

# **IOWA**

## **REPORT TO THE BOARD OF REGENTS STATE OF IOWA**

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**Annual Equal Employment Opportunity and  
Affirmative Action Workforce Report  
November 2023**

Submitted by

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## TABLE OF CONTENTS

<b>I. Introduction</b> .....	<b>1</b>
<b>II. Overview: Highlights of Employment Activity</b> .....	<b>2</b>
<b>III. Equal Employment Opportunity and Selected Diversity Initiatives at the University of Iowa</b> .....	<b>4</b>
A. The Division of Diversity, Equity, and Inclusion.....	4
B. The Office of Institutional Equity .....	4
C. The University of Iowa Strategic Plan .....	5
D. Path to Distinction Program .....	6
E. Fund to Enhance Community and Inclusion .....	6
F. Harassment Prevention Education .....	6
G. National Coalition Building Institute (NCBI).....	7
<b>IV. One-Year Comparison of Major Workforce Categories: 2022 - 2023</b> .....	<b>9</b>
A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity.....	9
B. Faculty and Staff by Disability and Veteran Status .....	14
C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity .....	15
D. Tenured/Tenure Track Promotion and Tenure Rates by Sex and Minority Status.....	16
E. Clinical Track Faculty by Sex and Race/Ethnicity .....	17
F. Research Track Faculty by Sex and Race/Ethnicity.....	19
G. Instructional Track Faculty by Sex and Race/Ethnicity.....	21
<b>V. Annual Hiring Goals: 2022-23 and 2023-24</b> .....	<b>23</b>
A. How Hiring Goals are Determined .....	23
B. Hiring Goals for the 2022-23 Data Year.....	24
C. Hiring Goals for the 2023-24 Data Year.....	27
<b>VI. Five-Year Comparison of Major Workforce Categories: 2018 - 2023</b> .....	<b>28</b>
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
F. Instructional Track Faculty by Sex and Race/Ethnicity.....	37
<b>VII. Ten-Year Comparison of Major Workforce Categories: 2013 - 2023</b> .....	<b>40</b>
A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity.....	40
B. Faculty and Staff by Disability and Veteran Status .....	43
C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity .....	45
D. Clinical Track Faculty by Sex and Race/Ethnicity .....	46
E. Research Track Faculty by Sex and Race/Ethnicity.....	48
<b>VIII. Five-Year and Ten-Year Comparison Summary</b> .....	<b>50</b>

# Annual Equal Employment Opportunity and Affirmative Action Workforce Report November 2023

## 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 *2023 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.<sup>1</sup>

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<sup>1</sup> 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, 2022 to November 1, 2023, the University of Iowa workforce increased by 664 employees (+3.4%), from 19,332 to 19,996. Further details about workforce changes in the past year are presented in Section IV of this report.
  - The faculty and staff increased by 418 women (+3.3%).
  - Total racial/ethnic minority representation increased by 241 faculty and staff (+8.0%). Net changes among racial/ethnic groups were:
    - + 125 Blacks/African Americans (+16.3%)
    - + 56 individuals identifying as two or more races (+41.5%)
    - + 47 Hispanics/Latinos (+5.4%)
    - + 11 Asians/Pacific Islanders (+0.9%)
    - + 2 American Indians/Alaska Natives (+4.5%)
  - There was a decrease of 17 tenured/tenure track faculty (-1.3%).
  - The number of women faculty members on the tenure track decreased by 6 (-1.3%), maintaining representation at 35.8%.
  - The number of minority faculty members on the tenure track increased by 9 (+2.9%), increasing representation from 24.2% to 25.2%.
  - Representation of women among executive, administrative, and managerial staff increased by 6 (+3.0%), from 50.0% to 50.1%.
  - The number of racial/ethnic minorities among executive, administrative, and managerial staff decreased by 1 (-1.5%), from 16.4% to 15.7%.
  - Minority representation among professional and scientific staff increased by 111 staff (+8.7%), from 10.7% to 11.2%.
  - 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 409 women (2.0% of the total workforce) and by 268 minorities (1.3% of the total workforce).<sup>2</sup>
  - There was a net increase of 26 employees (+7.2%) who self-reported having disabilities.
  - There were decreases in the numbers of disabled veterans (-2), Active Duty Wartime/Campaign Badge veterans (-13), and Armed Forces Service Medal veterans (-2). The number of recently separated veterans increased by 3.

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<sup>2</sup> 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, 2018 to November 1, 2023, the University of Iowa workforce increased by 1,396 employees (+7.5%), from 18,600 to 19,996. Further details about workforce changes in the past five years are presented in Section VI of this report.
  - The faculty and staff increased by 1,134 women (+9.4%).
  - Total racial/ethnic minority representation increased by 751 faculty and staff (+30.1%). Net changes among racial/ethnic groups were:
    - + 300 Blacks/African Americans (+50.5%)
    - + 258 Hispanics/Latinos (+39.3%)
    - + 134 Asians/Pacific Islanders (+12.6%)
    - + 64 individuals identifying as two or more races (+50.4%)
    - - 5 American Indians/Alaska Natives (-9.8%)
  - There was a net decrease of 75 tenured/tenure track faculty (-5.6%). The number of women tenure track faculty decreased by 1 (-0.2%), and the number of minority faculty increased by 12 (+3.9%).
  - The number of employees who self-reported having disabilities increased by 263 (+209%). This increase may be due in part to a resurvey of the workforce in October 2022.
  - The number of employees who self-identified as disabled veterans increased (+8). There were decreases in the numbers of Active Duty Wartime/Campaign Badge veterans (-119) and Armed Forces Service Medal veterans (-5). There was no change in the number of recently separated veterans.
  
- **Ten-Year Comparison of Workforce Categories.** From November 1, 2013 to November 1, 2023, the University of Iowa workforce increased by 3,839 employees (+23.8%), from 16,157 to 19,996. Further details about workforce changes in the past ten years are presented in Section VII of this report.
  - The faculty and staff increased by 2,923 women (+28.3%).
  - Racial/ethnic minority representation increased by 1,496 faculty and staff (+85.5%). Net changes among racial/ethnic groups were:
    - + 487 Blacks/African Americans (+120%)
    - + 483 Hispanics/Latinos (+112%)
    - + 398 Asians/Pacific Islanders (+49.6%)
    - + 138 individuals identifying as two or more races (+260%)
    - - 10 American Indians/Alaska Natives (-17.9%)
  - There was a net decrease of 192 tenured/tenure track faculty (-13.2%). The number of women on the tenure track decreased by 25 (-5.2%), and minority representation increased by 19 (+6.3%).
  - There was an increase of 304 employees (+358%) who self-reported having disabilities. This increase may be due in part to a resurvey of the workforce in October 2022.
  - There were increases in the numbers of employees who self-identified as disabled veterans (+14) and Armed Forces Service Medal veterans (+18). There were decreases in the numbers of Active Duty Wartime/Campaign Badge veterans (-246) and recently separated veterans (-4).

### **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.

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

The EO-DEI leads and coordinates the university's efforts to recruit and retain a diverse and inclusive academic community of faculty, staff, and students by initiating and implementing policies, initiatives, and programs around institutional diversity, equal opportunity, affirmative action, and human and civil rights. Additional duties include representing the Office of the Provost on DEI matters within the university and the broader Iowa community, providing campus-wide leadership regarding the importance of DEI to the educational mission of a public research university, and advising the executive vice president and provost on academic DEI issues.

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

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

#### **B. The Office of Institutional Equity**

In July 2021, the DDEI reorganized, creating the Office of Institutional Equity (OIE) 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 federal and state equal employment opportunity/affirmative action (EEO/AA) laws/regulations and University of Iowa 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; ensuring appropriate outreach efforts to women and minority applicants, including the use of targeted recruitment resources where underrepresentation of women and/or minorities exists; conducting pre-interview audits to ensure that all qualified candidates, including candidates protected against discrimination based on their sex, race/ethnicity, 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.

Staff in OIE are also tasked with providing primary prevention and awareness programs for incoming students and employees that include information on sexual harassment/sexual misconduct, bystander intervention, and risk reduction, along with information on other forms of protected-class discrimination and harassment. OIE–Equity Compliance and Student Wellness in the Division of Student Life provide centralized oversight and monitoring of compliance with the mandatory harassment prevention education for the campus community on sexual harassment, sexual misconduct, and other forms of protected-class discrimination and harassment.

### **C. The University of Iowa Strategic Plan**

*The 2022 – 2027 University of Iowa Strategic Plan* establishes five interconnected priorities: student, faculty, and staff success; transformational research and discovery; welcoming and inclusive environment; holistic well-being; and public engagement and impact embedded throughout these areas. The university has set specific five-year, data-driven targets to measure progress.

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

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

#### **D. Path to Distinction Program**

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

#### **E. Fund to Enhance Community and Inclusion**

Administered by the Office of the Executive Vice President and Provost and the Division of Diversity, Equity, and Inclusion, this fund supports efforts of undergraduate-serving departments and colleges to recruit and retain outstanding tenure track faculty. The fund provides financial support for activities including summer salary support; support for research supplies, equipment, or travel; programmatic support for the faculty member's research agenda; or other activities to enhance the faculty member's career development. The fund also helps to advance the academic mission through the recruitment of faculty who are underrepresented in the discipline and retention of faculty who foster community and inclusion in the discipline.

#### **F. Harassment Prevention Education**

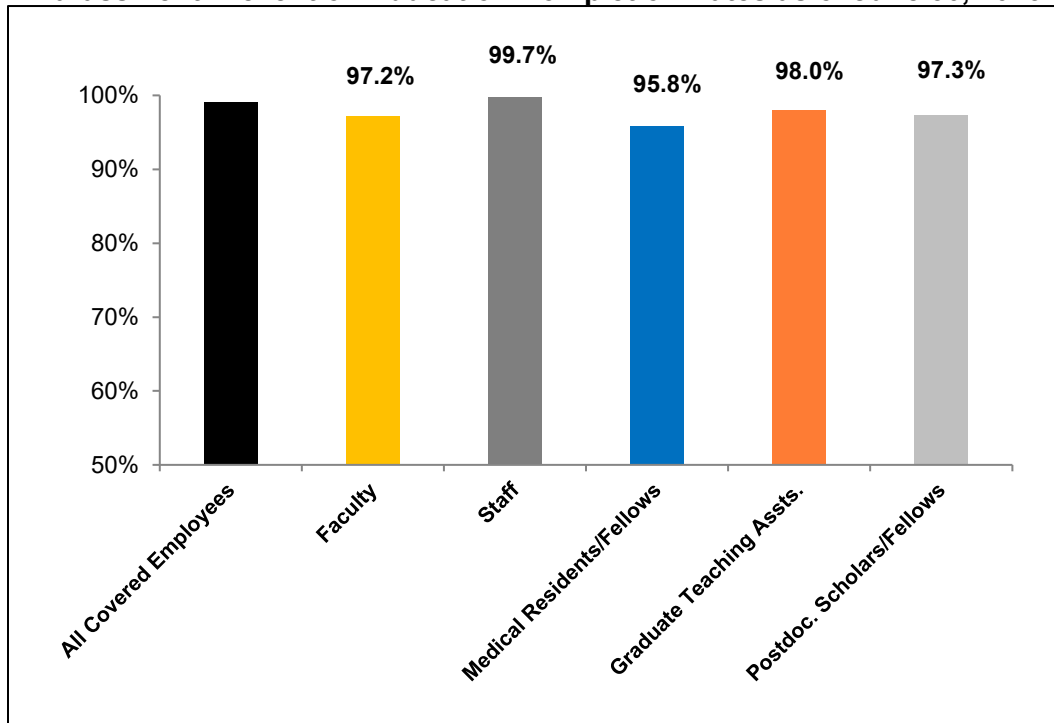
Per university policy, all regular faculty and staff appointed at 50% time or greater, as well as graduate and undergraduate teaching assistants and undergraduate resident assistants employed by University Housing, are required to receive education on harassment prevention within six months of hire and to complete a refresher course every three years thereafter. Additionally, all faculty and staff hired or promoted into positions defined by the UI Policy on Sexual Harassment and Sexual Misconduct as academic or administrative officers (AOs) are required to complete harassment prevention education within the first two months of appointment. Online anti-harassment courses are available to faculty and staff through Employee Self Service



or the Compliance and Qualifications system. Deans, directors, departmental executive officers, and human resources representatives across campus are instrumental in ensuring that covered employees complete the mandated education.

During Fiscal Year 2023, a total of 9,320 employees completed one of the approved harassment prevention courses; of these, 99% (9,266) completed an online training and 1% (54) completed an in-person training. As of June 30, 2023, 99.1% of current covered employees were compliant with the mandate for periodic education on harassment prevention.

**Figure 1**  
**Harassment Prevention Education Completion Rates as of June 30, 2023**



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

- Policy on Sexual Harassment and Sexual Misconduct
- Policy on Human Rights
- Anti-Harassment Policy
- Policy on Consensual Relationships Involving Students
- Policy on Violence
- Anti-Retaliation Policy
- Nondiscrimination Statement
- Accessibility Statement

### **G. National Coalition Building Institute (NCBI)**

The National Coalition Building Institute (NCBI) is a nonprofit leadership training organization. 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 4,000 faculty, staff, students, and community members through ongoing workshops. Additionally, over 140 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 2022-23, UI's NCBI affiliate held 12 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 189 faculty, staff, students, and community members attended these workshops. Feedback from participants' evaluations continues to be overwhelmingly positive.

#### **IV. ONE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2022 - 2023**

##### **A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity, 2022 - 2023**

*Overall Changes.* The University of Iowa workforce increased by 664 employees (3.4 percent) during the 2022-23 data year, from 19,332 to 19,996. For analytical purposes, job titles have been categorized into Primary Occupational Activity (POA) groups based on job content, salary, and opportunities. The POA group with the greatest proportional increase was Service and Maintenance Staff, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease occurred among Secretarial and Clerical Staff.

The unit on campus with the largest workforce increase over the past year was UI Health Care, with a net increase of 518 employees (4.0 percent). Similar to prior years, the workforce growth is a direct response to the overall growth in services, research, and technology. In June 2022, UI Health Care acquired Siouxland Medical Education Foundation, including 36 staff, primarily to the UI Community Clinics (UICC). UICC has begun hiring additional positions to staff a new Urgent Care clinic opening in Davenport this winter. The Department of Pharmacy has continued to grow in ambulatory and inpatient services to support patient census and demands, requiring additional staff, and new initiatives surrounding prescription capture, quality, and informatics have resulted in several new positions. The Department of Pathology has also experienced growth due to new and expanded services such as digital pathology, mailout testing, and research, as well as achieving greater success recruiting and filling vacant roles. As UI Health Care and the services provided grow, so have technology needs. New positions have been added within Health Care Information Systems to support training, analytics, help desk support, and more robust application development and support. Lastly, both the Department of Nursing and Environmental Services have experienced significant growth attributable to multiple efforts to increase recruitment and retention, such as increasing range minimums for many Merit roles including nursing assistants and custodians, utilizing temporary sign-on incentives in Spring 2022, and implementing a new patient care technician classification. Historically, nursing assistants/patient care technicians and custodians have had the highest turnover across UI Health Care; however, both recruitment and retention efforts having been more successful this past year, resulting in overall growth in staff in these departments.

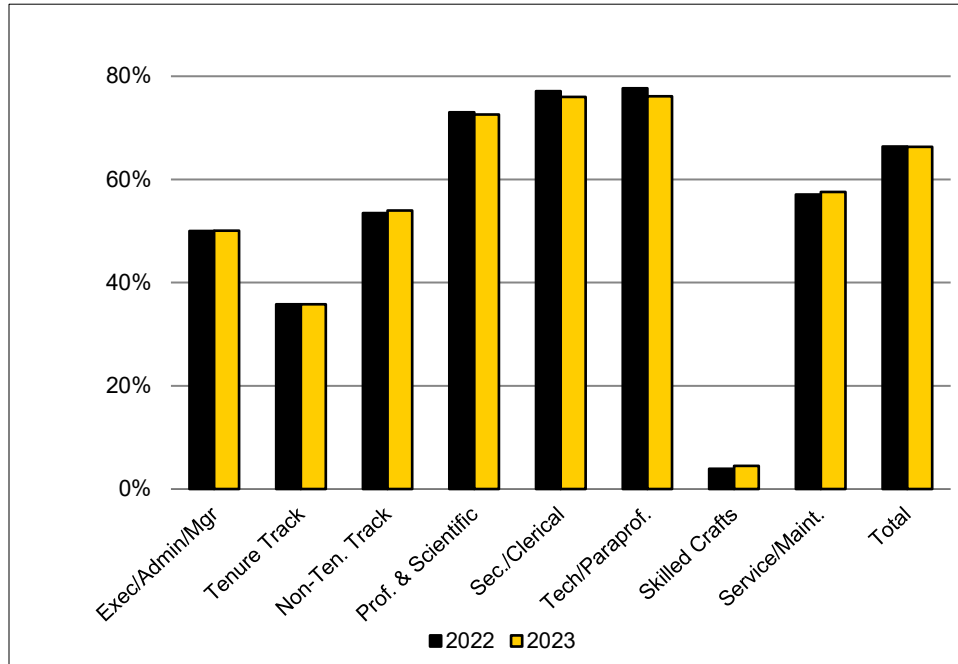
*Sex.* The number of women in the workforce increased by 418 (3.3 percent). The largest proportional increases were in Skilled Crafts Staff and Service and Maintenance Staff, and the largest net increase was among Professional and Scientific Staff. The largest proportional and net decrease occurred among Secretarial and Clerical Staff.

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

**Table 1**  
**Faculty and Staff by Primary Occupational Activity Group and Sex**  
**November 1, 2022 – November 1, 2023**

Primary Occupational Activity Group	2022		2023		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	402	201 50.0 %	413	207 50.1 %	+ 11 + 2.7 %	+ 6 + 3.0 %
2 Tenured/Tenure Track Faculty	1,285	460 35.8 %	1,268	454 35.8 %	- 17 - 1.3 %	- 6 - 1.3 %
3 Non-Tenure Track Faculty	1,452	777 53.5 %	1,481	800 54.0 %	+ 29 + 2.0 %	+ 23 + 3.0 %
4 Professional & Scientific Staff	12,003	8,757 73.0 %	12,473	9,058 72.6 %	+ 470 + 3.9 %	+ 301 + 3.4 %
5 Secretarial and Clerical Staff	942	726 77.1 %	903	686 76.0 %	- 39 - 4.1 %	- 40 - 5.5 %
6 Technical and Paraprofessional Staff	910	707 77.7 %	969	737 76.1 %	+ 59 + 6.5 %	+ 30 + 4.2 %
7 Skilled Crafts Staff	229	9 3.9 %	221	10 4.5 %	- 8 - 3.5 %	+ 1 + 11.1 %
8 Service and Maintenance Staff	2,109	1,204 57.1 %	2,268	1,307 57.6 %	+ 159 + 7.5 %	+ 103 + 8.6 %
<b>Total</b>	<b>19,332</b>	<b>12,841</b> <b>66.4 %</b>	<b>19,996</b>	<b>13,259</b> <b>66.3 %</b>	<b>+ 664</b> <b>+ 3.4 %</b>	<b>+ 418</b> <b>+ 3.3 %</b>

**Figure 2**  
**Women Faculty and Staff by Primary Occupational Activity Group**  
**November 1, 2022 – November 1, 2023**



*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.

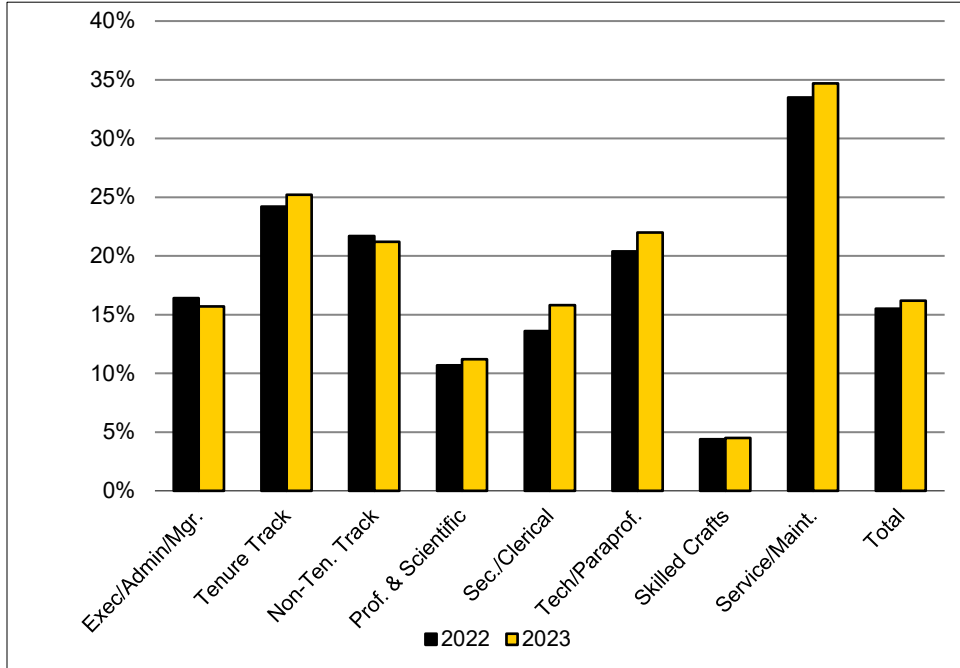
The total number of racial/ethnic minorities increased by 241 (8.0 percent) from 2022 to 2023. The largest proportional increase was among Technical and Paraprofessional Staff, and the largest net increase was in Professional and Scientific Staff. There were decreases in the numbers of minority Executive, Administrative, and Managerial Staff and Non-Tenure Track Faculty. The total numbers of employees who self-identified as Asian/Pacific Islander, Black/African American, Hispanic/Latino, and American Indian/Alaska Native increased. Changes in the racial/ethnic composition of the University of Iowa’s workforce over the past year are detailed in the table and charts on the following pages.

