Contents

Executive Summary ................................................................. 2
Review Committee Charge and Committee Membership .................... 3
Information Sources and Key Activities ........................................... 4
Current Structure of the Division of Diversity, Equity, and Inclusion ......... 4
Strengths, Weaknesses, Opportunities, Threats Summary ..................... 5
Overall and Unit Recommendations .................................................. 7
  Overall Recommendations .......................................................... 7
  Center for Diversity and Enrichment (CDE) ....................................... 9
  Diversity Resources Team (DRT) .................................................... 9
  Equal Opportunity and Diversity (EOD) ........................................... 10
Conclusion ..................................................................................... 10
Additional Documentation ............................................................... 11
  External Review Committee Itinerary ............................................. 11
  Detailed SWOT Analysis ............................................................. 13
Executive Summary

Viewing individual and institutional change efforts through the lens of “diversity as a value” means to embrace change efforts as a central and additive component versus episodic and required. These required initiatives primarily focus on the altering of marginalized groups to fit with a dominant structure as “diversity as a good” posits.


Based on the external review process of the Division of Diversity, Equity, and Inclusion (DDEI), it is clear that the University of Iowa (UI) has embarked upon a journey of social and organizational change, beginning with a paradigm shift from diversity to diversity, equity, and inclusion. In this way, there is evidence that the concept of diversity has shifted from solely a university good to a university value; an ethos that is becoming core to the university mission and one in which some individuals are eager to advance, and others challenged to understand or embrace. However, it was evident during the external review process that UI has more work to do in imparting the university community with the understanding of the importance of diversity, equity, and inclusion as core values and equipping individuals with the essential knowledge, awareness, and skills to navigate, work, and learn across differences. Perhaps more pertinent to institutional change, UI should continue to examine existing systems, policies, programs, and processes that fail to advance diversity, equity, and inclusion goals across the university enterprise. Additionally, it should continue to be vigilant in tackling any weaknesses and hurdles to advancing diversity, equity, and inclusion among students, staff, faculty, administrators. These efforts are essential as the institution seeks to optimize research and discovery, engagement, and student success. To this end, this report presents a synthesis of multiple discussions with important campus stakeholders. It also highlights important campus climate findings gleaned from existing campus data sources and pinpoints and examines exemplary practices at peer institutions. The synthesis reflects the SWOT (i.e., strengths, weaknesses, opportunities, and threats) framework detailed in this report. In other words, the content of the SWOT analysis is used to develop the outlined recommendations for the DDEI.

In sum, the recommendations include:

1. Clearly defining the Associate Vice President for Diversity, Equity, and Inclusion (AVP DEI) position and scope of responsibilities; providing the needed human and financial support to advance diversity, equity, and inclusion among students, staff, faculty, and administrators.
2. Redesigning the Advantage Iowa Scholarship with specific student success outcomes, as measured by retention and graduation rates and post-graduation outcomes; fostering greater connections with honors and research.
3. Developing Diversity, Equity, and Inclusion (DEI)-related metrics and use of institutional systems for data collection and analysis.
4. DDEI Unit-Level Recommendations: enhancing the effectiveness and better equipping the Office of Equal Opportunity and Diversity; expanding Building University of Iowa Leadership for Diversity (BUILD) training opportunities and the breadth of work for the Diversity Resources Team; and addressing multiple pieces involving the Center for Diversity and Enrichment in order to better align with the university’s paradigm shift and maximize opportunities for student learning, engagement, and success.

In this report, a strong emphasis is placed on the need to leverage existing resources within the DDEI and across campus to maximize outcomes. It is also strongly encouraged that the incoming AVP DEI, in partnership with the entire campus community, utilize this report, in conjunction with the Excelling through Diversity, Equity, and Inclusion Action Plan, to mobilize change; advance diversity, equity, and inclusion as a core value; promote equitable learning environments and opportunities; and ensure inclusivity for all member of the campus community in every facet.

**Review Committee Charge and Committee Membership**

The external review committee was charged with reviewing the DDEI structure, operations, and programmatic alignment with the University of Iowa’s strategic plan and the new DEI Action Plan. The scope of the external review was broad, including a close examination of campus-wide DEI concerns and/or problems involving students, staff, and faculty. The review committee was directed to conduct a SWOT analysis to (a) assess the overall effectiveness of the structure, operations, and programmatic and alignment; (b) identify challenges and opportunities to improve the unit; and (c) provide recommendations on the future direction and opportunities for DEI in support of the new DEI Action Plan. In addition, the review committee was charged with exploring opportunities to leverage services (and improve outcomes); assessing and making recommendations on current structure, operations, and staffing for the DEI function; and pinpointing any potential opportunities to enhance the programmatic alignment of DEI.

