



Diversity Resources Unit

2019 Self-Study

Division of Diversity, Equity, and Inclusion
University of Iowa

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EXECUTIVE SUMMARY

Unit Overview

The Diversity Resources unit helps drive the Division of Diversity, Equity, and Inclusion efforts to shift campus culture to one that is more inclusive, welcomes diversity, breaks down barriers to increase dialogue across difference, and is affirming and respectful of all identities. Diversity Resources is comprised of one director, three coordinators, and two undergraduate student workers. In order to uphold the unit's purpose, Diversity Resources members rely on a variety of methods to achieve that goal, including training/courses, events, consultation, and resources development as well as campus partnership in order to host initiatives.

Constituents Served

The primary audience of the Diversity Resources unit includes faculty and staff. The secondary audience is graduate students and community members. The final audience is undergraduate students. Although Diversity Resources services all constituent groups listed, the team is strained to connect to faculty, merit staff, and upper-level administrators.

Strengths and Challenges

Strengths of the team include creating trainings, events, and initiatives rooted in researched frameworks and evidence-based practices. Although the team is small, there are practices of cross-training, equitable division of tasks, and clear workplace expectations. All staff are required to complete required training and actively engage with diversity, equity, and inclusion programs across the university.

Some key challenges include not having enough staff to manage campus-wide need for professional development, consultation, etc. A splintered focus of staff responsibilities, including being responsible for larger DDEI logistics and needs (e.g., coordination of all staff meetings, website updates, etc.). There is also internal and external confusion about the structure of the division.

Questions for Reviewers

The primary focus areas of development and concern for the Diversity Resources unit are connection to:

- (1) mission, vision, and goals,
- (2) structure and alignment,
- (3) audience, and
- (4) assessment and evaluation.

As the university is engaged in a paradigm shift from “diversity” to “diversity, equity, and inclusion” there is likelihood of increased need for unit DEI consultation, clear metrics for DEI initiatives success, and an increase in varied methodologies of delivering awareness, knowledge, and skills. Currently, the Diversity Resources unit is equipped for some of the changes, but not all of them, especially given the need to continue current programs and projects. The Diversity Resources hope is for a reviewer to help prioritize the most effective work being completed and expand the reach of the unit's initiatives.

UNIT OVERVIEW

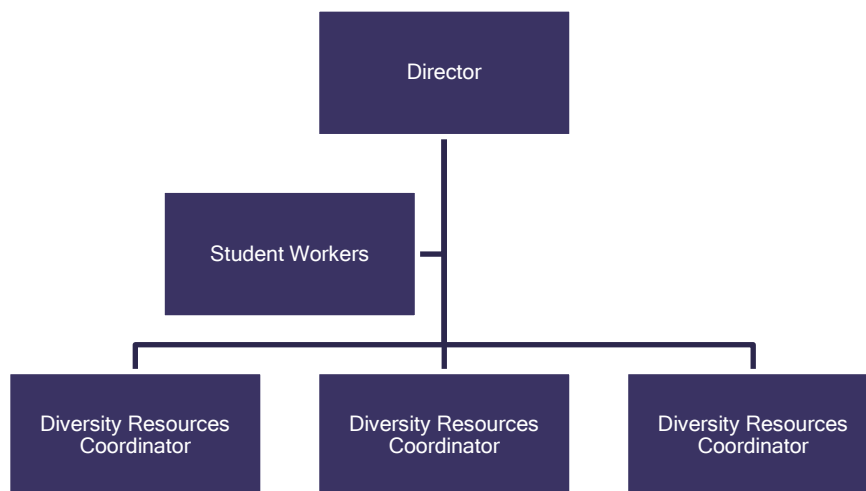
Department History

The Diversity Resources Office is one of three units in the Division of Diversity, Equity, and Inclusion (formerly known as the Chief Diversity Office). Initially the Diversity Resources was part of the Office of Equal Opportunity and Diversity and was comprised of two coordinators. When the scope of team expanded, the work was then housed under the administrative unit of the Chief Diversity Office.

In 2013, Diversity Resources become a distinct unit under the Dr. Georgina Dodge, the first Chief Diversity Officer at the University of Iowa, as the Diversity Resources Team. The team was led by Lindsay Jarratt as a Manager. In 2016, the unit leadership position was re-classified as Director and the unit became Diversity Resources.

Unit Organization

Diversity Resources is comprised of one director, three coordinators, and two undergraduate student workers.