**Table 2**  
**Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity**  
**November 1, 2022 – November 1, 2023**

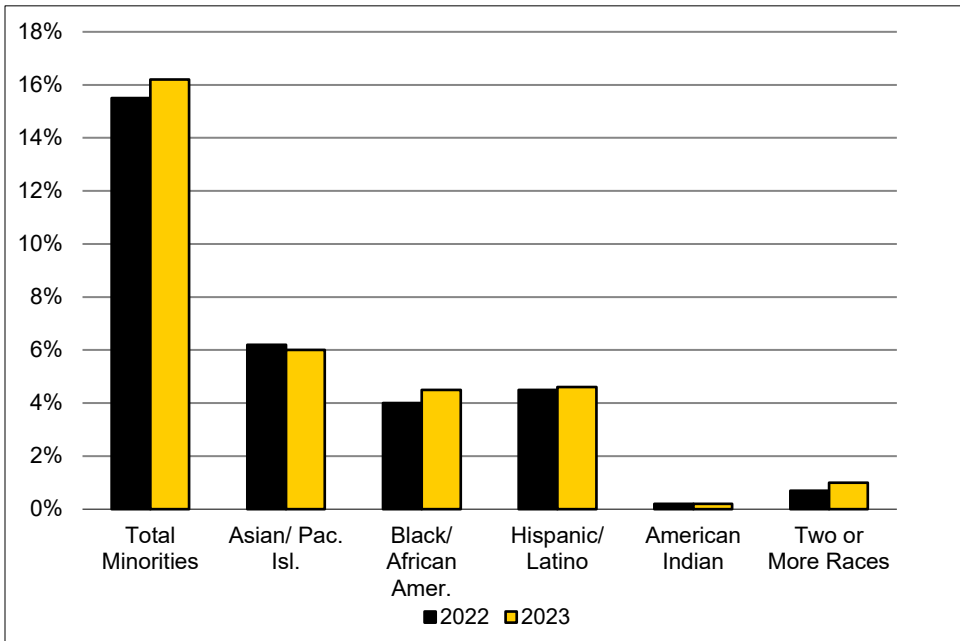
Primary Occupational Activity Group	2022							2023							Net Change						
	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ 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	402	66 16.4%	26 6.5%	21 5.2%	13 3.2%	3 0.7%	3 0.7%	413	65 15.7%	24 5.8%	22 5.3%	12 2.9%	2 0.5%	5 1.2%	+11 +2.7%	-1 -1.5%	-2 -7.7%	+1 +4.8%	-1 -7.7%	-1 -33.3%	+2 +66.7%
2 Tenured/ Tenure Track Faculty	1,285	311 24.2%	209 16.3%	31 2.4%	61 4.7%	0	10 0.8%	1,268	320 25.2%	212 16.7%	31 2.4%	66 5.2%	1 0.1%	10 0.8%	-17 -1.3%	+9 +2.9%	+3 +1.4%	0	+5 +8.2%	+1 n/a	0
3 Non-Tenure Track Faculty	1,452	315 21.7%	211 14.5%	35 2.4%	56 3.9%	3 0.2%	10 0.7%	1,481	314 21.2%	205 13.8%	33 2.2%	65 4.4%	3 0.2%	8 0.5%	+29 +2.0%	-1 -0.3%	-6 -2.8%	-2 -5.7%	+9 +16.1%	0	-2 -20.0%
4 Professional & Scientific Staff	12,003	1,281 10.7%	558 4.6%	219 1.8%	395 3.3%	19 0.2%	90 0.7%	12,473	1,392 11.2%	566 4.5%	263 2.1%	416 3.3%	22 0.2%	125 1.0%	+470 +3.9%	+111 +8.7%	+8 +1.4%	+44 +20.1%	+21 +5.3%	+3 +15.8%	+35 +38.9%
5 Secretarial & Clerical Staff	942	128 13.6%	32 3.4%	49 5.2%	40 4.2%	5 0.5%	2 0.2%	903	143 15.8%	36 4.0%	59 6.5%	36 4.0%	5 0.6%	7 0.8%	-39 -4.1%	+15 +11.7%	+4 +12.5%	+10 +20.4%	-4 -10.0%	0	+5 +250%
6 Technical & Paraprofessional Staff	910	186 20.4%	38 4.2%	56 6.2%	82 9.0%	3 0.3%	7 0.8%	969	213 22.0%	39 4.0%	77 7.9%	83 8.6%	2 0.2%	12 1.2%	+59 +6.5%	+27 +14.5%	+1 +2.6%	+21 +37.5%	+1 +1.2%	-1 -33.3%	+5 +71.4%
7 Skilled Crafts Staff	229	10 4.4%	2 0.9%	0	4 1.7%	0	4 1.7%	221	10 4.5%	2 0.9%	1 0.5%	5 2.3%	0	2 0.9%	-8 -3.5%	0	0	+1 n/a	+1 +25.0%	0	-2 -50.0%
8 Service & Maintenance Staff	2,109	707 33.5%	113 5.4%	358 17.0%	216 10.2%	11 0.5%	9 0.4%	2,268	788 34.7%	116 5.1%	408 18.0%	231 10.2%	11 0.5%	22 1.0%	+159 +7.5%	+81 +11.5%	+3 +2.7%	+50 +14.0%	+15 +6.9%	0	+13 +144%
<b>Total</b>	<b>19,332</b>	<b>3,004 15.5%</b>	<b>1,189 6.2%</b>	<b>769 4.0%</b>	<b>867 4.5%</b>	<b>44 0.2%</b>	<b>135 0.7%</b>	<b>19,996</b>	<b>3,245 16.2%</b>	<b>1,200 6.0%</b>	<b>894 4.5%</b>	<b>914 4.6%</b>	<b>46 0.2%</b>	<b>191 1.0%</b>	<b>+664 +3.4%</b>	<b>+241 +8.0%</b>	<b>+11 +0.9%</b>	<b>+125 +16.3%</b>	<b>+47 +5.4%</b>	<b>+2 +4.5%</b>	<b>+56 +41.5%</b>

\* In 2023, 16 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, 2022 – November 1, 2023**



**Figure 4**  
**Total Workforce by Race/Ethnicity**  
**November 1, 2022 – November 1, 2023**



## B. Faculty and Staff by Disability and Veteran Status, 2022 - 2023

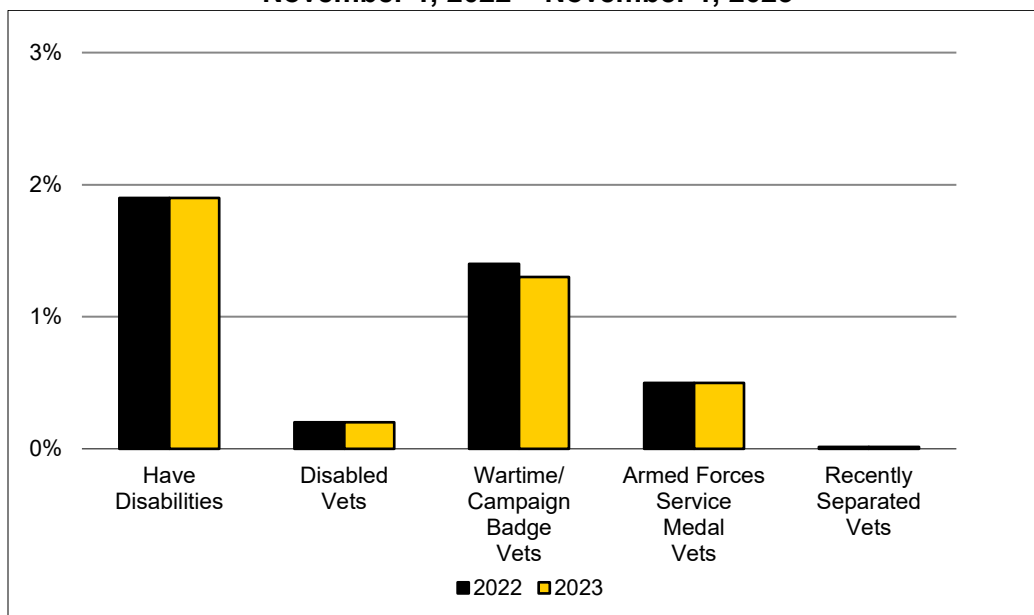
Employees may self-report disability and veteran status to the university at the time of appointment and may update or correct this information at any time. Per the federal OMB Voluntary Self-Identification of Disability form, a person is considered to have a disability if they have a physical or mental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

The number of employees who reported having a disability increased by 26 (7.2 percent) from 2022 to 2023. There were decreases in the numbers of employees who self-identified as disabled veterans, Armed Forces Service Medal veterans, and Active Duty Wartime/Campaign Badge veterans, while there was an increase of 3 in the number of employees whose discharge date from military service was within the three years prior to the data snapshot date.

**Table 3**  
**Faculty and Staff by Disability and Veteran Status**  
**November 1, 2022 – November 1, 2023**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2022	19,332	363 1.9 %	47 0.2 %	276 1.4 %	93 0.5 %	3 < 0.1 %
2023	19,996	389 1.9 %	45 0.2 %	263 1.3 %	91 0.5 %	6 < 0.1 %
Net Change	+ 664 + 3.4 %	+ 26 + 7.2 %	- 2 - 4.3 %	- 13 - 4.7 %	- 2 - 2.2 %	+ 3 + 100.0 %

**Figure 5**  
**Faculty and Staff by Disability and Veteran Status**  
**November 1, 2022 – November 1, 2023**





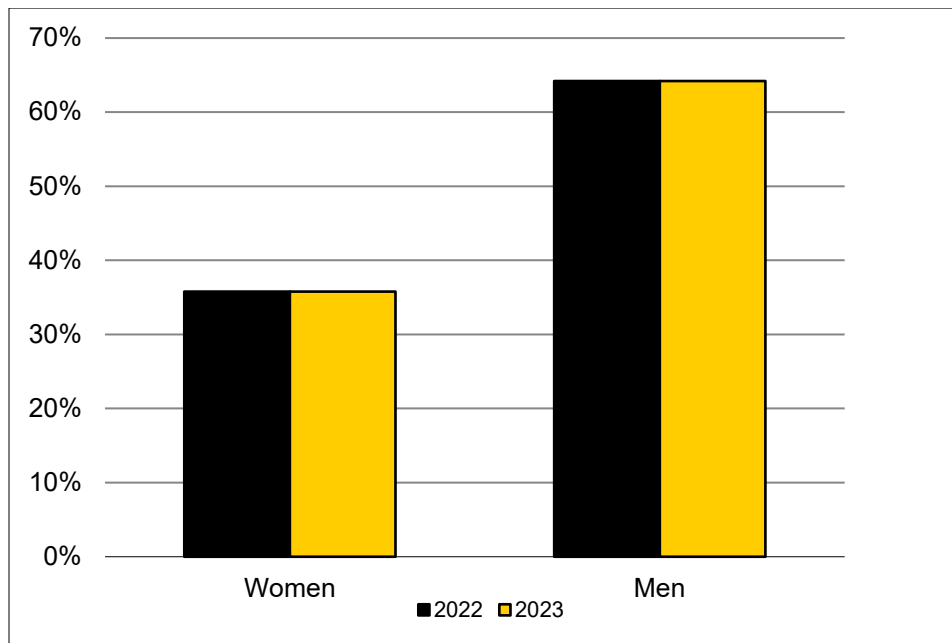
**C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2022 - 2023**

The number of tenured/tenure track faculty decreased by 17 (1.3 percent) in the last year. The number of women decreased by 6 (1.3 percent), and the number of minority faculty increased by 9 (2.9 percent).

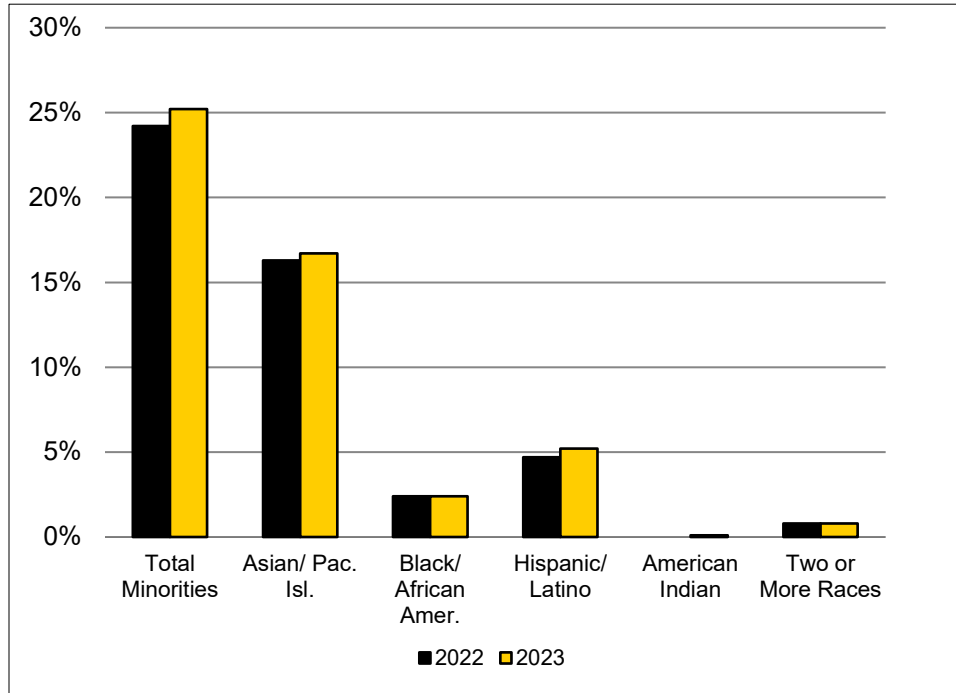
**Table 4  
Tenured/Tenure Track Faculty by Sex and Race/Ethnicity  
November 1, 2022 – November 1, 2023**

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2022	1,285	460 35.8 %	311 24.2 %	209 16.3 %	31 2.4 %	61 4.7 %	0	10 0.8 %
2023	1,268	454 35.8 %	320 25.2 %	212 16.7 %	31 2.4 %	66 5.2 %	1 0.1%	10 0.8 %
Net Change	- 17 - 1.3 %	- 6 - 1.3 %	+ 9 + 2.9 %	+ 3 + 1.4 %	0	+ 5 + 8.2 %	+ 1 n/a	0

**Figure 6  
Tenured/Tenure Track Faculty by Sex  
November 1, 2022 – November 1, 2023**



**Figure 7**  
**Tenured/Tenure Track Faculty by Race/Ethnicity**  
**November 1, 2022 – November 1, 2023**



**D. Tenured/Tenure Track Faculty Promotion and Tenure Rates by Sex and Minority Status, Academic Year 2023–24**

A total of 64 tenure track faculty were granted promotions effective Academic Year 2023-24, of whom 24 are women. This rate of promotion (37.5 percent) exceeds the percentage of women on the tenure track faculty, now at 35.8 percent. Racial/ethnic minorities received 15 of the 64 promotions (23.4 percent); this representation approximates the representation of minorities on the tenure track faculty (25.2 percent).

Twenty-nine tenure track faculty members were granted tenure effective Academic Year 2023-24, of whom 13 (44.8 percent) are women. As of November 2023, women represent 46.6 percent of the untenured faculty on the tenure track. Among the 29 tenure track faculty members who received tenure, 11 (37.9 percent) are members of racial/ethnic minority groups. As of November 2023, minorities represent 32.9 percent of the untenured faculty on the tenure track.

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

**Table 5  
Tenured/Tenure Track Faculty Promotions & Tenure Rates by Sex and Minority Status  
Effective 2023-24 Academic Year**

	Total	Women	Minorities
<b>PROMOTIONS</b>			
Number on Tenure Track	1,268	454	320
Percentage of Total on Tenure Track		35.8%	25.2%
Sought Promotions	64	24	15
Percentage of All Faculty Who Sought Promotions (n = 64)		37.5%	23.4%
Percentage of Subgroup (Total, Women, or Minorities)	5.0%	5.3%	4.7%
Granted Promotions	64	24	15
Percentage of All Faculty Who Were Granted Promotions (n = 64)		37.5%	23.4%
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Promotions	100.0%	100.0%	100.0%
<b>TENURE</b>			
Number of Untenured Faculty on Tenure Track	356	166	117
Percentage of Total Untenured on Tenure Track		46.6%	32.9%
Sought Tenure	29	13	11
Percentage of All Faculty Who Sought Tenure (n = 29)		44.8%	37.9%
Percentage of Subgroup (Total, Women, or Minorities)	8.1%	7.8%	9.4%
Granted Tenure	29	13	11
Percentage of All Faculty Who Were Granted Tenure (n = 29)		44.8%	37.9%
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, 2022 - 2023**

Faculty appointed to clinical track positions are included in POA Group 3, Non-Tenure Track Faculty. The university experienced a net increase of 54 clinical track faculty (5.6 percent) over the past year.

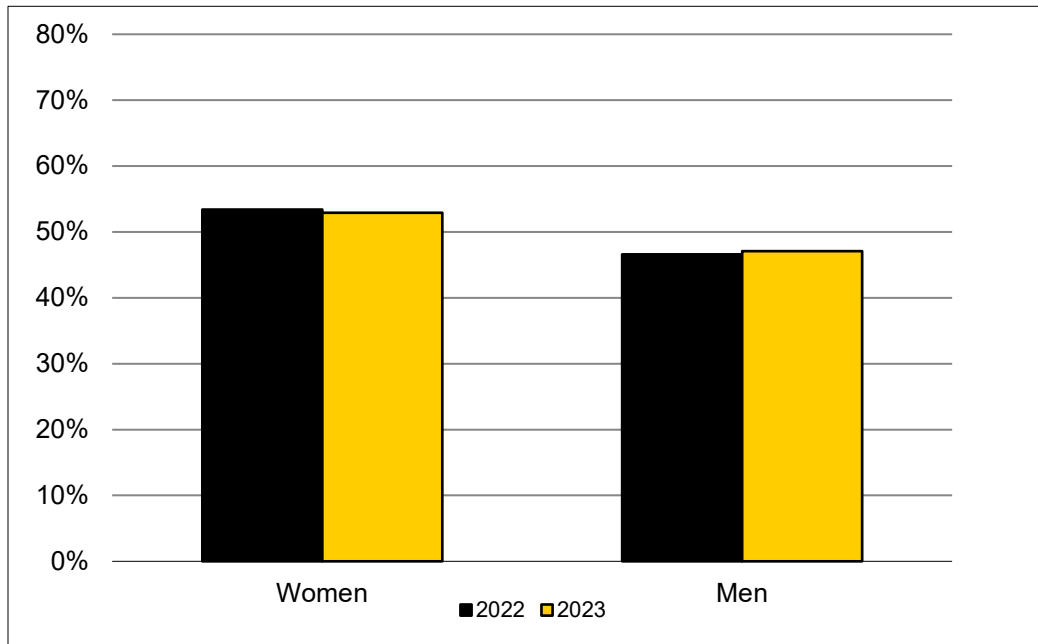
The number of women on the clinical track increased by 24 (4.7 percent), and the number of minorities on the clinical track increased by 16 (7.2 percent).

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, Education, Pharmacy, Liberal Arts and Sciences, Public Health, Law, and the Tippie College of Business.

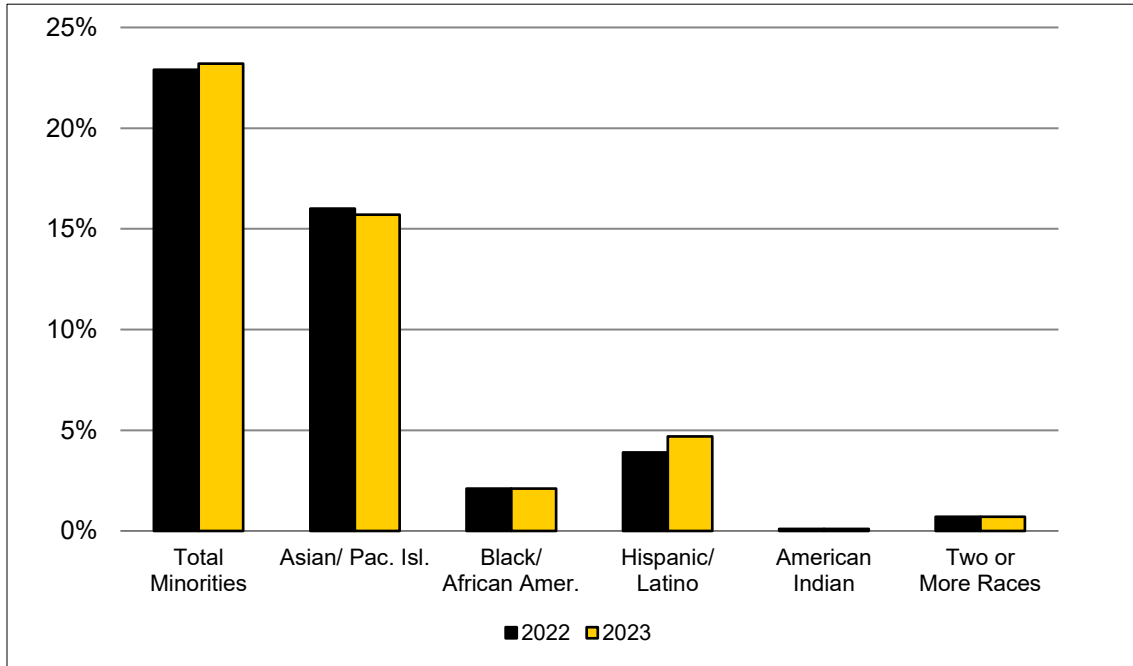
**Table 6**  
**Clinical Track Faculty by Sex and Race/Ethnicity**  
**November 1, 2022 – November 1, 2023**

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2022	967	516 53.4 %	221 22.9 %	155 16.0 %	20 2.1 %	38 3.9 %	1 0.1 %	7 0.7 %
2023	1,021	540 52.9 %	237 23.2 %	160 15.7 %	21 2.1 %	48 4.7 %	1 0.1 %	7 0.7 %
Net Change	+ 54 + 5.6 %	+ 24 + 4.7 %	+ 16 + 7.2 %	+ 5 + 3.2 %	+ 1 + 5.0 %	+ 10 + 26.3 %	0	0

**Figure 8**  
**Clinical Track Faculty by Sex**  
**November 1, 2022 – November 1, 2023**



**Figure 9  
Clinical Track Faculty by Race/Ethnicity  
November 1, 2022 – November 1, 2023**



**F. Research Track Faculty by Sex and Race/Ethnicity, 2022 - 2023**

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.

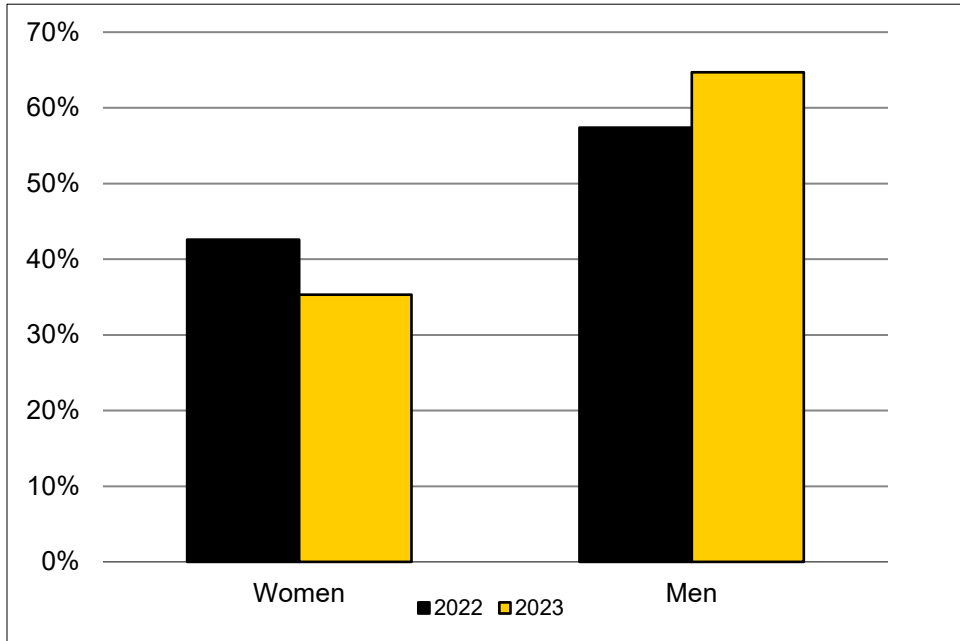
There was an increase of 4 faculty (8.5 percent) on the research track over the last year. The number of women on the research track decreased by 2 (10.0 percent), and the number of racial/ethnic minorities increased by 3 (15.8 percent).

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

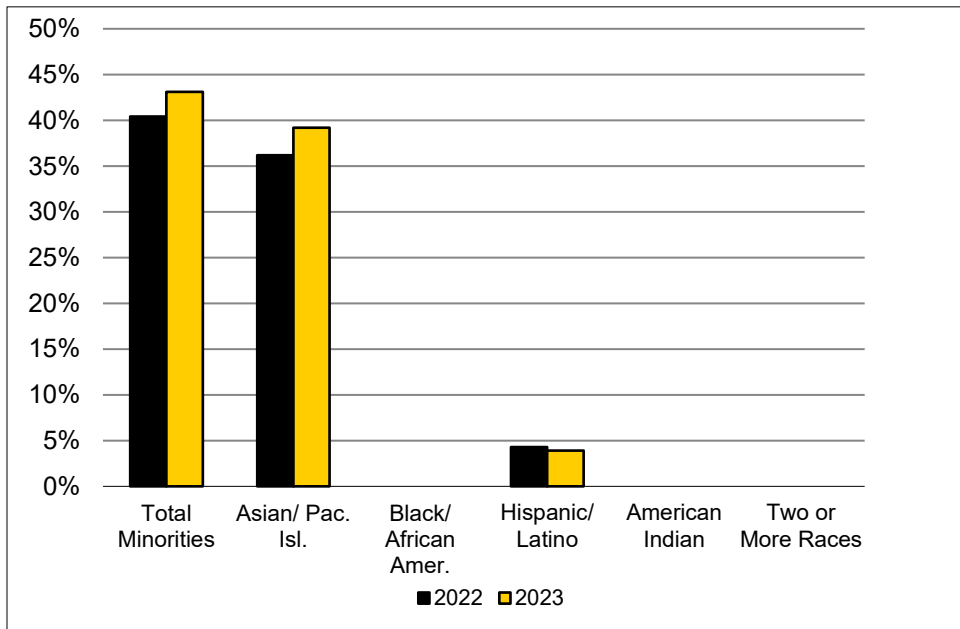
**Table 7  
Research Track Faculty by Sex and Race/Ethnicity  
November 1, 2022 – November 1, 2023**

Year	Research Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African-American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2022	47	20 42.6 %	19 40.4 %	17 36.2 %	0	2 4.3 %	0	0
2023	51	18 35.3 %	22 43.1 %	20 39.2 %	0	2 3.9 %	0	0
Net Change	+ 4 + 8.5 %	- 2 - 10.0 %	+ 3 + 15.8 %	+ 3 + 17.6 %	0	0	0	0

**Figure 10**  
**Research Track Faculty by Sex**  
**November 1, 2022 – November 1, 2023**



**Figure 11**  
**Research Track Faculty by Race/Ethnicity**  
**November 1, 2022 – November 1, 2023**



## G. Instructional Track Faculty by Sex and Race/Ethnicity, 2022 - 2023

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.

