

EXCELLENCE *through* **DIVERSITY**



DIVERSITY AT IOWA 2018



THE UNIVERSITY OF IOWA



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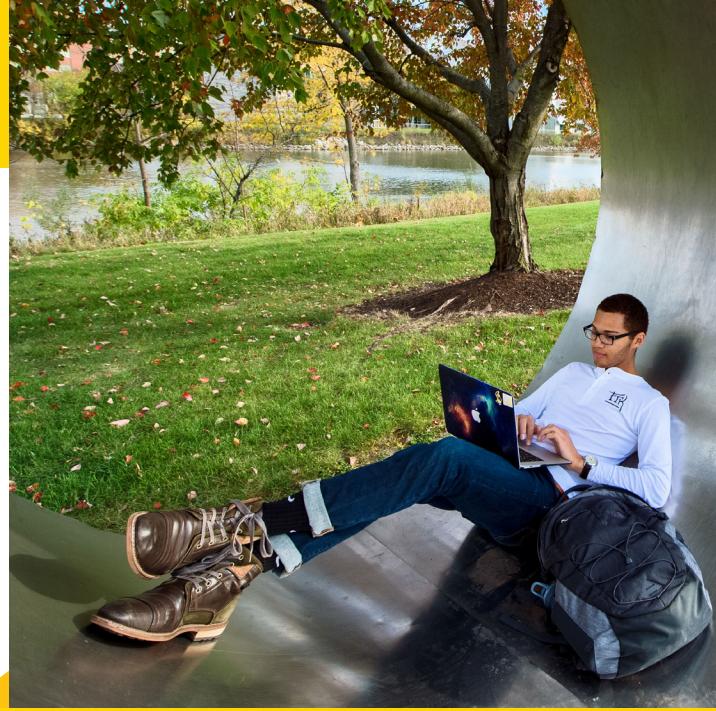
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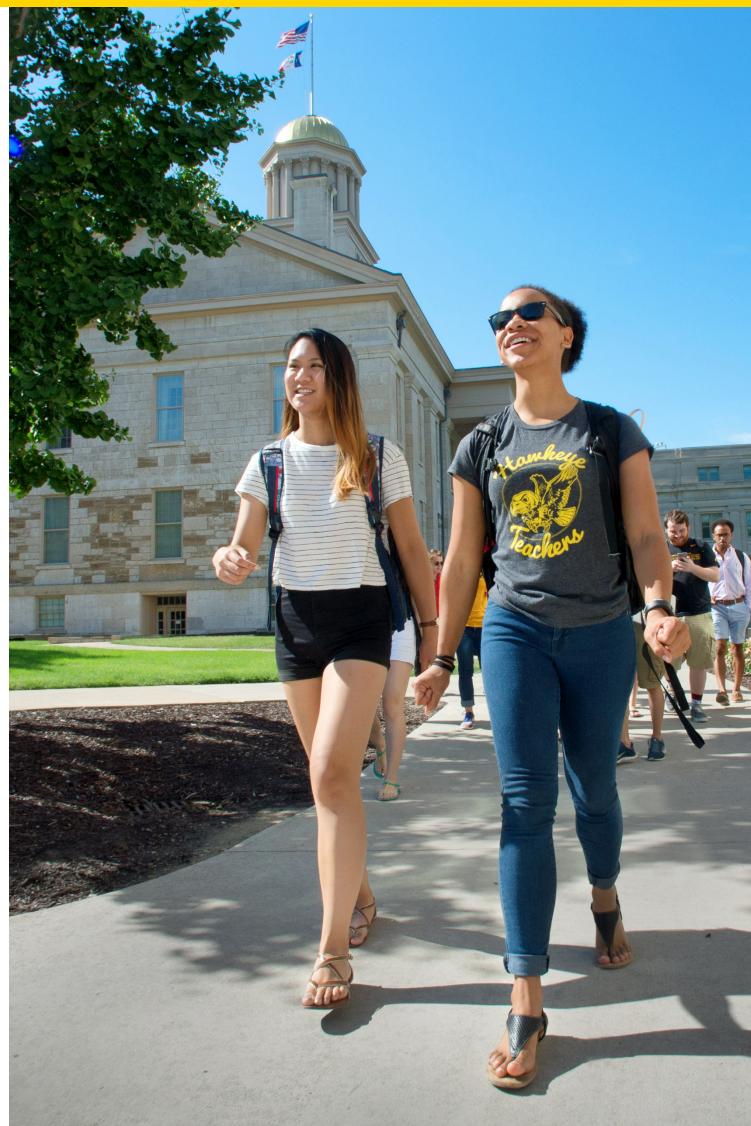
*Special thanks to the Office of Strategic Communication
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With each unique perspective that strengthens our academic community, we achieve excellence through diversity.





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EXCELLENCE ***through*** **DIVERSITY**

The University of Iowa never stands still. Our institutional history heralds the drive toward distinction that defines our objectives across varied and complex fields. The quality of our leadership, innovations, and accomplishments depends on our people. Today more than ever, we strive to create an educational experience that audaciously affirms our values and includes all who join our community. This redoubled dedication inspired the creation of a new message to clarify our ideals:

The University of Iowa's status as a premier research university depends on the robust exchange of ideas. The diversity of our students, faculty, and staff helps us fulfill our mission to explore, discover, create, and engage. Thus, we are committed to supporting every Hawkeye's pursuit of excellence. As we enhance the breadth and depth of our perspectives, we purposefully prepare for our future. Our ability to foster an equitable environment for all who join the UI family will determine our collective success. We eagerly accept this challenge.

At the UI, we achieve excellence through diversity.



At the 2018 Update on Diversity, Equity, and Inclusion (DEI) in January, the Chief Diversity Office introduced this message to campus and identified key priorities to guide the UI's pursuit of excellence:

- Assess and improve campus climate by measuring DEI through regular surveys, cultivating an environment of accountability around improving diversity for all units, and encouraging training and educational opportunities aimed at increasing cultural competency
- Increase retention and graduation rates of historically marginalized students by maximizing the effectiveness of services that support underrepresented students and tracking persistence and graduation rates as measures of success
- Strengthen recruitment and retention of underrepresented minority (URM) faculty by intensifying efforts to hire, retain, and foster the success of faculty who identify as underrepresented U.S. racial minorities
- Enhance clear communication and accountability by consistently sharing DEI goals and initiatives and tracking progress according to the university strategic plan

In the following pages, we highlight dynamic, innovative examples of DEI work progressing across our institution in these four areas. Notwithstanding the range and scope of these initiatives, they constitute a mere fraction of such work at the UI. Space constraints make it impossible to feature all that is unfolding on campus, and we are grateful to all the members of our community leading and contributing to efforts that make our environment more inclusive.

With the expertise of the Diversity Resources Team, Office of Equal Opportunity and Diversity, and the Center for Diversity and Enrichment, the Chief Diversity Office provides skill-building opportunities; maintains compliance with laws, regulations, and policies; and supports academic success for college students who are underrepresented minorities; and encourages K-12 students to attend college. These consistent endeavors ensure our steady progress.

We thank those who have contributed to this publication: we value your voices. We encourage others to share your stories by contacting diversity@uiowa.edu and visiting the Diversity at Iowa website, diversity.uiowa.edu. We appreciate your support and patience during this transitional period of leadership, and we look forward to the many accomplishments to come as the University of Iowa achieves excellence through diversity.

Assessing DEI Campus Climate

Charter Committee on Diversity takes the lead

The Charter Committee on Diversity (CCD), funded by the Chief Diversity Office, Office of the Provost, and the Public Policy Center, took the lead role in a comprehensive data collection strategy to assess campus climate in 2017-18, which was one of the strategic priorities shared during the 2018 Update on Diversity, Equity, and Inclusion (DEI).

The CCD, working in concert with the Interim Chief Diversity Officer and the Provost Office, identified three goals that motivated collecting campus climate data related to DEI.