Previously, the unit was one manager, two coordinators, one administrative services coordinator, and one student. In 2014, the Tippie College of Business MBA program created a graduate assistantship position that focused on Diversity and Inclusion. This position was filled from until the 2017-2018 year when the assistantship was discontinued due to Tippie ending their full-time MBA program.

When the unit leadership title and leader changed in 2016, the administrative services coordinator position was reclassified to the same level of the other coordinators. There is no longer an administrative support services individual for the Diversity Resources unit.

Unit Purpose

The Diversity Resources unit helps drive the Division of Diversity, Equity, and Inclusion efforts to shift campus culture to one that is more inclusive, welcomes diversity, breaks down barriers to increase dialogue across difference, and is affirming and respectful of all identities.

Constituents Served

The primary audience of the Diversity Resources unit is University of Iowa faculty and staff. However, since professional development options for student on diversity, equity, and inclusion have not been centralized until recent efforts, a portion of the Diversity Resources time is dedicated to serving undergraduate, graduate, and professional students. The scope of Diversity Resources also extends into the Iowa City and surrounding area. A projected breakdown of audience focus is the current goal of the unit.

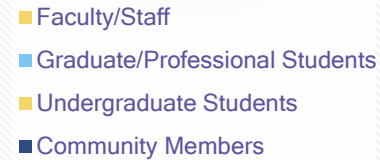
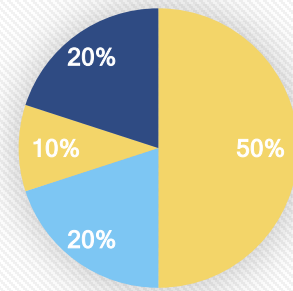
Methodology

In order to uphold the unit's purpose, Diversity Resources member rely on a variety of methods to achieve that goal:

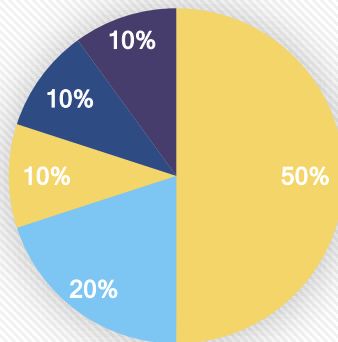
Training/Courses:

Producing and assessing training sessions that are interactive, in-person, researched-based, evidence-informed, collaborative, applications-based, and skill-building focused. (BUILD, LGBTQ Safe Zone, NCBI, Iowa City Better Bridges, Supervising@IOWA, Advanced Management Series, Exploring White Identity Dialogues, Train-the-Trainers, Department Requests, Building Global Diversity, Cultural Intelligent Leadership)

Audience



Methods



Events and Awards:

Hosting events that recognize achievement in diversity and inclusion, centralize the voices of marginalized populations, and build bridges between different identities. (Alliant Energy Achievement Award, Annual Update on Diversity, Equity, and Inclusion, Diversity Catalyst Awards and Reception, Diversity Seed Grant, Faculty/Staff of Color Events, Women's Leadership Initiative)

Consultation:

Serving on committees and offering advice to departments whose focus will directly impact the experience or needs of UI student, staff, and/or faculty. (Anti-Violence Coalition, BUILD coaching, Call In Questions, CHOOSE Committee, CIT Advisory Board, Healthy Masculinity, International Student Committee, IOWAWHE Institutional Representative, UI Pride Committee, Trans Inclusivity Taskforce)

Resource Development:

Creating and providing resources for self-learning, guidance, and support. (Film discussion guides, website resource page, management of book rental.)

Other:

Any other task or action needed to support the efficient running of the team, etc. (Strategic planning, supervision, marketing, outreach, office management, etc.)

2018-2019 Goals

Focus:

One goal was to create a clear understanding of Diversity Resources purpose, methodologies, and audiences. In order to reach this goal, we created a Project Task List which included updated information about who the unit was, and our breakdown for methodologies as well as audience. There are still some areas in which we need to meet (i.e. faculty training and involvement). One way we were hoping to do this, but have not yet implemented is with the Teaser Trainings structure.

Sustainability:

The goal was to implement more Train-the-Trainer options to expand offerings as well as create a more structured process to manage project lists. We have held a few more train-the-trainers with Center for Diversity and Enrichment staff as well as individuals wanting to host unconscious bias trainings. I also created a new training that CDE individuals could promote on Becoming a Change Agent. For the DRT staff, we now use a project list to more evenly distribute the responsibilities. In the near future, we do hope to host more train-the-trainers to expand the number of individuals able to train in their areas.

