & Maintenance Staff	2,092	487 23.3%	82 3.9%	238 11.4%	137 6.5%	10 0.5%	20 1.0%	2,109	655 31.1%	118 5.6%	313 14.8%	202 9.6%	12 0.6%	10 0.5%	+17 +0.8%	+168 +34.5%	+36 +43.9%	+75 +31.5%	+65 +47.4%	+2 +20.0%	-10 -50.0%
Total	17,849	2,193 12.3%	931 5.2%	534 3.0%	582 3.3%	48 0.3%	98 0.5%	19,095	2,832 14.8%	1,160 6.1%	692 3.6%	801 4.2%	47 0.2%	132 0.7%	+1,246 +7.0%	+639 +29.1%	+229 +24.6%	+158 +29.6%	+219 +37.6%	-1 -2.1%	+34 +34.7%

* 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, 2016 – November 1, 2021

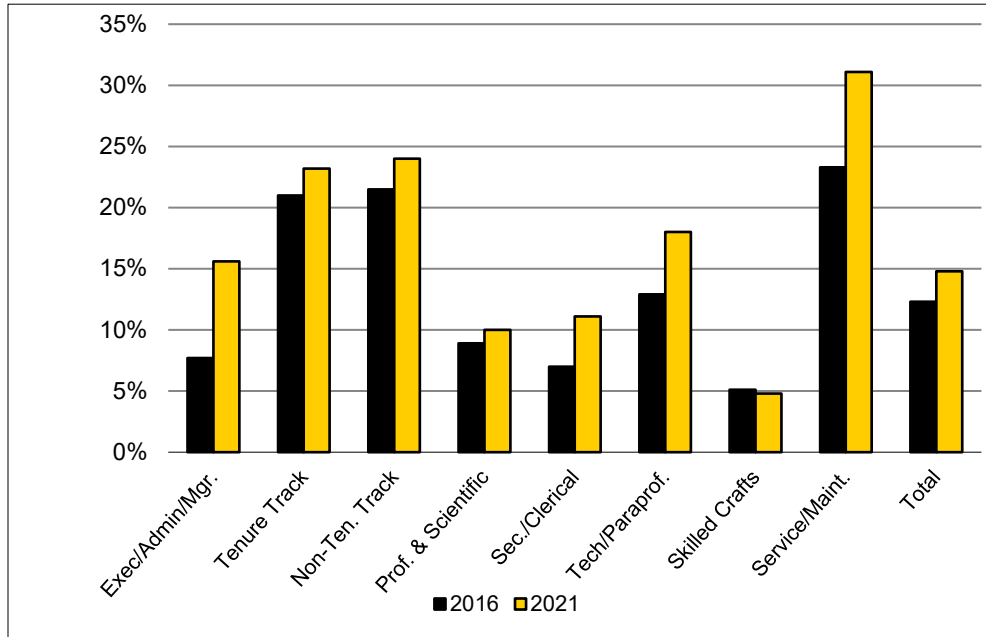
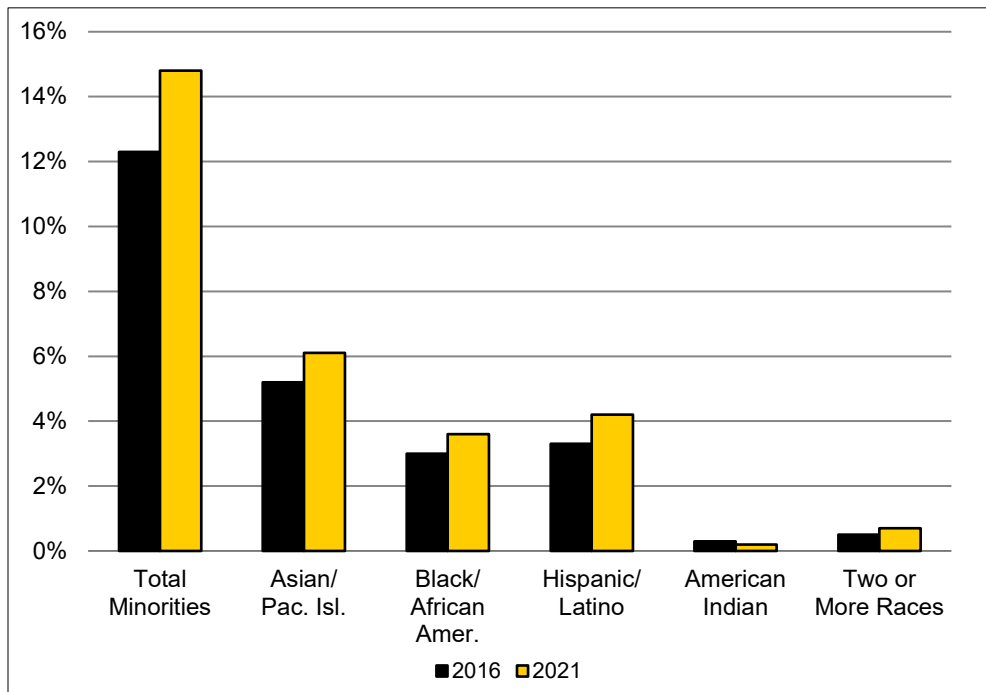


Figure 16
Total Workforce by Race/Ethnicity
November 1, 2016 – November 1, 2021



B. Faculty and Staff by Disability and Veteran Status, 2016 – 2021

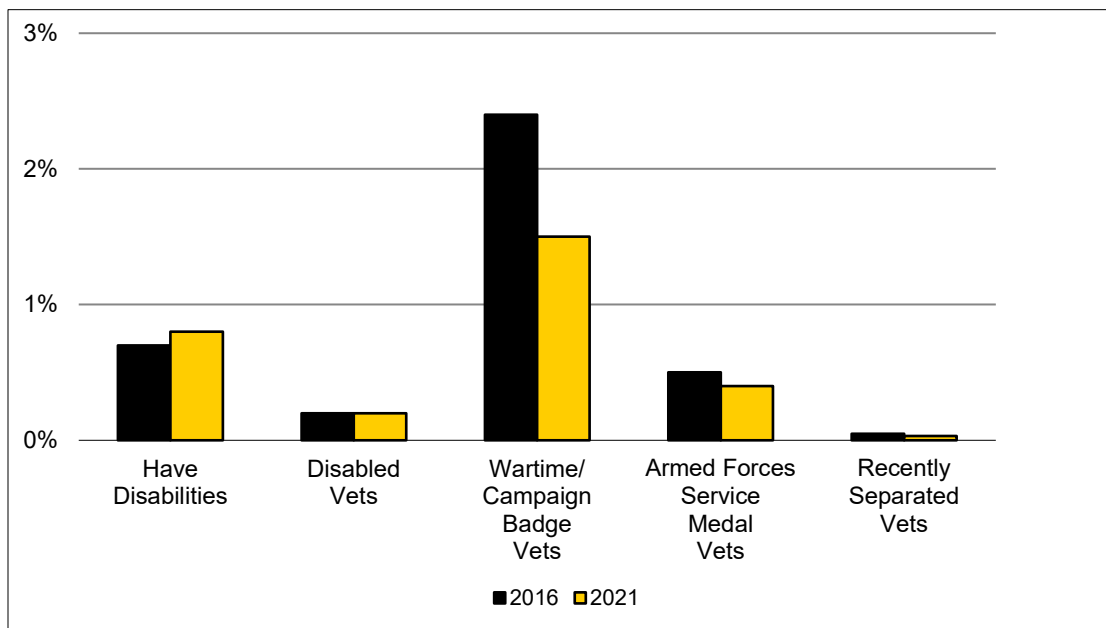
Employees may self-report disability and veteran status to the university at the time of appointment and may update or correct this information at any time. Over the five-year period, the number of employees who reported having disabilities increased by 18.1 percent.

The number of employees who reported having a disability increased by 23 (18.1 percent). There were decreases in the number of faculty and staff who self-identified as disabled veterans (7 employees), Active Duty Wartime/Campaign Badge veterans (157 employees), and Armed Forces Service Medal veterans (9 employees). There was an increase of 2 in the number of veterans whose discharge date from military service was within the three years prior to the data snapshot date.

Table XV
Faculty and Staff by Disability and Veteran Status
November 1, 2016 – November 1, 2021

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2016	17,849	127 0.7 %	38 0.2 %	435 2.4 %	90 0.5 %	5 < 0.1 %
2021	19,095	150 0.8 %	31 0.2 %	278 1.5 %	81 0.4 %	7 < 0.1 %
Net Change	+ 1,246 + 7.0 %	+ 23 + 18.1 %	- 7 - 18.4 %	- 157 - 36.1 %	- 9 - 10.0 %	+ 2 + 40.0 %

Figure 17
Faculty and Staff by Disability and Veteran Status
November 1, 2016 – November 1, 2021



C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2016 – 2021

The university has experienced a net decrease of 79 tenured/tenure track faculty (5.7 percent) since 2016. During this five-year period, the number of women tenured/tenure track faculty increased by 5 (1.1 percent) and the total number of minorities increased by 13 (4.5 percent).

**Table XVI
Tenured/Tenure Track Faculty by Sex and Race/Ethnicity
November 1, 2016 – November 1, 2021**

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2016	1,379	445 32.3 %	289 21.0 %	191 13.9 %	28 2.0 %	58 4.2 %	4 0.3 %	8 0.6 %
2021	1,300	450 34.6 %	302 23.2 %	206 15.8 %	31 2.4 %	55 4.2 %	0	10 0.8 %
Net Change	- 79 -5.7 %	+ 5 + 1.1 %	+ 13 + 4.5 %	+ 15 + 7.9 %	+ 3 + 10.7 %	- 3 - 5.2 %	- 4 - 100 %	+ 2 + 25.0 %

**Figure 18
Tenured/Tenure Track Faculty by Sex
November 1, 2016 – November 1, 2021**

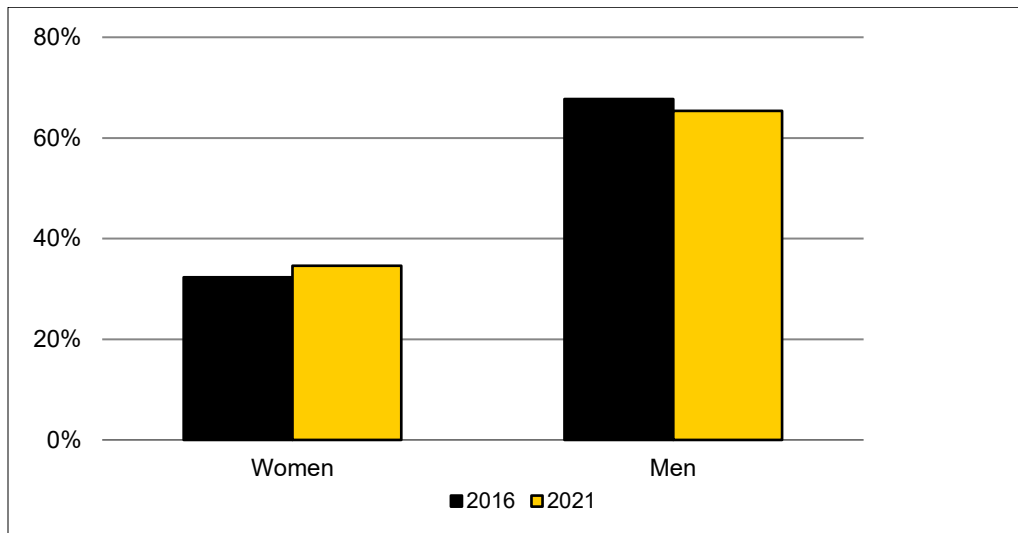
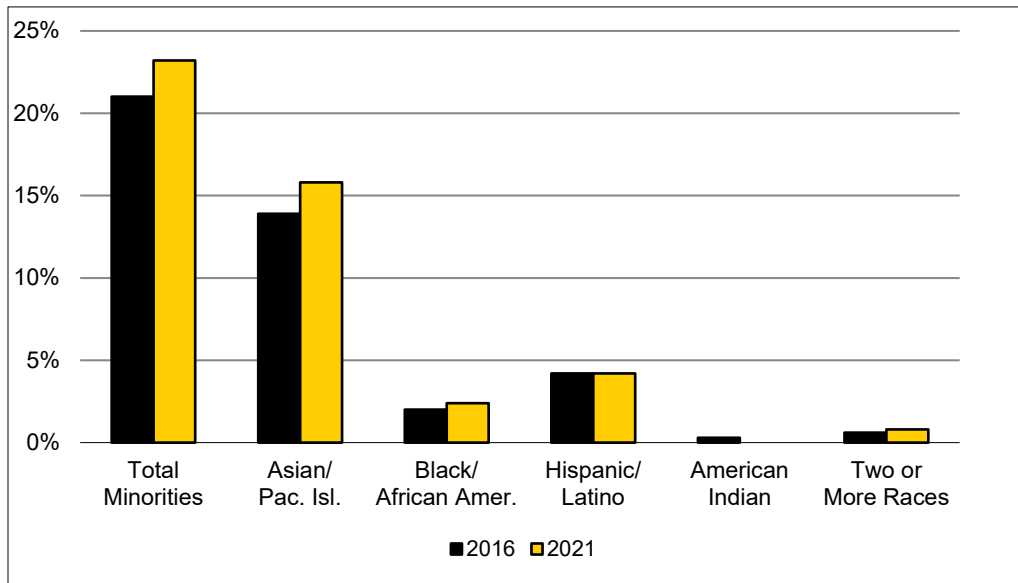


Figure 19
Tenured/Tenure Track Faculty by Race/Ethnicity
November 1, 2016 – November 1, 2021



D. Clinical Track Faculty by Sex and Race/Ethnicity, 2016 – 2021

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 750 in 2016 to 939 in 2021, an increase of 25.2 percent. The number of women on the clinical track increased by 34.9 percent, and the number of minorities increased by 32.6 percent.