1. Gaining a systematic understanding of campus climate
2. Establishing a baseline for measuring change in campus climate over time
3. Informing future planning including a DEI Action Plan

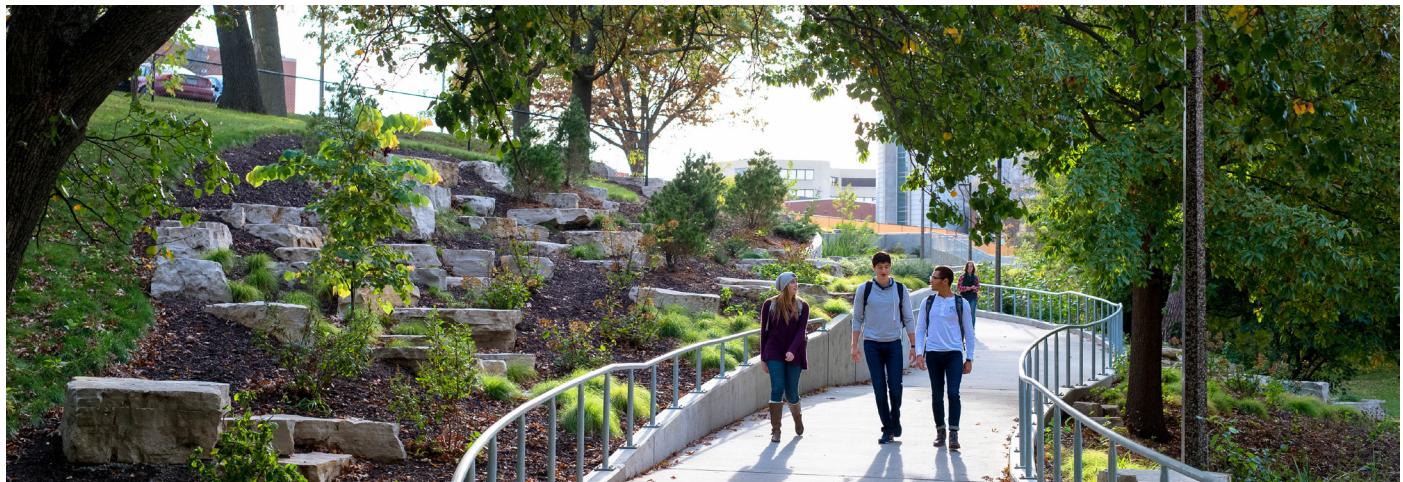
A faculty and staff survey was designed to capture personal experiences, perceptions of campus climate, and current UI efforts related to DEI. The Student Experiences of Research University (SERU) surveys were administered in Spring 2018 to capture graduate and undergraduate student experiences and perceptions. Survey items that were identical to those on the faculty and staff survey were added to the SERU surveys to allow for a comparison of how all key stakeholders experience various aspects of campus climate.

In addition to the survey-based assessments of campus climate, eight strategic listening sessions were facilitated across campus. Faculty and staff had the opportunity to provide additional insight into their experiences at the UI related to DEI, and the CCD gathered stakeholder input regarding recommendations for improving campus climate.

Stakeholder-specific results from the surveys and listening sessions will be detailed in three reports scheduled for release along with a DEI Action Plan in Fall 2018. The Diversity, Equity, and Inclusion Action Plan will be rooted in core principles outlined in the UI Strategic Plan, 2016-2021, but the detailed critical tasks will grow from insights gained from the assessment of campus climate completed during the 2017-18 academic year. The vision is that the DEI Action Plan, in conjunction with regularly administered climate surveys, will continue to inform our approach to instituting policies, practices, and programs that make the University of Iowa more inclusive and equitable for all members of the campus community. The CCD is also planning to host public forums during that time to present the key findings from the reports and provide opportunities to share ideas for improving campus climate related to DEI.



Sarah Bruch, Ph.D., assistant professor, director of the Social and Education Policy Research Program, Charter Committee on Diversity co-chair





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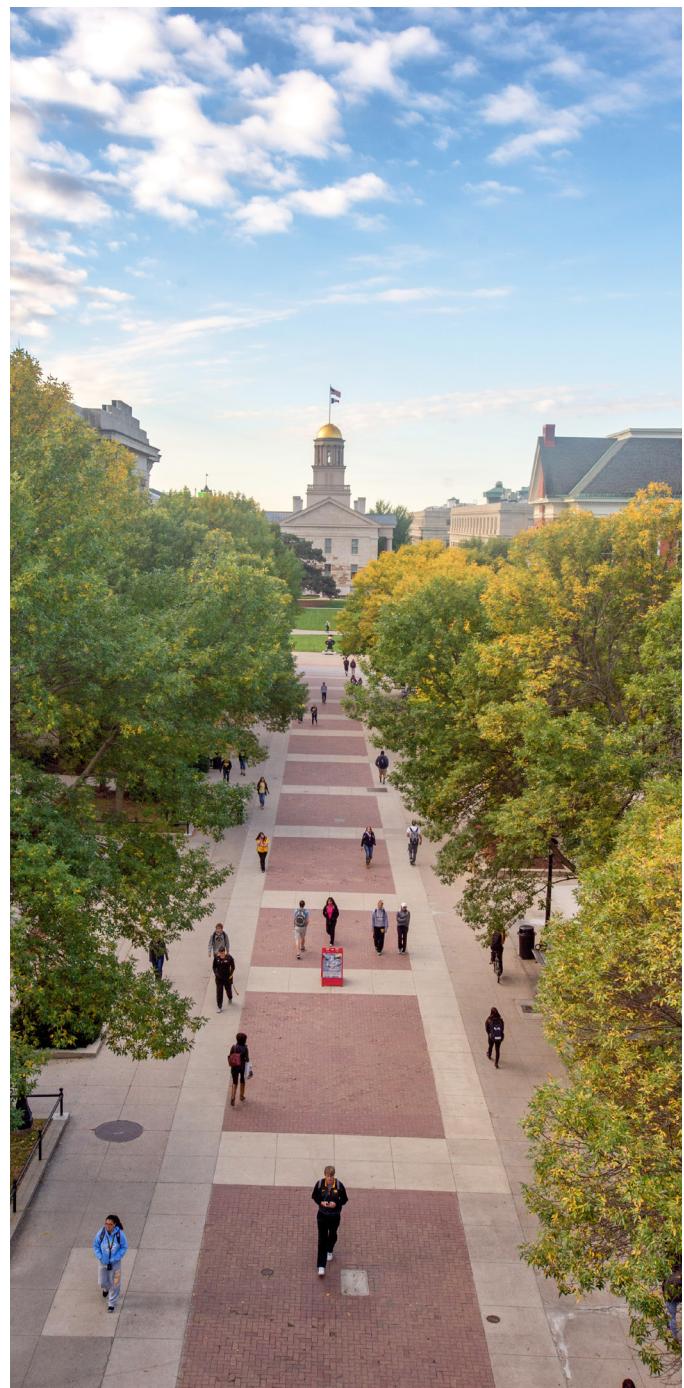
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*For future information regarding the
public release and forums, please visit:
UIOWA.EDU/DIVERSITYCHARTERCOMMITTEE*



COLLABORATIONS IMPROVING CAMPUS CLIMATE

by Bria Marcelo, director of Diversity Resources Team, Chief Diversity Office

Across the University of Iowa, eager partners are concerned with creating a more inclusive culture. Knowing we do it better together, departments have been working cross-collaboratively to strategize, share ideas broadly, and, ultimately, increase awareness around the LGBTQ community, men, white race identity, and unconscious bias practices.

Some of the most notable achievements are through the work of the Trans Inclusivity Taskforce and the newly created UI Pride Committee. The Taskforce has continued their projects on gender inclusive restrooms, training at the hospitals, student records, and increased communication through their website. This year, the Taskforce hosted a Trans Inclusivity Summit, which highlighted the efforts and practices at UI and other universities and organizations across the state. The summit was part of Iowa City Pride Week in June.

The University demonstrated their strong support of the many individuals at UI who identify as LGBTQ by becoming a titanium sponsor for Iowa City Pride. In fall 2017, the UI Pride Committee was formed as a result of the success of the President's inaugural LGBTQ Pride Luncheon earlier that spring. This led to campus

and community-wide collaboration, which increased opportunities for UI representation during the festival, including information tables, educational opportunities, and a spot in the parade.

Other notable partnerships include the work of the Healthy Masculinities group by hosting the first ever Men's Summit to discuss problematic expectations of men and men's role in dismantling rape culture. Partners have also connected to discuss White race identity and practices for being more effective allies. These discussion sessions provide an opportunity for individuals to look at experiences and privileges related to their racial identities. Finally, partners in the Chief Diversity Office, Office of the Provost, University Human Resources, and the Carver College of Medicine have teamed up to create an online module for unconscious bias training. This project will provide virtual teaching tools, like videos, tips sheets, and more!