**Deliverables:**

- Two-day site visit on March 4-5, 2019.
- Verbal observations and draft recommendations were presented on Tuesday, March 5, 2019.
- Final written report delivered to the Interim AVP DEI on Friday, April 11, 2019.

The DDEI review committee comprised:

- James L. Moore III, PhD, Vice Provost for Diversity and Inclusion and Chief Diversity Officer; Executive Director for Todd Anthony Bell National Resource Center on the African American Male; and EHE Distinguished Professor of Urban Education at The Ohio State University
- Idella Glenn, PhD, Special advisor on inclusivity and diversity at Hollins University
- Jenny Richter, JD, Associate Vice Chancellor and Director for Equity and Diversity at University of Tennessee at Knoxville
Information Sources and Key Activities

This review draws from multiple sources, including the individual DDEI unit self-study reports, other internal documents such as the 2019-2021 Excellence through DEI Action Plan, 2018 DEI Campus Climate Data, and themes from the recent social media movement, #DoesUIowwaloveme. The committee also analyzed the DDEI organizational charts and the position description for the AVP DEI.

The external review committee convened in person on the University of Iowa campus on March 4-5, 2019 and met with various campus stakeholders, including directors and staff of the DDEI units, various academic and Student Life partners, members of the President’s Cabinet, and staff from Human Resources and the Office of the Provost. Time was allocated for individuals representing various committees or groups (i.e., Disability and Action Committee, Diversity Council Leadership, and the Charter Committee on Diversity) and membership of shared governance (i.e., Faculty Senate, Staff Council, University of Iowa Student Government, and Graduate and Professional Student Government). The President’ Vice President for Student Life and Interim Associate Vice President for Diversity, Inclusion, and Inclusion, and the Provost also met with the external committee and were offered initial impressions and feedback.

While all aspects of the review process were critical to better understanding the DDEI, the review committee agreed that two specific meetings were particularly instructive to the review committee. The first was with a group of student leaders. The students shared their stories and experiences with diversity, equity, and inclusion on the UI campus, as well as their recommendations for improvement. Many of the relevant statements were captured in the SWOT analysis and were referenced in the recommendations section of the report. The meeting with the deans and associate deans was both informative and encouraging. Furthermore, these academic leaders were candid in their comments and displayed readiness to take on difficult DEI issues in their respective academic units.

Current Structure of the Division of Diversity, Equity, and Inclusion

The DDEI provides vision, leadership, and counsel on matters of diversity and inclusion at the UI. It is currently headed by an Interim Associate Vice President for Diversity, Equity, and Inclusion (AVP DEI) and the university has just hired a permanent AVP DEI.

There are three main units within DDEI. The Center for Diversity and Enrichment (CDE) provides precollege students with development assistance and assistance with facilitating the enrollment process. The unit provides programs and activities that support underrepresented students to give them the opportunity to increase their skills to thrive and succeed at UI. Within CDE, Military and Veteran Student Services provides resources for utilizing the talents, leadership abilities, and volunteer power of veterans and other military-affiliated communities. CDE also administers federally-funded grant programs, such as TRIO Student Support Services and several Upward Bound programs. Another unit within DDEI is the Diversity Resources unit, which provides
consultation, resource, and skill-building opportunities for UI faculty, staff, students, and administrators to foster an inclusive, respectful and equitable university community. Equal Opportunity and Diversity (EOD) is the final unit within DDEI. This unit focuses on implementing diversity policies at UI and supports the university’s compliance with federal/state laws and regulations and university policies prohibiting discrimination, harassment, retaliation and sexual harassment by or toward any campus community member.