Table XVII
Clinical Track Faculty by Sex and Race/Ethnicity
November 1, 2016 – November 1, 2021

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2016	750	367 48.9 %	178 23.7 %	115 15.3 %	19 2.5 %	39 5.2 %	1 0.1 %	4 0.5 %
2021	939	495 52.7 %	236 25.1 %	158 16.8 %	24 2.6 %	45 4.8 %	1 0.1 %	8 0.9 %
Net Change	+ 189 + 25.2 %	+ 128 + 34.9 %	+ 58 + 32.6 %	+ 43 + 37.4 %	+ 5 + 26.3 %	+ 6 + 15.4 %	0	+ 4 + 100 %

Figure 20
Clinical Track Faculty by Sex
November 1, 2016 – November 1, 2021

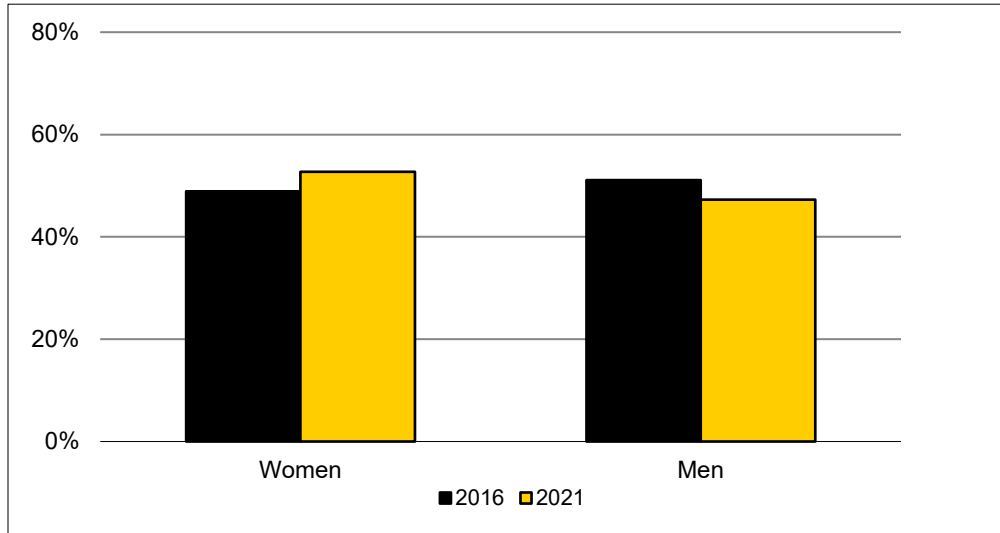
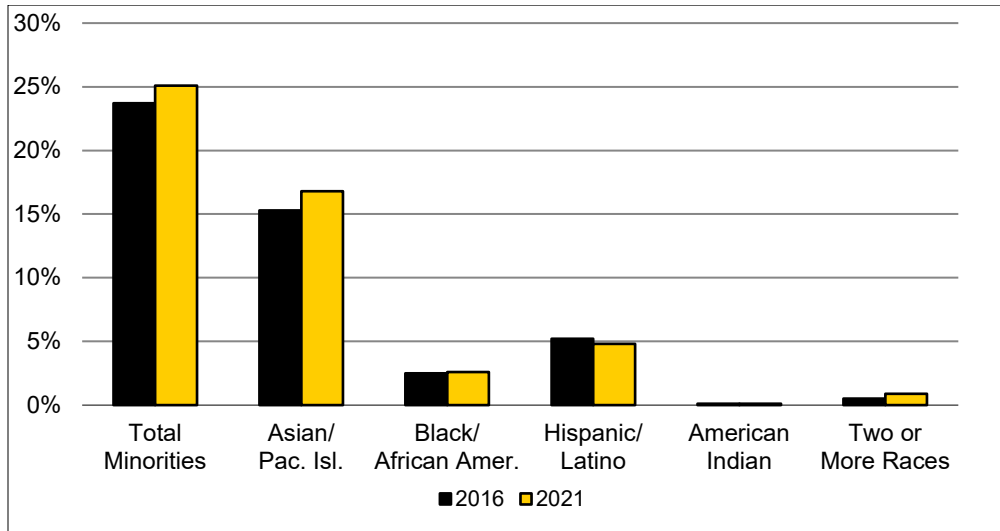


Figure 21
Clinical Track Faculty by Race/Ethnicity
November 1, 2016 – November 1, 2021



E. Research Track Faculty by Sex and Race/Ethnicity, 2016 – 2021

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 19 faculty (52.8 percent) over the past five years. The number of women on the research track increased by 11 (73.3 percent), and the number of racial/ethnic minorities has increased by 14 (127 percent).

Table XVIII
Research Track Faculty by Sex and Race/Ethnicity
November 1, 2016 – November 1, 2021

Year	Research Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2016	36	15 41.7 %	11 30.6 %	11 30.6 %	0	0	0	0
2021	55	26 47.3 %	25 45.5 %	20 36.4 %	1 1.8 %	3 5.5 %	1 1.8 %	0
Net Change	+ 19 + 52.8 %	+ 11 + 73.3 %	+ 14 + 127 %	+ 9 + 81.8 %	+ 1 n/a	+ 3 n/a	+ 1 n/a	0

Figure 22
Research Track Faculty by Sex
November 1, 2016 – November 1, 2021

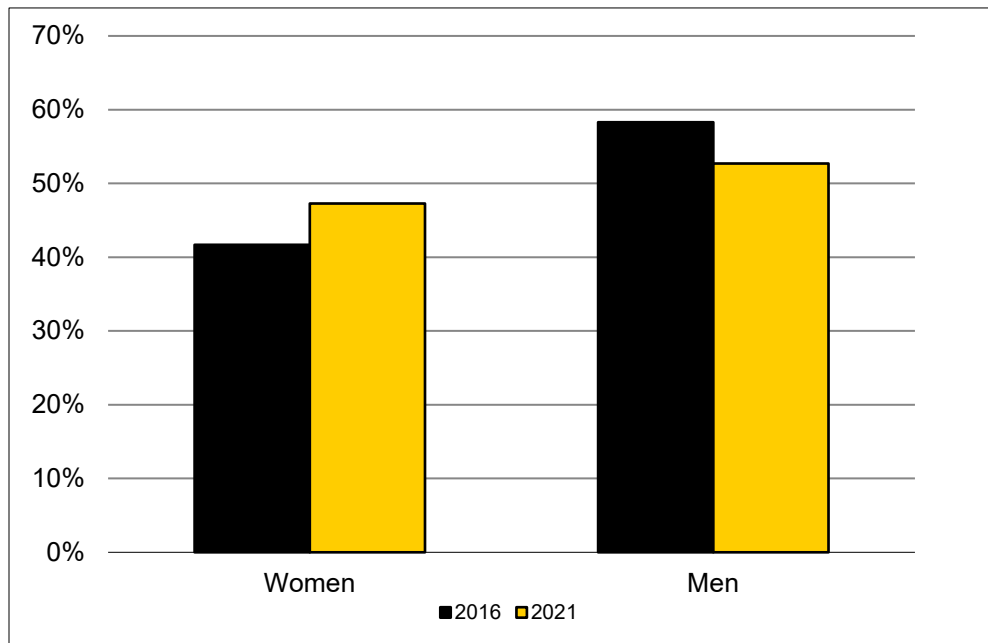
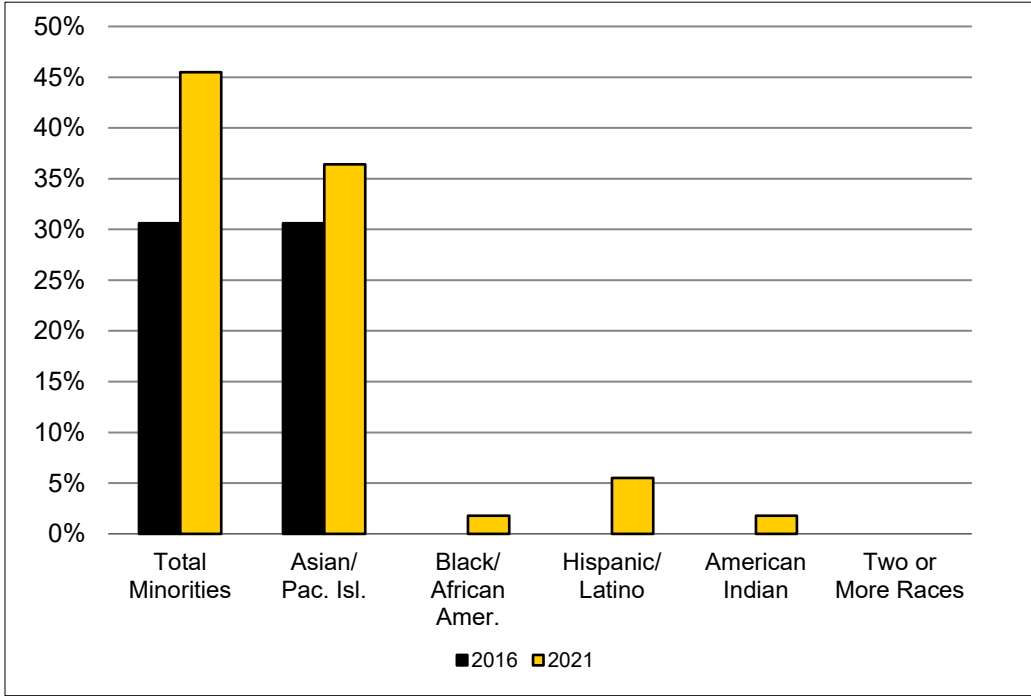


Figure 23
Research Track Faculty by Race/Ethnicity
November 1, 2016 – November 1, 2021



**VII. TEN-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:
2011 - 2021**

**A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity,
2011 - 2021**

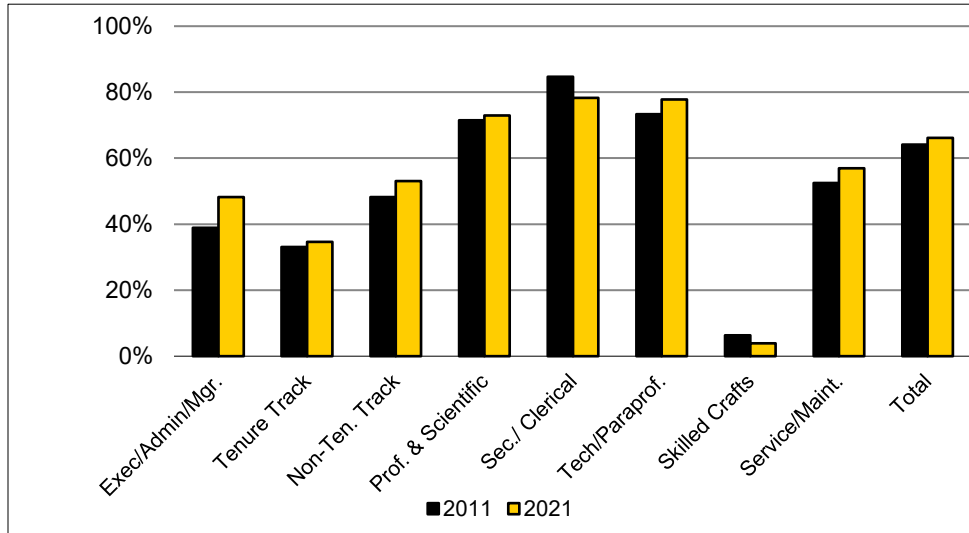
Overall Changes. Over the last ten years, the University of Iowa workforce has increased by 22.2 percent, from 15,629 in 2011 to 19,095 in 2021. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was among Professional 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 26.3 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 XIX
Faculty and Staff by Primary Occupational Activity Group and Sex
November 1, 2011 – November 1, 2021**

Primary Occupational Activity Group	2011		2021		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	352	137 38.9 %	384	185 48.2 %	+ 32 + 9.1 %	+ 48 + 35.0 %
2 Tenured/Tenure Track Faculty	1,450	480 33.1 %	1,300	450 34.6 %	- 150 - 10.3 %	- 30 - 6.3 %
3 Non-Tenure Track Faculty	852	411 48.2 %	1,472	782 53.1 %	+ 620 + 72.8 %	+ 371 + 90.3 %
4 Professional & Scientific Staff	8,057	5,763 71.5 %	11,578	8,439 72.9 %	+ 3,521 + 43.7 %	+ 2,676 + 46.4 %
5 Secretarial and Clerical Staff	2,108	1,785 84.7 %	1,081	846 78.3 %	- 1,027 - 48.7 %	- 939 - 52.6 %
6 Technical and Paraprofessional Staff	617	452 73.3 %	941	732 77.8 %	+ 324 + 52.5 %	+ 280 + 61.9 %
7 Skilled Crafts Staff	364	23 6.3 %	230	9 3.9 %	- 134 - 36.8 %	- 14 - 60.9 %
8 Service and Maintenance Staff	1,829	960 52.5 %	2,109	1,199 56.9 %	+ 280 + 15.3 %	+ 239 + 24.9 %
Total	15,629	10,011 64.1 %	19,095	12,642 66.2 %	+ 3,466 + 22.2 %	+ 2,631 + 26.3 %

Figure 24
Women Faculty and Staff by Primary Occupational Activity Group
November 1, 2011 – November 1, 2021



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 2011, racial/ethnic minority representation in the workforce has increased by 87.7 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 (45.0 percent).

The table and charts on the following pages show the racial/ethnic composition of the workforce in 2011 and 2021.