It is through partnerships that we are able to reach the most people and provide the best service to the students, faculty, staff, and partners of UI. Thank you to all of the partners who dedicate extra time to hearing many voices and make actions happen.

MILESTONES

1970

GAY STUDENT ORGANIZATION

UI became the first state university to officially recognize and continuously fund a gay student organization

[FACEBOOK.COM/SPECTRUMUI](https://www.facebook.com/spectrumui)

1991

UI LGBTQ STAFF AND FACULTY ASSOCIATION

Established to support interests of LGBTQ campus community.

LGBTQSF.ORG
UIOWA.EDU

2000

RAINBOW GRADUATION

The UI offers the first Rainbow Graduation to celebrate the achievements of LGBT graduates and their allies.

2012

ADMISSIONS APPLICATION

The UI becomes the first public university in the U.S. to include optional questions about sexual orientation and gender identity on its admission application.



2012

LGBTQ CLINIC

UI Health Care opens the state's first medical clinic that focuses on providing services for members of the LGBTQ community.

UILGBTQCLINIC.COM

2016

STUDENT RECORDS

UI becomes one of the first universities in the nation to offer students the opportunity to specify a preferred first name and pronouns of reference as part of the Inclusive Student Records Initiative.

2016

GENDER INCLUSIVE RESTROOMS

147 campus restrooms were re-labeled as gender inclusive as part of student-led initiative.

MAPS.UIOWA.EDU

2018

IOWA CITY PRIDE PARADE

The UI is a titanium sponsor of Iowa City Pride, an annual week-long LGBTQ festival hosted in downtown Iowa City.

IOWACITYPRIDE.ORG



Supporting a Harassment and Discrimination-Free Campus Environment

NEW ONLINE HARASSMENT PREVENTION & RESPONSE COURSE OFFERED AT UI

Staff in the UI's Office of Equal Opportunity and Diversity (EOD) recently partnered with their peers at UNI and ISU to update online education tools that support harassment and discrimination-free environments.

After working together on a joint Request for Proposal (RFP), the new online program contains a module from EverFi, a leading EdTech company that specializes in college and university curriculum that supports administrators, faculty, and staff in fostering safe and healthy campuses.

Jennifer Modestou, director of the EOD and deputy Title IX coordinator, says that so far, the partnership across universities has not only been a cost savings, but an opportunity to improve and streamline educational programs.

"This process has enhanced our ability to provide an online program that is tailored to a higher education environment,"

says Modestou. "Faculty and staff who have used the new program appreciate the realistic case scenarios and guidance for persons who may receive reports of concerns from UI students, faculty, and staff."

In addition to the module from EverFi, the new online course includes a module on UI Policies and resources that summarizes the reporting options and support services available to UI faculty, staff, and students who may have concerns about incidents of harassment, discrimination, prohibited consensual relationships involving students, or violence.

"At the University of Iowa, we are strongly committed to educating our employees to help provide a safe, respectful, and inclusive environment for all UI community members," says Monique Dicarlo, sexual misconduct response coordinator and Title IX coordinator at the UI. "We are pleased to have the additional resources available to us through EverFi's Campus Prevention Network to advance our violence prevention efforts."

EOD staff are also busy updating their instructor-led trainings to align more closely with the new educational content from EverFi. EOD plans to roll out the new instructor-led harassment prevention and response content in Fall 2018.

UI ADA COORDINATOR STRIVES TO IMPROVE ACCESSIBILITY FOR ALL

Tiffini Stevenson Earl has been the UI's ADA coordinator and compliance specialist since 2008. And, though she's responsible for assuring the university is in compliance with all federal and state regulations pertaining to persons with disabilities, she's also dedicated to guiding the UI's efforts to move beyond compliance toward seamless access.

As the university's focal point for disability related initiatives, the ADA Coordinator collaborates with university offices and administrators, governmental agencies, and advocacy groups to inform decision-making and ensure university compliance with state and federal mandates.



After 10 years at the job, Stevenson Earl says the best thing about her position is the collaborations and partnerships she's been able to form to make campus more accessible.

"A former administrator once told a group of us that the ADA is more than doing what is required by law but doing it (making our campus accessible) because it is the right thing to do," says Stevenson Earl. "His words have always served as motivation to go above minimum compliance when possible."

INCLUSIVE DESIGN PROMOTES HEALTH, SAFETY & INCLUSION FOR ALL

EOD recently created a short film to help educate campus on the importance of universal/inclusive design when it comes to campus architecture.

Available on EOD's website, the video offers information and examples on design choices that promote health, safety, and social inclusion.

The College of Pharmacy's new building — expected to open in 2020 — will embrace these concepts by incorporating built-in hearing loops that will broadcast directly to hearing aids and having colors associated with each floor. This forward-looking space will help the college take the lead in offering innovative and accessible educational opportunities for all of its students.



EverFi Campus Prevention Network EVERFI.COM/NETWORKS/CAMPUS-PREVENTION-NETWORK/
Inclusive Design Video DIVERSITY.UIOWA.EDU/BLOG/INCLUSIVE-CAMPUS-STARTS-INCLUSIVE-DESIGN



THROUGH MY EYES

The first thing people picture when thinking of a disability is someone in a wheelchair, a blind individual, amputations, or those with hearing loss. What most people don't understand is that an estimated 96 percent of disabilities are invisible.

The disability community values diversity and inclusion and is committed to creating a welcoming environment for everyone. The passage of the Americans with Disabilities Act (ADA) in 1990 prohibited discrimination against persons with disabilities and actions, both big and small, have made a tremendous impact on how persons with disabilities are treated and portrayed.

Sujit Singh, a creative media developer at the Center for Disabilities and Development at the University of Iowa Stead Family Children's Hospital, is helping make an impact in Iowa City, Johnson County, and beyond. He combined his love of movies and advocacy for persons with disabilities to create "Through My Eyes," a simulation documentary.

Singh, who lives with cerebral palsy and complex partial epilepsy, said the idea came from his own personal experiences, including his time as a student at the University of Iowa.

"Throughout my life, I have experienced everything from sympathetic looks, to people telling me they know how it feels, to being bullied because I was different," says Singh. "I realized I am capable of doing so much more than people gave me credit for. I also realized that unless people actually go through the challenges of being a person with a disability day in and day out you can't understand what someone goes through."



That's the premise behind "Through My Eyes," which follows four able-bodied individuals who volunteered to experience what it's like to be a person with a disability. Two students at the University of Iowa, an ADA coordinator for the City of Iowa City, and an Iowa state representative were given the opportunity to choose from a list of disabilities. Participants experienced having a traumatic brain injury (TBI), through the art of dance; blindness, through exploring Iowa City's downtown pedestrian mall; being a quadriplegic, by spending the day in a wheelchair and experiencing a few hours at a local salon getting a haircut; and a form of mutism by having lunch with someone else and speaking through cell phones.

Each able-bodied individual experiencing the simulation was under the guidance of someone currently living with the disability they chose. Participants were also interviewed prior to beginning the simulation to discover what they thought it would be like to have the disability they selected and after their experience to see if their preconceived notions changed.

"My ultimate wish for this documentary is to have the community recognize that people with disabilities are capable of doing everything that an abled-bodied individual can do," says Singh. "Their disability doesn't define them, but it makes them the person that they are."



To request a dvd, contact:
SUJIT-SINGH@UIOWA.EDU



GRAD.UIOWA.EDU/CIRTL
CIRTLINCLUDES.NET
DIVERSITY.UIOWA.EDU/BUILD



A Graduate Student Look at Inclusion

Partners across the University of Iowa (UI) community are working together to help support the needs of graduate students in developing teaching skills, improving research and learning, and having a stronger understanding of diversity and inclusion.

One UI strategy includes utilizing the Center for the Integration of Research, Teaching and Learning (CIRTL). CIRTL's mission focuses on evidence-based practices to advance effective teaching practices and competencies used in better supporting underrepresented learners. CIRTL's three-tier model of teaching development to encourage progression from associate to practitioner to scholar is one of the main components being used by UI.