**Strengths, Weaknesses, Opportunities, Threats Summary**

Below are the results of the various SWOT analyses conducted by the committee. The graphic represents SWOT themes throughout the entire DDEI review. Themes were coded, and the boxes illustrate which themes were most frequently discussed by forum participants and illustrated in DEI campus climate data. A more detailed SWOT analysis broken down by various categories within the DDEI and across campus, available in the supporting documents section of this review.
SWOT Analysis Summary for the Division of Diversity, Equity, and Inclusion

Strengths

- **There is campus-wide engagement**, overall readiness to improve campus climate and equip administrators, faculty, staff, and students with skills to navigate difference and hold individuals accountable for DEI work.
- **Administrative support** (i.e., President, Provost, Collegiate Deans, etc.) is evident, given the recent paradigm shift that serves to make diversity, equity, and inclusion a core value and given the newly created AVP DEI position.
- The BUILD program was mentioned as a strength in almost every interview with campus groups. It is clear this is a valued program that faculty and staff view as critical to better equipping their areas to understand and advance DEI work.
- **Climate survey data, synthesis, and reporting** has shed light on how various groups experience UI and the areas/topics that need to be improved and/or restructured.
- The campus has an academically **exceptional student body**; Many students expressed need for social change (#DoesUIowaloveme).

Weaknesses

- **Across campus, there is a lack of consistent, structured accountability systems** for administrators, faculty, and staff surrounding DEI.
- There might be a **misalignment with DDEI units’ structure and resource allocation**; resources and structure are not appropriately aligned with the paradigm shift and some units lack strategic mission and strong evaluative metrics and outcomes.
- **The Advantage Iowa Scholarship** appears to lack strong student success outcomes; fails to align with exemplary practices at peer institutions; lacks important partnerships and collaborations with other important campus units (e.g., honors, research, etc.); and does not include strong financial aid packages compared to peers.
- **There is low staff morale and high turnover** in some of the DDEI units.
- In DDEI units, there is a **lack of support for use of information systems, data, and metrics** that are necessary to inform daily work, create and grow partnerships, and improve outcomes.

Opportunities

- UI has begun to focus and resource the **recruitment and retention for faculty from marginalized populations**; campus leadership must grow these efforts and provide direction and accountability to the campus community.
- The **newly appointed Provost** has the opportunity to **work with the new AVP DEI** to address challenging departmental culture as evident in campus climate survey data.
- There are **immense advancement opportunities** to raise funds for diversity scholarships, programming, etc. There are also opportunities to strengthen relationships with alumni of color to get them more engaged with the university and its diversity, equity, and inclusion goals.
- **BUILD expansion** has potential to equip the campus community with necessary skill sets to understand and work across difference, in addition to creating a culture that *values* diversity
- **Implicit bias training** for all search committee members is necessary to address inequities in the search and hire process.
- Ability to work DEI into the **onboarding/orientation process** for faculty, staff and students.
- The AVP DEI has the opportunity to better **align DEI focused groups and positions across campus in addition to restructuring DDEI units**

Threats

- There will be persistent challenges of DEI at a **predominately white institution**, particularly given current social and political conflict and climates; therefore, educating everyone, esp. student populations, in the campus community to work and learn across difference is an institutional imperative
- **Recruitment and retention challenges** for administrators, faculty, staff, students will continuously evolve and necessitate constant evaluation and updating.
- **Difficult pipelines for K-12 to undergraduate to graduate/professional professionals** persistent and will require partnerships across the state of Iowa and nation, as well as greater resource allocation.
- **Challenging the perception that DEI work is either unnecessary or that it is the responsibility of only a few** will be ongoing; educating campus community member and implementing accountability systems are critical.
- **Failing to infuse inclusive excellence** in all university priorities, resource allocations, decision-making, inhibits the university's efforts in this area.
**Overall and Unit Recommendations**

**Overall Recommendations**

1. **Clearly define the AVP DEI Position and provide the support needed for success.**

   Campus leadership, specifically the President’s Office and the Office of the Provost, should consider establishing campus-wide expectations for this role to ensure that the position does not take on all responsibility for DEI work on the campus. UI should consider having the AVP DEI serve as a leader who has the autonomy and authority to make DEI the responsibility of the entire campus community. This new AVP DEI can work in concert with the Provost, deans, and the leadership of each division to make improvements at every level of the organization. It might require deconstructing established structures within the DDEI, and throughout campus, and reconstructing them in ways that serve as catalysts for social change.

   It is likely that the new AVP DEI will need more human and financial resources to be successful in the position. It was shared, during the campus forums from faculty and staff, that there is a need to grow resources, particularly regarding BUILD, in order to equip the campus community members with the necessary skill sets related to diversity, equity, and inclusion. This can be accomplished by reviewing and potentially shifting positions within the different DDEI units and through aggressive advancement efforts.