Table XX
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity
November 1, 2011 – November 1, 2021

Primary Occupational Activity Group	2011							2021							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	352	17 4.8%	2 0.6%	7 2.0%	5 1.4%	1 0.3%	2 0.6%	384	60 15.6%	20 5.2%	19 4.9%	15 3.9%	3 0.8%	3 0.8%	+32 +9.1%	+43 +253%	+18 +900%	+12 +171%	+10 +200%	+2 +200%	+1 +50.0%
2 Tenured/ Tenure Track Faculty	1,450	276 19.0%	170 11.7%	39 2.7%	54 3.7%	7 0.5%	6 0.4%	1,300	302 23.2%	206 15.8%	31 2.4%	55 4.2%	0	10 0.8%	-150 -10.3%	+26 +9.4%	+36 +21.2%	-8 -20.5%	+1 +1.9%	-7 -100%	+4 +66.7%
3 Non-Tenure Track Faculty	852	154 18.1%	104 12.2%	19 2.2%	26 3.1%	3 0.4%	2 0.2%	1,472	353 24.0%	232 15.8%	39 2.6%	69 4.7%	4 0.3%	9 0.6%	+620 +72.8%	+199 +129%	+128 +123%	+20 +105%	+43 165%	+1 +33.3%	+7 +350%
4 Professional & Scientific Staff	8,057	595 7.4%	341 4.2%	97 1.2%	128 1.6%	16 0.2%	13 0.2%	11,578	1,162 10.0%	521 4.5%	198 1.7%	342 3.0%	17 0.1%	84 0.7%	+3,521 +43.7%	+567 +95.3%	+180 +52.8%	+101 +104%	+214 +167%	+1 +6.3%	+71 +546%
5 Secretarial & Clerical Staff	2,108	95 4.5%	22 1.0%	37 1.8%	27 1.3%	8 0.4%	1 <0.1%	1,081	120 11.1%	30 2.8%	45 4.2%	35 3.2%	6 0.6%	4 0.4%	-1,027 -48.7%	+25 +26.3%	+8 +36.4%	+8 +21.6%	+8 +29.6%	-2 -25.0%	+3 +300%
6 Technical & Paraprofessional Staff	617	46 7.5%	10 1.6%	14 2.3%	18 2.9%	3 0.5%	1 0.2%	941	169 18.0%	31 3.3%	46 4.9%	79 8.4%	4 0.4%	9 1.0%	+324 +52.5%	+123 +267%	+21 +210%	+32 +229%	+61 +339%	+1 +33.3%	+8 +800%
7 Skilled Crafts Staff	364	20 5.5%	1 0.3%	7 1.9%	6 1.6%	6 1.6%	0	230	11 4.8%	2 0.9%	1 0.4%	4 1.7%	1 0.4%	3 1.3%	-134 -36.8%	-9 -45.0%	+1 +100%	-6 -85.7%	-2 -33.3%	-5 -83.3%	+3 n/a
8 Service & Maintenance Staff	1,829	306 16.7%	75 4.1%	135 7.4%	74 4.0%	18 1.0%	4 0.2%	2,109	655 31.1%	118 5.6%	313 14.8%	202 9.6%	12 0.6%	10 0.5%	+280 +15.3%	+349 +114%	+43 +57.3%	+178 +132%	+128 +173%	-6 -33.3%	+6 +150%
Total	15,629	1,509 9.7%	725 4.6%	355 2.3%	338 2.2%	62 0.4%	29 0.2%	19,095	2,832 14.8%	1,160 6.1%	692 3.6%	801 4.2%	47 0.2%	132 0.7%	+3,466 +22.2%	+1,323 +87.7%	+435 +60.0%	+337 +94.9%	+463 +137%	-15 -24.2%	+103 +355%

* 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 25
Minority Faculty and Staff by Primary Occupational Activity Group
November 1, 2011 – November 1, 2021

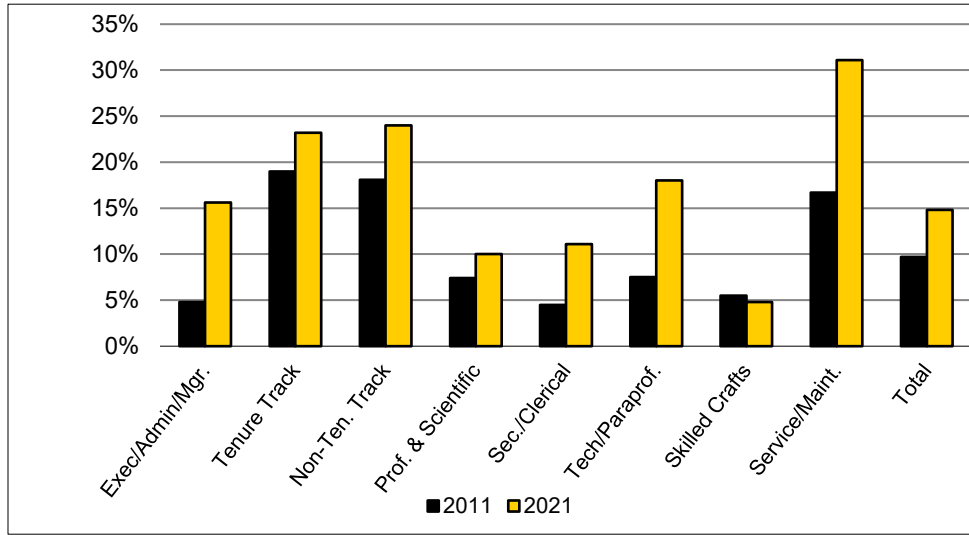
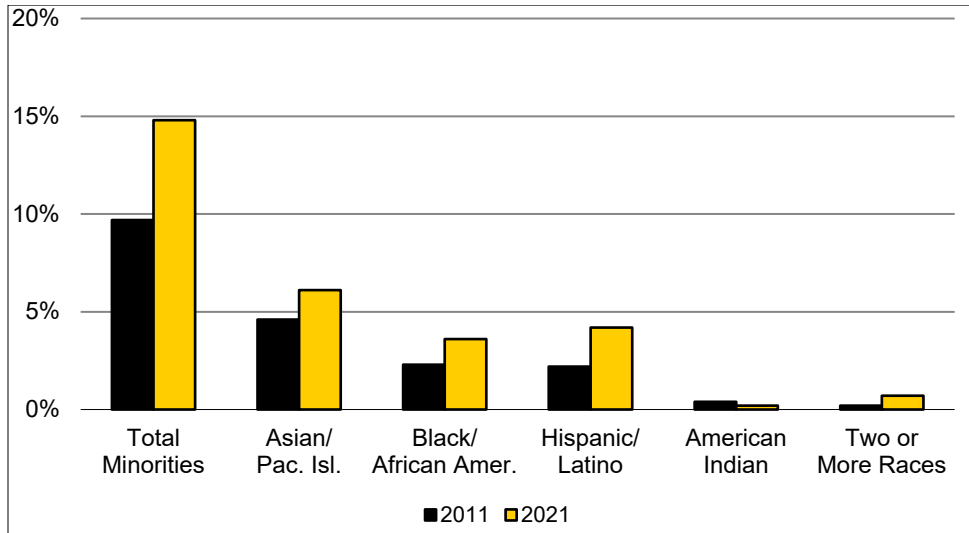


Figure 26
Total Workforce by Race/Ethnicity
November 1, 2011 – November 1, 2021



B. Faculty and Staff by Disability and Veteran Status, 2011 - 2021

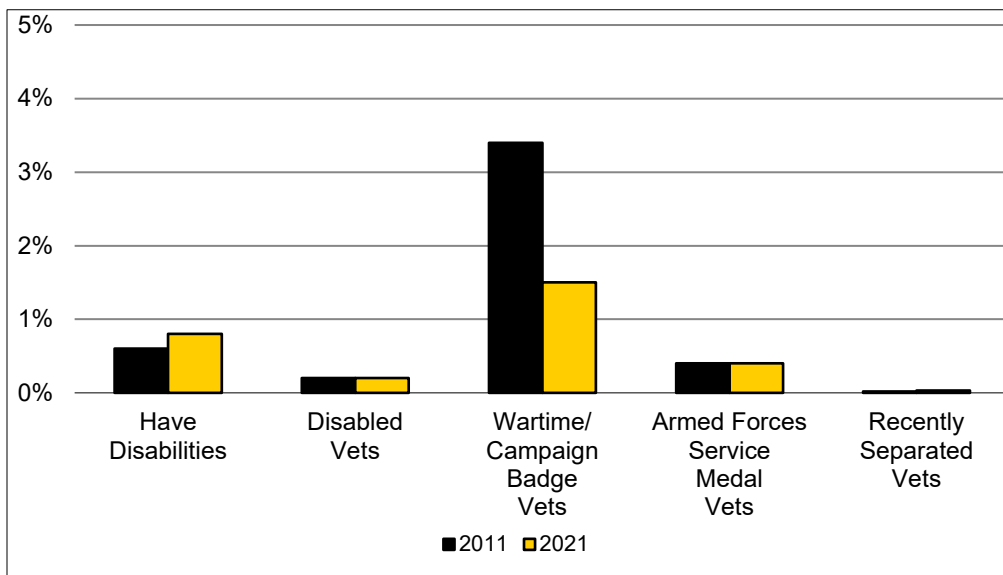
Employees may self-report disability and veteran status to the university at the time of appointment and may update or correct this information at any time. Since 2011, the number of faculty and staff who reported having a disability has increased by 52 (53.1 percent); this increase is likely attributable in part to a re-survey of the workforce in Fall 2019.

The number of faculty and staff who self-identified as disabled veterans decreased by 3 (8.8 percent) during the ten-year period. The number of Active Duty Wartime/Campaign Badge veterans decreased by 254 (47.7 percent), while the number of Armed Forces Service Medal veterans increased by 15 (22.7 percent). The number of veterans whose discharge date from military service was within the three years prior to the data snapshot date increased by 2 (40.0 percent).

Table XXI
Faculty and Staff by Disability and Veteran Status
November 1, 2011 – November 1, 2021

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2011	15,629	98 0.6 %	34 0.2 %	532 3.4 %	66 0.4 %	5 <0.1 %
2021	19,095	150 0.8 %	31 0.2 %	278 1.5 %	81 0.4 %	7 < 0.1 %
Net Change	+ 3,466 + 22.2%	+ 52 + 53.1 %	- 3 - 8.8 %	- 254 - 47.7 %	+ 15 + 22.7 %	+ 2 + 40.0 %

Figure 27
Faculty and Staff by Disability and Veteran Status
November 1, 2011 – November 1, 2021



C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2011 - 2021

The number of tenured/tenure track faculty decreased by 150 (10.3 percent) over the ten-year period, from 1,450 to 1,300. The number of women tenured/tenure track faculty decreased by 30 (6.3 percent), and the number of racial/ethnic minority faculty increased by 26 (9.4 percent).

Table XXII
Tenured/Tenure Track Faculty by Sex and Race/Ethnicity
November 1, 2011 – November 1, 2021

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2011	1,450	480 33.1 %	276 19.0 %	170 11.7 %	39 2.7 %	54 3.7 %	7 0.5 %	6 0.4 %
2021	1,300	450 34.6 %	302 23.2 %	206 15.8 %	31 2.4 %	55 4.2 %	0	10 0.8 %
Net Change	- 150 - 10.3 %	- 30 - 6.3 %	+ 26 + 9.4 %	+ 36 + 21.2 %	- 8 - 20.5 %	+ 1 + 1.9 %	- 7 - 100 %	+ 4 + 66.7 %

Figure 28
Tenured/Tenure Track Faculty by Sex
November 1, 2011 – November 1, 2021

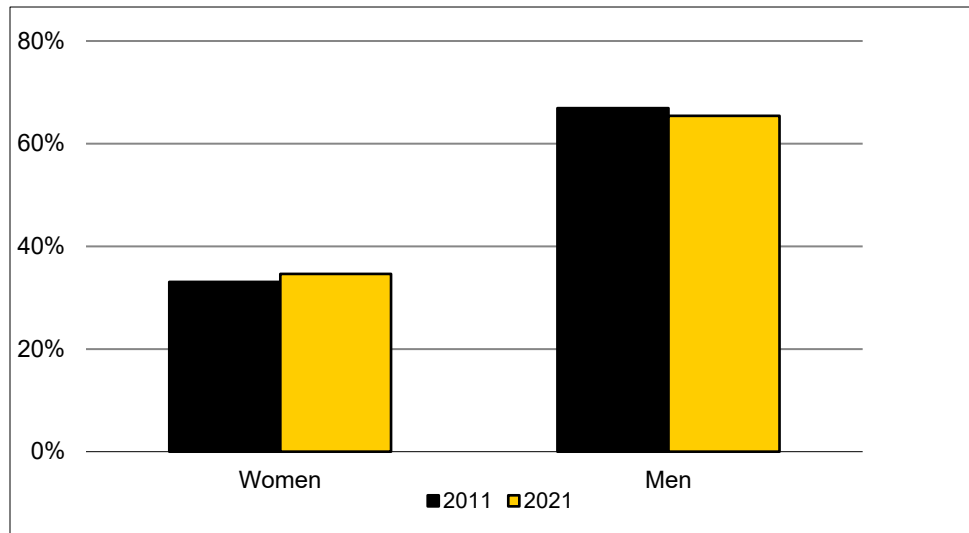
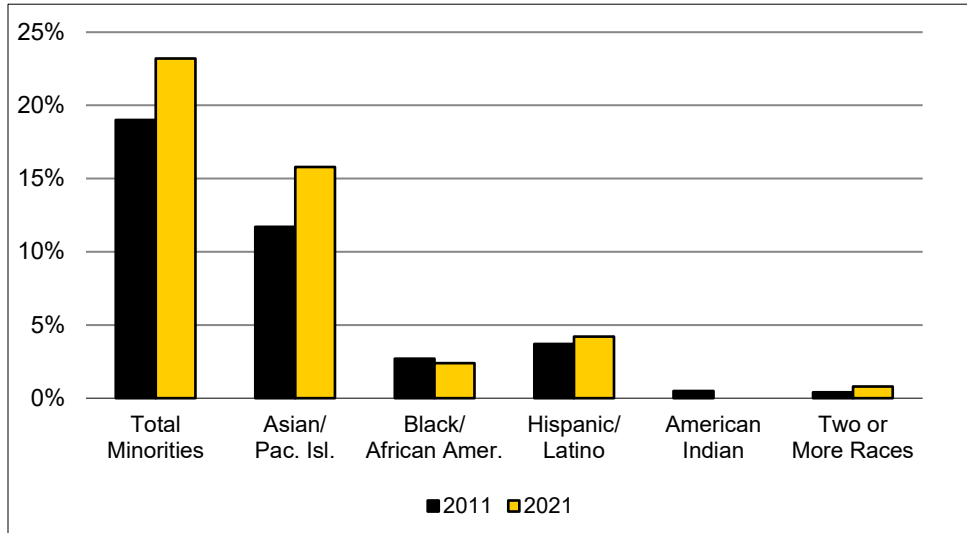


Figure 29
Tenured/Tenure Track Faculty by Race/Ethnicity
November 1, 2011 – November 1, 2021



D. Clinical Track Faculty by Sex and Race/Ethnicity, 2011 - 2021

The clinical track faculty has grown by 72.6 percent in the last ten years, from 544 to 939. Clinical track positions are included in the Non-Tenure Track Faculty POA group. The growth of this POA group is directly related to the increase in clinical track appointments.