Depth of Learning:

Our goal was to expand the number of opportunities outside of our training modules. The BUILD Plus program includes the creation of the passport process, which continues education for those who have completed certificate as well as reach individuals unable to attend BUILD sessions. The meet-ups focus on collective problem solving. And the coaching allows for a greater depth of knowledge and understanding as individuals relate the information learned to their respective environments. We also are working on an online training page for unconscious bias as well as other resources in order for our constituents to increase their knowledge on their own.

Marketing:

Our goal was to promote campus involvement with DDEI programs through social media campaigns. At this time, we have not yet implemented the #UIDEI/#UIBUILD initiative but plan to have participants who have attended our sessions to take pictures with their BUILD placards, LGTBQ Safe Zone placards, etc. to create an awareness of where people are getting trained and who is participating in our initiatives.

UNIT SUMMARY

Core Programs and Initiatives

Alliant Energy Achievement Award: This award recognizes academic achievement from rising Seniors in business or engineering, leadership in campus and community organizations, and potential for future career success. In partnership with Iowa State University and University of Northern Iowa.

Annual Update on Diversity, Equity, and Inclusion: This event is hosted at the beginning of the spring semester with the goal of informing the campus about diversity, equity, and inclusion-related numbers, initiatives, achievements, and goals.

Building University of Iowa Leadership for Diversity (BUILD) Certificate Program: The BUILD initiative is an opportunity for UI faculty and staff to gain strategic knowledge and skills to contribute to a welcoming and inclusive environment for all. This initiative included the BUILD Plus initiative, which further learning through coaching, meet-ups, and a passport program.

Culturally Intelligent Leadership: An intensive course co-taught by instructors provides knowledge and skills for leadership in an increasingly diverse and global workplace. In partnership with the Pomerantz Career Center. (Paused for 2018-2019 academic year).

Cup o' Justice: A year-long series of discussions designed to bring change leaders together in shared learning. The goal of this series is to promote intergenerational and interdisciplinary dialogue about social justice, civil rights, and civic engagement.

Diversity Catalyst Awards and Reception: These awards are designed to honor faculty or staff members, programs or departments, and students or student organizations engaged in diversity initiatives during the previous academic year that have promoted the development of an inclusive, diverse campus community at the University of Iowa.

Diversity Catalyst Seed Grant Award: Supports projects and programs with an immediate impact enhancing the diversity goals of the University of Iowa's Strategic Plan.

Faculty and Staff of Color Events: The goal of the Faculty and Staff of Color events are to create a sense of community and recognition of value at the University of Iowa. These events could include welcome receptions, socials, lunch and learns, or newsletters. In partnership with the Diversity Councils and the Office of the Provost.

Exploring White Identity Workshops: Discussions around white identity and allyship. During this course, participants discussed several racial identities, but specifically White identity.

Iowa City (I.C.) Better Bridges Institute: An institute designed for business owners and managers to learn more about identity, bias, and strategies to have inclusive customer service. In partnership with Iowa City Downtown District, City of Iowa City, Iowa City Area Development, Iowa City Area Chamber of Commerce.

LGBTQ Safe Zone Project: This is a campus-wide program that offers a visible message of inclusion, affirmation, and support to lesbian, gay, bisexual, transgender, and queer people in the university community.

National Coalition Building Institute (NCBI): This program utilizes a coalition-building model to provide leadership training for inclusion and equity, with the goal of eliminating all forms of prejudice throughout the world.

Social Justice Reading Group: In partnership with the Center for Teaching, this reading group will focus on collectively reading books that have a comprehensive text that provides foundational theoretical and pedagogical frameworks for thoughtfully integrating social justice into the classroom. Primarily for faculty and graduate students.

Women's Leadership Initiative: The focus of the initiative is to create a community of support for the empowerment of women leaders. In partnership with the Iowa Network for Women in Higher Education and the Womxn@Iowa group.

Related Theories and Frameworks

Diversity Resources creates trainings, events, and initiatives rooted in researched frameworks and evidence-based practices. For our training initiatives, we rely on multicultural frameworks which outline competency in relation to awareness, knowledge, and skills (Pop & Reynolds, 1997), paired with Social Justice Education work (Hackman, 2005) in connection to parts of prejudice reduction theories (Deutsch, 1973; Allport, 1954). Additionally, Diversity Resources has a focus on Community of Practice models (Lave & Wenger, 1991) and Adult Learning Theory (Knowles, Holton, & Swanson, 2005). For events and other initiatives associated with targeted identities, we rely on emerging literature and best practices associated with satisfaction, sense of belonging, and retention.