2. **Redesign the Advantage Iowa Scholarship with specific student success outcomes, as measured by retention and graduation rates and post-graduation outcomes; foster greater connections with the Honors and Research units.**

   Perhaps one of the most concerning statements from student leaders was that the Advantage Iowa Scholarship is “a handout” with no rigorous requirements. Reducing requirements and expectations for students from historically underrepresented groups further puts them at a disadvantage. Student need to be challenged to rise to the academic expectations that will yield positive outcomes. With this in mind, the external review committee strongly recommends convening a campus-wide committee to research evidence-based exemplary practices and make specific recommendations on how best to strengthen student advising/coaching and other academic and non-academic support programming for scholarship recipients.

   Additionally, the review committee recommends that the Advantage Iowa Scholarship work to better leverages existing university resources (e.g., Honors) to connect Advantage Iowa recipients and other non-Advantage Iowa students, with academic excellence. The committee could explore the scholarship components, including demonstrating involvement in serving community initiatives, focusing on the importance of maintaining a good GPA, and those students should engage in rigorous academic and experiential learning opportunities to retain the scholarship. Consideration could be given to not making the scholarship about both academic merit and financial need. Instead, it might be structured as an academic merit scholarship, and, regardless of the background of the student, pull from the same need-based scholarship pool. In consultation with the appropriate offices, the university should consider
conducting an audit of all diversity-based scholarships and fellowships to ensure that they are compliant with state and federal statutes.

3. **Develop DEI-related metrics and utilize institutional systems for data collection and analysis.**

A theme that arose during multiple forums was the need to hold faculty and staff accountable for DEI work and to embed clear expectations for what needs to be achieved. This is in contrast to the current view that DEI work is “extra.” To hold the campus community accountable, the external review committee recommends continued work with the Provost’s Office and University Human Resources to establish strong DEI metrics for job expectations.

In addition, the review committee believes that all units in DDEI would benefit from additional support using institutional systems and data. It was shared during one meeting that DDEI unit staff are able to request and receive data when requested to do so from one particular individual on the campus. While this has worked for staff members in the past, the review committee still encourages a sustainable and formalized access to and use of systems that may empower the units to make data-informed decisions. The directors of the DDEI units should work closely with Information Technology Services on how to access and use information. Examples include student retention and academic performance dashboards.

The review committee also recommends that the new AVP DEI consider conducting campus climate research every other year to inform the above two points and to lead the campus community to make improvements. DDEI staff should reflect on the findings in climate reports to change the culture from reactive to proactive and meet the evolving needs of the UI.

4. **Unit Recommendations.**

The review committee recommends that the new AVP DEI and campus leadership evaluate the structure of the units within DDEI to ascertain how those units can best function and make decisions about how those units should be structured and organized. The AVP DEI portfolio needs to evolve to include:

1. Shared supervision/strong collaboration with DEI-related positions in every college and division on campus.
2. Facilitation of strong culture of climate assessment and continuous improvement; evolving DEI action plan that directly connects to strategic plan.
3. In partnership with deans and unit administration, DDEI needs to create expectations for transparency, accountability, and evidence-based examination of DEI work.
4. Continued oversight of units that provide structural support and growth for institutional DEI efforts.
5. Improved communication across campus, shared definitions; additional clarity in DDEI mission/work, and shared governance/ownership for DEI work.
6. Evaluation of staff resources, with the goal of possibly shifting positions within the units.
Specific Review Committee Recommendations.

Center for Diversity and Enrichment (CDE)

1. The concerns around the historic high staff turnover within the CDE should be addressed. The committee recognizes that high staff turnover and low morale has been a concern in CDE for many years. Going forward, the unit would benefit from leadership establishing both individual and unit purpose and direction in the CDE’s larger role to advance diversity, equity, and inclusion. During the breakout meeting with CDE staff, it was clear that all staff are tirelessly committed to the success of the populations they serve, and that part of their motivation for working in the CDE was to change campus culture in ways that better serve historically underrepresented groups. Efforts should be focused on making CDE staff feel substantially more valued on campus. Staff should also play a larger role in campus change efforts.

2. The AVP DEI should work with CDE staff and campus stakeholders to create a new mission, direction and strategic plan for CDE that are in-line with the paradigm shift and institutional strategic priorities.