The number of women on the clinical track increased by 92.6 percent, and the number of racial/ethnic minorities increased by 159 percent over the ten-year period.

Table XXIII
Clinical Track Faculty by Sex and Race/Ethnicity
November 1, 2011 – November 1, 2021

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2011	544	257 47.2 %	91 16.7 %	58 10.7 %	14 2.6 %	17 3.1%	1 0.2 %	1 0.2 %
2021	939	495 52.7 %	236 25.1 %	158 16.8 %	24 2.6 %	45 4.8 %	1 0.1 %	8 0.9 %
Net Change	+ 395 + 72.6 %	+ 238 + 92.6 %	+ 145 + 159 %	+ 100 + 172 %	+ 10 + 71.4 %	+ 28 + 165 %	0	+ 7 + 700 %

Figure 30
Clinical Track Faculty by Sex
November 1, 2011 – November 1, 2021

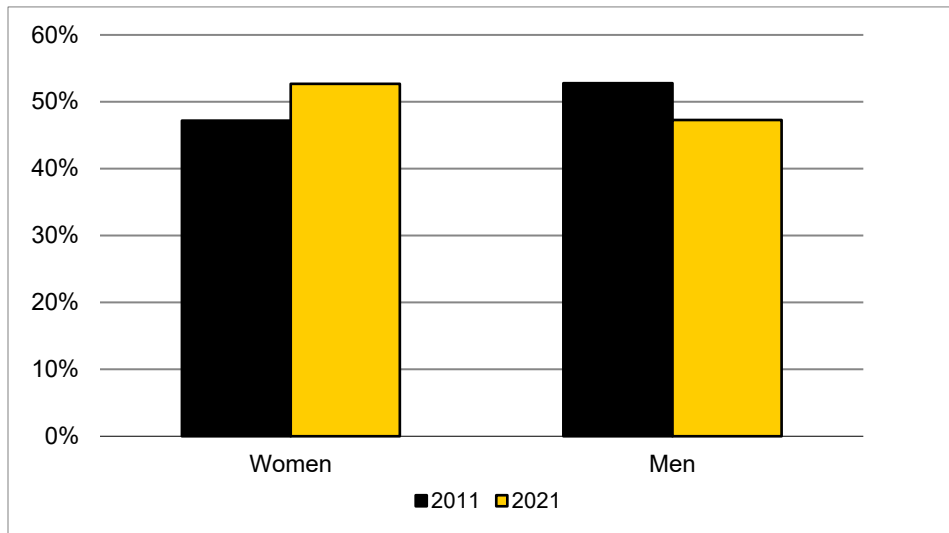
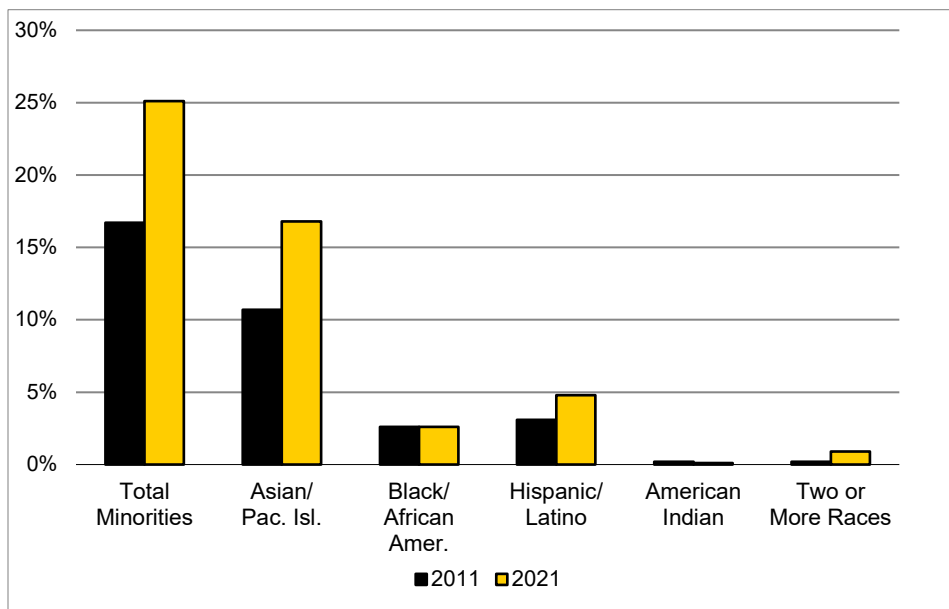


Figure 31
Clinical Track Faculty by Race/Ethnicity
November 1, 2011 – November 1, 2021



E. Research Track Faculty by Sex and Race/Ethnicity, 2011 - 2021

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 29 faculty (112 percent) over the ten-year period. The number of women on the research track increased by 160 percent, and the number of racial/ethnic minorities increased by 150 percent.

Table XXIV
Research Track Faculty by Sex and Race/Ethnicity
November 1, 2011 – November 1, 2021

Year	Research Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2011	26	10 38.5 %	10 38.5 %	8 30.8 %	0	2 7.7 %	0	0
2021	55	26 47.3 %	25 45.5 %	20 36.4 %	1 1.8 %	3 5.5 %	1 1.8 %	0
Net Change	+ 29 + 112 %	+ 16 + 160 %	+ 15 + 150 %	+ 12 + 150 %	+ 1 n/a	+ 1 + 50.0 %	+ 1 n/a	0

Figure 32
Research Track Faculty by Sex
November 1, 2011 – November 1, 2021

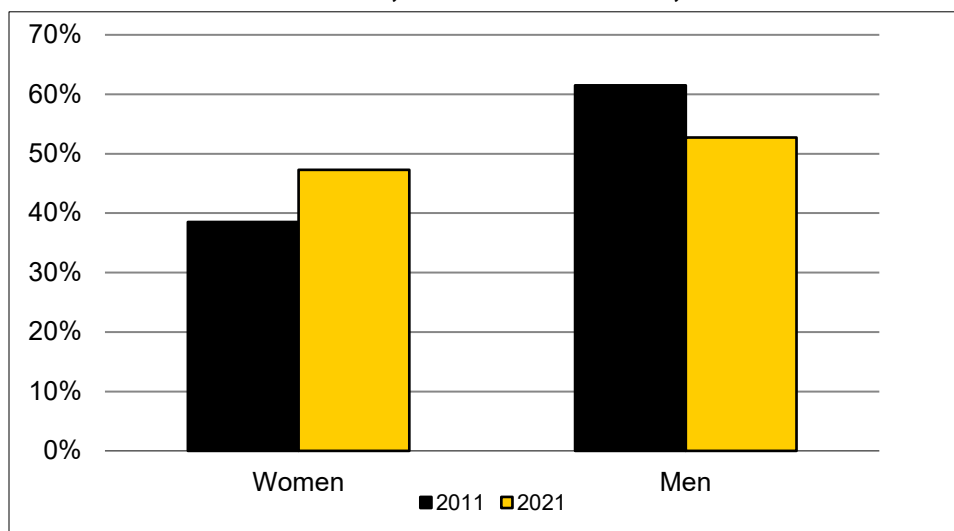
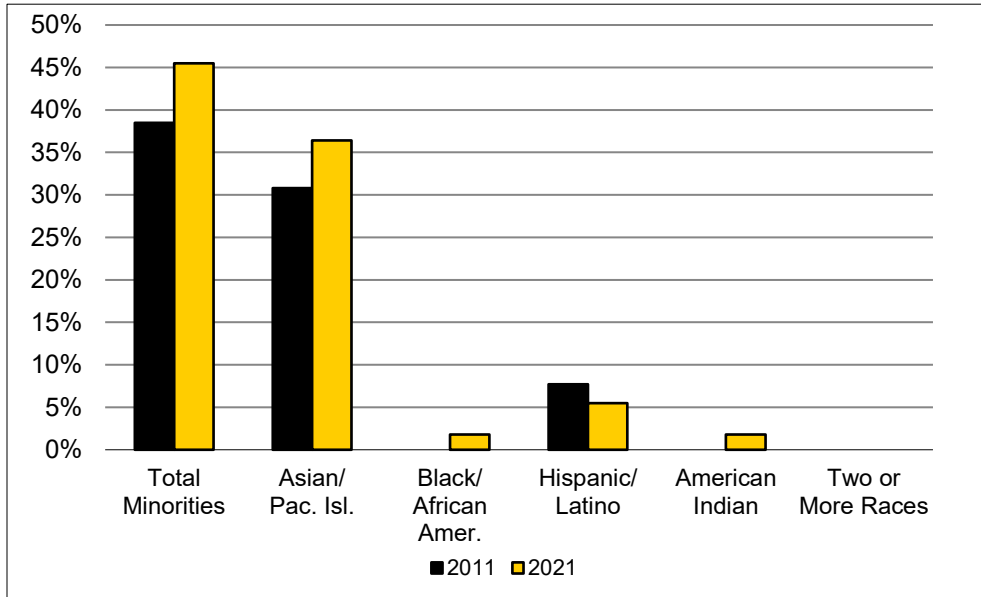


Figure 33
Research Track Faculty by Race/Ethnicity
November 1, 2011 – November 1, 2021



VIII. FIVE-YEAR AND TEN-YEAR COMPARISON SUMMARY

Table XXV

The University of Iowa Workforce by Primary Occupational Activity Group, Sex, and Minority Status in 2011, 2016, and 2021

Primary Occupational Activity (POA) Group	October 31, 2011					October 31, 2016					October 31, 2021				
	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	352	137	38.9%	17	4.8%	375	168	44.8%	29	7.7%	384	185	48.2%	60	15.6%
Tenured/Tenure Track Faculty	1,450	480	33.1%	276	19.0%	1,379	445	32.3%	289	21.0%	1,300	450	34.6%	302	23.2%
Non-Tenure Track Faculty	852	411	48.2%	154	18.1%	1,177	603	51.2%	253	21.5%	1,472	782	53.1%	353	24.0%
Professional and Scientific Staff	8,057	5,763	71.5%	595	7.4%	10,095	7,237	71.7%	903	8.9%	11,578	8,439	72.9%	1,162	10.0%
Secretarial and Clerical Staff	2,108	1,785	84.7%	95	4.5%	1,569	1,286	82.0%	110	7.0%	1,081	846	78.3%	120	11.1%
Technical and Paraprofessional Staff	617	452	73.3%	46	7.5%	807	632	78.3%	104	12.9%	941	732	77.8%	169	18.0%
Skilled Crafts Staff	364	23	6.3%	20	5.5%	355	19	5.4%	18	5.1%	230	9	3.9%	11	4.8%
Service and Maintenance Staff	1,829	960	52.5%	306	16.7%	2,092	1,102	52.7%	487	23.3%	2,109	1,199	56.9%	655	31.1%
Total	15,629	10,011	64.1%	1,509	9.7%	17,849	11,492	64.4%	2,193	12.3%	19,095	12,642	66.2%	2,832	14.8%

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

Plan Effective Date: November 1, 2020

Plan Expiration Date: October 31, 2021

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

Approved by: Kristi Darr
Vice President for University Human Resources

Establishment's Name: Iowa State University
ISU - IOWA STATE UNIVERSITY

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

Iowa State University
AFFIRMATIVE ACTION PROGRAM
for
EXECUTIVE ORDER 11246

Iowa State University

EXECUTIVE ORDER 11246 AFFIRMATIVE ACTION PROGRAM

TABLE OF CONTENTS

	<u>Page</u>
I. Establishment of Responsibilities for Implementation of the Written Affirmative Action Program (41 CFR 60-2.17(a))	1
A. Designation of Responsibilities of AAP Administrator (41 CFR 60-2.17(a))	1
B. The Responsibilities of the University's Management to Ensure Implementation of the AAP (41 CFR 60-2.17(a))	2
II. Identification of Problem Areas (41 CFR 60-2.17(b))	3
III. Accomplishment of Prior Year Placement Goals	7
IV. The Development and Execution of Action-Oriented Programs (41 CFR 60-2.17(c))	10
V. Internal Audit and Reporting Systems (41 CFR 60-2.17(d))	12

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

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

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

1. Developing EEO policy statements, Affirmative Action Programs, and internal and external communication procedures;
2. Assisting in the identification of AAP/EEO problems;
3. Assisting management in arriving at effective solutions to AAP/EEO problems;
4. Designing and implementing an internal audit and reporting system that:
 - a. Measures the effectiveness of the Affirmative Action Program;
 - b. Determines the degree to which AAP goals and objectives are met; and
 - c. Identifies the need for remedial action.
5. Keeping 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 Asst VP of Diversity, Inclusion, & EO include, but are not necessarily limited to, the following:

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

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

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

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

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

- Working with hiring managers and recruiters to determine appropriate outreach to attract qualified applicant pools;
- Recruiting at colleges and universities with a significant percentage of minority and/or female students;
- Publishing job advertisements in newspapers and/or magazines that target minorities and/or females;
- Offering mentorship programs for minority and/or female employees;
- Offering job training to minorities and/or females currently employed by the 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> %
1D – 1D - INSTITUTIONAL OPERATIONS & SERVICE	Female	69.41%
1E – 1E - FINANCE, HR, EO, COMMUNICATIONS	Minority	15.64%
1G – 1G - IT	Minority	19.53%
1H – 1H - MISCELLANEOUS	Minority	17.94%
2A0202 – 2A0202 - PROFESSORS COLL OF ENGINEERING	Female	58.47%
2A0203 – 2A0203 - ASSOC PROF COLL OF ENGINEERING	Minority	30.62%
2A0902 – 2A0902 - PROFESSORS LIBRARY	Female	41.01%
2A1004 – 2A1004 - ASST PROF COLL OF HUMAN SCI	Minority	26.12%
3A – 3A - IT SYSTEMS PROFESSIONALS	Female	37.71%
3B – 3B - FINANCIAL, LEGAL, AND HR PROFESSIONALS	Minority	14.18%
3E – 3E - HEALTH AND SAFETY PROFESSIONALS	Female	72.29%

3F – 3F - ENGINEERS AND DESIGNERS	Minority	22.08%
3G – 3G - SCIENTISTS	Female	54.57%
3I – 3I - COMMUNICATIONS AND PUBLIC RELATIONS PROFESSIONALS	Minority	14.14%
3J – 3J - PRE AND POST DOC FELLOWS AND TRAINEES	Female	58.07%
3N – 3N - OPERATIONS	Minority	12.55%
5B – 5B - LAB AND RESEARCH TECHNICIANS	Female	93.46%
5D – 5D - ELECTRONIC EQUIPMENT TECHNICIANS	Female	23.39%
5E – 5E - IT SUPPORT	Female	16.88%
6C – 6C - PHYSICAL PLANT AND PRINTING WORKERS	Female	21%

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>
1E – 1E - FINANCE, HR, EO, COMMUNICATIONS		361		40		
	Minority	25	14.42%	1	2.5%	No
2A0102 – 2A0102 - PROFESSORS COLL OF AG & LIFE SCI		96		45		
	Female	15	42.98%	21	46.66%	Yes
2A0202 – 2A0202 - PROFESSORS COLL OF ENGINEERING		75		28		
	Female	7	23.51%	15	53.57%	Yes
2A0203 – 2A0203 - ASSOC PROF COLL OF ENGINEERING		87		23		
	Female	22	37.85%	13	56.52%	Yes
2A0402 – 2A0402 - PROFESSORS COLL OF LIB ARTS & SCI		151		0		
	Female	31	44.46%	0	0%	No Opportunity
2A0703 – 2A0703 - ASSOC PROF COLL OF DESIGN		49		66		
	Minority	3	19.87%	23	34.84%	Yes
3A – 3A - IT SYSTEMS PROFESSIONALS		299		19		
	Female	51	36.95%	6	31.57%	No
3B – 3B - FINANCIAL, LEGAL, AND HR PROFESSIONALS		161		39		
	Minority	9	12.94%	4	10.25%	No

3E – 3E - HEALTH AND SAFETY PROFESSIONALS	103		6		
Minority	10	23.69%	2	33.33%	Yes
3F – 3F - ENGINEERS AND DESIGNERS	92		13		
Minority	8	18.33%	1	7.69%	No
3H – 3H - STUDENT SERVICES PROFESSIONALS	223		37		
Minority	24	17.93%	9	24.32%	Yes
3I – 3I - COMMUNICATIONS AND PUBLIC RELATIONS PROFESSIONALS	146		25		
Female	91	72.74%	18	72%	No
Minority	5	9.38%	1	4%	No
4C – 4C - STOREKEEPERS AND MAIL CLERKS	49		5		
Female	10	36.12%	2	40%	Yes

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

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

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

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

Plan Effective Date: November 1, 2020

Plan Expiration Date: October 31, 2021

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

Approved by: Kristi Darr
Vice President for Human Resources

Establishment's Name: Iowa State University
ISU - IOWA STATE UNIVERSITY

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

Iowa State University
AFFIRMATIVE ACTION PROGRAM
for
INDIVIDUALS WITH DISABILITIES

Iowa State University

AFFIRMATIVE ACTION PROGRAM FOR INDIVIDUALS WITH DISABILITIES

TABLE OF CONTENTS

	<u>Page</u>
I. Equal Employment Opportunity (EEO) Policy Statement (41 CFR 60-741.44(a))	1
II. Review of Personnel Processes (41 CFR 60-741.44(b))	3
III. Review of Physical and Mental Job Qualification Standards (41 CFR 60-741.44(c))	4
IV. Reasonable Accommodation to Physical and Mental Limitations (41 CFR 60-741.44(d))	5
V. Anti-Harassment Procedures (41 CFR 60-741.44(e))	6
VI. External Dissemination of Policy, Outreach, and Positive Recruitment (41 CFR 60-741.44(f))	7
VII. Internal Dissemination of Policy (41 CFR 60-741.44(g))	8
VIII. Audit and Reporting Systems (41 CFR 60-741.44(h))	9
IX. Responsibility for Implementation (41 CFR 60-741.44(i))	10
X. Training (41 CFR 60-741.44(j))	12
XI. Applicant and Hiring Data (41 CFR 60-741.44(k))	13
XII. Utilization Analysis (41 CFR 60-741.45(d))	14
XIII. Identification of Problem Areas and Action-oriented Programs (41 CFR 60-741.45(e) and (f))	15

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 Margo Foreman as the Asst VP of Diversity, Inclusion, & EO for Iowa State University. One of the Asst VP of Diversity, Inclusion, & EO'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 Margo Foreman, Asst VP of Diversity, Inclusion, & EO.

Wendy Wintersteen
President
Iowa State University
November 1, 2020

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 Asst VP of Diversity, Inclusion, & EO 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 Asst VP of Diversity, Inclusion, & EO 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:

Margo Foreman, Asst VP of Diversity, Inclusion, & EO, 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.

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

Plan Effective Date: November 1, 2020

Plan Expiration Date: October 31, 2021

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

Approved by: Kristi Darr
Vice President University Human Resources

Establishment's Name: Iowa State University
ISU - IOWA STATE UNIVERSITY

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

Iowa State University
AFFIRMATIVE ACTION PROGRAM
for
PROTECTED VETERANS

Iowa State University

AFFIRMATIVE ACTION PROGRAM FOR PROTECTED VETERANS

TABLE OF CONTENTS

	<u>Page</u>
I. Equal Employment Opportunity (EEO) Policy Statement (41 CFR 60-300.44(a))	1
II. Review of Personnel Processes (41 CFR 60-300.44(b))	3
III. Review of Physical and Mental Job Qualification Standards (41 CFR 60-300.44(c))	4
IV. Reasonable Accommodation to Physical and Mental Limitations (41 CFR 60-300.44(d))	5
V. Anti-Harassment Procedures (41 CFR 60-300.44(e))	6
VI. External Dissemination of Policy, Outreach, and Positive Recruitment (41 CFR 60-300.44(f))	7
VII. Internal Dissemination of Policy (41 CFR 60-300.44(g))	8
VIII. Audit and Reporting Systems (41 CFR 60-300.44(h))	9
IX. Responsibility for Implementation (41 CFR 60-300.44(i))	10
X. Training (41 CFR 60-300.44(j))	12
XI. Applicant and Hiring Data (41 CFR 60-300.44(k))	13
XII. Hiring Benchmarks (41 CFR 60-300.45)	14

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 Margo Foreman as the Asst VP of Diversity, Inclusion, & EO for Iowa State University. One of the Asst VP of Diversity, Inclusion, & EO'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 Margo Foreman, Asst VP of Diversity, Inclusion, & EO.

Wendy Wintersteen
President
Iowa State University
November 1, 2020

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 Asst VP of Diversity, Inclusion, & EO 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 Asst VP of Diversity, Inclusion, & EO 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:

Margo Foreman, Asst VP of Diversity, Inclusion, & EO, 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 2021

**Annual Report on Affirmative Action
To the Board of Regents, State of Iowa
University of Northern Iowa
December 2021**

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.

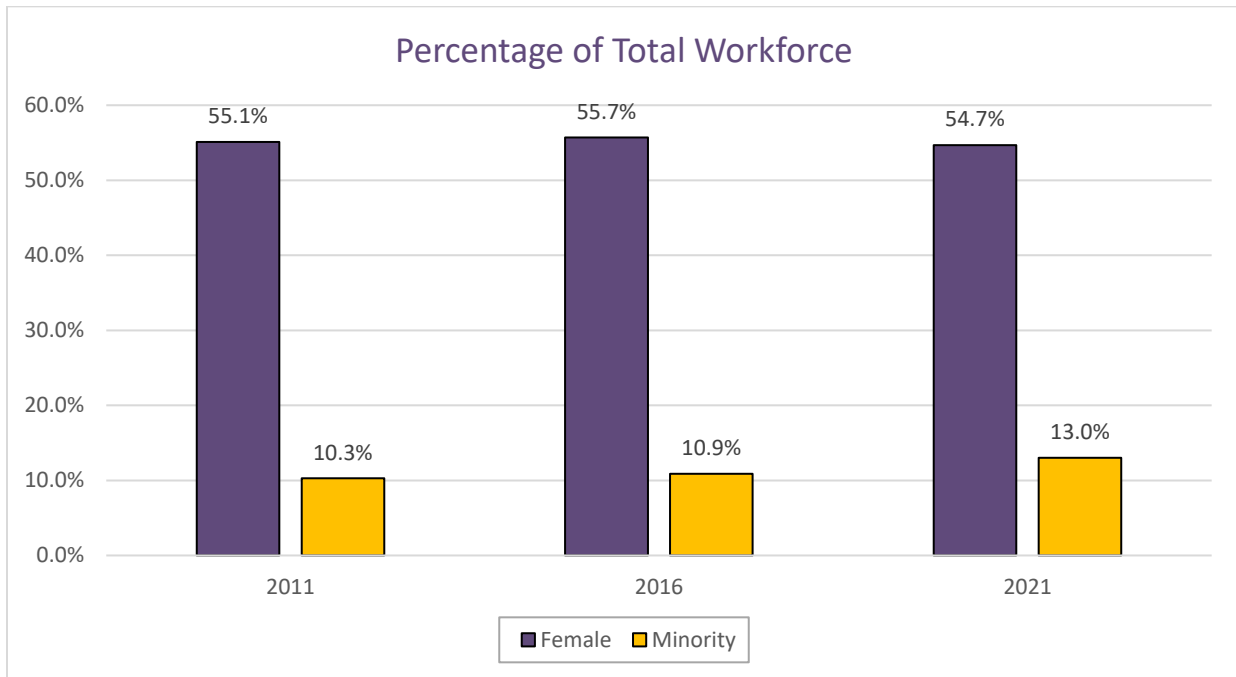
This report presents recent employment activities at UNI. The data in this report are compiled according to Board of Regents, State of Iowa guidelines, and include all non-temporary, full-time, and part-time employees working 50 percent time or more as of September 30, 2021. The categories used for the 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.

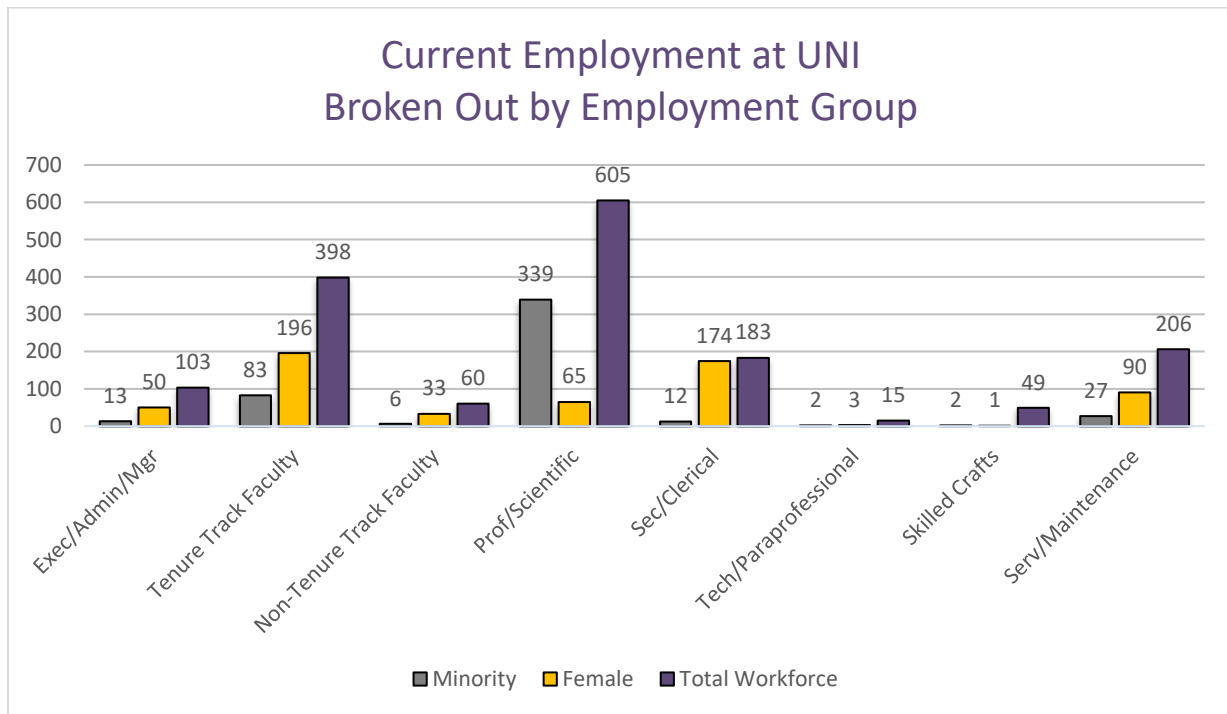
As of September 30, 2021, the UNI workforce totals 1,619 non-temporary employees. This includes 885 (54.7%) female employees and 210 (13.0%) minority¹ employees. One year ago, UNI employed 1,669 non-temporary employees, including 908 (54.4%) female employees and 216 (12.9%) minority employees. The total number of non-temporary employees decreased by 50 (3.0%) from last year; the number of females decreased by 23 (2.5%); and the number of minorities decreased by 6 (2.8%).