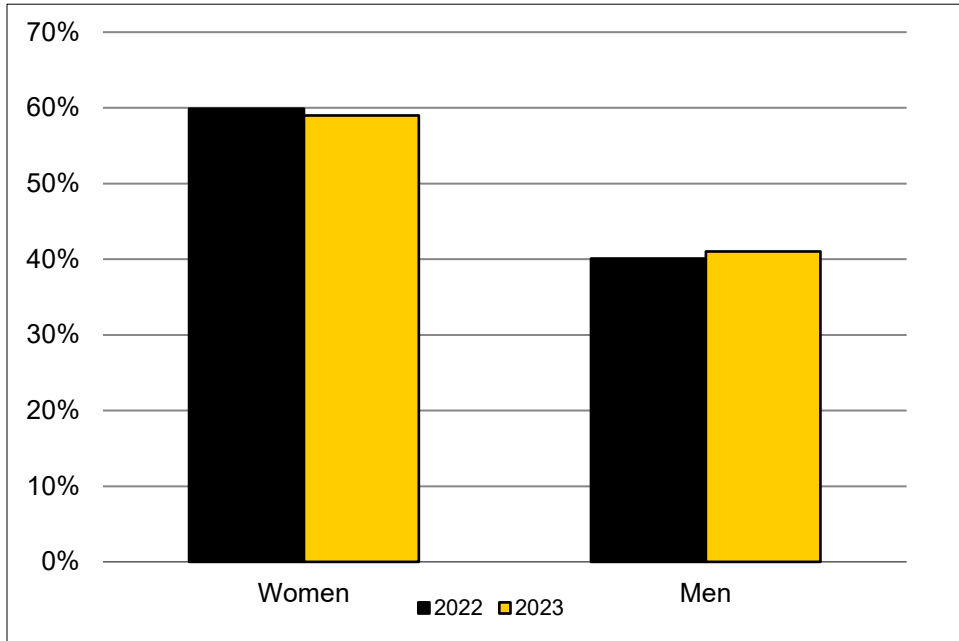
There was an increase of 16 instructional track faculty (5.6 percent) over the last year. The number of women on the instructional track increased by 7 (4.1 percent), and the number of racial/ethnic minorities decreased by 3 (7.7 percent).

The College of Liberal Arts and Sciences employs 58 percent of the instructional track faculty, followed by the Tippie College of Business (20 percent). The remaining instructional faculty are employed in the colleges of Nursing, Engineering, Law, Public Health, and the Graduate College.

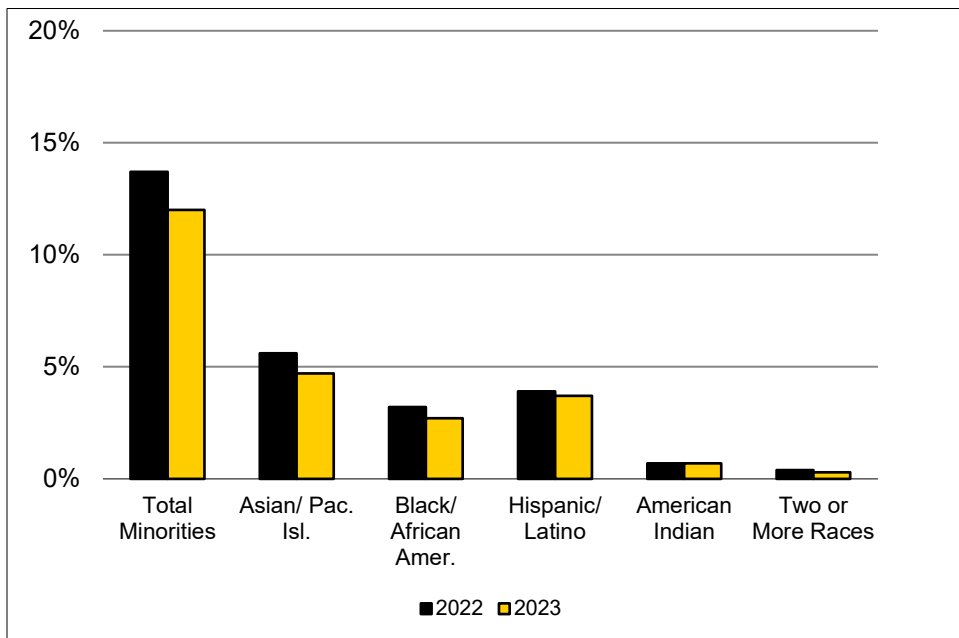
**Table 8**  
**Instructional Track Faculty by Sex and Race/Ethnicity**  
**November 1, 2022 – November 1, 2023**

Year	Instructional Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2022	284	170 59.9 %	39 13.7 %	16 5.6 %	9 3.2 %	11 3.9 %	2 0.7 %	1 0.4 %
2023	300	177 59.0 %	36 12.0 %	14 4.7 %	8 2.7 %	11 3.7 %	2 0.7 %	1 0.3 %
Net Change	+ 16 + 5.6 %	+ 7 + 4.1 %	- 3 - 7.7 %	- 2 - 12.5%	- 1 - 11.1 %	0	0	0

**Figure 12**  
**Instructional Track Faculty by Sex**  
**November 1, 2022 – November 1, 2023**



**Figure 13**  
**Instructional Track Faculty by Race/Ethnicity**  
**November 1, 2022 – November 1, 2023**





## V. ANNUAL HIRING GOALS: 2022-23 AND 2023-24

### A. How Hiring Goals are Determined

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

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

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

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

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

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

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

## **B. Hiring Goals for the 2022-23 Data Year**

After adjusting to reflect the actual rate of hiring, annual hiring goals for the 2022-23 data year totaled 177 women and 57 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 409 women (2.0% of the total workforce) and by 268 minorities (1.3% of the total workforce) as of November 1, 2023.

The following tables show departments/job groups in which underrepresentation was identified as of November 1, 2022; the hiring goals in those departments/job groups (as adjusted to reflect the actual rate of hiring) for 2022-23; and whether these goals were met.

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

College	Department	Number of New Hires	Women			Minorities		
			Hiring Goal for Women	Total Women Hired	Was Goal Met?	Hiring Goal for Minorities	Total Minorities Hired	Was Goal Met?
<b>POA 2: Tenured/Tenure Track Faculty</b>								
Education	Counselor Education	1				0	1	Yes
	Teaching & Learning	1	1	0	No			
Liberal Arts & Sciences	Art & Art History	1	1	1	Yes			
	Psychological & Brain Sciences	1	1	0	No			
Carver College of Medicine	Biochemistry	0				0	0	n/a *
	Microbiology & Immunology	0				0	0	n/a *
	Ophthalmology & Visual Sciences	1	0	0	n/a *			
	Pathology	0	0	0	n/a *			
Public Health	Biostatistics	0	0	0	n/a *			
	Epidemiology	2				1	0	No
	Occupational & Environmental Health	0				0	0	n/a *
<b>POA 3: Non-Tenure Track Faculty</b>								
Education	Education Policy & Leadership	4	2	3	Yes			
Liberal Arts & Sciences	World Languages, Literatures, & Cultures	1	1	1	Yes			
Carver College of Medicine	Obstetrics/Gynecology	4				1	1	Yes
	Urology	2				1	1	Yes
Tippie College of	Management & Entrepreneurship	0				0	0	n/a *
Pharmacy	Pharmacy Practice & Science	1				0	0	n/a *

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

**Table 10**  
**Progress toward Annual Hiring Goals for Staff, Data Year 2022-23**

<b>Job Group</b>	<b>Number of New Hires</b>	<b>Hiring Goal for Women</b>	<b>Total Women Hired</b>	<b>Was Goal Met?</b>	<b>Hiring Goal for Minorities</b>	<b>Total Minorities Hired</b>	<b>Was Goal Met?</b>
1A	9				1	0	No
3I	63				9	7	Partially
3J	26	6	5	Partially			
3K	16				1	2	Yes
3L	104				10	9	Partially
3N	8	5	4	Partially	2	3	Yes
3P	37	11	6	Partially	5	15	Yes
3Q	63	29	19	Partially			
3W	19	11	9	Partially			
4B	10				1	0	No
4D	0				0	0	n/a *
4E	6				0	1	Yes
4F	53				8	11	Yes
4K	31	14	5	Partially			
5A	6				1	0	No
5D	7				1	1	Yes
5E	11				2	1	Partially
5G	73	54	44	Partially			
6A	1	0	0	n/a *			
6B	7	1	0	No	1	0	No
6C	15	2	0	No	1	1	Yes
6D	0	0	0	n/a *	0	0	n/a *
6F	3	1	1	Yes	1	0	No
7B	15	7	5	Partially			
7I	1	0	0	n/a *	0	0	n/a *
7J	19				3	0	No
7K	8	6	6	Yes			
7O	35	24	17	Partially			
8A	59				7	5	Partially

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

### C. Hiring Goals for the 2023–24 Data Year

Anticipated hiring goals for women and minorities for 2023-24, aggregated by Primary Occupational Activity group, are shown in the table below.

**Table 11  
Annual Hiring Goals for Data Year 2023-24**

<b>Primary Occupational Activity Group</b>	<b>Women Total Hiring Goals</b>	<b>Minorities Total Hiring Goals</b>
1 Executive, Administrative, and Managerial Staff	0	1
2 Tenured/Tenure Track Faculty	9	3
3 Non-Tenure Track Faculty	24	9
4 Professional & Scientific Staff	65	32
5 Secretarial and Clerical Staff	21	10
6 Technical and Paraprofessional Staff	53	3
7 Skilled Crafts Staff	5	3
8 Service and Maintenance Staff	50	11
<b>Total</b>	<b>227</b>	<b>72</b>

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:  
2018 – 2023**

**A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity,  
2018 – 2023**

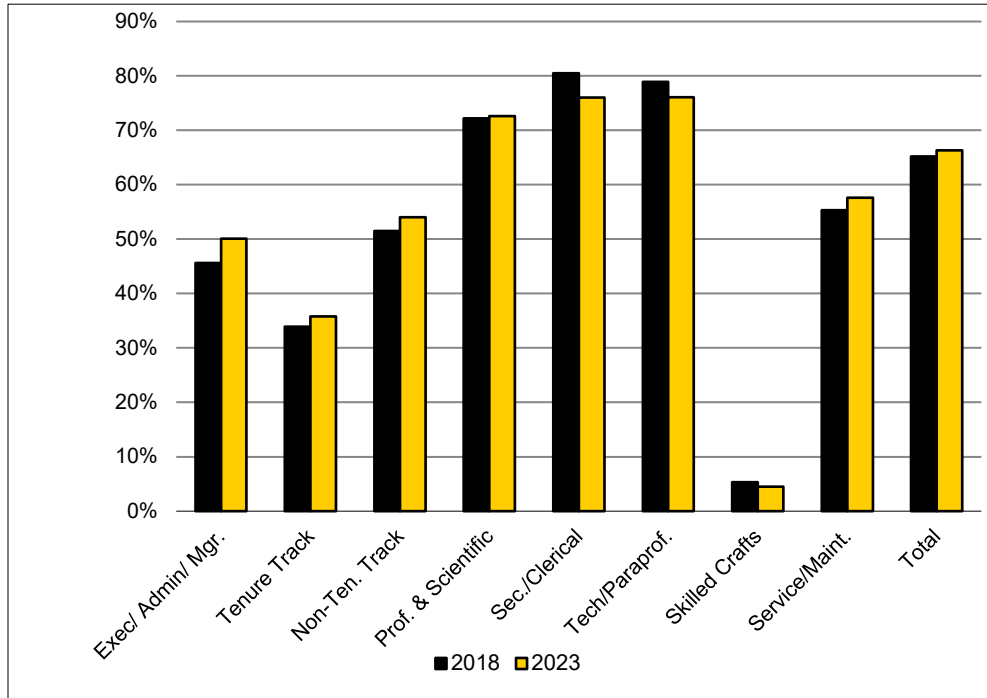
*Overall Change.* The University of Iowa workforce increased by 1,396 employees (7.5 percent) over the last five years, from 18,600 in 2018 to 19,996 in 2023. The Primary Occupational Activity (POA) group with the largest proportional and net increase was Professional and Scientific Staff. The largest proportional decrease was among Skilled Crafts Staff, and largest net decrease was among Secretarial and Clerical Staff.

*Sex.* The number of women in the workforce increased by 9.4 percent over the five-year period, with the largest proportional increase in Executive, Administrative, and Managerial Staff, and the largest net increase in Professional and Scientific Staff. The largest proportional decrease was among Skilled Crafts Staff, and the largest net decrease was among Secretarial and Clerical Staff.

**Table 12  
Faculty and Staff by Primary Occupational Activity Group and Sex  
November 1, 2018 – November 1, 2023**

Primary Occupational Activity Group	2018		2023		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	364	166 45.6 %	413	207 50.1 %	+ 49 + 13.5 %	+ 41 + 24.7 %
2 Tenured/Tenure Track Faculty	1,343	455 33.9 %	1,268	454 35.8 %	- 75 - 5.6 %	- 1 - 0.2 %
3 Non-Tenure Track Faculty	1,389	715 51.5 %	1,481	800 54.0 %	+ 92 + 6.6 %	+ 85 + 11.9 %
4 Professional & Scientific Staff	10,827	7,821 72.2 %	12,473	9,058 72.6 %	+ 1,646 + 15.2 %	+ 1,237 + 15.8 %
5 Secretarial and Clerical Staff	1,359	1,094 80.5 %	903	686 76.0 %	- 456 - 33.6 %	- 408 - 37.3 %
6 Technical and Paraprofessional Staff	891	703 78.9 %	969	737 76.1 %	+ 78 + 8.8 %	+ 34 + 4.8 %
7 Skilled Crafts Staff	341	18 5.3 %	221	10 4.5 %	- 120 - 35.2 %	- 8 - 44.4 %
8 Service and Maintenance Staff	2,086	1,153 55.3 %	2,268	1,307 57.6 %	+ 182 + 8.7 %	+ 154 + 13.4 %
<b>Total</b>	<b>18,600</b>	<b>12,125 65.2 %</b>	<b>19,996</b>	<b>13,259 66.3 %</b>	<b>+ 1,396 + 7.5 %</b>	<b>+ 1,134 + 9.4 %</b>

**Figure 14**  
**Women Faculty and Staff by Primary Occupational Activity Group**  
**November 1, 2018 – November 1, 2023**



*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 2018 to 2023, the total number of racial/ethnic minority employees increased by 751 (30.1 percent), with the largest proportional increase in Executive, Administrative, and Managerial Staff and the largest net increase in Professional and Scientific Staff. The largest proportional and net 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 five employees identifying as American Indian/Alaska Native.

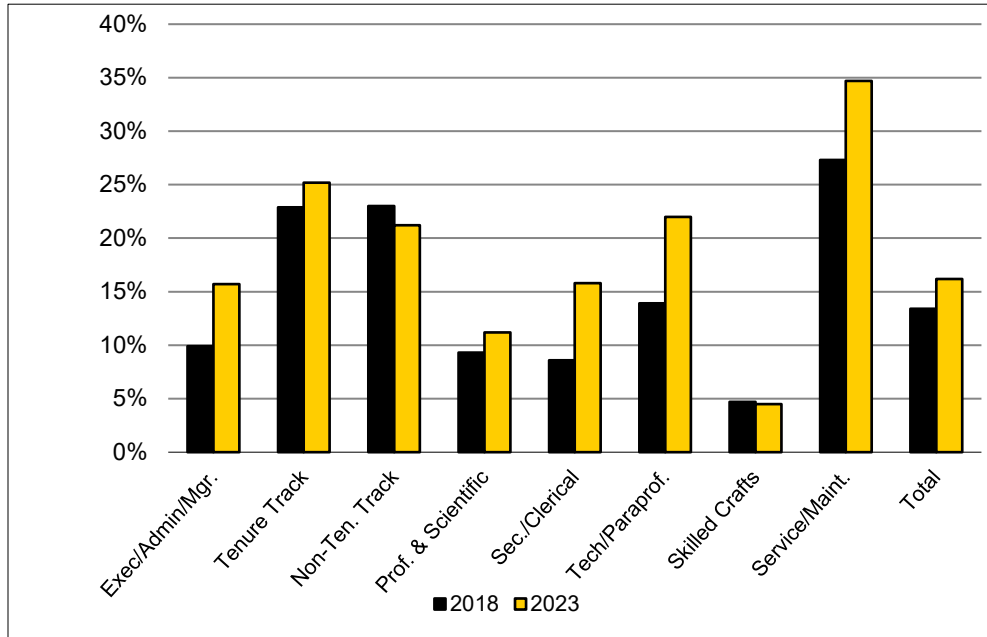
**Table 13**  
**Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity**  
**November 1, 2018 – November 1, 2023**

Primary Occupational Activity Group	2018							2023							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	364	36 9.9%	13 3.6%	9 2.5%	7 1.9%	4 1.1%	3 0.8%	413	65 15.7%	24 5.8%	22 5.3%	12 2.9%	2 0.5%	5 1.2%	+49 +13.5%	+29 +80.6%	+11 +84.6%	+13 +144%	+5 +71.4%	-2 -50.0%	+2 +66.7%
2 Tenured/ Tenure Track Faculty	1,343	308 22.9%	204 15.2%	31 2.3%	61 4.5%	2 0.1%	10 0.7%	1,268	320 25.2%	212 16.7%	31 2.4%	66 5.2%	1 0.1%	10 0.8%	-75 -5.6%	+12 +3.9%	+8 +3.9%	0	+5 +8.2%	-1 -50.0%	0
3 Non-Tenure Track Faculty	1,389	319 23.0%	203 14.6%	32 2.3%	70 5.0%	5 0.4%	9 0.6%	1,481	314 21.2%	205 13.8%	33 2.2%	65 4.4%	3 0.2%	8 0.5%	+92 +6.6%	-5 -1.6%	+2 +1.0%	+1 +3.1%	-5 -7.1%	-2 -40.0%	-1 -11.1%
4 Professional & Scientific Staff	10,827	1,005 9.3%	478 4.4%	174 1.6%	264 2.4%	17 0.2%	72 0.7%	12,473	1,392 11.2%	566 4.5%	263 2.1%	416 3.3%	22 0.2%	125 1.0%	+1,646 +15.2%	+387 +38.5%	+88 +18.4%	+89 +51.1%	+152 +57.6%	+5 +29.4%	+53 +73.6%
5 Secretarial & Clerical Staff	1,359	117 8.6%	27 2.0%	47 3.5%	35 2.6%	5 0.4%	3 0.2%	903	143 15.8%	36 4.0%	59 6.5%	36 4.0%	5 0.6%	7 0.8%	-456 -33.6%	+26 +22.2%	+9 +33.3%	+12 +25.5%	+1 +2.9%	0	+4 +133%
6 Technical & Paraprofessional Staff	891	124 13.9%	26 2.9%	33 3.7%	48 5.4%	4 0.4%	13 1.5%	969	213 22.0%	39 4.0%	77 7.9%	83 8.6%	2 0.2%	12 1.2%	+78 +8.8%	+89 +71.8%	+13 +50.0%	+44 +133%	+35 +72.9%	-2 -50.0%	-1 -7.7%
7 Skilled Crafts Staff	341	16 4.7%	2 0.6%	3 0.9%	6 1.8%	4 1.2%	1 0.3%	221	10 4.5%	2 0.9%	1 0.5%	5 2.3%	0	2 0.9%	-120 -35.2%	-6 -37.5%	0	-2 -66.7%	-1 -16.7%	-4 -100%	+1 +100%
8 Service & Maintenance Staff	2,086	569 27.3%	113 5.4%	265 12.7%	165 7.9%	10 0.5%	16 0.8%	2,268	788 34.7%	116 5.1%	408 18.0%	231 10.2%	11 0.5%	22 1.0%	+182 +8.7%	+219 +38.5%	+3 +2.7%	+143 +54.0%	+66 +40.0%	+1 +10.0%	+6 +37.5%
<b>Total</b>	<b>18,600</b>	<b>2,494</b> <b>13.4%</b>	<b>1,066</b> <b>5.7%</b>	<b>594</b> <b>3.2%</b>	<b>656</b> <b>3.5%</b>	<b>51</b> <b>0.3%</b>	<b>127</b> <b>0.7%</b>	<b>19,996</b>	<b>3,245</b> <b>16.2%</b>	<b>1,200</b> <b>6.0%</b>	<b>894</b> <b>4.5%</b>	<b>914</b> <b>4.6%</b>	<b>46</b> <b>0.2%</b>	<b>191</b> <b>1.0%</b>	<b>+1,396</b> <b>+7.5%</b>	<b>+751</b> <b>+30.1%</b>	<b>+134</b> <b>+12.6%</b>	<b>+300</b> <b>+50.5%</b>	<b>+258</b> <b>+39.3%</b>	<b>-5</b> <b>-9.8%</b>	<b>+64</b> <b>+50.4%</b>

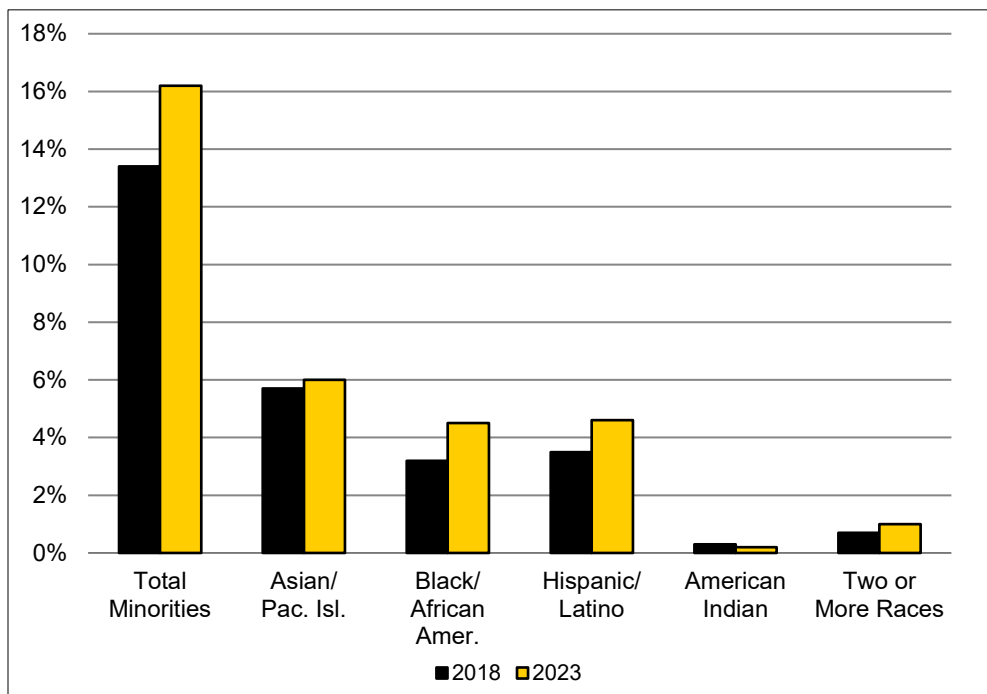
\* In 2023, 16 employees self-identified as Native Hawaiian or Other Pacific Islander; due to the small number, this racial/ethnic category is combined with the Asian category in this report.