3. The AVP DEI should institute a strategy to leverage leveraging resources in the CDE to assist with campus-wide training that equips faculty, staff, and students with the skills to work and learn across differences. A thread throughout this report is the observation that everyone in the campus community must embark upon, and be held accountable for, practicing these skills. Leveraging resources within the DDEI to lead these efforts across campus is critical.

4. CDE should consider strengthening its partnerships with other units across campus that function in a student success and retention capacity. Another theme that arose during campus forums with faculty, staff, and students was the desire to work more collaboratively with CDE staff.

5. The review committee recommends that CDE use institutional systems and data to create a culture of data-informed decision-making in order to establish measurable outcomes for all programs. Another suggested consideration is hiring assessment and/or evaluation of staff to help track and monitor student success and overall effectiveness of the unit. CDE should transition from using internal systems to track student outcomes to utilization of already existing institutional-wide systems.

Diversity Resources Team (DRT)

1. The AVP DEI should consider expanding Building University of Iowa Leadership for Diversity (BUILD). This program is a resounding success. Faculty and staff have responded very well to the offerings and report that the sessions are engaging and have had a positive impact on their understanding of DEI-related topics. There is a great opportunity to expand BUILD in its current format, and also explore stronger faculty and student connections.
Expansion will require substantial leveraging of current resources, or additional resources, including increasing the staffing levels by approximately two to three FTEs to support more sessions and different certifications. This might also include adding one administrative support position.

2. DRT should consider expanding the BUILD training opportunities into UI Health Care.
3. The review committee recommends expansion of online training offerings and capabilities.
4. DRT should also consider designing executive BUILD training opportunities for campus leaders and administration.

Equal Opportunity and Diversity (EOD)

1. The AVP DEI should consider reviewing staffing needs within EOD to determine if additional support/FTEs are needed.
2. The university should consider reaffirming the reporting line for EOD to the AVP DEI for the near future to provide the assurance of consistency to EOD staff members.
3. EOD should consider creating a database to collect and analyze complaints; perhaps through a sustainable program created in conjunction with Information Technologies Services or a commercial vendor.
4. EOD should consider revising the unrealistic policy requirements for issuing investigative reports in 60 days. External analysis of realistic best practice timelines should be included in any policy revision.

Conclusion

The committee would be remiss not to mention the observation that the University of Iowa is poised to make substantive change related to DEI. This is a unique time on the campus. Campus leadership have already started to shift priorities and have created a collection of data and research including the DDEI unit self-study reports, 2019-2021 Excellence through DEI Action Plan, and the 2018 DEI Campus Climate data. Faculty, staff, and students who attended the forums over the course of the two-day review seemed eager for change; eager to improve campus climate focused on creating a more inclusive, equitable learning and work environment.

Significant effort and time have gone into better understanding the campus climate (via surveys and focus groups) and making associated recommendations, in addition to creating a digest that chronicles campus-wide diversity, equity, and inclusion efforts. While UI has shown a willingness to engage on diversity, equity, and inclusion, it is also clear that the most difficult work is only just beginning. New university leadership has an opportunity to make real and lasting changes to the campus in regards to DEI issues. To create long-lasting, effective change, the UI must embark upon deconstructing existing structures and practices and reconstructing them in ways that place diversity, equity, and inclusion at the core.
Additional Documentation

External Review Committee Itinerary

Division of Diversity, Equity, and Inclusion External Review
March 3 – 5, 2019

External Program Review Committee:
James L. Moore III, PhD, Vice Provost for Diversity and Inclusion and Chief Diversity Officer; Executive Director for Todd Anthony Bell National Resource Center on the African American Male; and EHE Distinguished Professor of Urban Education at The Ohio State University
Idella Glenn, PhD, Special advisor on inclusivity and diversity at Hollins University
Jenny Richter, JD, Associate Vice Chancellor and Director for Equity and Diversity at University of Tennessee at Knoxville

Internal Review Committee:
Mirra Anson, PhD, Director for Academic Support and Retention at University of Iowa
Libby Washburn, JD, Senior HR Director for Compliance, Policy & Administration at University of Iowa

Sunday, March 3, 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrive</td>
<td>Land at CID Airport</td>
</tr>
<tr>
<td></td>
<td>Travel to dinner</td>
</tr>
<tr>
<td>6:00pm</td>
<td>Dinner</td>
</tr>
<tr>
<td></td>
<td>Program Review Committee</td>
</tr>
<tr>
<td></td>
<td>Melissa Shivers, Vice President for Student Life and Interim Associate Vice President, Division for Diversity, Equity, and Inclusion Committee Charge</td>
</tr>
</tbody>
</table>