Five- and ten-year comparisons for the overall workforce show progress in both female and minority representation. While the total number of non-temporary employees working at UNI is down by 247 (13.2%) 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 10.3% in 2011 to 13.0% in 2021. The number of female employees has experienced a slight decrease over that period. Females were employed at a rate of 55.1% ten years ago and are now employed at a rate of 54.7% of total employment.

¹ The term ‘minority’ is defined as a group within a state or country that differs in race or national origin from the dominant group. Minorities include individuals who identify as American Indian or Alaskan Native, Asian or Pacific Islander, Black, Hispanic or Two or More Races. <https://www.dol.gov/agencies/ofccp/manual/fccm/key-words-and-phrases>



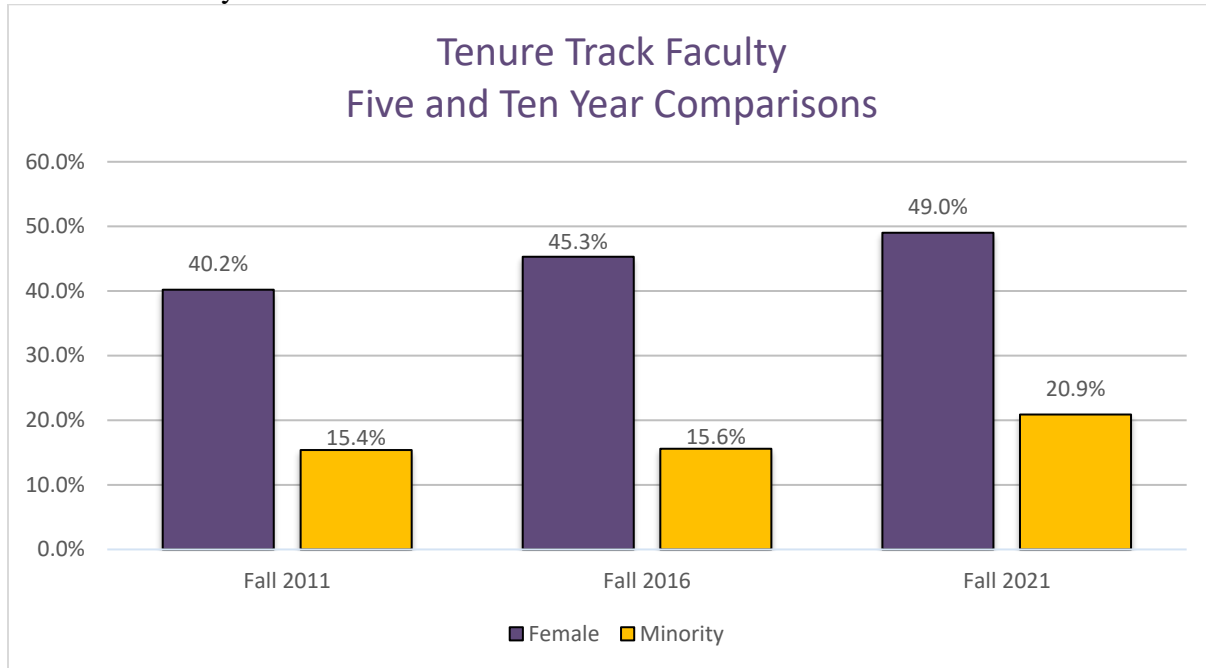
The following chart shows current employment levels in each of the employment groups at UNI:



The tenured and tenure track employee group currently employs a total of 398 employees. This represents a decrease of 19 (4.6%) faculty employees from last year. The five- and ten-year comparisons reflect overall gains in the proportion of both females and minorities in the tenured and tenure track faculty group. While the overall number of tenured and tenure track employees has decreased 21.2% from 505 to 398 over the past ten years, female representation has increased from 40.2% to 49.0%. Minority representation in the tenured and tenure track employee group rose from 15.4% to 20.9% over the same ten-year period. This represents a

8.8% increase in female representation and a 5.5% increase in minority representation in ten years.

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



III. EQUAL EMPLOYMENT OPPORTUNITY ACTIONS.

In FY21, a total of 195 searches were initiated. A search is defined in this report as a new hire, promotion, or transfer record in FY21. Of the 195 FY21 searches, 180 were for non-temporary employment.

Faculty Searches. Nineteen (19) non-temporary faculty searches were initiated in FY21:
 2 academic administrators²;
 13 tenure-track appointments; and
 4 term appointments.

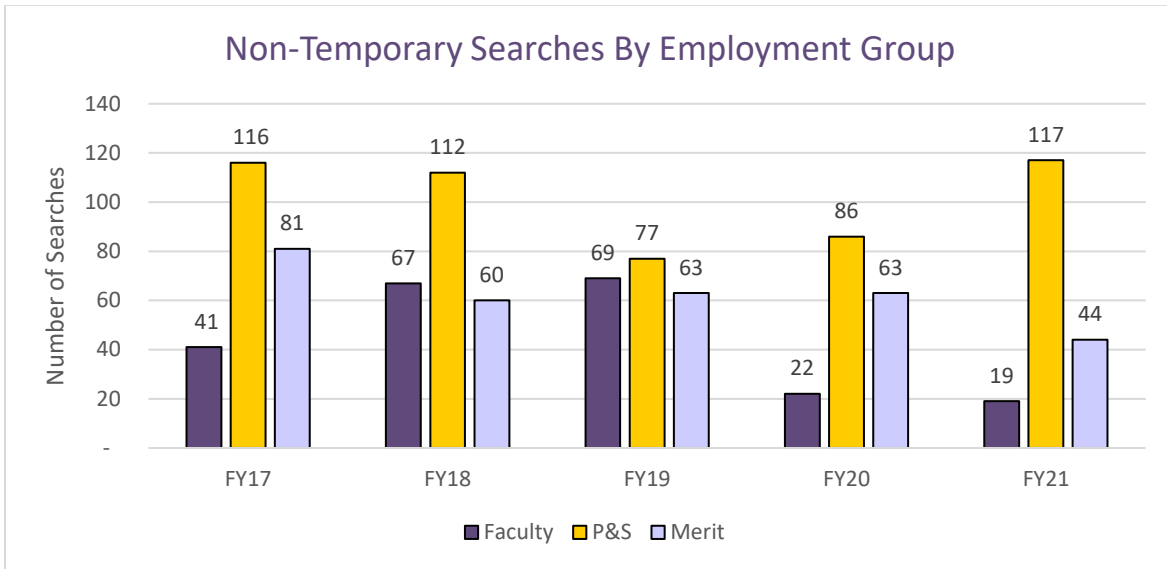
The number of non-temporary faculty searches initiated in FY21 decreased by a total of 3 searches from 22 the previous year, a 13.6% decrease.

P&S Searches. One hundred and seventeen (117) non-temporary P&S searches were initiated in FY21. The number of P&S searches initiated in FY21 increased by a total of 31 searches, a 36% increase from FY20.

Merit Searches. Forty-four (44) Merit searches were initiated in FY21. The number of Merit searches initiated in FY21 decreased by a total of 19 searches, a 30.2% decrease from FY20.

² These positions fall within the executive/administrative/managerial group.

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



IV. 2020-2021 HIRING GOAL ATTAINMENT BY EMPLOYMENT GROUP.

The following table shows the 2020-2021 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)	2020-21 Goals		Goal Attainment	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial (2)	9	0*	No (1)	- (0)
Faculty (Tenured and Tenure Track) (16)	0*	17	- (8)	No (13)
Faculty (Term) (3)	1	1	Yes (1)	Yes (1)
Professional/Scientific (83)	0*	0*	- (13)	- (51)
Secretarial/Clerical (15)	0*	0*	- (0)	- (14)
Technical/Paraprofessional (3)	2	0*	No (0)	- (1)
Skilled Craft (3)	0*	0*	- (0)	- (0)
Service/Maintenance (61)	0*	0*	- (8)	- (37)
Total (187)	12	18	No (2)	No (14)

*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 2020-21 goal and does not reflect all minority and/or female hires for the year.

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

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

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

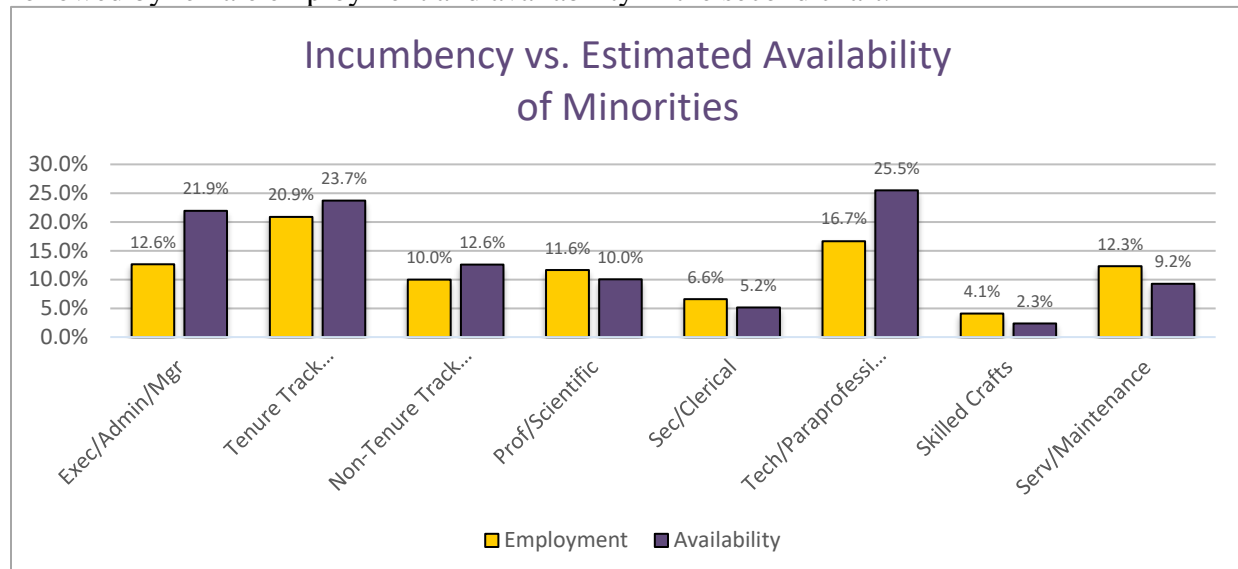
local census data, as well as internal feeder positions and reasonable paths of progression. Finally, where a job group is composed of different job titles that carry different availability rates, a composite availability figure is calculated and then weighted accordingly.

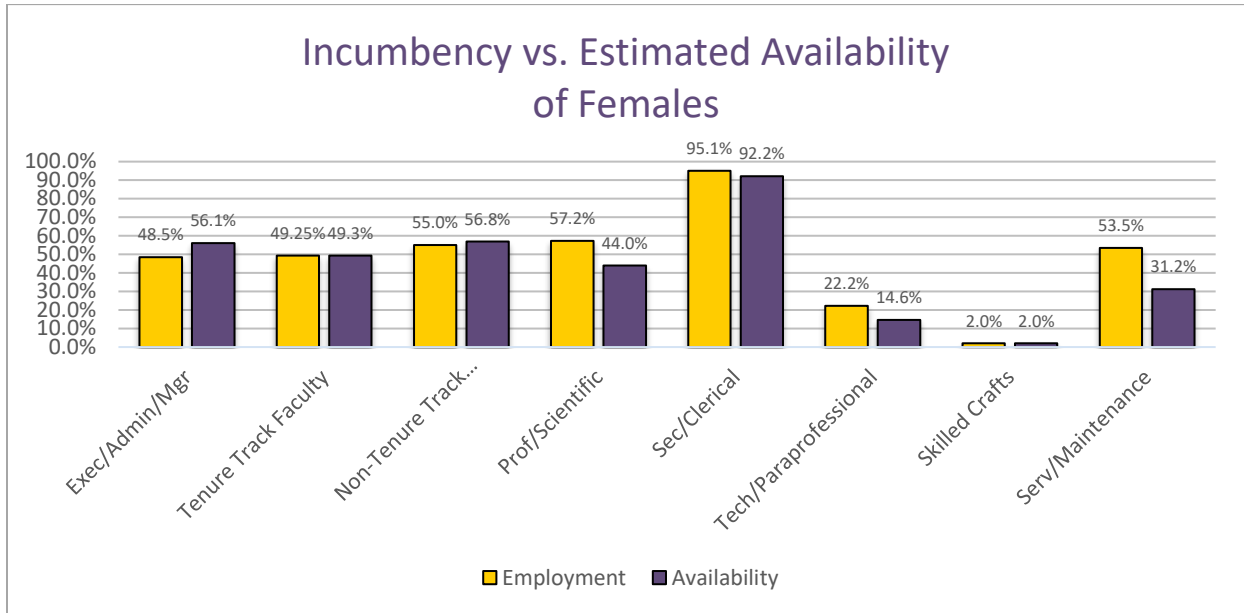
The representation of minorities and women in each job group is compared with the availability analysis of the respective job group. Where actual representation is less than the calculated availability, a statistical test identifies whether the difference is greater than could reasonably be expected.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

In establishing placement goals, the following principles are applied:

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

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





The factors described previously are reflected in the goals established for the 2021-22 hiring year as shown in the following table.