**Figure 15**  
**Minority Faculty and Staff by Primary Occupational Activity Group**  
**November 1, 2018 – November 1, 2023**



**Figure 16**  
**Total Workforce by Race/Ethnicity**  
**November 1, 2018 – November 1, 2023**



## B. Faculty and Staff by Disability and Veteran Status, 2018 – 2023

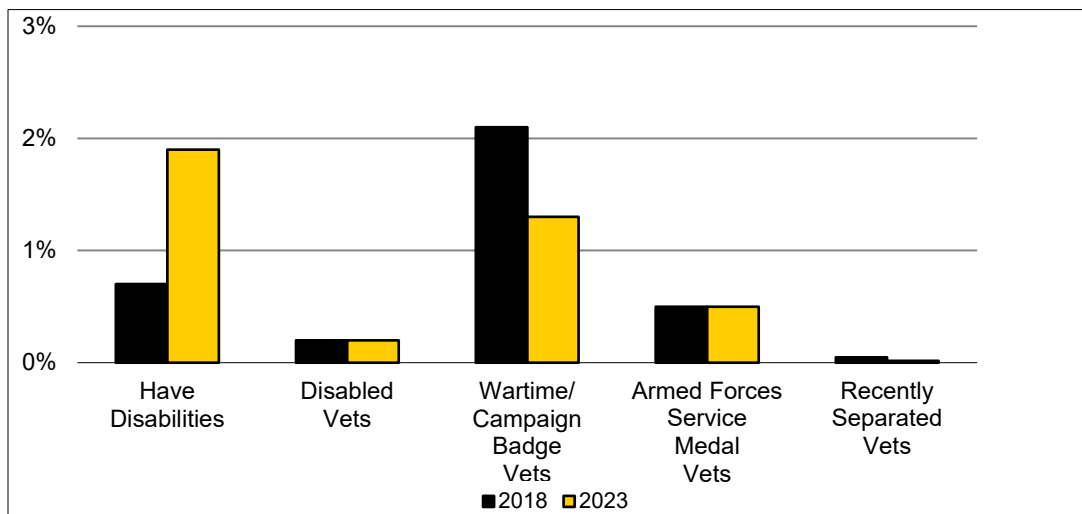
Employees may self-report disability and veteran status to the university at the time of appointment and may update or correct this information at any time. Per the federal OMB Voluntary Self-Identification of Disability form, a person is considered to have a disability if they have a physical or mental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

In October 2022, the university invited employees to update their self-identification as a person with a disability or as a veteran; changes since 2018 may be due in part to this resurvey. The number of employees who reported having a disability increased by 263 (209 percent). The number of employees who self-identified as disabled veterans increased, while there were decreases in the number of employees who self-identified as Active Duty Wartime/Campaign Badge veterans and Armed Forces Service Medal veterans. There was no change in the number of veterans whose discharge date from military service was within the three years prior to the data snapshot date.

**Table 14**  
**Faculty and Staff by Disability and Veteran Status**  
**November 1, 2018 – November 1, 2023**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2018	18,600	126 0.7 %	37 0.2 %	382 2.1 %	96 0.5 %	6 < 0.1 %
2023	19,996	389 1.9 %	45 0.2 %	263 1.3 %	91 0.5 %	6 < 0.1 %
Net Change	+ 1,396 + 7.5 %	+ 263 + 209 %	+ 8 + 21.6 %	- 119 - 31.2 %	- 5 - 5.2 %	0

**Figure 17**  
**Faculty and Staff by Disability and Veteran Status**  
**November 1, 2018 – November 1, 2023**



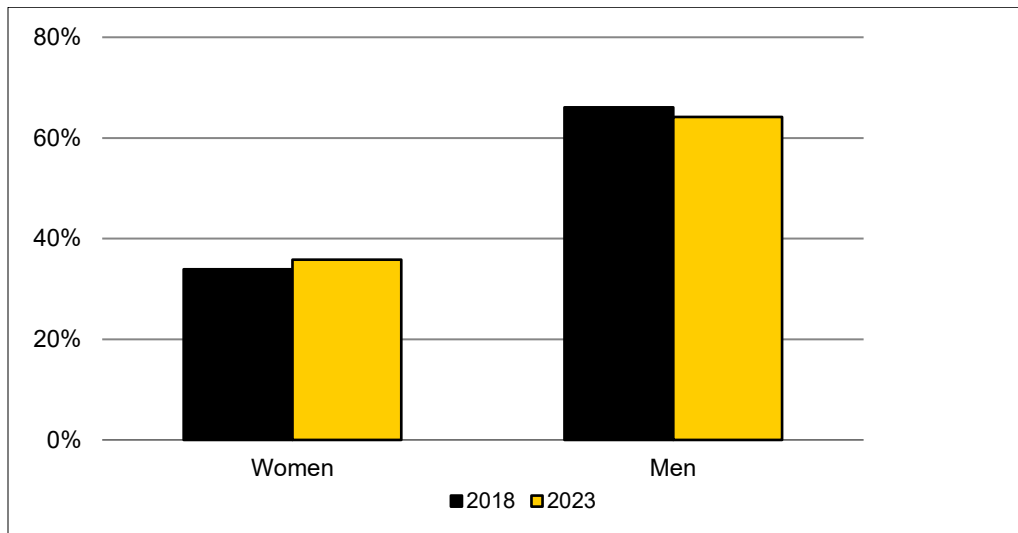
**C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2018 – 2023**

The university has experienced a net decrease of 75 tenured/tenure track faculty (5.6 percent) since 2018. During this five-year period, the number of women tenured/tenure track faculty decreased by 1 (0.2 percent) and the total number of minorities increased by 12 (3.9 percent).

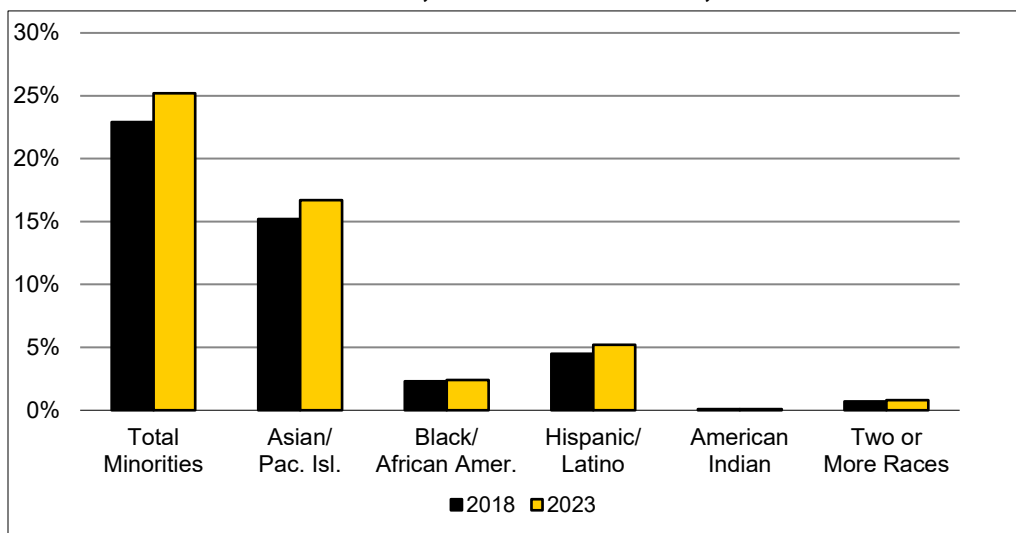
**Table 15  
Tenured/Tenure Track Faculty by Sex and Race/Ethnicity  
November 1, 2018 – November 1, 2023**

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2018	1,343	455 33.9 %	308 22.9 %	204 15.2 %	31 2.3 %	61 4.5 %	2 0.1 %	10 0.7 %
2023	1,268	454 35.8 %	320 25.2 %	212 16.7 %	31 2.4 %	66 5.2 %	1 0.1 %	10 0.8 %
Net Change	- 75 - 5.6 %	- 1 - 0.2 %	+ 12 + 3.9 %	+ 8 + 3.9 %	0	+ 5 + 8.2 %	- 1 - 50.0 %	0

**Figure 18  
Tenured/Tenure Track Faculty by Sex  
November 1, 2018 – November 1, 2023**



**Figure 19**  
**Tenured/Tenure Track Faculty by Race/Ethnicity**  
**November 1, 2018 – November 1, 2023**



**D. Clinical Track Faculty by Sex and Race/Ethnicity, 2018 – 2023**

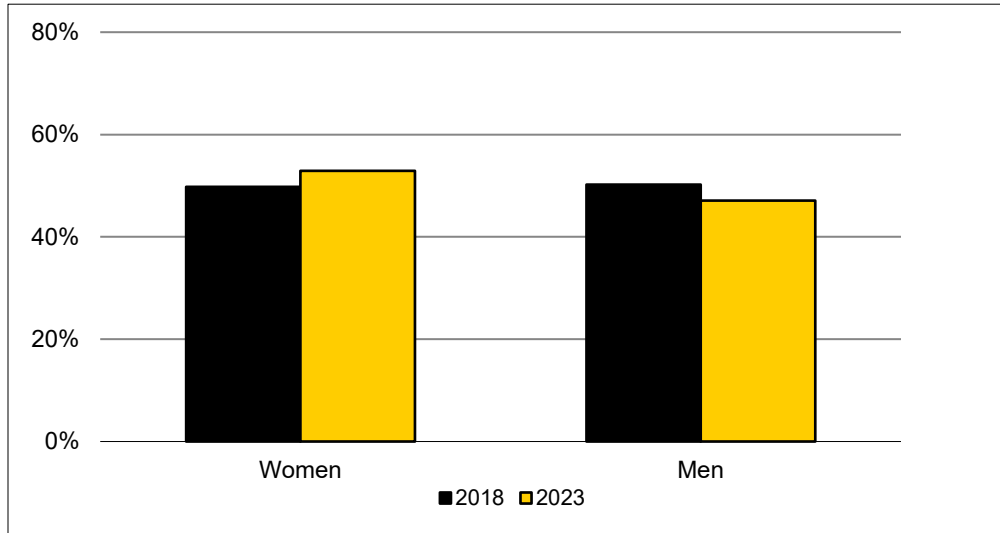
Faculty appointed to clinical track positions are included in POA Group 3, Non-Tenure Track Faculty. The growth of the Non-Tenure Track Faculty is directly related to the increased number of clinical track appointments.

The number of clinical track faculty increased by 183 (21.8 percent), from 838 in 2018 to 1,021 in 2023. The number of women on the clinical track increased by 28.9 percent, and the number of minorities increased by 11.8 percent.

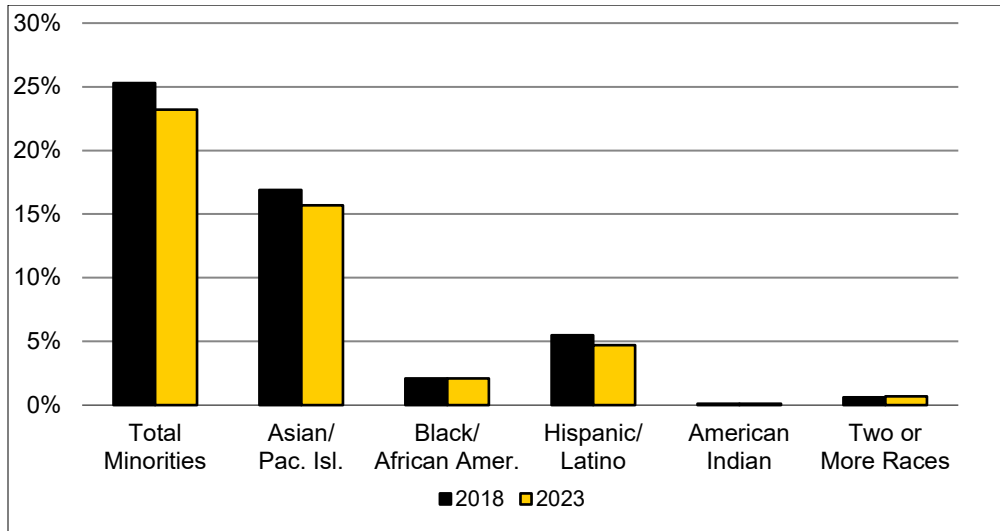
**Table 16**  
**Clinical Track Faculty by Sex and Race/Ethnicity**  
**November 1, 2018 – November 1, 2023**

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2018	838	419 50.0 %	212 25.3 %	142 16.9 %	18 2.1 %	46 5.5 %	1 0.1 %	5 0.6 %
2023	1,021	540 52.9 %	237 23.2 %	160 15.7 %	21 2.1 %	48 4.7 %	1 0.1 %	7 0.7 %
Net Change	+ 183 + 21.8 %	+ 121 + 28.9 %	+ 25 + 11.8 %	+ 18 + 12.7 %	+ 3 + 16.7 %	+ 2 + 4.3 %	0	+ 2 + 40.0 %

**Figure 20**  
**Clinical Track Faculty by Sex**  
**November 1, 2018 – November 1, 2023**



**Figure 21**  
**Clinical Track Faculty by Race/Ethnicity**  
**November 1, 2018 – November 1, 2023**



**E. Research Track Faculty by Sex and Race/Ethnicity, 2018 – 2023**

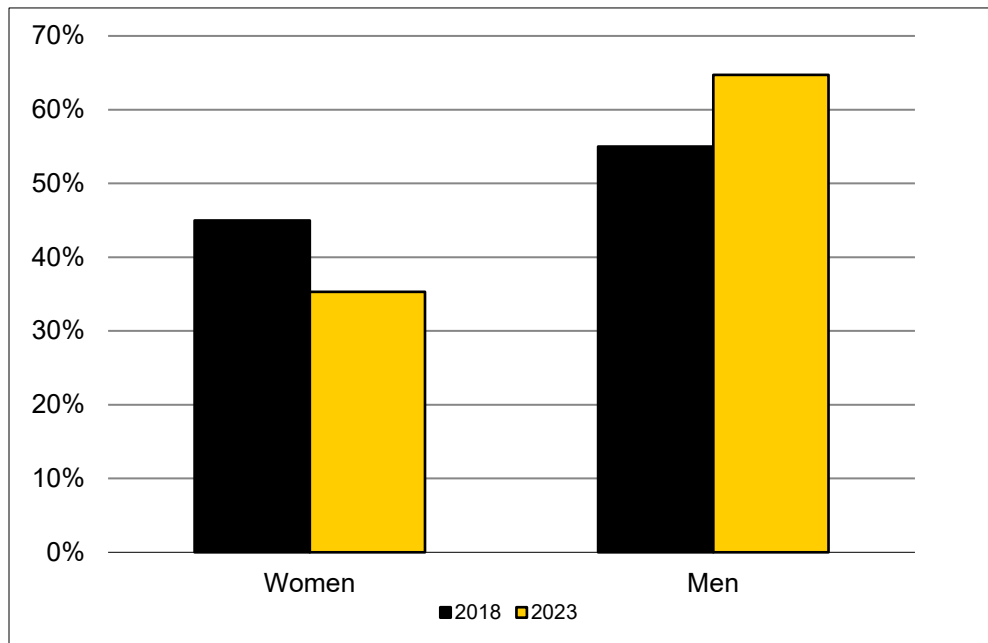
The research track is a subset of POA Group 3, Non-Tenure Track Faculty, implemented in 2009 for faculty who devote most of their time to performing externally-supported research and who submit or assist in the submission of research grants. The research track was developed to allow the university more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

The research track increased by 11 faculty (27.5 percent) over the past five years. There was no change in the number of women on the research track, and the number of racial/ethnic minorities increased by 7 (46.7 percent).

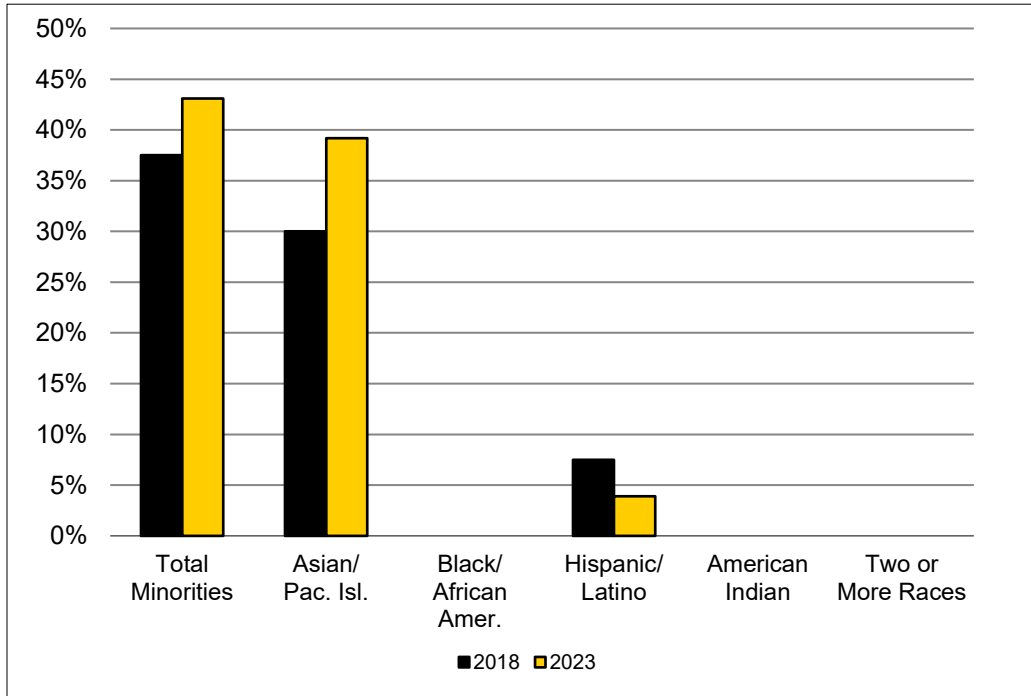
**Table 17**  
**Research Track Faculty by Sex and Race/Ethnicity**  
**November 1, 2018 – November 1, 2023**

Year	Research Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2018	40	18 45.0 %	15 37.5 %	12 30.0 %	0	3 7.5 %	0	0
2023	51	18 35.3 %	22 43.1 %	20 39.2 %	0	2 3.9 %	0	0
Net Change	+ 11 + 27.5 %	0	+ 7 + 46.7 %	+ 8 + 66.7 %	0	- 1 - 33.3 %	0	0

**Figure 22**  
**Research Track Faculty by Sex**  
**November 1, 2018 – November 1, 2023**



**Figure 23**  
**Research Track Faculty by Race/Ethnicity**  
**November 1, 2018 – November 1, 2023**



**F. Instructional Track Faculty by Sex and Race/Ethnicity, 2018 – 2023**

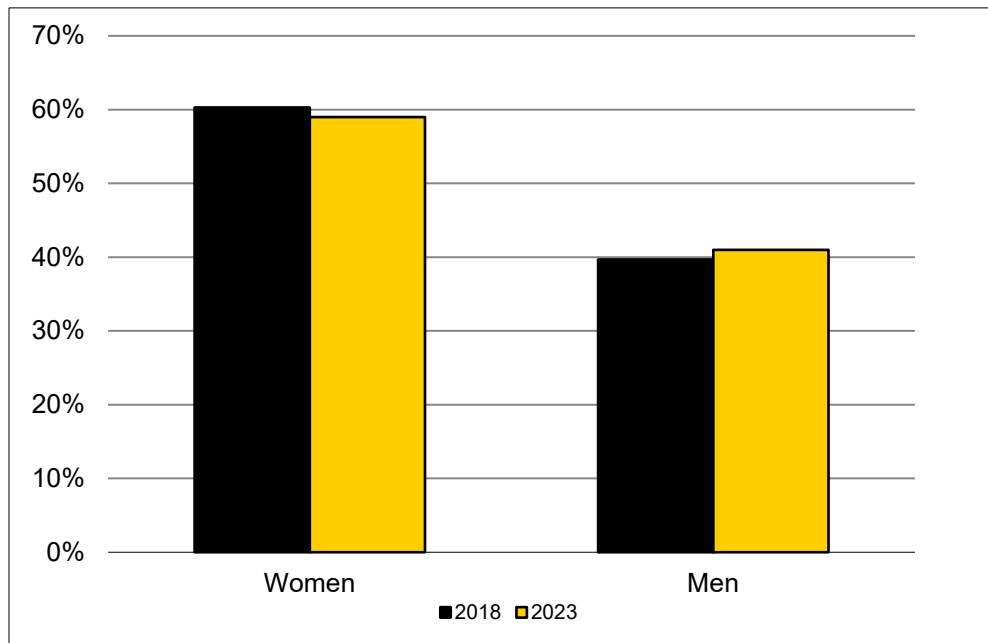
The instructional track is a subset of POA Group 3, Non-Tenure Track Faculty, for faculty who devote most of their time to engaging in the university’s teaching mission. The UI Instructional Faculty Policy was developed through an extensive shared governance process and approved in Fall 2016, providing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

The number of instructional track faculty decreased by 2 (0.7 percent) over the past five years, from 302 to 300. The number of women on the instructional track decreased by 5 (2.7 percent), and the number of racial/ethnic minorities decreased by 1 (2.7 percent).

**Table 18**  
**Instructional Track Faculty by Sex and Race/Ethnicity**  
**November 1, 2018 – November 1, 2023**

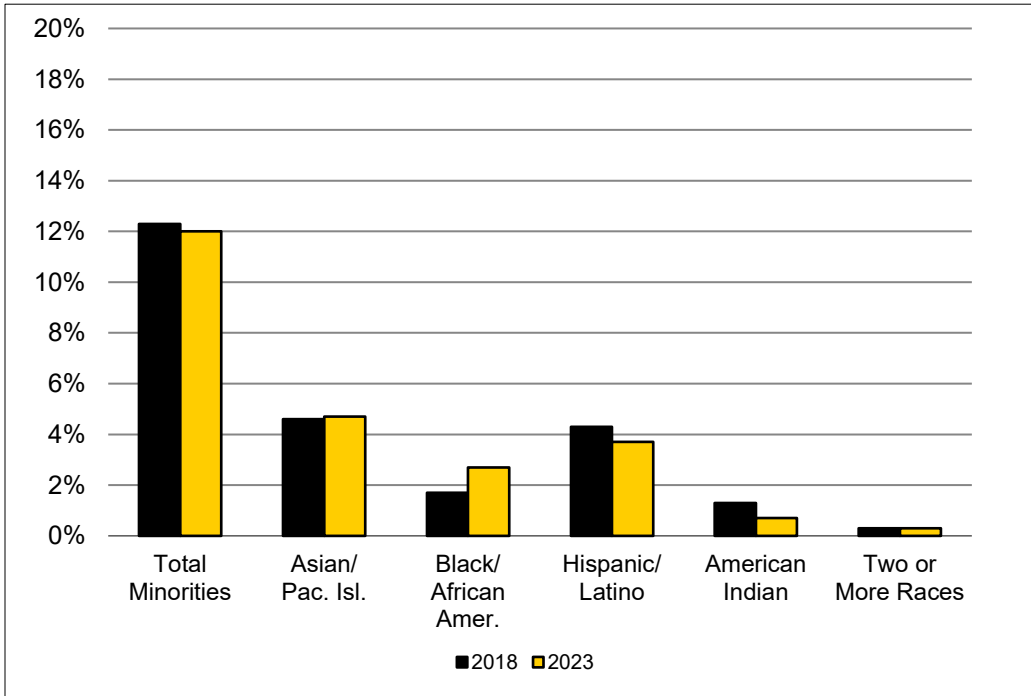
Year	Instructional Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2018	302	182 60.3 %	37 12.3 %	14 4.6 %	5 1.7 %	13 4.3 %	4 1.3 %	1 0.3 %
2023	300	177 59.0 %	36 12.0 %	14 4.7 %	8 2.7 %	11 3.7 %	2 0.7 %	1 0.3 %
Net Change	- 2 - 0.7 %	- 5 - 2.7 %	- 1 - 2.7 %	0	+ 3 + 60.0 %	- 2 - 15.4 %	- 2 - 50.0 %	0

**Figure 24**  
**Instructional Track Faculty by Sex**  
**November 1, 2018 – November 1, 2023**





**Figure 25**  
**Instructional Track Faculty by Race/Ethnicity**  
**November 1, 2018 – November 1, 2023**



**VII. TEN-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES:  
2013 - 2023**

**A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity,  
2013 - 2023**

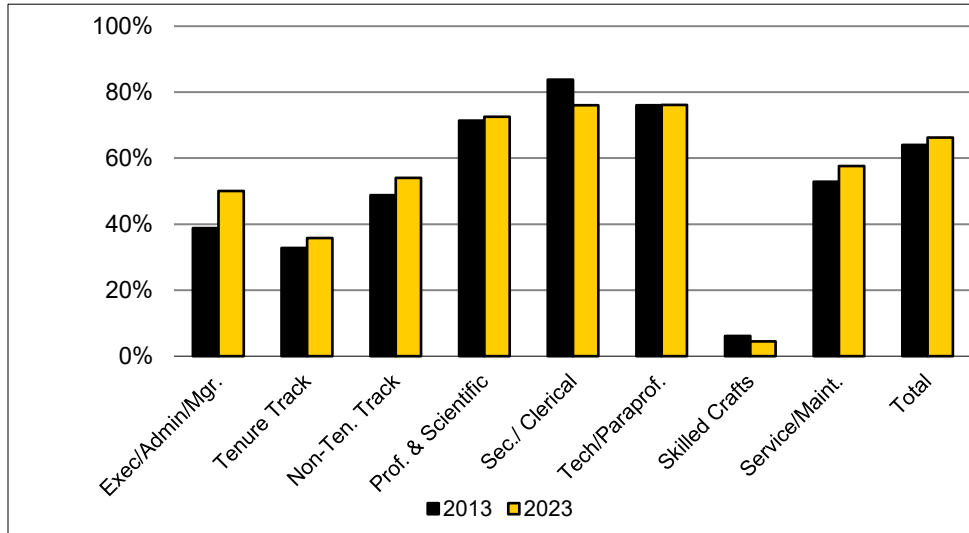
*Overall Changes.* Over the last ten years, the University of Iowa workforce increased by 23.8 percent, from 16,157 in 2013 to 19,996 in 2023. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was among Professional 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 28.3 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 and decrease was in Secretarial and Clerical Staff.