Monday, March 4, 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 am</td>
<td>Pick up from Hotel</td>
</tr>
<tr>
<td>8:00 – 9:30 am</td>
<td>Breakfast and Meeting with DEI Directors</td>
</tr>
<tr>
<td></td>
<td>Bria Marcelo, Director, Diversity Resources Team (DRT)</td>
</tr>
<tr>
<td></td>
<td>Jennifer Modestou, Director, Equal Opportunity and Diversity (EOD)</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>7:30am</td>
<td>Pick up from Hotel</td>
</tr>
<tr>
<td>8:00 – 8:50am</td>
<td>Breakfast: Program Review Committee Only</td>
</tr>
<tr>
<td>9:00 – 9:50am</td>
<td>Disability Planning and Action Committee (DPAC), Diversity Council Leadership, Charter Committee on Diversity</td>
</tr>
<tr>
<td>10:00 – 11:00am</td>
<td>Academic and Student Life Partners</td>
</tr>
<tr>
<td>11:00-12:00pm</td>
<td>Shared Governance Leadership</td>
</tr>
<tr>
<td>12:00 – 1:15pm</td>
<td>Lunch and Preliminary Report Preparation - Review Committee only</td>
</tr>
<tr>
<td>1:30pm – 2:20pm</td>
<td>Debrief Meeting</td>
</tr>
<tr>
<td></td>
<td>Program Review Committee</td>
</tr>
</tbody>
</table>

*Meetings with stakeholder groups are scheduled for 50 minutes with 10 minutes of flex time.*

Tuesday, March 5, 2019
Meetings with stakeholder groups are scheduled for 50 minutes with 10 minutes of flex time.

Detailed SWOT Analysis

The tables below summarize the strengths, weaknesses, opportunities, and threats (SWOT) shared by faculty, staff, and students who attended open forums during the external review committee visit days on March 4-5, 2019. The review committee discussed what offices or areas were mentioned the most, and we categorized the SWOT components by each area: Associate Vice President for Diversity, Equity, and Inclusion; University of Iowa Leadership; Center for Diversity and Enrichment, Diversity Resources Team, Equal Opportunity and Diversity, students, staff, faculty, and other. See below for the breakdown of SWOT components by area. The committee then reviewed this content to determine the strengths, weaknesses, opportunities, and threats that were mentioned most frequently. The top five mentioned the most were used to construct the SWOT summary grid presented earlier in this document.

**STRENGTHS**

**Associate Vice President, Diversity, Equity and Inclusion**

- There is a lot of excitement around the campus about the new AVP DEI hire.
- Faculty, staff and students appear to be poised to embrace this newly appointed individual and sincerely want to make the position a success on campus.

**University of Iowa Leadership**

- There is strong administrative support for DEI efforts. The Deans and new Provost appear to understand the need to focus on DEI efforts.
- There is renewed energy and willingness to face diversity-related challenges.
- The current Provost has committed significant resources to this effort over the last two years including staff time to help conduct surveys and the DEI Action Plan
- The DDEI climate report and action plan offer a strong foundation for change.
Center for Diversity and Enrichment (CDE)
- Passionate, committed staff members.
- The CDE office is considered a center of support for students.
- A long history of TRiO on the UI campus.

Diversity Resources Team (DRT)
- Dedicated staff with trust and respect for each other.
- The BUILD training program is well respected across campus.
- The program uses faculty and staff from across the campus to facilitate trainings.
- Sessions/offering/work uses a host of critical frameworks and theoretical foundations regarding creating inclusive spaces.

Equal Opportunity and Diversity (EOD)
- Professional, committed staff.
- Efficient in processes and collaborative across campus.
- The work of the Complaint Investigations Unit (CIU) staff, particularly their coordinated campus response to reports of harassment or discrimination, is a significant strength of EOD, especially in an era of significant scrutiny on Title IX work.
- The EOD office has invested heavily in the professional development and continuing legal education of its CIU investigators.

Student Experience
- Engaged, high-ability students who are committed to improving the campus.
- Students feel strongly supported by Dr. Melissa Shivers.
- The students are exceeding academically.