During the 2017-18 academic year Sarah Larsen, associate dean for Academic and Administrative Affairs in the UI Graduate College, and Tonya Peeples, associate dean for Diversity and Outreach in the UI College of Engineering, implemented CIRTL diversity -focused work supported through the CIRTL INCLUDES Design and Development Launch Pilot (DDLP) funded by the National Science Foundation. The DDLP was created to "develop STEM faculty, for all sectors of postsecondary education, able to use and adapt evidence-based, inclusive teaching, mentoring and advising practices that yield increased success of [students who are from groups historically marginalized in science, technology, engineering, and mathematics]." The two-year project officially ended in March 2018. Drs. Larsen and Peeples are documenting the year's success and awaiting the outcomes of the full proposal for the National Alliance for Inclusive and Diverse STEM Faculty (NAIDSF).

The Office of Graduate Inclusion has also been working with partners to create levels of skill building trainings available to graduate students that meet the competencies desired to be effective and inclusive faculty members. In fall 2017, graduate student leaders received a seed grant from the Chief Diversity Office (CDO), which invited Intergroup Dialogue trainers to campus to educate about awareness, privilege, and classroom best practices. As an extension of the grant, the team of graduate students hopes to partner with the CDO to provide large-scale Intergroup Dialogue training. This project is in its early stages, but those involved will continue to build on this work in the 2018-19 academic year.

Also new to campus is a certificate program for graduate students led by the Center for Teaching and Learning. This certificate includes trainings that are connected to campus-wide professional development opportunities, such as the Building University of Iowa Leadership for Diversity (BUILD) certificate program. This past year, graduate students were invited to an exclusive BUILD course on Challenging Conversations in the Classroom.

Expect to see an increase in opportunities this year as these student-led graduate programs develop to create more training and mentorship opportunities or all to complete their degrees and succeed.

Advocating for **Women Veterans at Iowa** and Across the Country

In January 2018, Yareli Mendoza, a doctoral candidate in the University of Iowa College of Education, was appointed to U.S. Department of Veterans Affairs' Advisory Committee on Women Veterans. The committee is an expert panel that advises the VA secretary on issues and programs of importance to women veterans, their families, and caregivers.

Mendoza enlisted in the U.S. Air Force in 2005 in Security Forces. She was stationed at Travis Air Force Base in Northern California, where her primary assignments were law enforcement patrol officer and 911 dispatcher. She deployed to Iraq in 2006 and 2008 in support of Operation Iraqi Freedom. In 2009, she was deployed to Afghanistan in support of Operation Enduring Freedom. Upon her return from Afghanistan in 2010, Mendoza decided to separate from the military to pursue her education.

After her time in the Air Force, Mendoza enrolled at California State University, Fullerton. She earned a Bachelor of Arts in Political Science and a Master's in Public Administration. While pursuing her degrees, she spent five years working with the student veteran and military-connected population at Cal State, Fullerton. Through her various roles working for CSU-Fullerton's Veterans Resource Center, she helped create and implement programming for student veterans and their families. Much of the programming focused on and supported the personal and professional development goals of student veterans and their families. Special emphasis was spent on programming for women student veterans.

WHY IS THE VA ADVISORY COMMITTEE SIGNIFICANT?

Mendoza: The Advisory Committee on Women Veterans assesses the needs of women veterans with respect to VA programs such as compensation, rehabilitation, outreach, healthcare, etc. The committee reviews VA's programs, activities, research projects, and other initiatives designed to meet the needs of women veterans; and makes recommendations to the secretary on ways to improve, modify, and affect change in programs and services for women veterans. The committee follows up on all recommendations.

WHAT IS YOUR VISION FOR SUPPORTING WOMEN VETERANS AT IOWA?

Mendoza: Through my appointment to the Advisory Committee on Women Veterans, I have become a direct advocate for more than 1.5 million women veterans across the nation. With that said, my commitment to veterans begins with the women veterans here at the University of Iowa and within our immediate community. Combining my extensive experience as a student affairs practitioner, professional training in student-centered pedagogy, and commitment to serving women veterans, I hope to collaborate with UI's Military and Veterans Student Services in creating, centering, and expanding services for women veterans on campus.





-SERVE

WICHITA STATE
COLLEGE OF
EDUCATION
Teacher, Scholar, Leader

College of Nursing C.O.N.N.E.C.T.S.

by Valerie Garr, diversity coordinator, College of Nursing

An attentive and diverse group of 200 fourth, fifth, and sixth graders from Weber Elementary School's Advancement Via Individual Determination (AVID) program took part in the University of Iowa College of Nursing's C.O.N.N.E.C.T.S. program in April 2018.

AVID is an Iowa City Community School District initiative to advance a culture of college readiness with a focus on secondary students who will be the first in their family to attend college. Weber is the second elementary school in Iowa City to have an AVID program.

C.O.N.N.E.C.T.S. (College Of Nursing Networks and Engagement in Communities Through Service) is a pipeline pilot for targeted secondary schools and/or youth organizations serving underrepresented/underserved students to promote the importance of college and the profession of nursing.

In partnership with the Iowa City Community School District, C.O.N.N.E.C.T.S. offers age-appropriate children book readings and discussion about nursing, hands-on science/health activities, and opportunities to learn about nursing careers and pathways to college. In addition, a diverse group of UI nursing and nursing interest majors that is passionate about sharing information, resources, and their personal stories serve as panelists hoping to inspire and empower children to complete the academic pipeline from elementary to high school. The ultimate goal is admission into college and ultimately, admission into the UI Bachelor of Science in Nursing (BSN) program to achieve careers in nursing.

"By developing targeted school co-curricular partnerships with children early in their educational journey, the UI College of Nursing can promote nursing as a profession while emphasizing the necessary academic pathways of building a nursing career to underrepresented K-12 students who might not otherwise be in the academic and career pipeline for nursing," says Valerie Garr, diversity coordinator in the College of Nursing's Diversity Office and creator and coordinator of C.O.N.N.E.C.T.S.

"AVID is perfect for C.O.N.N.E.C.T.S. because both programs are about helping kids use goal-setting to visualize and actualize dreams to achieve student success at every level of education they pursue," Garr says.

"My teachers and I absolutely loved the presentation provided by Valerie and the UI students," says Weber Elementary School Principal Yaa Appiah-McNulty.

Appiah-McNulty says C.O.N.N.E.C.T.S. was a wonderful and inspiring opportunity for Weber students to learn more about nursing, what nursing students do, and how attending college is similar to attending elementary school, thus helping students bridge the connection between elementary school and college.

Appiah-McNulty says she especially appreciated that the C.O.N.N.E.C.T.S.

sessions emphasized that students will need to take action for dreams to come true. This is one of the key lessons from the children's book, *"My Hero, My Dad, The Nurse,"* which was read by the nursing students.

Gabrielle Garcia, a junior BSN student from Morton, Illinois, volunteered with C.O.N.N.E.C.T.S. because she loves interacting with children and was inspired by the opportunity to talk about nursing and going to college.

Kelsey Calomino, a sophomore nursing interest major from Wauconda, Illinois, who also is a pediatric inpatient unit volunteer at the UI Stead Family Children's Hospital and a research assistant at the College of Nursing, says she wishes her elementary school had a group like C.O.N.N.E.C.T.S. so that when she got to high school, she wouldn't have been so overwhelmed with making decisions about her future.

"I was most impressed with how the students at Weber responded to our comprehension questions about the book, *"My Hero, My Dad, The Nurse."* They understood the main points that were conveyed such as you can be anything you want to be, and that age, gender, or ethnicity shouldn't affect your dreams," says Calomino.

Orlando Hammond, a first-generation sophomore nursing interest student from Aurora, Illinois, says that when he was growing up, college seemed foreign in his Hispanic culture. Sharing his story through C.O.N.N.E.C.T.S. gave him a chance to encourage kids who might also come from environments where the concept of college is unknown.

WELCOME

Future Nurses

First-year nursing interest student Zilin Zhu, an international student from Hubei, China, saw C.O.N.N.E.C.T.S. as an opportunity to challenge her shyness while helping children believe that they can become whatever they want to be.

“As an only child and the youngest of my cousins whom I played with, I was really shy and did not speak up very much,” says Zhu. “I know how much one can change when he or she is not limited by a fixed assumption that one has about himself or herself.”

Still, the best part of the Weber C.O.N.N.E.C.T.S. day for Zhu was hearing many of the children say they want to be nurses and watching their faces light up as they looked at the germs on their hands under the ultraviolet lamp.