**Table 19  
Faculty and Staff by Primary Occupational Activity Group and Sex  
November 1, 2013 – November 1, 2023**

Primary Occupational Activity Group	2013		2023		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	369	143 38.8 %	413	207 50.1 %	+ 44 + 11.9 %	+ 64 + 44.8 %
2 Tenured/Tenure Track Faculty	1,460	479 32.8 %	1,268	454 35.8 %	- 192 - 13.2 %	- 25 - 5.2 %
3 Non-Tenure Track Faculty	931	454 48.8 %	1,481	800 54.0 %	+ 550 + 59.1 %	+ 346 + 76.2 %
4 Professional & Scientific Staff	8,585	6,133 71.4 %	12,473	9,058 72.6 %	+ 3,888 + 45.3 %	+ 2,925 + 47.7 %
5 Secretarial and Clerical Staff	1,922	1,611 83.8 %	903	686 76.0 %	- 1,019 - 53.0 %	- 925 - 57.4 %
6 Technical and Paraprofessional Staff	667	507 76.0 %	969	737 76.1 %	+ 302 + 45.3 %	+ 230 + 45.4 %
7 Skilled Crafts Staff	358	22 6.1 %	221	10 4.5 %	- 137 - 38.3 %	- 12 - 54.5 %
8 Service and Maintenance Staff	1,865	987 52.9 %	2,268	1,307 57.6 %	+ 403 + 21.6 %	+ 320 + 32.4 %
<b>Total</b>	<b>16,157</b>	<b>10,336 64.0 %</b>	<b>19,996</b>	<b>13,259 66.3 %</b>	<b>+ 3,839 + 23.8 %</b>	<b>+ 2,923 + 28.3 %</b>

**Figure 26**  
**Women Faculty and Staff by Primary Occupational Activity Group**  
**November 1, 2013 – November 1, 2023**



*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 2013, the number of racial/ethnic minorities in the workforce increased by 85.5 percent overall, with net increases in the numbers of employees identifying as Asian/Pacific Islander, Hispanic/Latino, Black/African American, or two or more races. The number of American Indians decreased by 10 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.

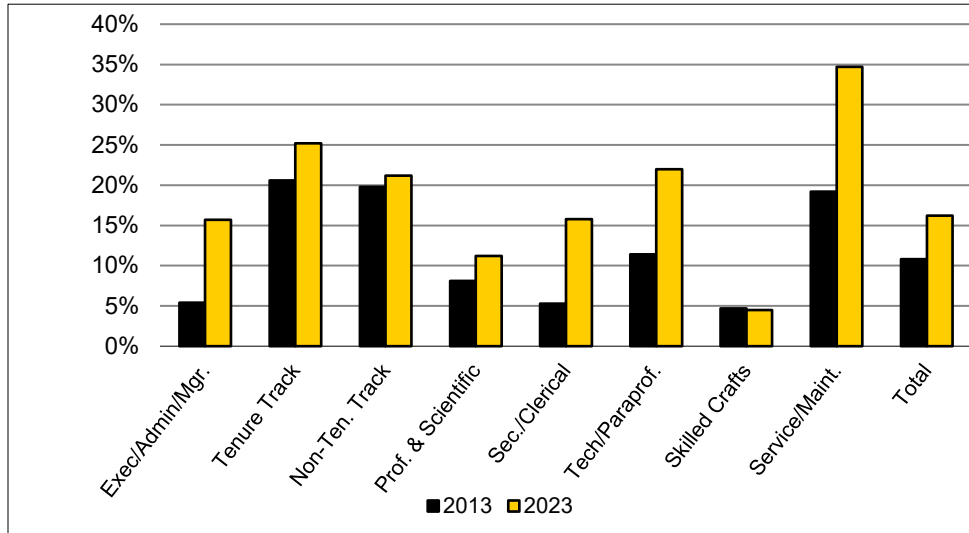
The table and charts on the following pages show the racial/ethnic composition of the workforce in 2013 and 2023.

**Table 20**  
**Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity**  
**November 1, 2013 – November 1, 2023**

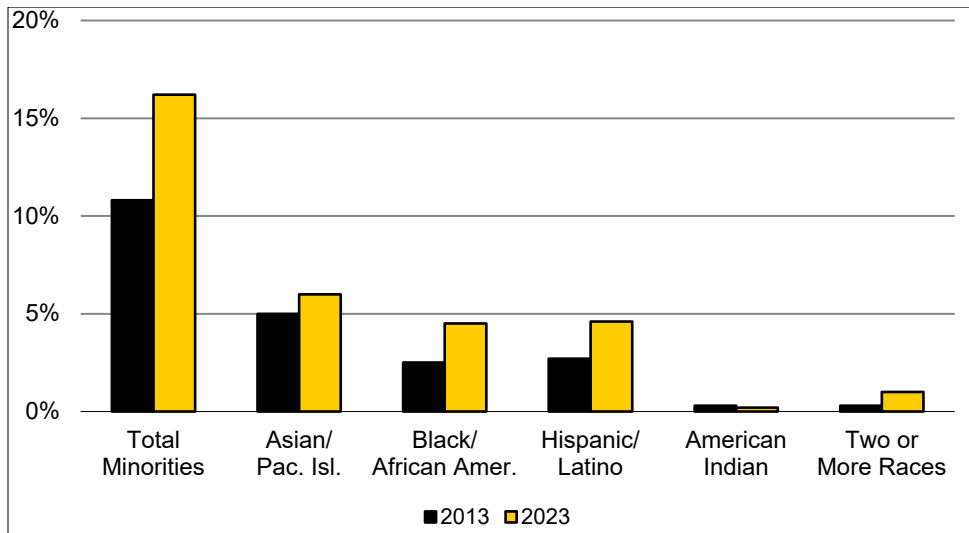
Primary Occupational Activity Group	2013							2023							Net Change						
	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races
1 Executive, Admin., & Managerial Staff	369	20 5.4%	3 0.8%	8 2.2%	6 1.6%	1 0.3%	2 0.5%	413	65 15.7%	24 5.8%	22 5.3%	12 2.9%	2 0.5%	5 1.2%	+44 +11.9%	+45 +225%	+21 +700%	+14 +175%	+6 +100%	+1 +100%	+3 +150%
2 Tenured/ Tenure Track Faculty	1,460	301 20.6%	194 13.3%	34 2.3%	59 4.0%	7 0.5%	7 0.5%	1,268	320 25.2%	212 16.7%	31 2.4%	66 5.2%	1 0.1%	10 0.8%	-192 -13.2%	+19 +6.3%	+18 +9.3%	-3 -8.8%	+7 +11.9%	-6 -85.7%	+3 +42.9%
3 Non-Tenure Track Faculty	931	184 19.8%	120 12.9%	21 2.3%	38 4.1%	3 0.3%	2 0.2%	1,481	314 21.2%	205 13.8%	33 2.2%	65 4.4%	3 0.2%	8 0.5%	+550 +59.1%	+130 +70.7%	+85 +70.8%	+12 +57.1%	+27 71.1%	0	+6 +300%
4 Professional & Scientific Staff	8,585	692 8.1%	371 4.3%	116 1.4%	164 1.9%	14 0.2%	27 0.3%	12,473	1,392 11.2%	566 4.5%	263 2.1%	416 3.3%	22 0.2%	125 1.0%	+3,888 +45.3%	+700 +101%	+195 +52.6%	+147 +127%	+252 +154%	+8 +57.1%	+98 +363%
5 Secretarial & Clerical Staff	1,922	101 5.3%	21 1.1%	39 2.0%	31 1.6%	7 0.4%	3 0.2%	903	143 15.8%	36 4.0%	59 6.5%	36 4.0%	5 0.6%	7 0.8%	-1,019 -53.0%	+42 +41.6%	+15 +71.4%	+20 +51.3%	+5 +16.1%	-2 -28.6%	+4 +133%
6 Technical & Paraprofessional Staff	667	76 11.4%	20 3.0%	19 2.8%	28 4.2%	5 0.7%	4 0.6%	969	213 22.0%	39 4.0%	77 7.9%	83 8.6%	2 0.2%	12 1.2%	+302 +45.3%	+137 +180%	+19 +95.0%	+58 +305%	+55 +196%	-3 -60.0%	+8 +200%
7 Skilled Crafts Staff	358	17 4.7%	1 0.3%	7 2.0%	4 1.1%	5 1.4%	0	221	10 4.5%	2 0.9%	1 0.5%	5 2.3%	0	2 0.9%	-137 -38.3%	-7 -41.2%	+1 +100%	-6 -85.7%	+1 +25.0%	-5 -100%	+2 n/a
8 Service & Maintenance Staff	1,865	358 19.2%	72 3.9%	163 8.7%	101 5.4%	14 0.8%	8 0.4%	2,268	788 34.7%	116 5.1%	408 18.0%	231 10.2%	11 0.5%	22 1.0%	+403 +21.6%	+430 +120%	+44 +61.1%	+245 +150%	+130 +129%	-3 -21.4%	+14 +175%
<b>Total</b>	<b>16,157</b>	<b>1,749 10.8%</b>	<b>802 5.0%</b>	<b>407 2.5%</b>	<b>431 2.7%</b>	<b>56 0.3%</b>	<b>53 0.3%</b>	<b>19,996</b>	<b>3,245 16.2%</b>	<b>1,200 6.0%</b>	<b>894 4.5%</b>	<b>914 4.6%</b>	<b>46 0.2%</b>	<b>191 1.0%</b>	<b>+3,839 +23.8%</b>	<b>+1,496 +85.5%</b>	<b>+398 +49.6%</b>	<b>+487 +120%</b>	<b>+483 +112%</b>	<b>-10 -17.9%</b>	<b>+138 +260%</b>

\* In 2023, 16 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 27**  
**Minority Faculty and Staff by Primary Occupational Activity Group**  
**November 1, 2013 – November 1, 2023**



**Figure 28**  
**Total Workforce by Race/Ethnicity**  
**November 1, 2013 – November 1, 2023**



**B. Faculty and Staff by Disability and Veteran Status, 2013 - 2023**

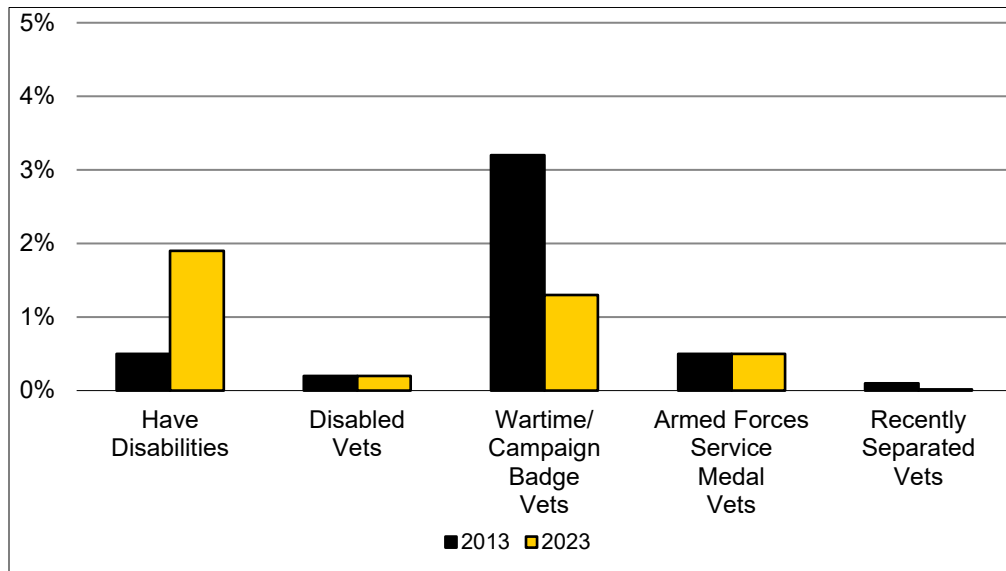
Employees may self-report disability and veteran status to the university at the time of appointment and may update or correct this information at any time. Per the federal OMB Voluntary Self-Identification of Disability form, a person is considered to have a disability if they have a physical or mental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

In October 2022, the university invited employees to update their self-identification as a person with a disability or as a veteran; changes since 2013 may be due in part to this resurvey. The number of employees who reported having a disability increased by 304 (358 percent). There were increases in the numbers of employees who self-identified as disabled veterans and Armed Forces Service Medal veterans, while there were decreases in the numbers of employees who self-identified as Active Duty Wartime/Campaign Badge veterans and whose discharge date from military service was within the three years prior to the data snapshot date.

**Table 21**  
**Faculty and Staff by Disability and Veteran Status**  
**November 1, 2013 – November 1, 2023**

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2013	16,157	85 0.5 %	31 0.2 %	509 3.2 %	73 0.5 %	10 0.1 %
2023	19,996	389 1.9 %	45 0.2 %	263 1.3 %	91 0.5 %	6 < 0.1 %
Net Change	+ 3,839 + 23.8 %	+ 304 + 358 %	+ 14 + 45.2 %	- 246 - 48.3 %	+ 18 + 24.7 %	- 4 - 40.0 %

**Figure 29**  
**Faculty and Staff by Disability and Veteran Status**  
**November 1, 2013 – November 1, 2023**



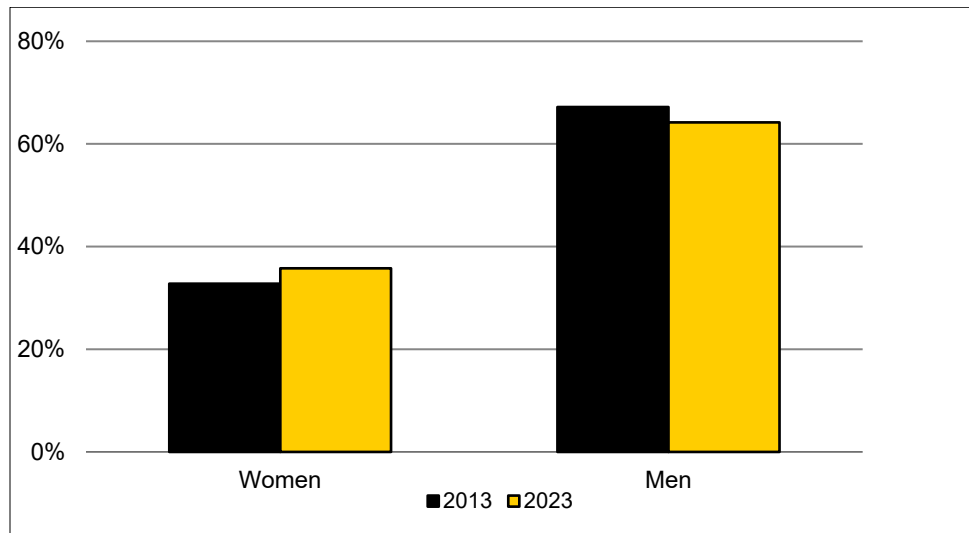
**C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2013 - 2023**

The number of tenured/tenure track faculty decreased by 192 (13.2 percent) over the ten-year period, from 1,460 to 1,286. The number of women tenured/tenure track faculty decreased by 25 (5.2 percent), and the number of racial/ethnic minority faculty increased by 19 (6.3 percent).

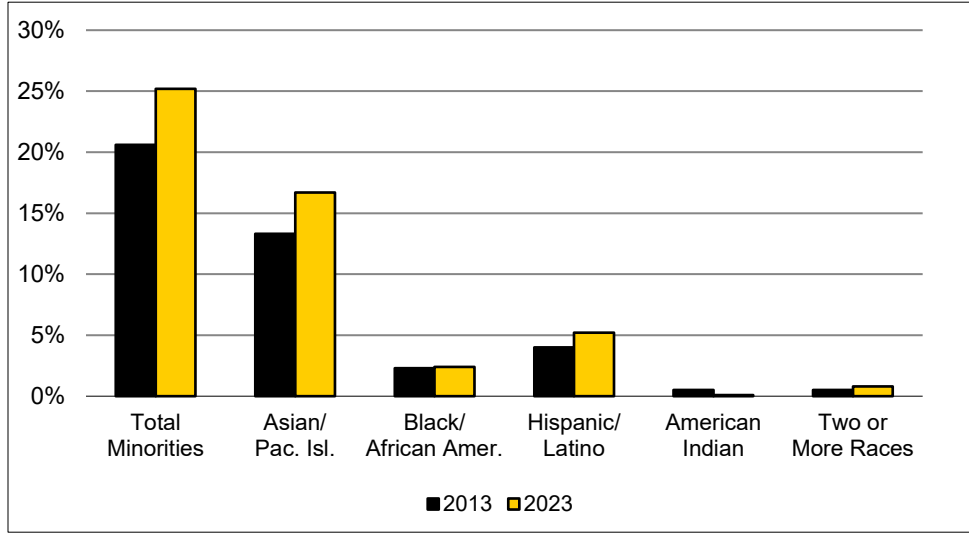
**Table 22**  
**Tenured/Tenure Track Faculty by Sex and Race/Ethnicity**  
**November 1, 2013 – November 1, 2023**

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2013	1,460	479 32.8 %	301 20.6 %	194 13.3 %	34 2.3 %	59 4.0 %	7 0.5 %	7 0.5 %
2023	1,268	454 35.8 %	320 25.2 %	212 16.7 %	31 2.4 %	66 5.2 %	1 0.1%	10 0.8 %
Net Change	- 192 - 13.2 %	- 25 - 5.2 %	+ 19 + 6.3 %	+ 18 + 9.3 %	- 3 - 8.8 %	+ 7 + 11.9 %	- 6 - 85.7 %	+ 3 + 42.9 %

**Figure 30**  
**Tenured/Tenure Track Faculty by Sex**  
**November 1, 2013 – November 1, 2023**



**Figure 31**  
**Tenured/Tenure Track Faculty by Race/Ethnicity**  
**November 1, 2013 – November 1, 2023**



**D. Clinical Track Faculty by Sex and Race/Ethnicity, 2013 - 2023**

Clinical track positions are included in the Non-Tenure Track Faculty POA group. The growth of this POA group is directly related to the increase in clinical track appointments. The clinical track faculty has grown by 67.7 percent in the last ten years, from 609 to 1,021.

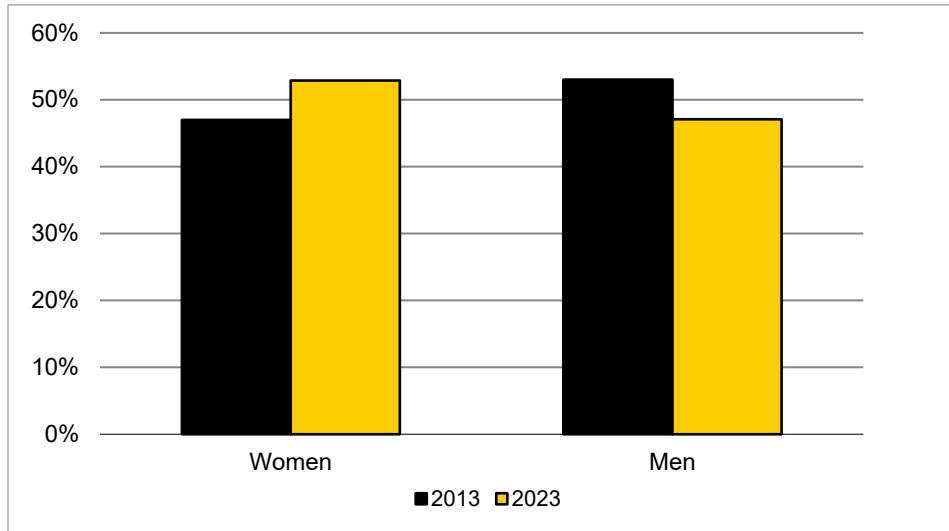
The number of women on the clinical track increased by 88.8 percent, and the number of racial/ethnic minorities increased by 119 percent over the ten-year period.

**Table 23**  
**Clinical Track Faculty by Sex and Race/Ethnicity**  
**November 1, 2013 – November 1, 2023**

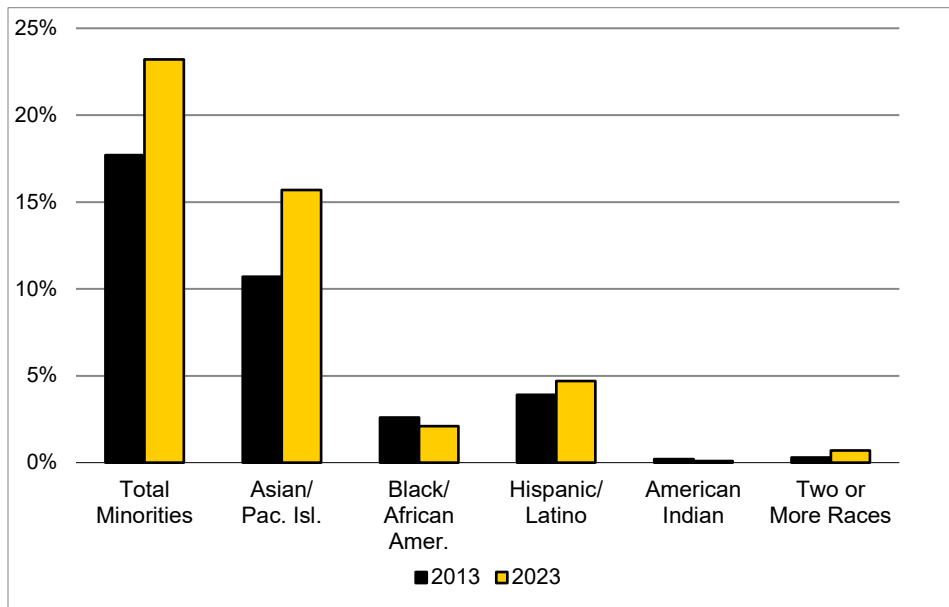
Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2013	609	286 47.0 %	108 17.7 %	65 10.7 %	16 2.6 %	24 3.9 %	1 0.2 %	2 0.3 %
2023	1,021	540 52.9 %	237 23.2 %	160 15.7 %	21 2.1 %	48 4.7 %	1 0.1 %	7 0.7 %
Net Change	+ 412 + 67.7 %	+ 254 + 88.8 %	+ 129 + 119 %	+ 95 + 146 %	+5 + 31.3 %	+ 24 + 100 %	0	+ 5 + 250 %



**Figure 32**  
**Clinical Track Faculty by Sex**  
**November 1, 2013 – November 1, 2023**



**Figure 33**  
**Clinical Track Faculty by Race/Ethnicity**  
**November 1, 2013 – November 1, 2023**



**E. Research Track Faculty by Sex and Race/Ethnicity, 2013 - 2023**

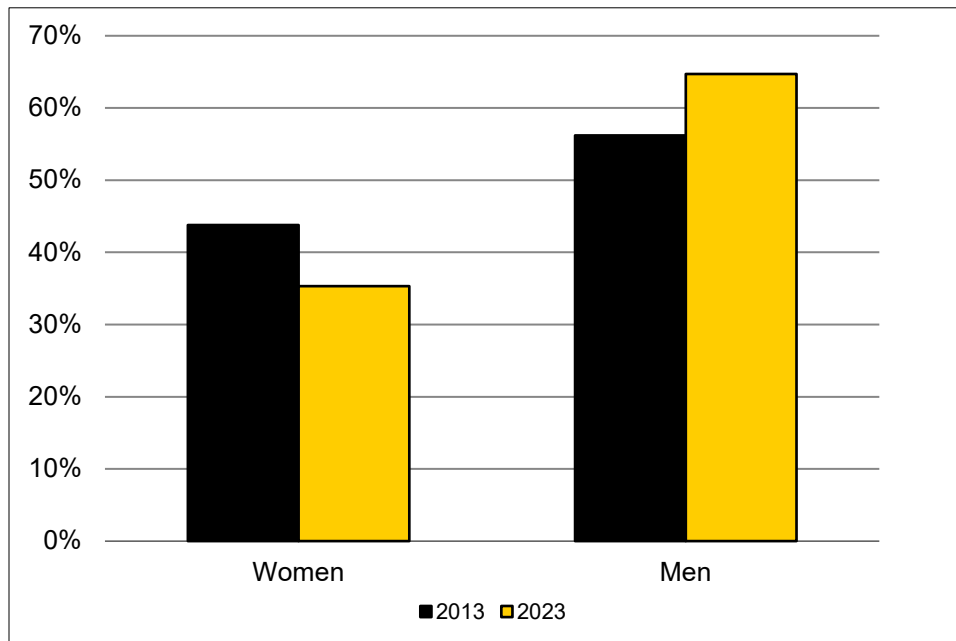
The research track is a subset of POA Group 3, Non-Tenure Track Faculty, implemented in 2008 for faculty who devote most of their time to performing externally-supported research and who submit or assist in the submission of research grants. The research track was developed to allow the university more flexibility in adjusting programs to meet changing needs and remain competitive.