Staff
- There are committed staff groups focused on DEI, many of which go above and beyond to make positive changes on campus.
- University Human Resources (UHR) is already focusing significant efforts in this area by embedding DEI into training and performance evaluations.
- Several units, including UHR, have been supportive of staff participating in DEI efforts including the BUILD program.

Faculty
- Several recent DEI efforts in the faculty realm, including the recent athletics donation for diverse faculty recruitment funds and a faculty fellowship focused on recruitment and retention of diverse faculty.
- Strong LGBTQ support in the Graduate college.
- Many faculty are committed to DEI work, despite DEI falling outside of their defined appointment responsibilities.

Other
- All groups appear to be excited and ready to engage with DEI work; there is an understanding that DEI must be interwoven into the fabric of job responsibilities, student learning, and overall institutional culture, thereby becoming everyone’s responsibility.

WEAKNESSES

Associate Vice President, Diversity, Equity and Inclusion
- It was apparent during the site visit that there is a lack of shared vision, understanding and agreement around the role of the AVP DEI.
- The AVP DEI position lacks specific objectives.
- Staff resources are currently structured in a way that does not adequately support the AVP DEI position.

**University of Iowa Leadership**
- Many people noted that the university leadership does not hold the faculty and/or staff accountable for DEI work.
- Historical lack of embracing structural change and action on data-informed decisions.

**Center for Diversity and Enrichment (CDE)**
- Appearance of a lack of vision, mission, and purpose for CDE. During the campus forums, faculty, staff, and students shared a concern that there might be a lack of clarity around the purpose and function of the CDE. For example, some individuals shared that they were uncertain what purpose or outcomes are associated with academic coaching approaches in the CDE, while other individuals shared concerns that the various functions of CDE lack cohesiveness and/or contribution toward the larger goal of changing campus culture and institutional systems in ways to support DEI efforts.
- People expressed concerns about a lack of measurable outcomes for CDE.
- Concern expressed about the lack of formalized campus partnerships.
- There is a sentiment that Advantage Iowa award creates a stigma from the student perspective, considered a “free handout.”
- Perception about the lack of student engagement and sustained efforts/engagement with students over time.

**Diversity Resources Team (DRT)**
- Not enough resources to expand in necessary ways, especially to UI Health Care.

**Equal Opportunity and Diversity (EOD)**
- Due to the increasing number of faculty and staff at UI over the past ten years, and the resulting increase in the number of complaints filed with the office, EOD might be under-resourced at the staff level.
- Unrealistic expectations for investigation time (60 days is generally not enough).
- EOD staff members are anxious that their reporting line could change. This causes uncertainty and could result in staff members leaving EOD for other opportunities.
- Concern expressed that EOD does not have a sustainable method to collect and analyze complaints.

**Student Experiences**
- Students are unhappy with the lack of diversity on campus. They are dissatisfied with the Advantage Iowa scholarship program and the need-based appearance.
- The location of the cultural centers has prevented many students from participating in activities associated with the centers.
- Some students do not appear to have meaningful relationships with their professors (the #DoesIUowalovenMe movement illustrated multiple concerns with faculty comments in classes that were derogatory or demeaning in regards to identity).
- The University has not kept up with changing student demographics and necessary support for marginalized students, despite history of “firsts” and students being told at recruitment that the campus is diverse. Students generally seem to believe the
information they were given at recruitment in regards to diversity is not an accurate representation.

### Staff
- Staff members feel they do not get appropriate “credit” for working on DEI issues.
- People raised the issue that they believe merit staff segment of the population (the most diverse population at the university) appear unable to advance professionally.
- Individuals who do the bulk of the DEI work (especially staff groups) do so in addition to their defined roles, despite inherent constraints or limitations of P&S or Merit jobs.

### Faculty
- Many faculty members expressed that there is no accountability surrounding DEI effort in the academic units.
- Some groups on campus continue to question the importance of DEI and the efforts put forth by DDEI.

### Other
- Lack of universal design considerations across all facets – in physical spaces and overall approaches to inclusion.
- Placement of DEI focused offices make these services difficult to locate and access.
- Lack of engagement with the Center for Advancement and fundraising efforts.
- Need to improve the research enterprise engagement with DEI work.