“I think that surprise and curiosity is the beginning of studying anything! I hope they will keep it up and be motivated by it in their later studying process,” says Zhu.

Not only does C.O.N.N.E.C.T.S support the UI’s Strategic Plan of engaging with Iowa to broaden education while increasing the UI’s statewide visibility, it also supports the College of Nursing’s Strategic Plan to develop targeted partnerships that expand learning experiences and collaborative relationships with educational settings in local communities. C.O.N.N.E.C.T.S. also reinforces the American Association of Colleges of Nursing’s commitment to developing a future diverse nursing workforce with civic readiness and engagement.



To learn more, email:
VALERIE-GARR@UIOWA.EDU



elia Farias

RESOURCES

TRIO Upward Bound
DIVERSITY.UIOWA.EDU/UB

TRIO Student Support Services
DIVERSITY.UIOWA.EDU/TRIOSSS

The Iowa Edge Program
DIVERSITY.UIOWA.EDU/IAWA-EDGE

Center for Diversity and Enrichment
DIVERSITY.UIOWA.EDU/CDE

*Hispanic/Latinx Community
First Generation Community*
DIVERSITY.UIOWA.EDU/COMMUNITY

Undergraduate Admissions
ADMISSIONS.UIOWA.EDU/DIVERSITY

My family moved to West Liberty, Iowa, a predominantly Latino community, when I was a young girl. My parents have a seventh and eighth grade education and their goal for me and my siblings was to finish high school and find a good job.

The first time I had ever heard about a university experience was through an eighth grade TRIO Upward Bound presentation. At the time, I had not thought beyond my parents' goal for me. The presentation sold me and I was determined to make college my next step.

Even with my experience in Upward Bound, college still felt like something I could not do. As an average high school student, I didn't think I had what it took to go on to college. I would talk to my family about attending a university, but they often talked down the idea saying it was too expensive. Despite applying to and being accepted at the University of Iowa, I still had many insecurities and limiting beliefs from myself and my parents that continued to hinder my commitment to Iowa through my senior year of high school.

Luckily, the TRIO Upward Bound Summer Bridge program, an on-campus experience between high school and college, helped ease my fears and made campus feel welcoming. The program was by far the most helpful in easing my transition because I was able to experience living on campus while taking an actual summer course.

As a Bridge student I was able to start making connections on campus starting with the staff in the Center for Diversity and Enrichment (CDE). Staff there helped me make

more connections and start building relationships. I also participated in the Iowa Edge Program and, the next thing I knew, I was a first-year student with a great community already established. I got connected with TRIO Student Support Services and also found their support key to my success at the university. The CDE space quickly became my second home. The services they offered and the supportive people I was able to talk to were more than I could have asked for. I was soon offered a student worker position, enabling me to assist other students with finding their comfortable and welcoming space away from home.

As is common with first-generation college students, I struggled - a lot. There were so many times I felt like I had failed and wasn't "good enough" to be here. I suffered from imposter syndrome at its best. The one thing that kept me going was my strong support system in the CDE office. Many of the staff knew about my struggles and their support was real. It was amazing to see how much they went out of their way to answer questions for me.

I graduated in May 2015 with a degree in Applied Human Services-Corrections Services; an achievement that was a long time coming for a first-generation college student. I was so happy to have finished, but I knew this degree was not going to get me to my dream job. After my undergraduate studies, my parents kept asking me if the jobs that I was applying for were jobs within my degree. It was hard to

explain to them that a social service degree does not automatically get you a job or restrict you to a specific job.

Reflecting on my high school and undergraduate journey it is amazing to see how much influence the Center for Diversity and Enrichment has had along the way. After receiving my degree, Gabriela Rivera recruited me to apply for a position in the CDE working with TRIO Upward Bound and the Iowa Edge Program. After a full year of working in that position, I transitioned to a full-time TRIO Upward Bound employee - back where I started. It is amazing to reflect on my journey and see it go full circle. Now I am giving back to my community and to a program that gave me so many opportunities, connections, growth, and so much more.

So many people have played a key role in my personal and professional life, and a handful of them have been from the Center for Diversity and Enrichment. My desire to be an influence on and make an impact on UI students has been because of my experiences.

I want to let our students know that even when you are not at the top of your class, don't shine academically, or are an athlete, success is still attainable. The desire to do better, shine through your own strengths, and surround yourself with people who want to see you succeed is so important. The supportive people I surrounded myself with helped me grow into the person I am today. My hope is we all can continue to shine and grow to help those who follow in our footsteps.





“...CDE and the people who work there became my mentors, teachers, advocates, allies, accomplices, and family. They helped teach me who I am, how I want to exist in the world, and how I want to be in relationship with others...I am forever grateful for that office and for the people who work there.”

Ariana Smith

bachelor of business administration, 2018



CDE Academic Coaches

The Center for Diversity and Enrichment's (CDE) mission is to support underrepresented students on the University of Iowa campus by focusing on four pillars of service: Student Success and Development, Community Building and Inclusion, Creating Pipelines & Access, and Diversity Training. The Campus Outreach Services (COS), Military and Veteran Student Services, TRIO Student Support Services, and TRIO Upward Bound units within CDE strive to provide academic coaching and programming that supports underserved students' ability to thrive and succeed during their tenure at the university, thus, hoping to enhance the cultural, social, and academic experiences of students.

Over the course of the last year, CDE administration dug deep into assessing the needs of its students and discovered that in order to serve their students in the best way possible, COS would need to intensify one-on-one advising. As a result, for the 2018-19 academic year, academic coaches will begin utilizing an intrusive advising/proactive advising approach. The new coaching model was molded from evidence-based research on retention and advising best practices.

The intrusive advising/proactive advising model proposes deliberate intervention to accomplish the following:

- Deliberate intervention to enhance student motivation
- Using strategies to show interest and involvement with students

- Intensive coaching designed to increase the probability of student success
- Working to educate students on all options
- Approaching students before situations develop

This model is key for working with traditionally at-risk student populations and promoting their success because it will enable coaches to provide:

- Early intervention at the first sign of any type of difficulty (risk factors can be identified in the admissions process)
- Introduction of rules, policies and procedures, along with clear explanations and expectations of students
- Monitoring progress of students to determine how well they are using information provided
- Customizing intervention and targeting it specifically toward student needs (Molina and Abelman, 2000)

In conjunction with this new approach, Campus Outreach Services is also excited to introduce cohort-specific programming that will allow for community and relationship building among peers and focus on topics most relevant to where each cohort is in their educational journey. CDE is hopeful these changes will allow Campus Outreach Services to better meet the needs of the students they serve and lead to increased retention of underrepresented students.



More information about the Campus Outreach Services, Military and Veteran Student Services, TRIO Student Support Services, and TRIO Upward Bound: DIVERSITY.UIOWA.EDU/CDE.

URM Faculty Recruitment and Retention Pilot Programs

Two new programs to support the recruitment and retention of underrepresented minority faculty are beginning at the University of Iowa.

One program, which will provide financial support for UI colleges and departments that enroll undergraduate students to recruit and retain URM faculty, was started with the help of the Department of Athletics.

In fall 2017, Gary Barta, the Henry B. and Patricia B. Tippie director of athletics chair, approached Dr. Lena Hill, interim chief diversity officer and associate vice president, and other campus leaders with the idea of providing financial support from the Department of Athletics toward initiatives that enhance the student experience on campus through diversity.

Recognizing the need, the Department of Athletics, Office of the Provost, and Chief Diversity Office developed a pilot initiative to support departments and colleges in the recruitment and retention of outstanding URM tenure-track faculty members. This program is intended to help the UI build a faculty community that more closely reflects the nation's changing demographics and thereby sustains the university's position as a leading research university.

"We're committed to the recruitment and retention of underrepresented students," Barta says. "In order to achieve that goal, we know we have to be intentional on many fronts within and beyond the department. Our success is dependent upon a welcoming and supportive environment throughout our campus, the greater Iowa City community, and the state."

The recruitment and retention of faculty and staff with diverse backgrounds is essential to UI's teaching and research mission, and to create a more inclusive campus culture. Both are key strategies of the UI Strategic Plan. Providing students with a rich and diverse cultural and social experience during their journey toward earning a degree is a pillar embedded in the strategic plans of both the university and the Department of Athletics.