The research track increased by 19 faculty (59.4 percent) over the ten-year period. The number of women on the research track increased by 28.6 percent, and the number of racial/ethnic minorities increased by 83.3 percent.

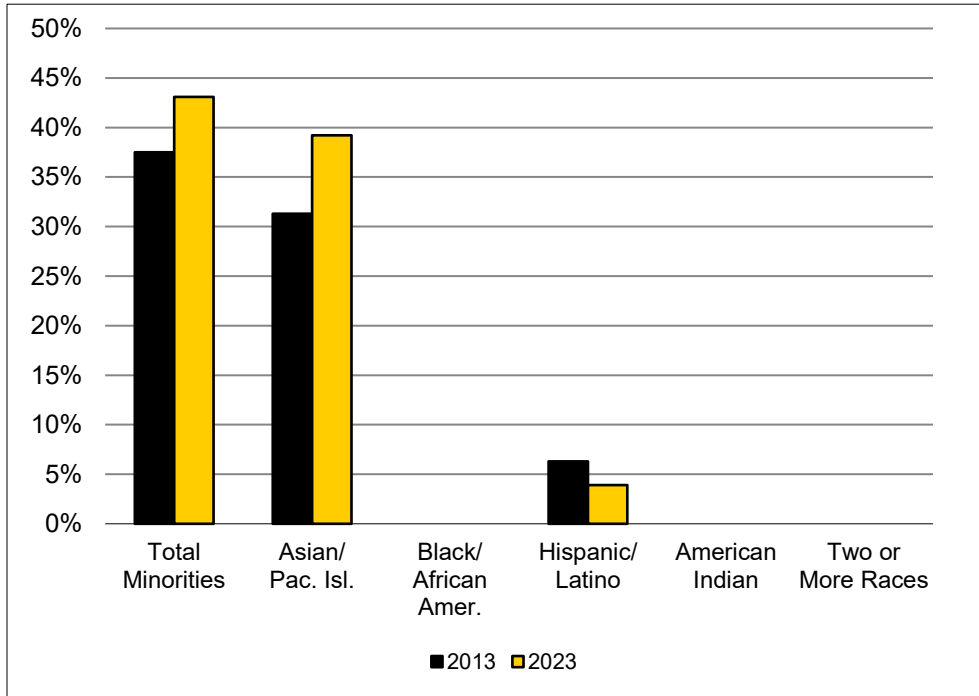
**Table 24  
Research Track Faculty by Sex and Race/Ethnicity  
November 1, 2013 – November 1, 2023**

Year	Research Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2013	32	14 43.8 %	12 37.5 %	10 31.3 %	0	2 6.3 %	0	0
2023	51	18 35.3 %	22 43.1 %	20 39.2 %	0	2 3.9 %	0	0
Net Change	+ 19 + 59.4 %	+ 4 + 28.6 %	+ 10 + 83.3 %	+ 10 + 100 %	0	0	0	0

**Figure 34  
Research Track Faculty by Sex  
November 1, 2013 – November 1, 2023**



**Figure 35**  
**Research Track Faculty by Race/Ethnicity**  
**November 1, 2013 – November 1, 2023**



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

**Table 25**

**The University of Iowa Workforce by Primary Occupational Activity Group, Sex, and Minority Status in 2013, 2018, and 2023**

Primary Occupational Activity (POA) Group	October 31, 2013					October 31, 2018					October 31, 2023				
	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	369	143	38.8%	20	5.4%	364	166	45.6%	36	9.9%	413	207	50.1%	65	15.7%
Tenured/Tenure Track Faculty	1,460	479	32.8%	301	20.6%	1,343	455	33.9%	308	22.9%	1,268	454	35.8%	320	25.2%
Non-Tenure Track Faculty	931	454	48.8%	184	19.8%	1,389	715	51.5%	319	23.0%	1,481	800	54.0%	314	21.2%
Professional and Scientific Staff	8,585	6,133	71.4%	692	8.1%	10,827	7,821	72.2%	1,005	9.3%	12,473	9,058	72.6%	1,392	11.2%
Secretarial and Clerical Staff	1,922	1,611	83.8%	101	5.3%	1,359	1,094	80.5%	117	8.6%	903	686	76.0%	143	15.8%
Technical and Paraprofessional Staff	667	507	76.0%	76	11.4%	891	703	78.9%	124	13.9%	969	737	76.1%	213	22.0%
Skilled Crafts Staff	358	22	6.1%	17	4.7%	341	18	5.3%	16	4.7%	221	10	4.5%	10	4.5%
Service and Maintenance Staff	1,865	987	52.9%	358	19.2%	2,086	1,153	55.3%	569	27.3%	2,268	1,307	57.6%	788	34.7%
<b>Total</b>	<b>16,157</b>	<b>10,336</b>	<b>64.0%</b>	<b>1,749</b>	<b>10.8%</b>	<b>18,600</b>	<b>12,125</b>	<b>65.2%</b>	<b>2,494</b>	<b>13.4%</b>	<b>19,996</b>	<b>13,259</b>	<b>66.3%</b>	<b>3,245</b>	<b>16.2%</b>

**Iowa State University**  
**Executive Order 11246 (EO 11246)**  
**Affirmative Action Program (AAP)**

**Plan Effective Date:** November 2, 2022

**Plan Expiration Date:** November 1, 2023

**AAP Administrator:** Carl R. Wells, Ph.D., Equal Opportunity Director

**Approved by:** Wendy Wintersteen, President

**Establishment's Name:** Iowa State University (ISU)

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

# Iowa State University

## Affirmative Action Program for Executive Order 11246

### TABLE OF CONTENTS

- I. Equal Employment Opportunity (EEO) Statement
- II. Establishment of Responsibilities for Implementation of the Written Affirmative Action Program (41 CFR 60-2.17(a))
  - A. Designation of Responsibilities of Office of Equal Opportunity Director (41 CFR 60-2.17(a))
  - B. Responsibilities of Iowa State University's Management to Ensure Implementation of the AAP (41 CFR 60-2.17(a))
- III. Identification of Problem Areas (41 CFR 60-2.17(b))
- IV. Accomplishment of Prior Year Placement Goals
- V. Development and Execution of Action-Oriented Programs (41 CFR 60-2.17(c))
- VI. Internal Audit and Reporting Systems (41 CFR 2.17(d))

# I. Equal Employment Opportunity (EEO) Statement

The following EEO Statement is posted on the university bulletin board along with the required employment posters and is viewable by both employees and applicants. The EEO is the Law poster is also posted on the university bulletin board as well as made available electronically through the university website for viewing by online applicants.

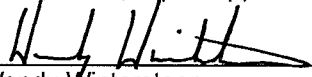
## Iowa State University - Equal Employment Opportunity Statement

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, promotion, transfer, demotion, layoff, recall, termination, rates of pay or other forms of compensation, and selection for training, 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, Carl R. Wells, Ph.D. has been assigned these duties for Iowa State University. One of the Director of Equal Opportunity's duties will be to establish and maintain an 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 8:00 AM-5:00 PM September - May & 7:30 AM-4:00 PM June - August at the Office of Equal Opportunity. Any questions should be directed to me or Carl R. Wells, Ph.D., Equal Opportunity Director.

  
\_\_\_\_\_  
Wendy Wintersteen  
President  
Iowa State University  
November 2, 2022

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

### **A. Designation of Responsibilities of the Equal Opportunity Director (41 CFR 60-2.17(a))**

Carl R. Wells, Ph.D., the Equal Opportunity Director, 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 Equal Opportunity Director's appointment and a description of the position's basic responsibilities have been communicated to all levels of personnel of the university. The responsibilities of the Equal Opportunity Director include, but are not necessarily limited to, the following:

1. Review and update EEO statements, Affirmative Action Programs, and internal and external communication procedures;
2. Assisting in the identification of AAP/EEO problem areas;
3. Assisting management in arriving at effective solutions to AAP/EEO problem areas;
4. Designing and implementing an internal audit and reporting system that:
  - o Measures the effectiveness of the Affirmative Action Program;
  - o Determines the degree to which AAP goals and objectives are met; and
  - o 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. Responsibilities of Iowa State 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 Equal Opportunity Director 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.



### III. 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 education 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, i.e., National Labor Exchange and Iowa Workforce Development.
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.

**Job Group: 1D - Institutional Operations & Service (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Minority	15.36%

**Job Group: 1E - Finance, HR, EO, Communications (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Minority	13.64%

**Job Group: 1F - Health, Health & Safety, Public Safety (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Female	82.07%

**Job Group: 1K - Athletics (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Female	49.31%

**Job Group: 2A01AGLS - Ag & Life Sciences Department Chair**

<b>Class</b>	<b>Goal Placement Rate %</b>
Minority	25.25%

**Job Group: 2A01LAS - Liberal Arts & Sciences Department Chair**

<b>Class</b>	<b>Goal Placement Rate %</b>
Minority	26.91%

**Job Group: 2A01VMED - Veterinary Medicine Department Chair**

<b>Class</b>	<b>Goal Placement Rate %</b>
Female	60.06%

**Job Group: 2A02AGLS - Ag & Life Sciences Professor**

Class	Goal Placement Rate %
Female	34.05%

**Job Group: 2A02ENG - Engineering Professor**

Class	Goal Placement Rate %
Female	23.89%

**Job Group: 2A02LAS - Liberal Arts & Sciences Professor**

Class	Goal Placement Rate %
Female	37.10%

**Job Group: 2A03AGLS - Ag & Life Sciences Associate Professor**

Class	Goal Placement Rate %
Female	63.99%

**Job Group: 2A03DSN - Design Associate Professor**

Class	Goal Placement Rate %
Minority	25.87%

**Job Group: 2A03VMED - Veterinary Medicine Associate Professor**

Class	Goal Placement Rate %
Female	52.70%

**Job Group: 2A04VMED - Veterinary Medicine Assistant Professor**

Class	Goal Placement Rate %
Female	69.87%

**Job Group: 2B01CHS - Human Sciences Lecturer**

Class	Goal Placement Rate %
Minority	36.87%

**Job Group: 2B01DSN - Design Lecturer**

Class	Goal Placement Rate %
Minority	37.43%

**Job Group: 2B01ENG - Engineering Lecturer**

Class	Goal Placement Rate %
Minority	33.47%

**Job Group: 2B01LAS - Liberal Arts & Sciences Lecturer**

Class	Goal Placement Rate %
Minority	31.28%

**Job Group: 2B02BUS - Business Assistant Professor of Practice**

Class	Goal Placement Rate %
Female	56.61%

**Job Group: 2B02DSN - Design Assistant Professor of Practice**

Class	Goal Placement Rate %
Minority	37.69%

**Job Group: 2B02ENG - Engineering Assistant Professor of Practice**

Class	Goal Placement Rate %
Female	36.83%

**Job Group: 3B - Financial, Legal, and HR Professionals (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Minority	15.12%

**Job Group: 3C - Extension Program Professionals (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Minority	27.05%

**Job Group: 3E - Health and Safety Professionals (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Female	56.49%

**Job Group: 3F - Engineers, Designers and Facilities Professionals (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Minority	17.70%

**Job Group: 3H - Student Services Professionals (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Minority	23.04%

**Job Group: 3I - Communications and Public Relations Professionals (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Minority	14.43%

**Job Group: 3J - Pre and Post Doc Fellows and Trainees (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Female	44.85%

**Job Group: 3L - Miscellaneous (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Female	47.43%

**Job Group: 3M - Healthcare Professionals (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Minority	16.44%

**Job Group: 3P - Librarians and Curators (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Female	84.11%

**Job Group: 3R - Non Faculty Teaching (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Female	79.15%
Minority	26.17%

**Job Group: 3T - Agricultural Professionals (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Female	49.02%
Minority	26.18%

**Job Group: 4A - Secretaries and Clerks (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Minority	12.51%

**Job Group: 4C - Communications, Media, and Arts Support (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Female	73.53%
Minority	15.35%

**Job Group: 5A - Health and Vet Technicians (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Minority	11.50%

**Job Group: 5B - Lab and Research Technicians (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Female	71.59%

**Job Group: 5C - Electricians and Mechanical Technicians (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Female	11.49%
Minority	12.06%

**Job Group: 5E - IT Support (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Minority	16.43%

**Job Group: 7B - Custodial Service Workers (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Minority	25.61%

**Job Group: 7D - Agricultural Support (POA with Job Group)**

<b>Class</b>	<b>Goal Placement Rate %</b>
Female	77.51%

## IV. 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.

<i>Job Group</i>	<i>Class</i>	<i>Employees as of Plan Date</i>	<i>Goal Placement Rate %</i>	<i>Total Job Group Placements</i>	<i>Actual Placements #</i>	<i>Actual Placement Rate %</i>	<i>Goal Attained?</i>
1E - 1E - FINANCE, HR, EO, COMMUNICATIONS		46		8			
	Minority	0	15.05		1	12.50	NO
1F - 1F - HEALTH, HEALTH&SAFETY, PUBLIC SAFETY		17		1			
	Female	6	63.31		1	100.00	YES
1K - 1K - ATHLETICS		26		5			
	Minority	1	20.14		2	40.00	YES
2A01AGLS - 2A01AGLS - UNIVERSITY, MORRILL, DISTINGUISHED PROFESSORS & C		32		5			
	Minority	2	21.25		0	0.00	NO
2A01ENG - 2A01ENG - UNIVERSITY, MORRILL, DISTINGUISHED PROFESSORS & CH		30		2			
	Minority	6	39.76		2	100.00	YES
2A01LAS - 2A01LAS - UNIVERSITY, MORRILL, DISTINGUISHED PROFESSORS & CH		55		9			
	Minority	7	27.72		1	11.11	NO
2A02ENG - 2A02ENG - PROFESSORS COLLEGE OF ENGINEERING		56		9			
	Female	7	24.08		1	11.11	NO
2A02LAS - 2A02LAS - PROFESSORS COLLEGE OF LIBERAL ARTS & SCIENCES		138		6			
	Female	32	47.38		2	33.33	NO
2A02VMED - 2A02VMED - PROFESSORS COLLEGE OF VETERINARY MEDICINE		28		4			
	Female	4	33.91		0	0.00	NO



2A03AGLS - 2A03AGLS - ASSOCIATE PROFESSORS COLLEGE OF AGRICULTURAL & LI	48		10			
Female	12	55.56		3	30.00	NO
2A03ENG - 2A03ENG - ASSOCIATE PROFESSORS COLLEGE OF ENGINEERING	70		8			
Female	15	34.19		2	25.00	NO
2A03VMED - 2A03VMED - ASSOCIATE PROFESSORS COLLEGE OF VETERINARY MEDICI	33		4			
Female	10	51.18		1	25.00	NO
2A04AGLS - 2A04AGLS - ASSISTANT PROFESSORS COLLEGE OF AGRICULTURAL & LI	36		1			
Female	18	72.81		1	100.00	YES
2A04BUS - 2A04BUS - ASSISTANT PROFESSORS COLLEGE OF BUSINESS	23		8			
Female	9	78.36		2	25.00	NO
2A04CHS - 2A04CHS - ASSISTANT PROFESSORS COLLEGE OF HUMAN SCIENCES	28		1			
Female	13	84.48		1	100.00	YES
2A04DSN - 2A04DSN - ASSISTANT PROFESSORS COLLEGE OF DESIGN	18		4			
Female	6	84.48		1	25.00	NO
2A04ENG - 2A04ENG - ASSISTANT PROFESSORS COLLEGE OF ENGINEERING	38		12			
Female	11	84.48		6	50.00	NO
2A04LAS - 2A04LAS - ASSISTANT PROFESSORS COLLEGE OF LIBERAL ARTS & SCI	79		6			
Female	25	84.48		3	50.00	NO

2B01CHS - 2B01CHS - TEACHING COLLEGE OF HUMAN SCIENCES	63		7			
Minority	3	22.48		2	28.57	YES
2B01LAS - 2B01LAS - TEACHING COLLEGE OF LIBERAL ARTS & SCIENCES	182		36			
Minority	24	20.25		5	13.88	NO
2B02BUS - 2B02BUS - PRACTICE COLLEGE OF BUSINESS	11		1			
Female	0	50.97		0	0.00	NO
2B02ENG - 2B02ENG - PRACTICE COLLEGE OF ENGINEERING	13		2			
Female	0	37.42		0	0.00	NO
2B03ENG - 2B03ENG - RESEARCH COLLEGE OF ENGINEERING	8		1			
Female	0	38.12		0	0.00	NO
2B05VMED - 2B05VMED - CLINICAL COLLEGE OF VETERINARY MEDICINE	42		6			
Minority	5	29.39		2	33.33	YES
3A - 3A - IT SYSTEMS PROFESSIONALS	245		41			
Female	62	39.01		10	24.39	NO
3B - 3B - FINANCIAL, LEGAL, AND HR PROFESSIONALS	322		64			
Minority	28	14.46		10	15.62	YES
3C - 3C - EXTENSION PROGRAM PROFESSIONALS	240		34			
Minority	20	14.26		5	14.70	YES
3E - HEALTH AND SAFETY PROFESSIONALS	37		6			
Female	12	63.70		3	50.00	NO

3F - 3F - ENGINEERS, DESIGNERS, AND FACILITIES PROFESSIONALS		67		15			
	Minority	1	18.98		0	0.00	NO
3G - 3G - SCIENTISTS AND RESEARCH ADMINISTRATION		456		101			
	Female	210	56.66		57	56.43	NO
3I - 3I - COMMUNICATIONS AND PUBLIC RELATIONS PROFESSIONALS		214		52			
	Minority	8	13.92		5	9.61	NO
3J - 3J - PRE AND POST DOC FELLOWS AND TRAINEES		284		162			
	Female	104	58.21		63	38.88	NO
3L - 3L - MISCELLANEOUS		43		22			
	Female	13	78.67		5	22.72	NO
3R - 3R - NON-FACULTY TEACHING		48		9			
	Female	20	81.44		8	88.88	YES
3T - 3T - AGRICULTURAL PROFESSIONALS		61		11			
	Female	11	51.05		4	36.36	NO
	Minority	1	11.78		2	18.18	YES
4C - 4C - COMMUNICATIONS, MEDIA, AND ARTS SUPPORT		27		7			
	Minority	0	20.27		0	0.00	NO
5B - 5B - LAB AND RESEARCH TECHNICIANS		73		29			
	Female	43	92.21		20	68.96	NO
<hr/>							
5E - 5E - IT SUPPORT		68		15			
	Female	5	20.43		4	26.66	YES
6C - 6C - PHYSICAL PLANT		48		9			
	Female	1	11.87		1	11.11	NO
<hr/>							

## **V. 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 analysis 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:
  - Reviewing job applications and other pre-employment forms to ensure information requested is job-related;
  - Evaluating selection methods that may have a disparate impact to ensure that they are job-related and consistent with business necessity;
  - Training personnel and management staff on proper interview and selection procedures; and
  - 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, undertakes the following actions:
  - 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;
  - Placing employment advertisements in local minority news media and women's interest media;
  - Disseminating information on job opportunities to organizations representing minorities and women and to employment development agencies when job opportunities become available;
  - Encouraging all employees to refer qualified applicants;
  - Actively recruiting at secondary schools, junior colleges, colleges and universities with predominantly minority and/or female enrollments; and
  - 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:
  - Posting opportunities internally;
  - Offering guidance to employees in identifying opportunities, training and educational programs to enhance promotions and opportunities for job rotation or transfer; and
  - Evaluating job requirements to ensure that they are appropriate.

## **VI. 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 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, 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 Equal Opportunity Director. During the reporting cycle, the following occurs:

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

**Iowa State University**  
**Office of Federal Contract Compliance Programs (OFCCP)**  
**Affirmative Action Program (AAP) for Section 503 of the**  
**Rehabilitation Act**

**Plan Effective Date:** November 2, 2022

**Plan Expiration Date:** November 1, 2023

**AAP Administrator:** Carl R. Wells, Ph.D., Equal Opportunity Director

**Approved by:** Wendy Wintersteen, President

**Establishment's Name:** Iowa State University (ISU)

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

# Iowa State University

## Affirmative Action Program for Individuals with Disabilities

### TABLE OF CONTENTS

- I. Equal Employment Opportunity (EEO) Statement (41 CFR 60-741.44(a))
- II. Review of Personnel Processes (41 CFR 60-741.44(b))
- III. Review of Physical and Mental Job Qualification Standards (41 CFR 60-741.44(c))
- IV. Reasonable Accommodation to Physical and Mental Limitations (41 CFR 60-741.44(d))
- V. Anti-Harassment Procedures (41 CFR 60-741.44(e))
- VI. External Dissemination of Policy, Outreach, and Positive Recruitment (41 CFR 60-741.44(f))
- VII. Internal Dissemination of Policy (41 CFR 60-741.44(g))
- VIII. Audit and Reporting Systems (41 CFR 60-741.44(h))
- IX. Responsibility for Implementation (41 CFR 60-741.44(i))
  - A. Responsibilities of Office of Equal Opportunity Director
  - B. Responsibilities of Managers and Supervisors
- X. Training (41 CFR 60-741.44(j))
- XI. Applicant and Hiring Data (41 CFR 60-741.44(k))
- XII. Utilization Analysis (41 CFR 60-741.45(d))
- XIII. Identification of Problem Areas and Action-oriented Programs (41 CFR 60-741.35(e) and (f))

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

The following EEO Statement is posted on the university bulletin board along with the required employment posters and is viewable by both employees and applicants. The EEO is the Law poster is also posted on the university bulletin board as well as made available electronically through the university website for viewing by online applicants.

### Iowa State University Equal Employment Opportunity 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, Carl R. Wells, Ph.D. has been assigned Equal Opportunity Director duties for Iowa State University. One of the Equal Opportunity Director's duties will be to establish and maintain an 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 8:00 AM-5:00 PM Sep-May & 7:30 AM-4:00 PM Jun-Aug at the Office of Equal

Opportunity department. Any questions should be directed to me, your supervisor, or Carl R. Wells, Ph.D., Equal Opportunity Director.



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Wendy Wintersteen  
President  
Iowa State University  
November 2, 2022

## **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 41 CFR 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 41 CFR 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 Equal Opportunity Director 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 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 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 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 Equal Opportunity Director 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 the Equal Opportunity Director 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 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 the Equal Opportunity Director**

Carl R. Wells, Ph.D., Equal Opportunity Director, 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, EEO 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 the University 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 training regarding Iowa State University's AAP and their role in its implementation. During the 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 to assess the effectiveness of the university's outreach and recruitment efforts. We invite applicants to voluntarily inform the university whether they believe they are individuals with disabilities in compliance with the Section 503 requirements. This data will be maintained for three years.