Employment Group	2021-22 Goals	
	Minority	Female
Executive/Administrative/Managerial	9	7
Faculty (Tenured and Tenure Track)	11	1
Faculty (Term)	1	1
Professional/Scientific	0*	0*
Secretarial/Clerical	0*	0*
Technical/Paraprofessional	1	0*
Skilled Craft	0*	0*
Service/Maintenance	0*	0*
Total	22	9

*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:

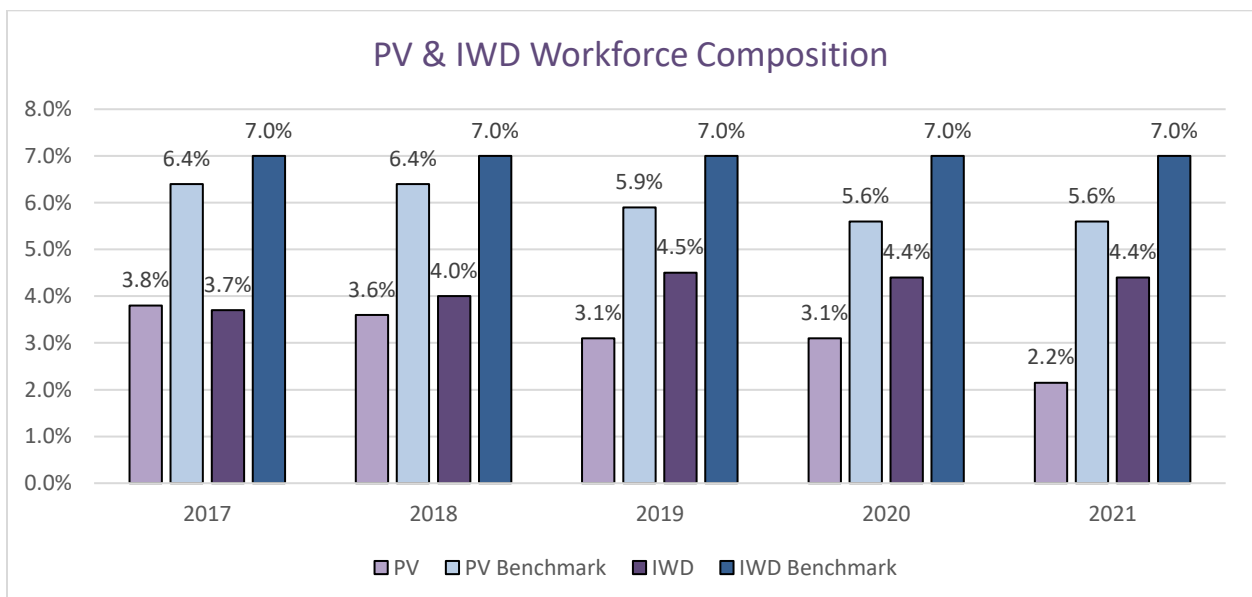
- All temporary and non-temporary vacancies are listed with Iowa Workforce Development;
- An EEO tagline is used in all recruitment advertisements that indicates that all qualified applicants will receive consideration for employment including individuals with disabilities (IWD) and protected veterans (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% utilization goal for individuals with disabilities was used to provide accountability for the outreach efforts during the 2020-21 AAP year; and
- A 5.6% benchmark was used to measure the hiring of protected veterans during the 2020-21 AAP year.

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

- As of September 30, 2021, 4.4% of UNI’s workforce identified as individuals with disabilities as compared to the 7% utilization goal established by the OFCCP.
- In addition, 2.2% of UNI’s workforce identified as protected veterans as compared to the 5.6% benchmark established by the OFCCP.

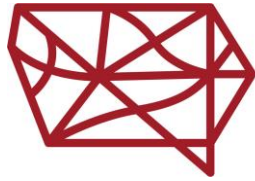
UNI has remained fairly consistent in workforce composition in these two areas over the last five years of reporting. In 2021, the University saw a slight decrease in the percentage of protected veterans in the workforce. This slight decrease is consistent with the lowered benchmark established by the OFCCP due to the declining protected veteran population. 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, 2021, there are 86 employees. This represents a 11.3% decrease in employees who self-identify as an individual with a disability.

In 2019, there were 67 employees who self-identified as being a protected veteran. As of September 30, 2021, there are 42 employees. This represents a 37.3% 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, 2020 - October 31, 2021

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

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

As of October 31, 2021, the Iowa School for the Deaf employed 120 full-time and part-time employees. This is steady compared with October 31, 2020.

Of the 120 employees, 5.8% are minorities and 70.8% are female. Iowa School for the Deaf believes it is important to have a diverse group of employees on our campus. As an education facility for deaf and hard of hearing children, deaf and hard of hearing staff members are also very important. Traditionally, it has been difficult to recruit deaf professionals to this area of the country. 36 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.

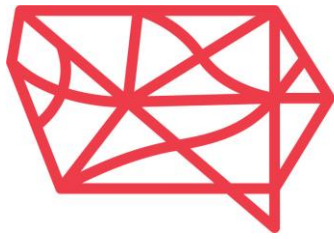
Recruiting efforts for ISD positions center on the Omaha/Council Bluffs area for the non-exempt positions. For vacancies in our executive, teaching, and professional positions, we do nation-wide searches. Routinely, we list positions with Iowa Workforce, Nebraska Job Service, and through the School's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

The goal of hiring a minority Technical/paraprofessional member was met in 2020/21. Additionally, we hired a minority employee to the Professional and Scientific group. Since November 1, 2020, a total of 19 employees were hired through competitive searches. These hires included 3 faculty positions, 4 professional and scientific positions, 10 technical/paraprofessional positions, and 2 service/maintenance position. Two new hires are of minority status. Twelve 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, 2021 through October 31, 2022.

**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	1	0	0
04 Professional	1	0	0
05 Secretarial/Clerical	0	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>1</u>
TOTAL	6	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, 2020 - October 31, 2021**

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

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

As of October 31, 2021, the Iowa Braille and Sight Saving School employed 51 Teachers of the Visually Impaired (TVIs) and Orientation and Mobility Specialists (OMS). 7 additional faculty were employed as consultants with expertise in the fields of math, STEM, literacy, assistive technology, special education, family services, and deafblind education.

As of October 31, 2021, there were a total of 74 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 2020/21. Since November 1, 2020, a total of 10 employees were hired through competitive searches. These hires included 7 faculty positions, 2 Technical/Paraprofessional positions and 1 clerical position. 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. The school's application continues to include an optional information sheet where candidates may choose to self-identify race, sex and/or disability, however, many applicants choose not to complete this information.

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

The following chart, notes the Diversity Goals of the Iowa Educational Services for the Blind and Visually Impaired / Iowa Braille and Sight Saving School projected for the period of November 1, 2021 through October 31, 2022.

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
2020-2021**

**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
2020-2021

Introduction

The University of Iowa's strategic plan for 2016-2021 outlines a vision of commitment to the state, nation, and global community with a spirit of inclusiveness and collaboration. Diversity and inclusion are embedded throughout the plan's strategies, tasks, indicators, and metrics, and two of the fifteen strategies specify these efforts as essential to our mission. In addition to recruiting, retaining, mentoring, and supporting diverse faculty, staff, and students, the plan calls for creating a more inclusive campus culture. The university continues to work towards its primary goals of achieving educational excellence through diversity; promoting a supportive and welcoming environment for all faculty, staff, and students; and recruiting and retaining a critical mass of faculty, staff, and students from communities underrepresented in higher education. This report describes several initiatives across campus striving to foster more diverse and inclusive learning and working environments during academic year 2020-2021.

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.

- **Diversity, Equity, and Inclusion Action Plan.** The 2019-2021 Excellence through Diversity, Equity, and Inclusion (DEI) Action Plan represents the culmination of a multi-year assessment and engagement process. The plan was designed to provide a campus roadmap to guide DEI initiatives in anticipation of the campus-wide strategic planning process. Multiple individuals across campus contributed to the development of the action plan. As of the publication of this report, the university is preparing its next strategic plan.
- **Campus Climate Survey.** Starting in 2018, the University of Iowa administered a campus climate survey every two years for faculty, staff, and postdoctoral scholars. Reports document the University of Iowa's campus climate for diversity, equity, and inclusion from the perspective of faculty, staff, and students, identifying key findings and recommendations of next steps.
- **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.** Following a successful pilot project, the Office of the Executive Vice President and Provost has implemented the Path to Distinction program across campus 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. The 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.
- **Faculty Search Committee Practices to Advance Equity.** The Office of the Executive Vice President and Provost continues to offer presentations to address unconscious bias in the faculty search process. All faculty search committees are strongly encouraged to participate in a workshop and several colleges require attendance for all faculty search committee members. A compendium of resources and best practices, *Faculty Search Committee Practices to Advance Equity*, is distributed during presentations and workshops.

In partnership with the Division of Diversity, Equity, and Inclusion, a train-the-trainer program was held in Spring 2021 to prepare faculty and staff trainers in each college to deliver the Path to Distinction training program to faculty search committees in their college. A total of 24 faculty and 18 HR partners completed the program. Due to COVID-19, the train-the-trainer program was held virtually. Training materials and resources were made available to the trainers through a shared ICON site.

- **Faculty Diversity Opportunity Program.** In 1999, the Office of the Executive Vice President and Provost established a program to aid collegiate efforts to recruit and retain faculty from underrepresented communities. This program was an important tool for reaching the university's diversity goals and thereby enhancing the excellence of the University of Iowa. Critical components included mentoring and retention plans. A total of 143 faculty have been supported by the program; although not actively adding new faculty, the program continues to support 25 current faculty based on previous commitments.
- **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 to support undergraduate-serving departments and colleges as they recruit and retain outstanding tenure track faculty who will further the UI's goals to advance its academic mission through the recruitment and retention of underrepresented U.S. racial/ethnic minority (URM) faculty and students. The fund provides financial support to aid in recruitment and retention, including summer salary support; support for research supplies, equipment, or travel; programmatic support for the

faculty member's research agenda; or other activities to enhance the faculty member's recruitment or retention.

- **Investment in Strategic Priorities** For fiscal year 2021, through a partnership between the colleges and the Office of the Executive Vice President and Provost, funding was identified to strategically invest in four areas of the university's strategic plan, including faculty career development, to address urgent challenges present due to or exacerbated by the pandemic, as well as issues related social justice. Examples of strategies are described below.
 - Faculty Development and Support: resources for women and URM faculty to complete projects (preference to assistant and associate professors), proactive extension of retention offers, summer salary support for research and instruction, small amounts of bridge funding (including course buy-outs, purchase of publications, and professional development).
 - Diversity, Equity, and Inclusion: recognize, reward, and support research, service, and teaching efforts that contribute to DEI (including research that can be used to support and expand the UI BUILD training program, professional development, support for service projects and research that impact URM populations, teaching stipends to promote DEI coursework), support recruitment and retention of URM faculty, develop diversity pipelines within colleges (including post-doctoral opportunities intended to increase diversity at the collegiate level and summer programs for students from marginalized groups).
- **Public-Private Partnership (P3) High Impact Hiring Initiative.** For fiscal year 2021, a process was put into place whereby 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. Funds may be 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.
- **Dual Academic Career Fund.** This fund provides resources to departments and colleges when the recruitment of a tenured/tenure-track faculty member is contingent upon the employment of a partner/spouse. In partnership with the primary and secondary hiring departments, the Office of the 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 providing one-stop access to multiple campus and community resources, including work/life policies and resources, relocation and housing, dual-career employment, diversity and inclusion, children and family resources, transportation, health and wellbeing, military and veteran families, adult and elder care, arts, culture and entertainment, and recreation. A companion flyer is available online and is distributed to prospective applicants via job ads and included in candidate packets to communicate the university's commitment to work/life balance.

- **Higher Education Recruitment Consortium (HERC).** In collaboration with ISU and UNI, the University of Iowa 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 co-sponsor an institutional membership in the National Center for Faculty Development and Diversity (NCFDD), an independent faculty development organization dedicated to supporting faculty throughout the pipeline from graduate student to full professor. Institutional membership offers numerous benefits to UI faculty members, including a monthly e-newsletter, access to monthly webinars, a private online networking forum, moderated monthly writing challenges, and the option to be matched with an accountability faculty partner to establish and meet individual writing goals. UI's institutional membership in the NCFDD provides early career faculty members and graduate students considering the professoriate access to high-quality professional development programs led by national experts in an efficient and cost-effective manner.
- **Faculty Development – Early Career.** The Office of the Executive Vice President and Provost, through the associate provost for faculty, sponsors both formal and informal events throughout the year to enhance networking, introduce UI administrators, and provide faculty development opportunities for early-career faculty members. These programs include the Iowa New Faculty Orientation (INFO) and seminars on promotion and tenure. Early career faculty members receive further support via the Center for Teaching's multiple programs, including the Early Career Instructor Program.
- **Faculty Development – DEO and Academic Leadership Program.** In academic year 2015-16, the Office of the Executive Vice President and Provost collaborated with University Human Resources to launch the DEO and Academic Leadership

Program. To date, 64 DEOs and other faculty administrators have participated in the program, 48% of whom are women and 25% of whom are minorities. In addition to a variety of leadership topics, the program includes a session addressing the department chairs' role in leading diversity, equity, and inclusion initiatives.