The Department of Athletics will contribute \$150,000 a year for three years, or a total of \$450,000, to this pilot program. The Office of the Provost is committing \$50,000 per year, for a total of \$600,000. The funding is designated to support recruitment and retention of underrepresented minority faculty in these ways:

- Supplemental support for research supplies, equipment, and/or travel funds
- Summer salary coverage or funds to offset research salary
- Programmatic efforts within the department that would support diversity efforts (e.g., seminar series, outside speakers, etc.)
- Programmatic developments that support the new faculty member's research (e.g., conference, symposia, etc.)
- Other forms detailed by the department upon application for support

UI Athletics

HAWKEYESPORTS.COM/SPORTS/2016/6/13/OT-MISSION-STATEMENT-HTML

African American Studies

CLAS.UIOWA.EDU/AFAM

Native American and Indigenous Studies

CLAS.UIOWA.EDU/NAIS

Latina/o Studies

CLAS.UIOWA.EDU/LATINA-LATINO-STUDIES

Diversity Councils

DIVERSITY.UIOWA.EDU/COMMUNITIES



"This demonstrates that our athletics department is not just invested in making sure that we are an institution where student-athletes thrive, but that we're an institution where all students, faculty, and staff thrive," says Lena Hill, former interim chief diversity officer and associate vice president. "I want to thank them, as well as the Office of the Provost, for contributing to this very exciting initiative."

Other efforts to support the recruitment and retention of URM faculty include the Ethnic Studies pilot program and renewed support for faculty and staff affinity groups. In recognition of significant service demands and retention opportunities associated with ethnic studies units, the Chief Diversity Office implemented a pilot program to provide supplemental research, equipment, and travel support for faculty holding joint or complimentary appointments in African American Studies, Native American and Indigenous Studies, and Latino/a Studies.

Faculty and staff affinity groups address the needs and concerns of underrepresented groups; improve climate and build relationships; serve as a liaison between underrepresented minority faculty, staff, students, and the university community; and support university recruitment, retention and graduation efforts. These groups include the African American Council, Council on Disability Awareness, Council on the Status of Women, Latinx Council, Lesbian, Gay, Bisexual, Transgender, Queer Staff and Faculty Association, and Native American Council.





Ethnic Studies at the University of Iowa: Possibilities for competitive advantage

by Michael Hill, Ph.D., Washington and Lee University professor of Africana studies,
former UI department chair, African American Studies Program

The Ethnic Studies programs at the University of Iowa boast a storied past. While each of the units gestates along alternate timelines and in different circumstances, African American Studies, Latino Studies, and Native American Studies all show the university's visionary commitment to interdisciplinary research, multicultural awareness, and pedagogical innovation. These programs illustrate the intersection between student support, faculty recruitment/retention, and educational innovation. As the UI defines itself within the challenging environment of the 21st century, its Ethnic Studies programs hold enticing possibilities to grant the school a competitive advantage.

Today's headlines give us stories filled with vivid accounts of educational achievement gaps, mass incarceration, immigration policies, and land controversies. If the general public sees these issues as recent landmarks within the landscape of contemporary existence, Ethnic Studies programs note these matters as longstanding topics that order their course

offerings and research agendas. The UI's Ethnic Studies programs exemplify the benefits of gathering faculty from multiple departments to devise novel outlooks on complex problems. If the results of such gathering include scholarly publications like *The Midwest Latino Reader* and *Invisible Hawkeyes*, then the outcomes also include undergraduate students who exult in their exposure to classes that cover variegated cultural experiences. Such attitudes not only bolster academic confidence but also enhance feelings of institutional belonging. By affirming the value of studying minority life, Ethnic Studies programs give all Hawkeyes a chance to grow into a more dynamic community and more desirable future employees.

Faculty enjoy working in units where their teaching and research are understood, encouraged, and appreciated. For many professors, a position that carries these attributes may be more attractive than one with other perks. UI's Ethnic Studies programs are populated by individuals who illustrate this principal. Filled with

award-winning scholars and highly decorated instructors, African American Studies, Latino Studies, and Native American Studies have become destinations both for curious, motivated students and for talented, imaginative faculty. These developments reveal how humanities departments can serve as vital incubators to tackle the leading dilemmas of the contemporary world. As those august aims are pursued, faculty continually feel revived by





feedback from ideal interlocutors and chances to showcase their intellectual explorations. The UI must keep these aspects of its identity in mind as it ponders strategies for diversifying the professoriate.

Experiential learning and multi-disciplinary inquiry are buzzwords in current conversations about higher education. If there is much to commend in the experimentation that leads schools to form new departments and centers, then Ethnic Studies programs suggest that legacy interdisciplinary endeavors also hold important lessons. The UI's units are replete repositories of insight. From the Civil Rights Era through a post-9/11 epoch, the university has been called upon to reinvent itself and to craft nuanced responses to the pressing questions of the moment. African American Studies, Latino Studies, and Native American Studies have met that challenge in the past and are poised to do so again. By infusing the university's curricular offerings with greater range, these units couple meditation on fundamental verities with a keen awareness of particular cultural iterations. They underscore the school's commitment to a broad general education program while also stressing the necessity of studying phenomena deeply. If course offerings provide one line of edification, teaching methods also aid this unfolding. The UI's Ethnic Studies units lead the way in attempts to connect the campus with the larger corridor community.

The Ethnic Studies programs at the UI magnificently support the institution's strategic plan. In the coming days, these units will reward the campus, the state, the nation, and the globe with abundant returns on every investment made in their efforts. They will be resources for leaders seeking competitive advantage. As more and more discover their worth, they will be converted to a perspective held by the students, the faculty, and the community members already touched by these entities. Oh, what a day of rejoicing that will be.

CLAS Success in Faculty Diversification

by Nic Arp, director of strategic communications, College of Liberal Arts and Sciences

In today's increasingly pluralistic world, a graduate's success depends on collaborating with colleagues and neighbors from many backgrounds, and a 21st century college education must prepare students to embrace cultural, racial, social, and ethnic diversity.

To create an educational environment that reflects these core values, it is crucial that a university's faculty brings a wide-ranging mix of cultural experience and identity. To that end, the University of Iowa College of Liberal Arts and Sciences (CLAS) has had great success in recruiting faculty from self-reported underrepresented minorities—11 were hired for the 2017-18 academic year, and AY 18-19 appears to be on a similar track.

While CLAS does not have a formal diversity opportunity hire program, Dean Chaden Djalali, Executive Associate Dean Raúl Curto, and Assistant to the Dean for Faculty Alaina Hanson have developed effective initiatives to encourage recruitment of diverse faculty. The collegiate administration encourages Departmental Executive Officers to work with their faculty to identify strong candidates from underrepresented groups for tenure-track positions. Once such candidates have been selected, departmental and collegiate administrators ensure that the candidate has full faculty support, works in an area of expertise that fits with departmental priorities and strategic plans, and would emerge as a top candidate in any regular search. If these criteria are met, the campus interview process is expedited. CLAS also commits resources to departments for recruiting and hiring diverse candidates.

Associate Dean Meenakshi Gigi Durham, the college's diversity officer, says diversifying the CLAS faculty is crucial to fostering a robust intellectual and creative environment for the college.

"A diverse faculty advances excellence in scholarship, teaching, and service," says Durham. "There's been a great deal of research on the value of diversity to problem-solving and creative thinking. Diversity by definition generates a range of ideas that evolve from different perspectives, experiences, backgrounds, and identities—and it's this range that sparks inventiveness and fresh approaches, the vitality that's so necessary for knowledge production and for engaged classroom discussions."



She noted that the faculty needs to reflect the student body to foster successful outcomes for all students.

"Faculty diversity matters for creating an inclusive campus climate, one in which all students feel welcome and can find mentors with backgrounds and experiences similar to their own. Iowa demographics are changing, as are those of our region and nation, and CLAS attracts many international students, as well," says Durham. "Student success depends on working with faculty who are conducting research and teaching in areas that resonate with their passions and commitments."

Curto emphasized the importance of collaborative recruiting among departments and administrators, noting that the success in AY 17-18 was largely due to enterprising DEOs and faculty who brought excellent cases to the college's attention by working assiduously to identify potential hires.

One CLAS DEO who has worked with the college on "opportunity" hires is Professor Timothy Havens of the Department of Communication Studies.