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

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

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

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

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

**Iowa State University**  
**Office of Federal Contract Compliance Programs (OFCCP)**  
**Affirmative Action Program (AAP)**  
**for Vietnam Era Veteran's Readjustment Assistance Act**  
**(VEVRAA)**

**Plan Effective Date:** November 2, 2022

**Plan Expiration Date:** November 1, 2023

**AAP Administrator:** Carl R. Wells, Ph.D., Equal Opportunity Director

**Approved by:** Wendy Wintersteen, President

**Establishment's Name:** Iowa State University (ISU)

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

# Iowa State University

## Affirmative Action Program for Protected Veterans

### TABLE OF CONTENTS

- I. Equal Employment Opportunity (EEO) Statement (41 CFR 60-300.44(a))
- II. Review of Personnel Processes (41 CFR 60-300.44(b))
- III. Review of Physical and Mental Job Qualification Standards (41 CFR 60-300.44(c))
- IV. Reasonable Accommodation to Physical and Mental Limitations (41 CFR 60-300.44(d))
- V. Anti-Harassment Procedures (41 CFR 60-300.44(e))
- VI. External Dissemination of Policy, Outreach, and Positive Recruitment (41 CFR 60-300.44(f))
- VII. Internal Dissemination of Policy (41 CFR 60-300.44(g))
- VIII. Audit and Reporting Systems (41 CFR 60-300.44(h))
- IX. Responsibilities for Implementation (41 CFR 60-300.44(i))
  - A. Responsibilities of Office of Equal Opportunity Director
  - B. Responsibilities of Managers and Supervisors
- X. Training (41 CFR 60-300.44(j))
- XI. Applicants and Hiring Data (41 CFR 60-300.44(k))
- XII. Hiring Benchmarks (41 CFR 60-300.45)

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

The following EEO Statement is posted on the university bulletin board along with the required employment posters and is viewable by both employees and applicants. The EEO is the Law poster is also posted on the university bulletin board as well as made available electronically through the university website for viewing by online applicants.

### Iowa State University

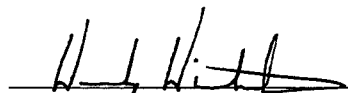
#### EQUAL EMPLOYMENT OPPORTUNITY STATEMENT

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.

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Wendy Wintersteen  
President  
Iowa State University  
November 2, 2022

## **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 41 CFR 60-300.44(b):

1. Applicant records are maintained which indicate whether 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 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 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 41 CFR 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 Office of Equal Opportunity Director 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 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, Office of Equal Opportunity Director 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 Equal Opportunity Director 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 the Equal Opportunity Director 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 the Equal Opportunity Director:**

Carl R. Wells, Ph.D., Equal Opportunity Director, 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 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 2023

**Annual Report on Affirmative Action  
To the Board of Regents, State of Iowa  
University of Northern Iowa  
December 2023**

## **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.

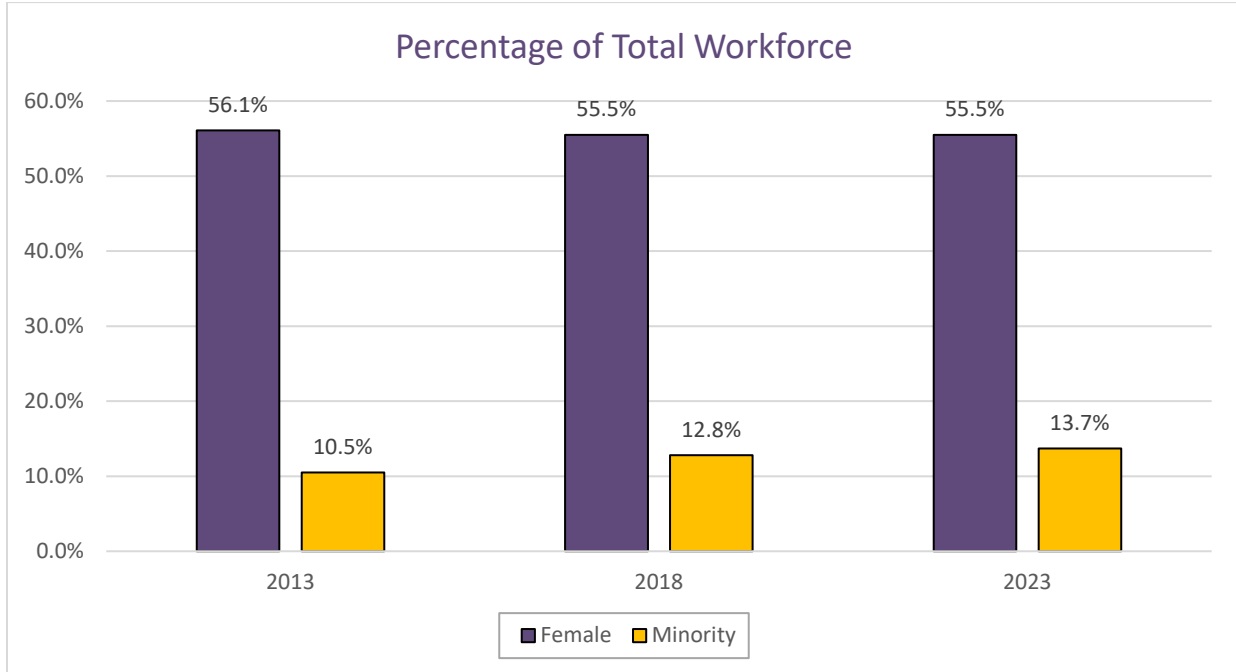
This report presents recent employment activities at UNI. The data in this report are compiled according to Iowa Board of Regents guidelines, and include all non-temporary, full-time, and part-time employees working fifty percent time or more as of September 30, 2023. The categories used for the job 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.**

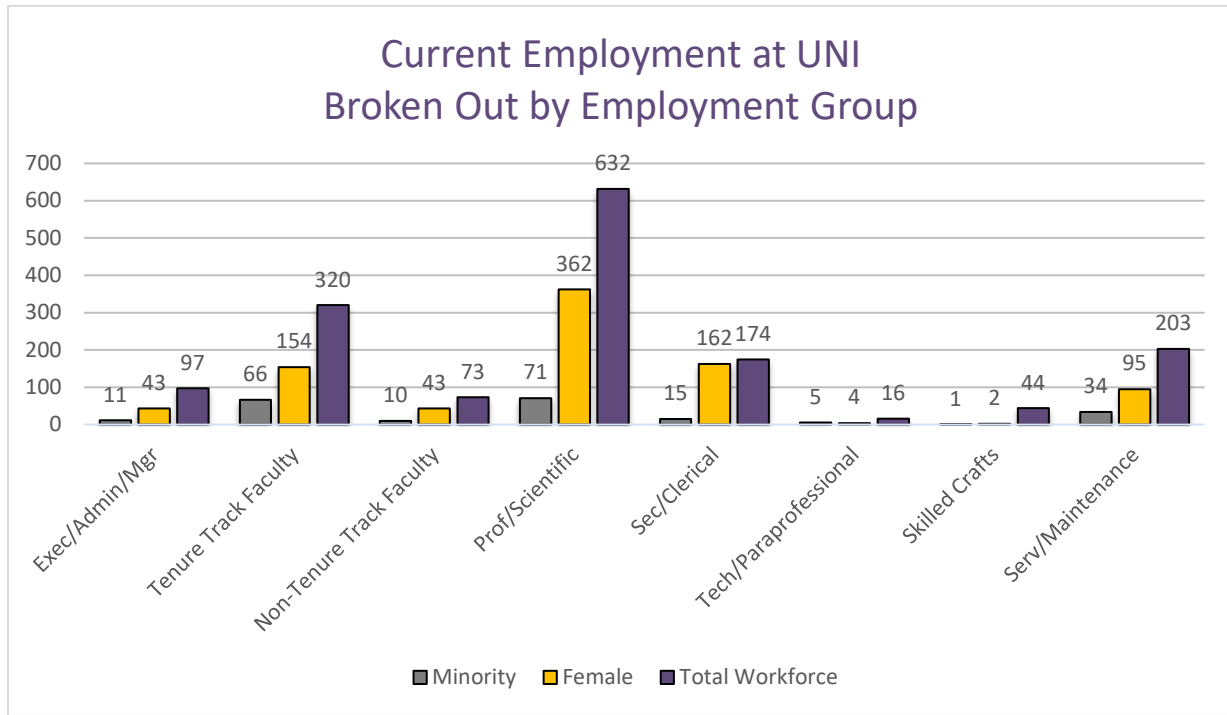
As of September 30, 2023, the UNI workforce totals 1,559 non-temporary employees. This includes 865 (55.5%) female employees and 213 (13.7%) minority<sup>1</sup> employees. One year ago, UNI employed 1,603 non-temporary employees, including 891 (55.6%) female employees and 198 (12.4%) minority employees. The total number of non-temporary employees decreased by 44 (2.7%) from last year; the number of females decreased by 26 (2.9%); and the number of minorities increased by 15 (7.6%).

The chart below displays the five- and ten-year comparisons for the total workforce. While the total number of non-temporary employees working at UNI is down by 248 (13.7%) compared to ten years ago, the number of minority employees has made steady gains over the same period. The percentage of minority employees over the ten-year period grew from 10.5% in 2013 to 13.7% in 2023. The number of female employees experienced a slight decrease over that same period. Females were employed at a rate of 56.1% ten years ago and are now employed at a rate of 55.5% of total employment.

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



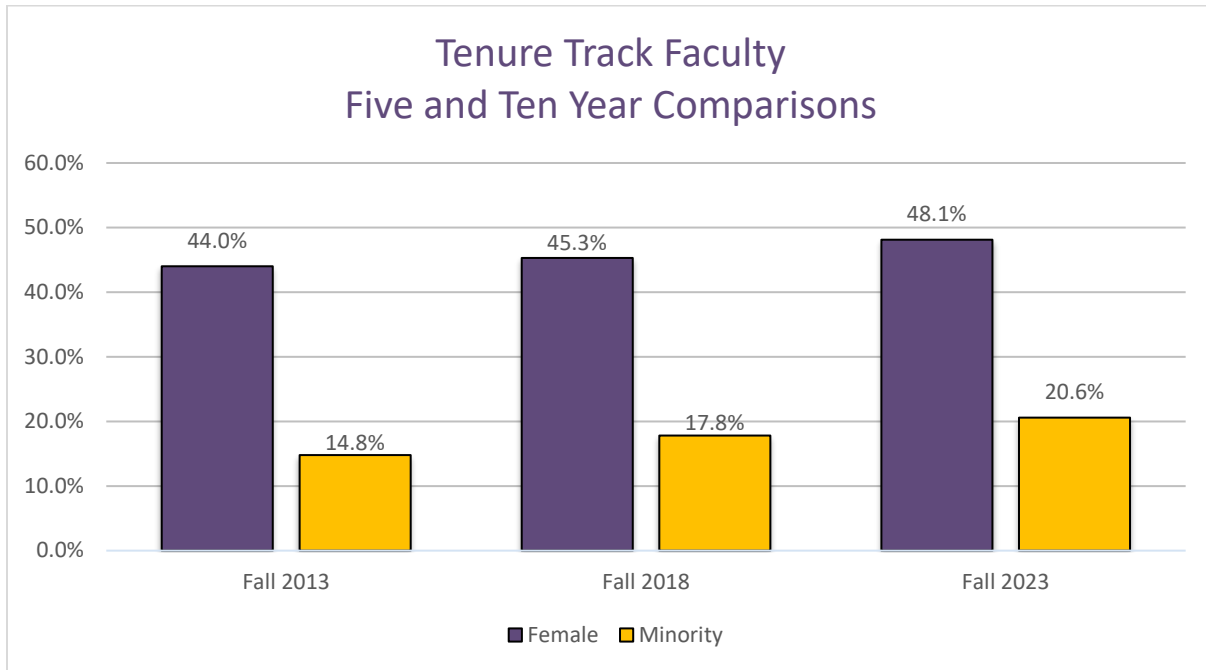
The following chart shows current employment levels in each of the employment groups at UNI:



The Tenured/Tenure Track employee group currently employs a total of 320 employees. This represents a decrease of 68 or 17.5% faculty employees from last year. The five- and ten-year comparisons reflect steady numbers in the proportion of females in the Tenured/Tenure Track

group and gains in the proportion of minorities in the Tenured/Tenure Track faculty group. While the overall number of Tenured/Tenure Track employees has decreased 38.6% from 521 to 320 over the past ten years, female representation increased from 44.0% to 48.1%. Minority representation in the Tenured/Tenure Track employee group rose from 14.8% to 20.6% over the same ten-year period.

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



### III. EQUAL EMPLOYMENT OPPORTUNITY ACTIONS.

During the time period of October 1, 2022 through September 30, 2023, a total of 210 searches were completed for non-temporary positions. The results were as follows:

**Executive/Administration/Managerial.** Nine (9) searches were filled.

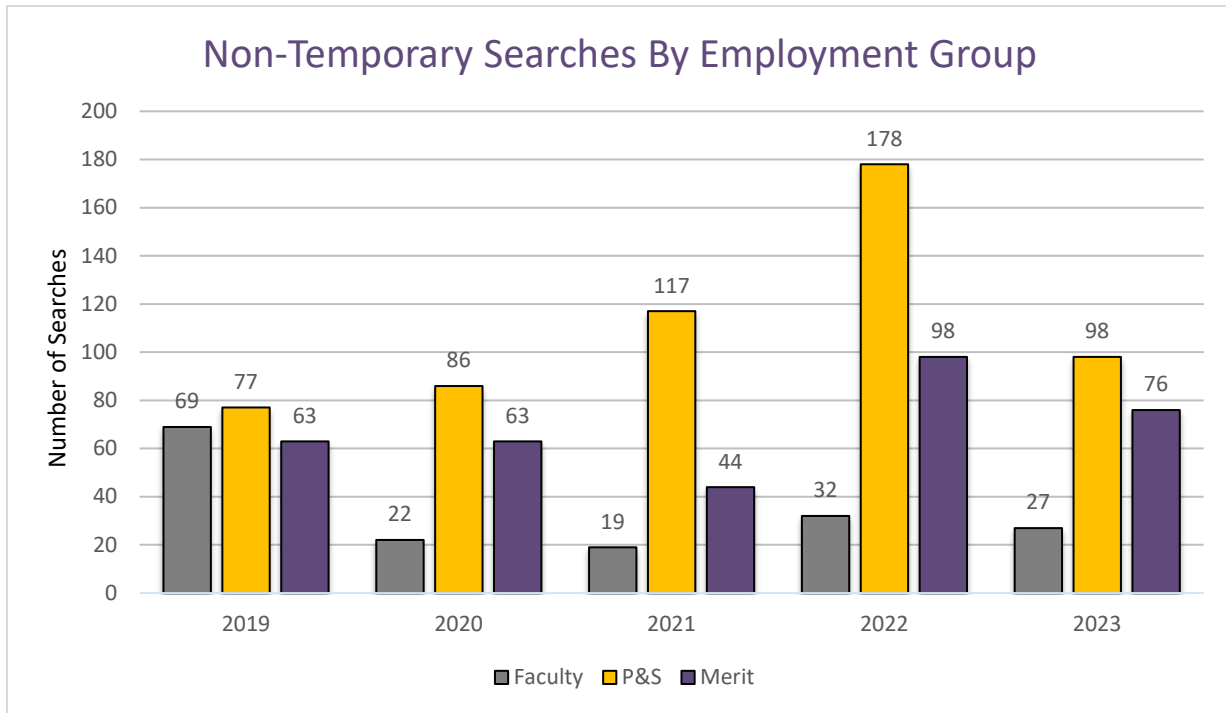
**Faculty Searches.** Twenty-seven (27) non-temporary faculty searches were filled, consisting of: fourteen (14) Tenure/Tenure Track positions; and thirteen (13) Term positions.

**Professional & Scientific (P&S) Searches.** Ninety-eight (98) P&S searches were filled.

**Merit Searches.** Seventy-six (76) Merit searches were filled, consisting of: twenty-two (22) Secretarial/Clerical positions; four (4) Tech/Paraprofessional positions; two (2) Skilled Craft positions; and forty-eight (48) Service/Maintenance positions.



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



**IV. 2022-2023 HIRING GOAL ATTAINMENT BY EMPLOYMENT GROUP.**

The following table shows the 2022-2023 hiring goals and attainment 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)	2022-23 Goals		Goal Attainment	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial (9)	7	1	No (1)	Yes (5)
Faculty (Tenured and Tenure Track) (14)	10	5	No (4)	Yes (9)
Faculty (Term) (13)	1	0*	Yes (4)	-
Professional/Scientific (98)	0*	0*	-	-
Secretarial/Clerical (22)	0*	1	-	Yes (22)
Technical/Paraprofessional (4)	0*	0*	-	-
Skilled Craft (2)	0*	0*	-	-
Service/Maintenance (48)	0*	0*	-	-

\*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 2022-23 goal and does not reflect all minority and/or female hires for the year.

## V. LOOKING AHEAD: 2023-24 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.

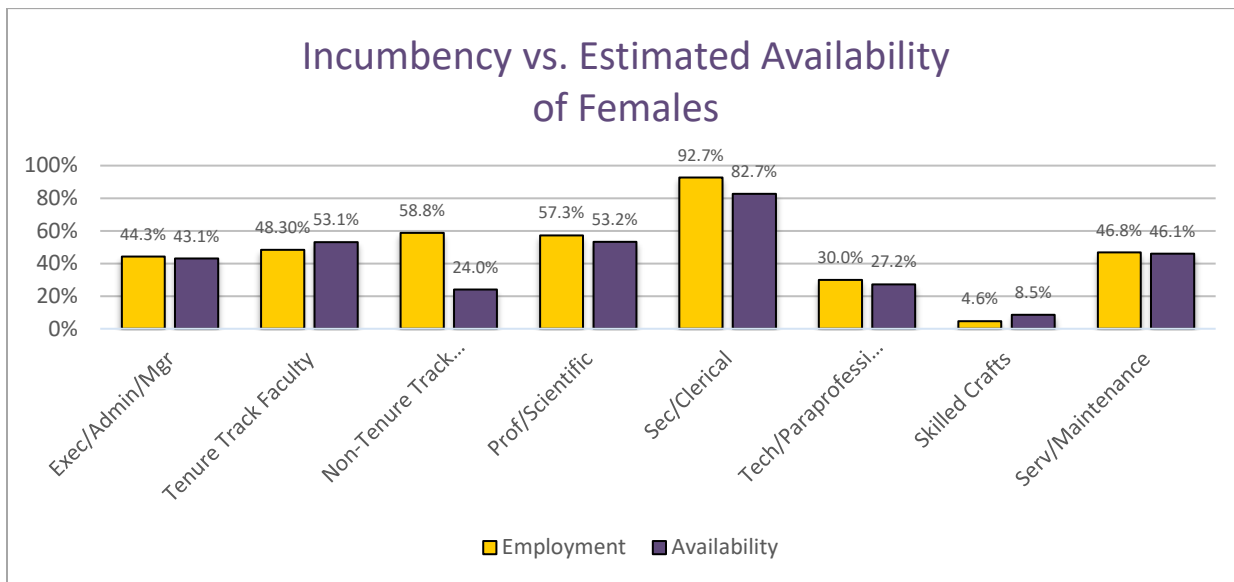
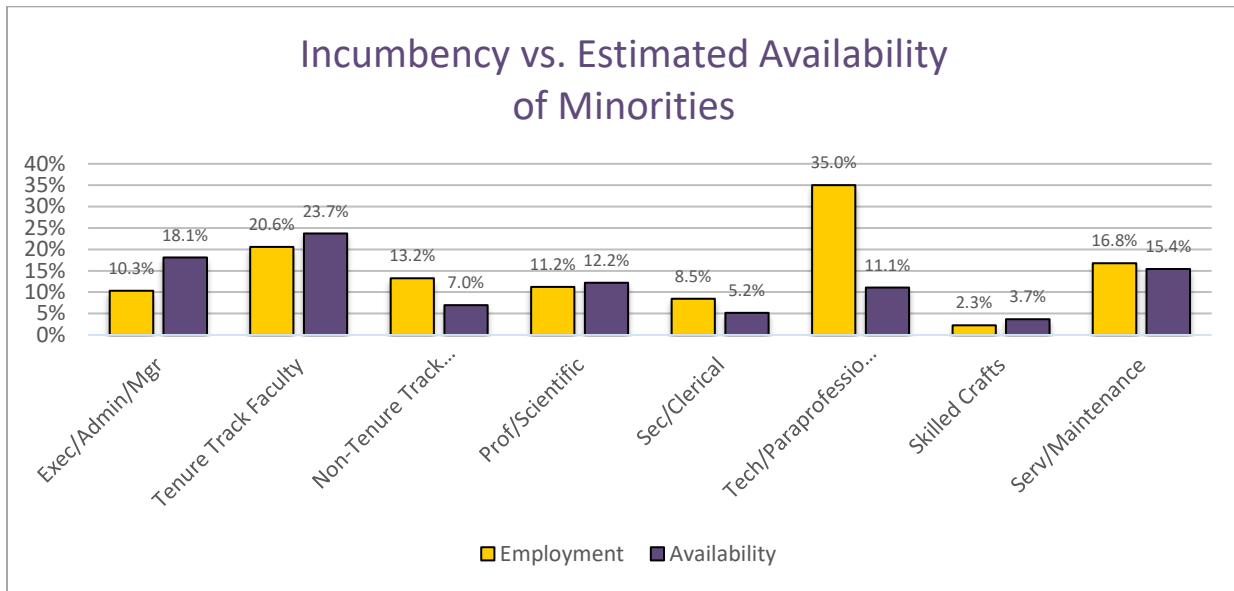
The availability analysis for each job group examines two potential areas of availability: individuals with the requisite skills outside the institution (external availability) and those within the institution who are promotable, transferable and/or trainable (internal availability). Recruitment areas 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 availability analysis described previously is reflected in the goals established for the 2023-24 hiring year as shown in the following table. Although no single employment group showed a statistically significant shortage, several groups had statistically insignificant shortages as indicated in the last two columns.

Employment Group	2023-24 Goals		2023-24 Shortages	
	Minority	Female	Minority	Female
Executive/Administrative	0*	0*	√	
Faculty (Tenured & Tenure Track)	0*	0*	√	√
Faculty (Term)	0*	0*		
Professional/Scientific	0*	0*	√	
Secretarial/Clerical	0*	0*		
Technical/Paraprofessional	0*	0*		
Skilled Craft	0*	0*	√	√
Service/Maintenance	0*	0*		

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

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

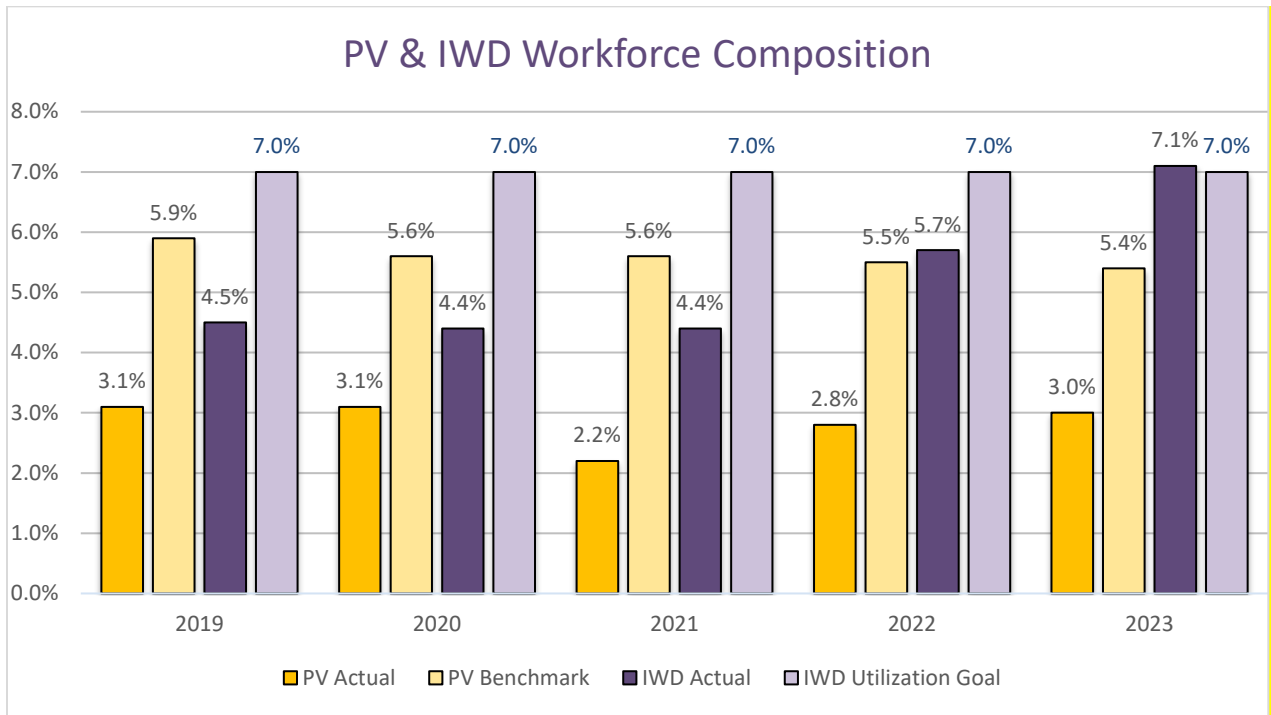
In an effort to fulfill the requirements set by the Final Rules published by the Office of Federal Contract Compliance (OFCCP) regarding Section 503 of the Rehabilitation Act and Vietnam Era Veterans Readjustment Assistance Act (VEVRAA), UNI does the following:

- All temporary and non-temporary vacancies are listed with Iowa Workforce Development;
- An EEO tagline is used in all recruitment advertisements that indicates that all qualified applicants will receive consideration for employment including individuals with disabilities (IWD) and protected veterans (PV);
- A modified search process is used for temporary and adjunct positions;
- Applicants and new employees are invited to self-identify as individuals with disabilities and/or protected veterans, and a survey of current employees is conducted regularly to collect baseline information on disability and protected veteran status;
- Multiple advertising sources that target individuals with disabilities and protected veterans are required for all searches;
- A 7.0% utilization goal for individuals with disabilities was used to provide accountability for the outreach efforts during the 2022-23 AAP year; and
- A 5.4% benchmark was used to measure the hiring of protected veterans during the 2022-2023 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 resulted in meeting the 7% utilization goal for individuals with disabilities, but did not yield a desirable number of 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, 2023, 7.1% of UNI's workforce identified as individuals with disabilities as compared to the 7.0% utilization goal established by the OFCCP.
- In addition, 3.0% of UNI's workforce identified as protected veterans as compared to the 5.4% benchmark established by the OFCCP.