- **Employee Constituency Councils.** The Division of Diversity, Equity, and Inclusion provides support for several faculty and staff affinity groups, including the African American Council, Council on Disability Awareness, Council on the Status of Women, Latinx Council, LGBTQ+ Council, Native American Council, and Pan Asian Council.
- **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 provides financial support for efforts to bring underrepresented minorities as visiting faculty and speakers to campus. Due to pandemic mitigation efforts, visiting faculty and speakers were limited or presented through a virtual format.

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 over 3,600 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 2020-2021, UI's NCBI affiliate held 14 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 270 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 39 workshops reaching nearly 1,100 faculty, staff, and graduate students, as well as a 6-week cohort experience for 51 faculty, staff, and graduate students. As of the end of the 2020-2021 academic year, over 620 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. In spring of 2021, four train-the-trainer sessions were available for faculty and staff to become trainers for the “Search Committee Practices to Advance Diversity, Equity, and Inclusion” workshop.
- **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 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 Award and Diversity Catalyst Seed Grant

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

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

Support for Underrepresented Graduate and Undergraduate Students

Several University of Iowa programs aim to increase the representation of 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, support, and assist talented underrepresented undergraduate students interested in pursuing graduate studies and possibly collegiate faculty careers. SROP is an award-winning Big10 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 in biological sciences, engineering, humanities, mathematics, physical sciences, or social sciences. Each student plays an active role in identifying an area of study and a faculty mentor. The program encourages students to explore research opportunities at UI that can lead to graduate degrees.
- **Fellowships.** The Graduate College has a number of fellowship offerings to support outstanding underrepresented graduate students (including racial/ethnic minorities, gender minorities, first generation students, and students with disabilities). These include two different recruitment fellowships for doctoral students: Iowa Recruitment Fellowship program and the LuLu Merle Johnson Fellowship program. Additional funding opportunities for underrepresented students include the ACT Scholars program (funded by ACT 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 deploy initiatives that contribute to the achievement of diversity, equity, and inclusion and address the needs of graduate students in the areas of recruitment, retention, and academic success. GRAD-DEI is committed to creating, supporting, and encouraging diversity, equity, and inclusion in the graduate student body, which enhances the intellectual and cultural experience of the entire academic community. GRAD-DEI seeks to create a space and community where students can bring their authentic selves to share their strategies and concerns regarding the challenges and successes of undertaking graduate educational programs at UI.
- **Iowa Biosciences Academy (IBA).** Established in 1999, IBA is for underrepresented undergraduate students interested in pursuing a Ph.D. in the biomedical, behavioral, and biophysical sciences. The students receive mentorship, research experience, and professional development from faculty in the College of Liberal Arts and Sciences, the College of Engineering, the Graduate College, the College of Nursing, the College of Pharmacy, the College of Dentistry, the College of Education, the Carver College of Medicine, and the College of Public Health throughout their undergraduate years. The program receives other support and services from the Office of the Vice President for Research and Economic Development, the College of Liberal Arts and Sciences, the Graduate College, and the Office of the Provost. IBA has been continuously funded by the National Institutes of Health (NIH) through the Division of Training, Workforce Development, and Diversity (TWD).
- **College of Engineering Diversity, Equity, and Inclusion Council.** The College of Engineering's Diversity, Equity, and Inclusion (DEI) Council, consisting of faculty, staff, and undergraduate and graduate students, continued its charge of providing leadership within the college to promote and achieve a culture that values diversity, equity, and inclusion; 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; leading the creation of the college's DEI Action Plans; and providing 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 awarded approximately \$5751 in DEI initiative grants, 13 undergraduate diversity scholarships, and 2 grants supporting student professional development/DEI conferences for undergraduate and graduate students.
- **Summer Health Professions Education Program.** Carver College of Medicine's (CCOM) RWJF funded Summer Health Professions Education Program (SHPEP) welcomed its fifth cohort of undergraduate students to a virtual learning experience in Summer 2021. This year the number of participants increased from 80 to 100 scholars. SHPEP is a free summer enrichment program focused on improving access to information and resources for college students interested in the health

professions. The program's goal is to strengthen the academic proficiency and career development of students underrepresented in the health professions and prepare them for a successful application and matriculation to health professions schools. Scholars from the first cohort are currently applying to professional and graduate schools.

- **PREP@Iowa.** Funded by the National Institutes of Health, PREP@Iowa is a post-baccalaureate training program that supports the CCOM's goal of advancing inclusive excellence by identifying, recruiting, and preparing individuals from populations traditionally underrepresented in the biomedical sciences who aspire to PhD or MD/PhD programs. The program launched in June 2016. The fifth cohort of five scholars enrolled in the program last year. Two of the scholars are MD/PhD focused so they are continuing their research and preparing for the MCAT, and applying to programs this year. 85% of our scholars received multiple offers of admission (including the University of Iowa) for PhD programs and matriculated into PhD programs since inception. Two scholars matriculated into master's programs. The program funding expired and the CCOM is funding two scholars this fiscal year.
- **Health Care DEI Educational Sessions.** 75 diversity, equity, and/or inclusion educational sessions were facilitated to over 2,000 participants throughout UI Health Care in fiscal year 2021.

University of Iowa Health Care

- **University of Iowa Health Care Diversity, Equity, and Inclusion Task Force.** This group is chaired by the vice president for medical affairs and dean of the Carver College of Medicine and the CCOM associate dean for diversity, equity, and inclusion. Three work groups address Patient Initiated Identity Harassment/Health Disparities, Environment and Climate, and Recruitment and Retention. The task force and committees are made up of 27 total members.
- **STEM Education.** In fiscal year 2021, nearly 2,500 students from 51 of 99 Iowa counties, 22 other states, and five other countries engaged in 59 virtual UI Health Care STEM (science, technology, engineering, and math) Education programs. 55% of STEM Education program participants self-identified as female, 14% self-identified as living in a rural community, and 41% self-identified as underserved or underrepresented (rural communities, racial minorities, first-generation, low socioeconomic status). Eighty-two percent of all program attendees shared their interest in STEM increased as a result of attending our virtual program. A total of 292 faculty, staff, and students dedicated more than 352 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 2021 conference was held as a virtual experience.

- **Medical Spanish Course.** This course has been created for faculty members with an intermediate or advanced language competency. Two courses are being offered in fall 2021, with 16 faculty members participating.
- **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 2022.
- **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.

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 on Regents Minority and Women Educators Enhancement Program

Iowa State University December 2021

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

1. **Emerging Leaders Academy.** The Office of the Senior Vice President and Provost (SVPP) continues to support its leadership development program, the Emerging Leaders Academy, in place since January 2009. The program aims to develop depth of leadership skills among faculty and staff, as well as to diversify the potential pool of leadership candidates at ISU. Underrepresented and women faculty and staff are especially encouraged to apply. Presently, approximately 290 faculty and staff have been trained in leadership, teamwork, communication, fiscal responsibility, diversity, management and public accountability. (<https://www.extension.iastate.edu/ela>)
2. **ISU ADVANCE.** 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 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. Recently, ISU was awarded funding for “ADVANCE Partnership: Joining Forces – A Midwestern Partnership for STEM Faculty Success.” The long-term outcome of this project is increased retention and career advancement of underrepresented women and women with family responsibilities in STEM departments, pursued through a caucus of Midwestern research institutions where best practices can be shared.
3. **Aspire 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. [Aspire announced Iowa State University](#) as a participant in Cohort 2 of iChange. The National Science Foundation funds this effort.

4. **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. Having participated in COACHE every four years since 2005, the survey results are used to assess needs and implement best practices with regard to hiring, promotion, retention, campus climate, and diversity. 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.
5. **Inclusion Initiatives Grant Program.** What was formerly the Women's and Diversity Grant Program has been reimaged as the Inclusion Initiatives Grant (IIG) Program. Enhancements include a broadening of the grant scope and criteria, the addition of grant workshops for applicants, and ongoing coaching for awardees during the grant period. Funds administered by the Office of the Vice President for Diversity and Inclusion (VPDI) support initiatives intended to foster community engagement that positively impact Iowa State University. Proposed initiatives must (1) involve collaborative teams, (2) have widespread impact on the ISU community, (3) align with ISU's guiding documents and principles regarding diversity and inclusion, and (4) be innovative. Seven projects were selected for the 2018-19 award period. (www.diversity.iastate.edu/iig)
6. **Diversifying the Faculty.** The SVPP Office continues to financially support the recruitment and retention of excellent faculty by specifically funding requests from colleges and departments for dual-career partner support and to support hires that diversify the faculty. Currently, over 315 faculty couples have been retained due to the support of this program.

The ISU ADVANCE Equity Advisors, in collaboration with the Office of Equal Opportunity, further contributed to these efforts by orienting faculty search committees to inclusive hiring practices.

7. **Mentoring.** The primary goal of the institutional mentoring program is to cultivate a university community in which all faculty thrive. Sub-goals include increasing faculty retention and success; ensuring successful reviews, promotion, tenure, and advancement; and cultivating inclusion, belonging, and collegiality among faculty. There are four components of the institutional mentoring program—(1) a required program

for *first-year, tenure-eligible faculty*, (2) stated faculty mentor roles, responsibilities, and expectations, (3) a network of College Peer Mentors who collaborate to led college-level programming and activities, and (4) Exemplary Faculty Mentor Awards. In addition, Iowa State University subscribes to a virtual-mentoring program through the *National Center for Faculty Development and Diversity (NCFDD)*. Institutional membership in the *NCFDD* allows all faculty, post-docs, and graduate students to participate in the virtual mentoring events and opportunities at no cost.

8. **Vice President for Diversity and Inclusion Council.** The VPDI Council provides insight and counsel to the Vice President for Diversity and Inclusion. Using the shared governance model of leadership, council members represent the interests of a diverse cross section of the Iowa State University community. The council meets monthly to discuss both national and local challenges, opportunities, and priorities for the university related to diversity, equity and inclusion. Chaired by the Vice President for Diversity and Inclusion, the Council assists with the design of new policies; improved recruitment and increased retention of students, faculty and staff; and the advancement of equity. (www.diversity.iastate.edu/vpdicouncil)
9. **Iowa Network for Women in Higher Education (WHE).** The Associate Provost for Faculty works with the Iowa Network to encourage more women to consider leadership in higher education. The primary goal of the Iowa Network (affiliated with the American Council on Education) is to facilitate the development of women leaders in higher education, through conversations, collaborations, and mentoring across the state. IOWAWHE is committed to fostering diversity in higher education leadership with regard to race, gender, ethnicity, sexual orientation, and physical ability. IOWAWHE offers a women's leadership conference each spring at one of the institutions of higher education in the state. ISU continues to play an important role in the leadership of the Iowa Network.
10. **Child Care Resources.** This unit within University Human Resources supports Iowa State University families by linking them with professional programs and services that can help meet their child care needs. The university childcare consultant is available to assist families in accessing on campus and community-based services. The university supports two child care centers located on campus, University Community Childcare in Pammel Court and the University Child Care Center at Veterinary Medicine. In addition to these full-time programs, the university supports several other childcare initiatives including care for mildly ill children, part-time childcare for student families, and a family child care infant network.
11. **Faculty and Staff Associations.** The University continues to support the development and growth of several Faculty and Staff Associations (FSA) and the FSA Council, a collective of leaders from each of the FSAs. FSAs are designed to cultivate and connect Iowa State's diverse faculty and staff populations to each other and with the greater university community. These groups support recruitment and retention by addressing social and professional components essential to an enhanced quality of life for faculty and staff from underrepresented communities. FSAs align with the university's strategic

goals by positively impacting the ongoing effort to create and support a more inclusive campus community. All FSAs are supported by the Office of the Vice President for Diversity and Inclusion. (www.diversity.iastate.edu/fsa)

12. **University Committee on Women and Gender Equity (UCW).** Formerly the University Committee on Women, the UCW is a diverse group of women from across the Iowa State University campus that promotes the full participation of women faculty, staff and students. UCW is an active and involved network that responds to women's issues including monitoring and improving the number of women in leadership positions at ISU, with special attention to the need for more women department chairs, and also continuing work to improve the climate on campus for women students, staff and faculty. Key responsibilities of the UCW are to advise university administration on issues affecting women and assist in the development of policies and practices that promote the equitable participation and treatment of women employees and students. The Office of the Vice President for Diversity and Inclusion supports the work of the UCW. (www.diversity.iastate.edu/ucw)
13. **Women's Leadership Consortium (WLC).** The WLC brings together the leaders of women's programs and services on the Iowa State University campus. The Consortium's mission is to facilitate coordination of programs and initiatives; to serve as a resource to administration; and to encourage the advancement of women into leadership positions. The WLC is supported by the Office of the Vice President for Diversity and Inclusion. (www.diversity.iastate.edu/wlc)
14. **Martin Luther King, Jr. Advancing One Community Awards.** Each January the Iowa State University community observes the birthday of Dr. Martin Luther King, Jr. with a campus-wide celebration and the recognition of individuals and groups who have followed the principles of Dr. Martin Luther King, Jr. The Advancing One Community Awards, coordinated by the Office of the Vice President for Diversity and Inclusion, recognize recipients' efforts to create an inclusive university community that embraces justice and equity. (www.diversity.iastate.edu/mlkaward)
15. **University Award for Inclusive Excellence.** Established in 2017 and awarded annually, Iowa State University's first-ever university-level inclusion award recognizes faculty and Professional and Scientific (P&S) staff who have advanced the university's mission of diversity, equity, and inclusion outside of their compensated responsibilities. (www.diversity.iastate.edu/ieaward)

November, 2021

TO: Board of Regents, State of Iowa

FROM: University of Northern Iowa

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

This past year, the allocation for the Minority and Women Educators Enhancement Program has again been utilized to supplement a minority faculty line in the Department of Political Science. Each semester the faculty member teaches two sections of non-western cultures: Africa and an upper level political science class in the area of international relations or comparative politics. 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 2020-2021 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 110 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 to seriously consider hiring top candidates who are qualified for positions.