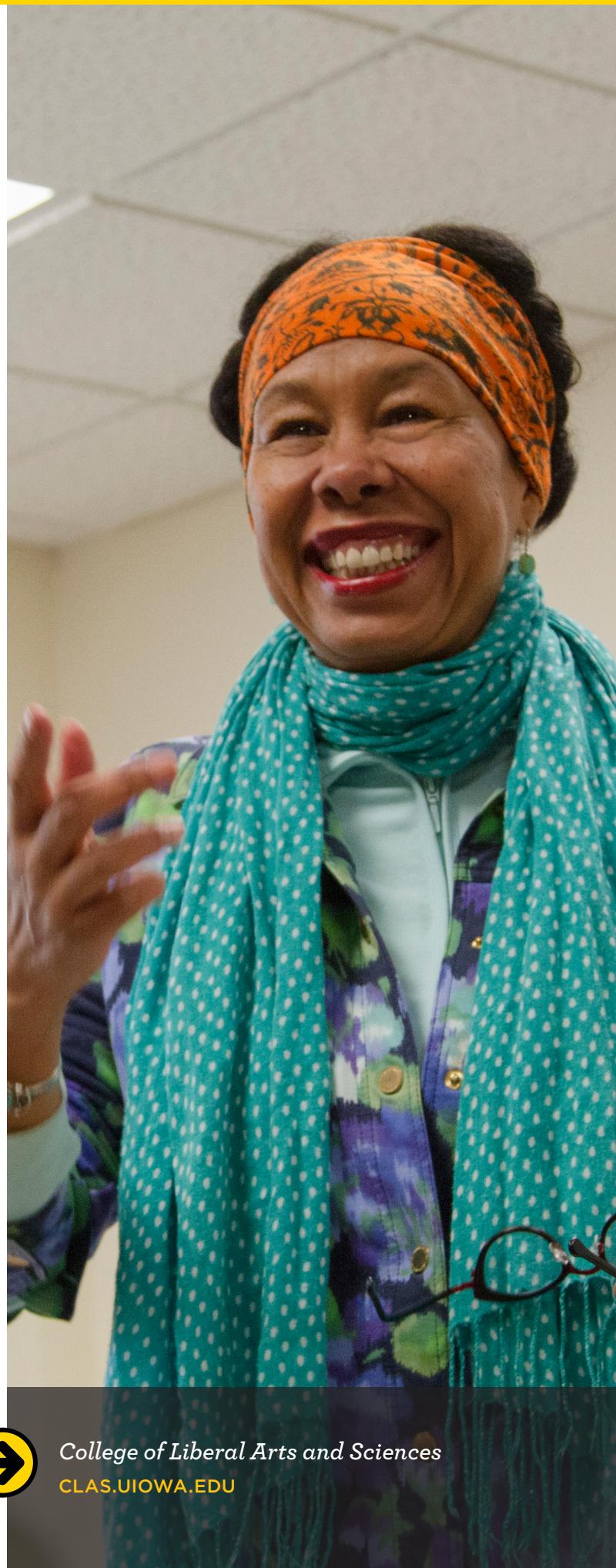
"Communication Studies has made two opportunity hires in recent years, both of which have established our department as being at the national forefront of the study of race, ethnicity, and communication," Havens said. "Together with the School of Journalism and Mass Communication, the Program in African American Studies, and the departments of American Studies and English, Iowa is now one of the top programs in the nation for studying African American media."

Durham emphasized the important role faculty diversification plays when it comes to quality and reputation of a university.

"For the University of Iowa to move forward as a leading institution of higher education, we need to attract the most brilliant minds from every walk of life, especially people who have historically faced barriers to participating in academia," Durham said. "Our students and our society will reap the benefits of a multicultural and multi-talented faculty, and many of the new faculty we've hired have joint appointments in more than one department which contributes to the interdisciplinary connections that catalyze great new classes and research projects in our eclectic college."

CLAS's efforts are helping the UI "to recruit and retain faculty and staff who possess the broad diversity essential to our research mission," a key goal of the UI's 2016-2021 Strategic Plan.

Most importantly, CLAS's efforts are helping to ensure that teaching and research at the UI are fulfilling a central goal of higher education—the creation of an ever more inclusive and humane society.





ASSOCIATE PROVOST

for Faculty

Kevin Kregel has served as the associate provost for faculty since September 2014. Dr. Kregel earned a bachelor's degree and doctorate (in physiology & biophysics) from the University of Iowa, and subsequently held an NIH postdoctoral fellowship at the University of Arizona. He joined the UI faculty in 1993. Prior to joining the Office of the Executive Vice President and Provost, he served as chair of the Department of Health & Human Physiology, where he holds the rank of

full professor. We asked him to reflect on the importance of faculty diversity at the UI, and to highlight some of the efforts his office is undertaking.

Why is faculty diversity important at the University of Iowa?

Kregel: Diversity, equity, and inclusion are essential to excellence in all areas of our academic mission: teaching, research, and service. Studies have shown that building a diverse faculty

is particularly important because where there is a diverse faculty, student diversity will follow. Having a diverse and inclusive faculty not only enhances our ability to develop the highest quality academic programs, it is essential to our mission as a public R1 university.

What do you see as the role of the office of the Associate Provost for Faculty in advancing faculty diversity on campus?

Opportunities

CENTRAL MIDWEST HERC (HIGHER EDUCATION RECRUITMENT CONSORTIUM)

Collaboration among higher education and community partners to assist dual-career couples, recruit diverse applicant pools, and build relationships across the state.

HERCJOBS.ORG/CENTRAL-MIDWEST

NATIONAL CENTER FOR FACULTY DEVELOPMENT AND DIVERSITY (NCFDD)

UI institutional membership includes access to monthly tele-workshops and newsletter, weekly update on topic related to faculty productivity, access to private online networking forum, including matching option with writing accountability partner.

FACULTYDIVERSITY.ORG

FACULTY SEARCH COMMITTEE PRACTICES TO ADVANCE EQUITY

Resource tool for faculty search committees to discuss strategies in advance of beginning a search, provide evidence-based best practice strategies, and increase familiarity with relevant information. To be used in concert with Office of Equal Opportunity Recruitment Manual.

PROVOST.UIOWA.EDU/FACULTY-RECRUITMENT

Kregel: It is the responsibility of our office to offer central leadership and resources in support of collegiate and departmental efforts. Sometimes that support involves funding, such as our Dual-Career Salary Support or the URM faculty recruitment and retention program; sometimes it is developmental, such as the DEO Leadership Development Program or faculty search committee trainings. It is also our job to monitor the overall progress being made toward DEI on campus.

How does your office plan to advance diversity, equity and inclusion in the next academic year?

Kregel: Last spring, we were pleased to collaborate with the Chief Diversity Office and the UI Charter Committee on Diversity to design and implement the 2018 Faculty and Staff DEI survey and focus groups. The results will be published in Fall 2018, and we are committed to integrating the survey findings into a campus-wide Diversity Action Plan and using the results as a baseline to assess the impact of our collective efforts in future years. Our office will also continue to review faculty hiring and resignation data, and conduct a biennial Faculty Salary Equity study to assess climate and equity issues on campus. We recognize that data only tell part of the story – we need to hear from underrepresented faculty about what they perceive is

working and what needs improvement. In the past year, we worked with the Chief Diversity Office to convene listening sessions for faculty of color and women faculty, and in the upcoming year we intend to strengthen our formal connections with the UI Constituency Councils.

Our office will also build upon our efforts to improve campus climate via various programs. Our DEO Leadership Development Series integrates DEI information for department chairs, who the literature shows play one of the most essential leadership roles on campus for diversifying the faculty and ensuring an inclusive climate. We will continue to offer workshops on unconscious bias and work with campus partners to expand those efforts. We plan to build on the Faculty Search Committee Practices to Advance Equity guide we developed last year, and provide additional resources for mitigating bias.

Our office will continue to support UI's institutional memberships in the National Center for Faculty Development and Diversity and the Central Midwest Higher Education Recruitment Consortium, which provide on-demand webinars and other resources on a wide range of faculty diversity issues. This past year we developed the Faculty Support and Safety Guide to assist the campus in supporting faculty who are targeted by groups outside of the university based on the content of their scholarship,

teaching, or clinical care. Our campus is a national leader in developing this system-response model, and we look forward to integrating it more fully on campus and sharing the model with other campuses.