### OPPORTUNITIES

#### Associate Vice President, Diversity, Equity and Inclusion
- There is a real opportunity to collaborate with the campus on DEI issues.
- The new AVP DEI is poised to make positive, lasting campus change.
- There is an opportunity to review and reallocate staff resources as they currently exist within DDEI.
- There is an opportunity to strengthen the relationship with the Center for Advancement; this is critical given dwindling state resources. The New AVP DEI can work with the Center to increase fundraising activity for DEI initiatives, including potential scholarships for first-generation students. Future goals could include efforts to work with every school, college and unit to identify fundraising priorities related to DEI.

#### University of Iowa Leadership
- There are exciting opportunities for the Provost’s Office to remain engaged in the DEI effort. The effort will be more successful with Provost involvement.
- The new Provost can work with the new AVP DEI on the next steps for the climate report and action plan.
- A more centralized onboarding/orientation process for faculty, staff and students could include information and appropriate training in regards to diversity, equity and inclusion.

#### Center for Diversity and Enrichment (CDE)
- TRIO grant staff are funded in small part by UI to allow for campus work.
- Cultural houses hold much promise but need to build on their success by centralizing them, somehow, to campus and create better connections with CDE programming.

#### Diversity Resources Team (DRT)
- Groups across campus (including health care) are eager for BUILD and associated trainings/support from DRT.
• Potential to enhance the program based on past BUILD successes.

Equal Opportunity and Diversity (EOD)
• With the new AVP DEI starting soon, there is an opportunity to reevaluate the staffing level of EOD.
• EOD should consider creating a more sustainable reporting system for data analysis.
• There is an opportunity to change the policy around investigatory deadlines to make the deadlines more realistic.
• Recent collaborations with University Human Resources (UHR) and the Provost’s Office to ensure a fair and equitable recruitment process for university faculty and staff points to the willingness to collaborate and embrace new ways of monitoring the recruitment process at UI.
• Collaboration with OSMRC and the other offices on the UI Anti-Violence Coalition provides an opportunity to engage with campus and community partners who are committed to providing a safe, respectful, and inclusive campus environment for all.

Student Experiences
• Students are ready to mobilize; there is a high level of student advocacy right now.

Staff
• The University needs to address the campus-wide supervisor skill sets as a major part of the employee experience. They need to make DEI central in skills development.
• UHR can explore ways to provide supervisors with ways to provide “credit” time for staff members working on DEI efforts.
• DEI retention models should be improved.
• The university could focus on merit staff career advancement opportunities.

Faculty
• College and division leadership should be held accountable for creating equitable, supportive learning environments.
• There is a need for implicit bias training for all faculty search committees.
• The dual career/cluster hires are a good start; but there needs to be more on DEI.

Other
• Various campus-wide committees need more collaboration and cohesion; the reporting structures could strengthen efforts.
• All the functions of institutional research exist on campus, but not in a centralized IR office that would enable DDEI units to access to data collection, improve assessment methods and common metrics/outcomes, as well as integration with university systems across all units.

THREATS

Associate Vice President, Diversity, Equity and Inclusion
• There is concern that the AVP DEI will become the one held accountable and solely responsible for DEI efforts, as opposed to providing leadership on the issue.
• The lack of staff support resources for the position make future success difficult.

University of Iowa Leadership
• Continued high turnover of faculty and staff from marginalized populations, continued declining retention rates for students of color, and lack of effective pipelines into the
undergraduate, graduate, and/or professional tracks could lead to stifling institutional advancement and declining resources, in addition to negative overall effects on the state of Iowa.

**Center for Diversity and Enrichment (CDE)**
- Historic staff morale issues and high turnover.
- A lack of campus partnerships could silo the unit.

**Diversity Resources Team (DRT)**
- Staff burnout might occur if continually under-resourced and in high demand.

**Equal Opportunity and Diversity (EOD)**
- Several EOD staff members continue to be concerned about possible realignment of the office’s reporting structure away from DDEI. This causes anxiety among staff members and this could eventually cause high turnover.

**Student Experiences**
- It is difficult to change the culture to support students of color.
- External political and social climates have been especially damaging the past several years.
- The possibility of increasing new and ongoing mental health concerns as a result of campus climate.
- Students would not recommend enrollment to a friend due to climate.

**Staff**
- The merit staff issues is not easily fixed in the current structure and climate.

**Faculty**
- Provost involvement with DEI is crucial to moving it forward; without such involvement, DEI will not be able to move forward as fast as necessary.
- High turnover for faculty of color; negative department culture.