In 2023, the University saw an increase in the percentage of individuals with disabilities in the workforce. The chart below documents the percentages of employees identifying as Protected Veterans and as Individual with Disabilities over the last five years. Regular evaluation of outreach efforts will continue and adjustments will be made as new opportunities are discovered.



# **IOWA**

## **REPORT TO THE BOARD OF REGENTS STATE OF IOWA**

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**Minority and Women Educators  
Enhancement Program  
Annual Report  
2022 – 2023**

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 2022-2023

### Introduction

Iowa Code § 262.82 requires the Board of Regents to establish a program to recruit women and minority educators to faculty positions at the Regent universities and to file an annual report of these activities. In addition, various regulatory, accreditation, grant, and contract requirements incumbent upon the university, including UI Health Care, address student support, accessibility, and resources. This report describes several of the programs and initiatives during academic year 2022-2023 at the University of Iowa that support compliance with these requirements.

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

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

### Minority and Women Faculty Development

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

- **University of Iowa Strategic Plan.** *The 2022 – 2027 University of Iowa Strategic Plan* establishes five priorities, listed in the introduction to this report, with specific five-year, data-driven targets to measure progress.

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

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

- **Campus Climate Survey.** Since 2018, the Division of Diversity, Equity, and Inclusion has led the administration of the campus climate survey. Administered every two years, the survey explores faculty and staff perceptions of the campus culture relative to value and belonging, workplace interactions, experienced bias, considerations for leaving, as well as commitment to diversity, equity, and inclusion. Survey data helps inform decision-making for strategic planning priorities and unit-level action
- **The Faculty Fellowship for Diversity, Equity, and Inclusion** provides 25% FTE appointments for full-time tenure or clinical track faculty at or above the associate professor rank with a demonstrated record of teaching, scholarship, and commitment to DEI efforts. Fellows report to the Associate Provost for Faculty and the Executive Officer and Associate Vice President for Diversity, Equity, and Inclusion, focusing on strategies to support faculty diversity, equity, and inclusion on our campus, guided by the DEI strategic plan and the results of the recent campus climate survey.
- **Path to Distinction.** The Office of the Executive Vice President and Provost sponsors the Path to Distinction program to support research-informed best practices during the faculty recruitment process and to enhance the ability of faculty search committees to support an inclusive search and hiring process. Best practices, resources, and tools are available on a Path to Distinction website for campus-wide use. Faculty and staff trainers are delivering faculty search committee training within their colleges to support committee discussion regarding broadening their applicant and interview pools and enhancing the interview experience, using the Path to Distinction tools and best practices.
- **Faculty Search Committee Practices to Advance Equity.** The Office of the Executive Vice President and Provost continues to offer presentations to foster inclusive faculty search processes. All faculty search committees are strongly encouraged to participate in a workshop. A compendium of resources and best practices, *Path to Distinction Best Practices Guidance for Faculty Search Committees*, is available online.

In partnership with the Division of Diversity, Equity, and Inclusion, train-the-trainer programs were held throughout 2021 and 2022 to prepare faculty and staff trainers in each college to deliver the Path to Distinction training program to faculty search committees in their college. This has been well received by both faculty and human resources partners. Training materials and resources are available to trainers through a shared ICON site.

- **Fund to Enhance Community and Inclusion.** Administered by the Office of the Executive Vice President and Provost and the Division of Diversity, Equity, and Inclusion, this fund supports efforts of departments and colleges to recruit and retain outstanding tenure track faculty. The fund provides financial support for activities including summer salary support; support for research supplies, equipment, or travel; programmatic support for the faculty member's research agenda; or other activities to enhance the faculty member's career development. The fund also helps to advance the academic mission through the recruitment of



faculty who are underrepresented in the discipline and retention of faculty who foster community and inclusion in the discipline.

- **Public-Private Partnership (P3) High Impact Hiring Initiative (HIHI).** Using resources obtained through the P3 process, collegiate units may request one-time, non-recurring funds through the Office of the Executive Vice President and Provost to support a wide array of needs that allow units to support and retain current faculty, as well as recruit additional faculty into strategic areas of excellence. HIHI has allowed UI to build upon areas of excellence, support high-performing current faculty, and attract additional diverse and talented faculty. Fiscal year 2023 funding was committed and distributed for 19 recruitments and 10 retentions.
- **Dual Academic Career Fund.** This fund provides resources to departments and colleges when the recruitment or retention of a tenured/tenure-track faculty member is contingent upon the employment of a partner/spouse. In partnership with the primary and secondary hiring departments, the Office of the Executive Vice President and Provost contributes salary/fringe for up to three years to support the hiring of qualified partners/spouses.
- **Work/Life Resources.** In partnership with University Human Resources, the Office of the Executive Vice President and Provost coordinates the Build a Career | Build a Life initiative, which includes a work/life resources website to communicate the university's commitment to work/life integration. This single website provides access to multiple campus and community resources, including work/life policies and resources, relocation and housing, dual-career employment, diversity and inclusion, children and family resources, transportation, health and wellbeing, military and veteran families, adult and elder care, arts, culture and entertainment, and recreation. A companion flyer is available online and is distributed to prospective applicants via job ads and in candidate packets.
- **Higher Education Recruitment Consortium (HERC).** In collaboration with ISU and UNI, the University of Iowa joined a regional affiliate of the nationally acclaimed Higher Education Recruitment Consortium (HERC), which launched in September 2016. HERC is a non-profit consortium of over 500 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 20 higher education and community employers belong to the regional affiliate and three formal partnerships have been formed with institutions and organizations that support diversity in the workplace.

- **National Center for Faculty Development and Diversity.** The Office of the Executive Vice President and Provost and the Division of Diversity, Equity, and

Inclusion continue to support an institutional membership to the National Center for Faculty Development and Diversity (NCFDD), an independent organization dedicated to supporting faculty throughout the pipeline from graduate student to full professor. Institutional membership offers numerous benefits to UI faculty members, including a monthly e-newsletter, access to monthly webinars, a private online networking forum, moderated monthly writing challenges, and the option to be matched with an accountability faculty partner to establish and meet individual writing goals. Importantly, UI's institutional membership provides early career faculty members and graduate students access to high-quality professional development programs led by national experts in an efficient and cost-effective manner.

Through the Faculty Leadership Initiative, faculty may request matching funds from the Office of the Provost to attend nationally recognized academic leadership development and external coaching programs, such as the NCFDD Faculty Success Program, or discipline specific leadership programs such as the Executive Leadership in Academic Medicine (ELAM) program.

- **Development through the Faculty Career Lifecycle.** The Office of the Executive Vice President and Provost, through the associate provost for faculty, sponsors both formal and informal events throughout the year to enhance networking, introduce UI administrators, and provide development opportunities for faculty members throughout their career lifecycle. These programs include Iowa New Faculty Orientation (INFO) and a series of workshops for new, early, mid-, and senior career faculty. There are seminars on starting well, developing as a teacher, writing plans, annual reviews, promotion and tenure, strategies for mid-career success, and retirement. Faculty members receive further training and support through other campus offices including the Office of Teaching, Learning, and Technology and the Center for Teaching.
- **Faculty Leadership Development.** In academic year 2015-16, the Office of the Executive Vice President and Provost collaborated with University Human Resources to launch the DEO Leadership Program. As of 2022-23, 94 DEOs and faculty administrators have participated in the program, 46% of whom are women and 23% of whom are minorities. In addition to a variety of leadership topics, the program includes a session addressing the department chairs' role in fostering an inclusive culture.
- **Employee Constituency Councils.** The Division of Diversity, Equity, and Inclusion provides support for several faculty, staff, and graduate student affinity groups, including the African American Council, Council on Disability Awareness, Council on the Status of Women, Latinx Council, LGBTQ+ Council, Native American Council, and Pan Asian Council.
- **Salary Equity.** The Office of the Provost conducts a campus-wide biennial study of faculty salary equity to assess for any sex or racial/ethnic disparities and works with colleges to make any needed corrections.

### **Diverse Visiting Faculty and Speakers**

The Office of the Executive Vice President and Provost has funding available to bring faculty and speakers to campus who represent diverse expertise.

## 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. 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 4,000 faculty, staff, students, and community members through ongoing workshops. Additionally, over 140 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 2022-2023, UI's NCBI affiliate held 12 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 189 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 64 workshops reaching over 1,600 faculty, staff, and graduate students. As of the end of the 2022-2023 academic year, over 1,000 individuals have earned their BUILD certificate, which requires a minimum of 13 training hours.
- **Implicit Bias.** The Division of Diversity, Equity, and Inclusion and the Office of the Provost have continued their ongoing collaboration to provide workshops on implicit bias that focus on the impact of bias in the search and hiring processes, and evidence-based strategies for minimizing the impact of bias in recruitment, retention, and development. Trainings regarding bias, microaggressions, and difficult conversations are available upon request by departments.
- **Disability Planning and Action Committee.** The UI Disability Planning and Action Committee, with representation by key University of Iowa leaders and chaired by the executive officer for diversity, equity, and inclusion (EO-DEI), furthers the work presented at the annual Disability Celebration and Disability Summit and provides leadership and coordination for efforts to build a campus environment that welcomes and is inclusive of individuals with disabilities.
- **Women's Leadership Initiative.** The Women's Leadership Initiative is a community of support and empowerment for women leaders at all levels in higher education. This series, developed by women leaders for women leaders, will continue into future years and includes ongoing dialogue about topics impacting

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

### **Celebration of Excellence and Achievement Among Women**

The Division of Diversity, Equity, and Inclusion and other central administration units sponsor the Celebration of Excellence and Achievement Among Women, an annual tribute to the many outstanding contributions of all women at the University of Iowa. This event began in 1982 when the university community gathered to award the Jane A. Weiss Memorial Dissertation Scholarship. The event has evolved over the years to recognize outstanding scholarship, research, service, leadership, and activism among undergraduate and graduate/professional students, staff, and faculty women. The celebration now includes the awarding of the May Brodbeck Distinguished Achievement Award for Faculty, the Susan C. Buckley Distinguished Achievement Award for Staff, the Jean Y. Jew Women's Rights Award, the 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.

### **Support for Underrepresented Graduate and Undergraduate Students**

Several University of Iowa programs aim to increase the representation of minority and women students and to develop professional pipelines (including academia, government, industry, and health care) through graduate student recruitment and support.

- **Summer Research Opportunities Program.** Since 1986, the University of Iowa Graduate College has annually held the Summer Research Opportunities Program (SROP) to recruit and support talented underrepresented undergraduate students interested in pursuing graduate studies. SROP is an award-winning Big Ten Academic Alliance program designed to provide participants with in-depth research experiences and prepare them to pursue graduate work. Students are paired with faculty mentors whose work is closely related to the students' interests and career goals across a variety of fields of study. The program encourages students to explore research opportunities at UI that can lead to graduate degrees.
- **Fellowships.** The Graduate College has a number of fellowship offerings to support outstanding graduate students. Several fellowships and scholarships are awarded annually, including two recruitment fellowships for doctoral students: Iowa Recruitment Fellowship program and the LuLu Merle Johnson Fellowship program. Additional funding opportunities include the ACT Scholars program (funded by ACT for masters and doctoral students), the Graduate Diversity Scholarships and Fellowships (masters and doctoral students), an underrepresented minority master's thesis fellowship, and a pre-comprehensive exam mentored research summer fellowship (doctoral students).
- **Graduate College Office of Diversity, Equity, and Inclusion.** The Graduate College's Office of Diversity Equity and Inclusion (GRAD-DEI) works closely with UI central services, colleges, graduate programs, and student organizations to develop and enact initiatives that address the needs of graduate students in the areas of recruitment, retention, and academic success. GRAD-DEI seeks to

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

- **Iowa Sciences Academy.** The Iowa Sciences Academy (ISA) is home to a range of programs that support the success of undergraduate students interested in research and scientific communication. Through ISA programs, students have access to hands-on research, professional development, and scientific outreach opportunities. The students receive mentorship, research experience, and professional development from faculty in the College of Liberal Arts and Sciences, the College of Engineering, the Graduate College, the College of Nursing, the College of Pharmacy, the College of Dentistry, the College of Education, the Carver College of Medicine, and the College of Public Health throughout their undergraduate years. Funding for the ISA comes from the National Institutes of Health, the National Science Foundation, the Office of the Vice President for Research, the Graduate College, the College of Liberal Arts and Sciences, and the Office of the Provost as well as donor support from Drs. Robert J. and Sue B. Latham. The National Institute of General Medical Sciences' Division of Training, Workforce Development, and Diversity (TWD) administers research and research training programs including those programs that increase the number of minority biomedical, behavioral, and biophysical scientists. ISA is funded by a Maximizing Access to Research Careers (MARC) grant under the TWD. ISA is also supported by the NSF Iowa Illinois Nebraska STEM Partnership for Innovation in Research and Education (IINSPIRE), which is an alliance of 16 two- and four-year colleges and universities working together to attract the states' growing underrepresented minority (URM) population into STEM fields and to attract students from other regions to STEM education opportunities in Iowa, Illinois, and Nebraska.
- **College of Engineering Diversity, Equity, and Inclusion Council.** The College of Engineering's Diversity, Equity, and Inclusion (DEI) Council consists of faculty, staff, and undergraduate and graduate students. It continues its charge of providing leadership within the college to promote and achieve an inclusive culture in which all faculty, staff, and students are valued and know that they belong. The council lead the college's engagement in the American Society for Engineering Education (ASEE) Diversity Recognition Program, for which the college is recognized at the bronze level. The council continues to advance the college's DEI Action Plan and provides ongoing feedback and recommendations on ways that departments, centers, and other units within the college can follow best practices for inclusive excellence. During the year, the council provided financial support for various initiatives and professional development opportunities throughout the college, including student attendance at national conferences and a panel discussion on social responsibility.
- **Summer Health Professions Education Program.** Carver College of Medicine's (CCOM) Robert Wood Johnson Foundation-funded Summer Health Professions Education Program (SHPEP) welcomed its seventh cohort of undergraduate students to an in-person learning experience in Summer 2023. 80 scholars participated in the six-week on-campus enrichment program. SHPEP is a free summer enrichment program focused on improving access to information and resources for college students interested in the health professions. The program's goal is to strengthen the academic proficiency and career development of students underrepresented in the health professions and prepare them for a successful application and matriculation to health professions schools. Scholars from the first,

second, third, and fourth cohort have completed or are currently in medical school

- **Carver College of Medicine student affinity groups.** With the addition of the Latino Medical Student Association Plus (LMSA+) student organization, CCOM now supports 12 student organizations.
- **Graduate Medical Education UI Underrepresented in Medicine Visiting Student Elective Program.** This program is designed to support visiting electives for medical students who are from backgrounds underrepresented in medicine. Six students participated during fiscal year 2023.
- **Medical Spanish Course.** This course was created for faculty members with an intermediate or advanced language competency with the goal of learning to effectively take a medical history and incorporate commands for a basic physical exam in Spanish. Courses were offered in Fall 2022 (two weekly 6-week courses offered to 18 clinical faculty members) and Spring 2023 (12 clinical faculty participants). The course will be offered again in Fall 2023 and open to clinical staff, fellows, and residents as well as faculty.
- **CCOM Rural Iowa Scholars Program (CRISP).** This program was initiated in 2012 to address the increasing physician shortage in rural areas of the state. CRISP is a comprehensive program that begins in the summer before students enter medical school and continues throughout medical school. The goal is to attract, educate, and inspire future rural physicians who will help Iowa meet its need for health care in rural areas of the state. CRISP was designed with the input of clinicians who are practicing in rural areas or who have strong interest and experience in rural medicine. By working closely with physicians who understand the issues facing practitioners in rural areas to design the program, the curriculum ensures participants gain the breadth and depth of experience and knowledge to maximize the likelihood of a successful career in rural medicine.

### University of Iowa Health Care

- **STEM Education.** In fiscal year 2023, nearly 16,000 students from 56 of 99 Iowa counties and 9 other states engaged in 144 UI Health Care STEM (science, technology, engineering, and math) Education programs. 63% of STEM Education program participants self-identified as female, 38% self-identified as living in a rural community, and 72% self-identified as underserved or underrepresented (rural communities, racial minorities, first-generation, low socioeconomic status). 78% percent of all program attendees stated they learned something new in STEM as a result of attending the virtual program, and 91% of students would recommend the visit to others. A total of 581 faculty, staff, and students dedicated almost 1,700 hours to educating K-12 students through UI Health Care STEM Education programming.
- **Health Care DEI educational sessions.** Over 100 diversity, equity, and/or inclusion educational sessions were facilitated to over 3,000 participants throughout UI Health Care in fiscal year 2023. UIHC also provided occasional presentations at various venues in the Iowa City community (e.g., Old Capitol Kiwanis Club of Iowa City) and in other educational settings (e.g., Des Moines University College of Osteopathic Medicine; various local conferences).

- **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; 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 2023 conference returned to an in-person experience with a national keynote address and panel discussion sessions. This conference is open to all the University of Iowa community and the public.
- **Research pilot grant program addressing health disparities.** Continuation of this grant program, initiated in fiscal year 2022, supports research that addresses health disparities within our community and patient populations. Three financial awards are offered each year.
- **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 used by students, trainees, staff, nurses, and clinicians. This resource has been renewed through 2024.
- **LGBTQ Healthcare Equality.** Since 2012, University of Iowa Health Care has been designated each year as a Leader or Top Performer in LGBTQ Healthcare Equality by the Human Rights Campaign, the nation's largest LGBTQ civil rights organization, in recognition of its commitment to LGBTQ patient-centered care.
- **UI Health Care Culturally Responsive Health Care Award.** This annual award, established in 2016, honors the extraordinary efforts that an individual or group has made to consciously practice culturally responsive health care and to stress the importance of inclusive excellence and its impact on our patients, families, and coworkers.
- **UI Health Care Diversity, Equity, and Inclusion Leadership Award.** This award has been established to honor individuals or groups who have demonstrated outstanding commitment to DEI through their leadership contributions.
- **UI Health Care BUILD (Building University of Iowa Leaders in Diversity).** This 6-week program allows anyone affiliated with UI Health Care to participate in weekly presentations and discussion on various DEI-related topics including implicit bias, health and health care disparities, managing challenging patient-initiated behaviors, LGBTQ+ issues in health care, and providing effective care to people with disabilities. After the UI Health Care BUILD pilot program was held in early summer 2022, the course again was offered again in spring 2023 (in-person; 62 participants) and summer 2023 (virtual; 66 participants). Feedback from participants has been strongly positive, and the next cohort is planned for spring 2024.
- **UI Health Care affinity council groups.** UI Health Care supports the Black Faculty Council, the Latinx Faculty Council, the LGBTQ+ Faculty and Staff Council, and the Diversability Group.

## **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 November 2023**

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. Many academic colleges, departments/schools, and vice-presidential units have developed local programming to support underrepresented and women educators.

1. **Emerging Leaders Academy.** The Office of the Senior Vice President and Provost (SVPP) continues to support its leadership development program, the Emerging Leaders Academy, in place since January 2009. The program aims to develop depth of leadership skills among faculty and staff, as well as to diversify the potential pool of leadership candidates at ISU. Underrepresented and women faculty and staff are especially encouraged to apply. Presently, over 400 faculty and staff have been trained in leadership, teamwork, communication, fiscal responsibility, diversity, management, and public accountability.
2. **ISU ADVANCE.** ISU ADVANCE is a prominent vehicle to recruit, retain, and advance all faculty. Initially funded through a National Science Foundation (NSF) Institutional Transformation grant, this program has transformed 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 vibrant faculty across the university community.
3. **Aspire Institutional Change (iChange) Initiative.** Iowa State University is an active member of the Association of Public Land-grant Universities' (APLU) Aspire Institutional Change (iChange) Initiative. iChange strengthens post-secondary institutions where science, technology, engineering, and mathematics (STEM) faculty from underrepresented groups are widely recruited, hired, and retained and where all STEM faculty employ inclusive teaching, advising, and research mentoring. This effort is funded by the National Science Foundation (NSF).
4. **COACHE Faculty Satisfaction Survey.** The Collaborative on Academic Careers in Higher Education (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 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 regarding 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; and generate ideas and initiatives from faculty that enrich and expand faculty satisfaction.

5. **Dual Career Support.** The SVPP Office continues to financially support the recruitment and retention of excellent faculty by specifically funding requests from colleges and departments for partner opportunity hires to support dual career couples and strategic faculty hiring and retention.
6. **Mentoring.** The primary goal of the institutional mentoring program is to cultivate a university community in which all faculty flourish. There are five components of the institutional mentoring program—(1) a required program for *first-year, tenure-eligible faculty*, (2) optional program for early-career and mid-career faculty, (3) stated faculty mentor roles, responsibilities, and expectations, (4) a network of College Peer Mentors who collaborate to lead college-level programming and activities, and (5) 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.
7. **Faculty and Staff Associations.** The University continues to support the development and growth of several Faculty and Staff Associations (FSA). 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 employee resource 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 priorities by positively impacting the ongoing effort to create and support a more welcoming campus community.
8. **University Committee on the Advancement Women and Gender Equity.** This committee promotes the full participation of women faculty, staff and students in the life of the university. Members form 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 committee 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.

9. **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, Equity, and Inclusion, recognize recipients' efforts to create an inclusive university community that embraces justice and equity.
  
10. **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.

November, 2023

TO: Board of Regents, State of Iowa

FROM: University of Northern Iowa

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

This past year, the allocation for the Minority and Women Educators Enhancement Program has again been utilized to supplement a minority faculty line in the Department of Political Science. Each semester the faculty member teaches general education courses (typically Global Political Problems, a topical course that meets the Human Condition: Global category) and political science classes in the area of international relations or comparative politics. His research focuses on civil-military relations on the African continent, and in particular on regional cooperation to combat terrorism in West Africa. He has served as a consultant for DAI's (Development Alternatives, Inc.) Trans-Saharan Security Symposium, a multiyear U.S. Department of Defense training series supported by the U.S. Agency for International Development and U.S. Department of State's joint effort to build civil-military capacity and enhance regional security and cooperation. He has also served as a senior consultant to the Independent Electoral Commission of Nigeria and as a digital photographic consultant to the National Emergency Management Agency of Nigeria.

During the 2022-2023 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 81 faculty members participated in developmental sessions to prepare for their departmental national searches. The presentation and discussions appeared to be helpful for faculty members to gain an understanding of how to attract, without biases, the best finalists for available positions at the university. UNI continues to encourage search committees to attract a diverse pool of applicants and hire top candidates who are qualified for positions.