In the next year, we intend to focus efforts on faculty recruitment, but also increase our attention to issues related to faculty retention, which is a challenging issue on campus and nation-wide. We are committed to being innovative, collaborative, and persistent in leading the campus to engage in making real progress.

How are you ensuring that faculty diversity efforts remain a priority in your office and at the university?

Kregel: Each year our office develops a faculty DEI action plan. Diane Finnerty, assistant provost for faculty, is responsible for overseeing faculty diversity efforts. This year we intend to create formal communication channels with the UI Constituency Councils to heighten our accountability and connectedness. We will also continue to use data to monitor progress on campus, including working with the Chief Diversity Office, UI Charter Committee on Diversity, and University Human Resources to publish the findings of the 2018 Faculty & Staff DEI Survey and work with the campus to create a comprehensive Diversity Action Plan to guide future campus efforts.

DEO LEADERSHIP DEVELOPMENT SERIES

Designed for departmental executive officers (DEO) in their first two years of service, integrating DEI information for department chairs, one of the most essential leadership roles on campus for diversifying the faculty and ensuring an inclusive climate.

PROVOST.UIOWA.EDU/LEADERSHIP-RESOURCES-DEOS-ACADEMIC-ADMINISTRATORS

BUILD A CAREER | BUILD A LIFE

At the UI, we recognize the important relationship between productive careers and quality personal lives. Resources are provided to assist to successfully build a career and build a life.

WORKLIFE.UIOWA.EDU

FACULTY SUPPORT AND SAFETY

Guide designed to assist the campus community in responding to situations in which faculty members are targeted based on scholarship, teaching, clinical care, and/or service.

PROVOST.UIOWA.EDU/FACULTY-DEVELOPMENT-GENERAL-FACULTY-PROGRAMS



*Our sincere gratitude to Dr. Lena M. Hill
for her leadership, vision, and strong
foundation for moving forward.*

Realizing the message of excellence through diversity

The term “diversity” is often overused and little understood. As higher education leaders across the nation extol the virtues of seeking a diverse, equitable, and inclusive learning environment, the University of Iowa has committed to explaining its distinctive motivation for improving its climate. Part of this process involves communicating a message that reflects our values and institutional identity, and we are excited to refine and broadly share our ideas.

Our insistence upon linking “excellence” and “diversity” rests upon a fundamental belief that to prepare students to thrive in an increasingly diverse nation and world, the UI must provide an educational experience attuned to this contemporary reality. Whether students are studying in STEM or the humanities; completing undergraduate, graduate, or professional degrees; or participating in athletics, leadership opportunities, or countless other available programs, they benefit immeasurably from an institution that is home to diverse peers, faculty, and staff. The varied life experiences, cultural backgrounds, and identities UI stakeholders bring to our work infuses all that we do with the creativity and energy necessary to achieve excellence. Our geographic home in a state that is more racially homogenous than many necessitates our resolute attention to addressing the challenge of building a diverse educational community.

The UI recognized this truth many years ago. We boast many firsts that spotlight our dedication to promoting equality and diversity. The UI was the first state university in the U.S. to admit men and women on an equal basis, the first law school to award a law degree to a woman, and likely the first law school to award a law degree to an African American. This rich legacy is not merely the foundation upon which we build; it is also an established trust we must honor.

This is no easy task: recruiting and retaining more diverse Hawkeyes is challenging work. It is not enough simply to proclaim that we achieve excellence through diversity. Developing a message represents a starting point that announces the University of Iowa’s values and encourages a wide range of stakeholders to commit to a single vision. It is the work that follows the message that determines whether meaningful, enduring progress occurs. Yet we must identify a starting point. In recognition of this truth, the Chief Diversity Office developed a cohesive message that leaders throughout our complex institution can

embrace. We urge students, faculty, and staff to appreciate the fact that we must improve our diversity to remain a leading research university.

When we study the UI numbers of diverse students, faculty, and staff and track the success of diverse stakeholders, we quickly acknowledge that there is much work to do. Data never tells the entire story of our institutional identity, but it offers an indispensable snapshot of where we need to focus our efforts. Measuring our progress across the different groups that comprise the Hawkeye family makes us accountable to our mission of seeking excellence for all, and this is why our message is inextricably tied to our metrics.

To achieve greater accountability, the Chief Diversity Office is currently developing the Diversity, Equity, and Inclusion (DEI) Collegiate Digest. In its initial phase, academic leaders will create digests through a portal that will help the Chief Diversity Office track diversity, equity, and inclusion progress in each college. Completed digests will be shared annually with campus and used to assess the progress of the UI Strategic Plan. The digests will provide access to diversity data, collegiate definitions of diversity, as well as individual efforts toward DEI recruitment, retention, and climate goals. We hope these digests will enhance accountability for and communication about DEI objectives across the institution.

The information gathered through the digests—together with the findings from climate surveys and listening sessions—will provide a foundation to develop an institutional diversity, equity, and inclusion action plan. A DEI Action Plan that stands on ideas and feedback from stakeholders across the UI will provide a sturdy base from which a new chief diversity officer and associate vice president can strategize for the future. This leader will benefit from a plan that conveys where we are, who we are, and the nature of our priorities.

At the University of Iowa, we stand on our history and build on our successes. As we join together to make the UI a more welcoming and inclusive institution, we follow a path of trailblazers who came before us and set a high bar that we cannot afford to fail to reach. We invite every Hawkeye to join our efforts to make the message of achieving excellence through diversity a reality.



UNIVERSITY LEADERS AND PIONEERS

UIOWA.EDU/HOME PAGE/LEADERS-AND-PIONEERS

TELLING OUR STORY THROUGH NUMBERS



Underrepresented Minority (URM): American Indian or Alaska Native, Black or African American, Hispanic or Latino/a, two or more races, Native Hawaiian or Pacific Islander

14%

URM Undergrad enrollment

7.4%

URM Fulltime tenured/tenure-track faculty

1,381 Total, American Indian or Alaska Native (3), Black or African American (30), Hispanic or Latino/a (60), Two or more races (9)

23.5%

First generation enrollment

Sources: MAUI, Fall 2017 Profile of Students Enrolled, IPEDS, HRIS, Annual Equal Employment Opportunity and Affirmative Action Workforce Report November 2017 (diversity.uiowa.edu/data-and-reports)

The UI Data Digest provides comprehensive quantitative information about various aspects of the university, including students, faculty, and budget. It is meant to serve as a source of official numbers and is available publicly.

DIVERSITY.UIOWA.EDU/DATA-AND-REPORTS

If additional information, not available in a published report, is needed, a request may be made through the university's Open Records Office or through internal data request forms.

PUBLICRECORDSREQUESTS.IOWA.UIOWA.EDU

46%

4-Year undergrad graduation rate for URM students

54% 4-year undergrad graduation rate for all students

8%

4-Year undergrad graduation rate gap for URM students

11.9%

Graduate, professional, and post grad enrollment for URM students

6.5%

URM Non-tenure track faculty

1,072 Total, American Indian or Alaska Native (4), Black or African American (18), Hispanic or Latino/a (43), Two or more races (5)

4.9%

URM Professional and scientific staff

8,280 Total, American Indian or Alaska Native (16), Black or African American (141), Hispanic or Latino/a (202), Two or more races (44), Native Hawaiian/Pacific Islander (5)

11.3%

URM Merit staff

3,736 Total, American Indian or Alaska Native (23), Black or African American (218), Hispanic or Latino/a (164), Two or more races (15), Native Hawaiian/Pacific Islander (1)

186

Undergrads enrolled that identify as transgender, non-binary, or prefer not to answer

575

Veterans receiving benefits

1,596 self-reported
veterans and dependents

1,227

Self-reported faculty, staff and students with disabilities

1,104 students with disabilities, 123 faculty and staff with disabilities

EXCELLENCE *through* DIVERSITY



CHIEF DIVERSITY OFFICE

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- 📞 319.335.0124
- ➔ diversity.uiowa.edu
- ➔ facebook.com/DiversityUI
- ➔ @diversityUI

The University of Iowa's status as a premier research university depends on the robust exchange of ideas. The diversity of our students, faculty, and staff helps us fulfill our mission to explore, discover, create, and engage. Thus, we are committed to supporting every Hawkeye's pursuit of excellence. As we enhance the breadth and depth of our perspectives, we purposefully prepare for our future. Our ability to foster an equitable environment for all who join the UI family will determine our collective success. We eagerly accept this challenge.