Although use of research, literature, etc. is in place for some initiatives, using evidence-based theories or practices is not consistent across initiatives. At this time there are not clear national diversity, equity, and inclusion training standards that we adhere to.

Related Data, Assessment, and Evaluation

The data collected by diversity resources is a mix of quantitative and qualitative. Quantitative data includes attendance, attrition, training hours completed, and Likert scale responses to:

- The facilitators were knowledgeable about their topic.
- The facilitators created an inclusive space to learn.
- I learned something new in this workshop.
- I found this workshop personally challenging.
- I gained useful new resources in this session.
- After this workshop, I believe I can be more effective at creating an inclusive university community.
- I would recommend this workshop to a colleague.
- The workshop was the right length of time.
- How did you learn about this session?

On average, Diversity Resources provide between 130-140 workshops and events each year, typically totally more than 300 hours and reaching between 3,500-4,000 participants. To date, the team has already provided more than 100 workshops and events reaching more than 2,500 individuals.

Qualitative data is collected in two formats: Open-ended survey questions and focus groups. Although the open-ended questions go to attendees of events and training initiatives, the focus group sessions are specific to the BUILD Certificate Program. Examples of the open ended questions include:

- What were the most valuable things you learned in this session?
- Is there anything that would enhance your learning experience in this session?
- What is one action you will do as a result of what you have learned in this session?
- What other topics would you like to see offered?

Each Focus Group section consists of 5-7 people. The sessions are led by a graduate student from the College of Education, recorded, and transcribed by an external vendor. Focus Group prompts include:

- What was your motivation for attending BUILD? (Why did you choose to attend?)
- Thinking about what you have learned from the workshops you have attended, how have your expectations been met? Shifted? (How can staff meet or change to meet your expectations?)
- Thinking about the multiple course you have taken, how do you think the multiple courses connect with each other?
- The outcomes for the BUILD Program include [read outcomes]. Which outcomes do you think you experienced most in the sessions you attended? Do any specific sessions come to mind as most useful in achieving these outcomes?
- What has been the overall impact of participating in the BUILD certificate program? (Has the program increased your cultural competency and/or workplace satisfaction? If so, how?)

CONNECTION TO NATIONAL STANDARDS

Departmental Mission

The current Diversity Resources unit mission aligns with the Division of Diversity, Equity, and Inclusion's goals associated with education, inclusion, and campus climate. In 2016, the Diversity Resources unit revisited their mission statement as a team to more clearly define their primary goal and methodologies in which to achieve that goal. This redefined mission was disseminated passively through the website and defined broadly through the Division of Diversity, Equity, and Inclusion "About Us" PowerPoint, but was not shared with any specific strategy.

Departmental Programs

The Diversity Resources unit's initiatives that focus on training and education have a clear curriculum, including but not limited to curriculum created internally, by the National Coalition Building Institute, and the Cultural Intelligence Center. Content of all training programs include direct workplace and career application. Events and initiatives include recognition of work and/or connection to individuals based on their career citizenship and life. Although, due to a focus on adult learners, participants progression is not necessarily linear or within a designated timeline. Although most individuals actively involved with the certificate programs complete series within two years.

Regarding the six domains, we offer a variety of initiatives that acknowledge distinctions in discipline, knowledge, constructing knowledge in relation to daily life. Including, but not limited to: supervision, workplace climate, teaching and instruction, and leadership. Regarding cognitive complexity, most trainings and initiatives focus on applied strategic thinking and participant's sphere of influence. An example, would be a recent partnership with the Center for Teaching to create a book club for faculty and graduate students on teaching diversity and social justice. Regarding intrapersonal development, all Diversity Resources trainings and initiatives have a focus on self-understanding, identity development, and realistic self-awareness. Regarding interpersonal competence, trainings such as the National Coalition Building Institute focus on building meaningful relationships to collaborate and have effective leadership. In relation to humanitarianism and civic engagement, Diversity Resources partners with the International Student and Scholars Services for building our Bridging Global and Domestic Diversity, with health care professional students going on service trips, and with community change leaders through programs like Cup o' Justice. Regarding the final domain, practical competence, Diversity Resources partners with Learning and Development in order to capture career development and professionalism through their My Trainings. This system, however, is limited in having a comprehensive understanding of professional development completed.

As discussed earlier, Diversity Resources uses multiple methods to gather assessment including focus groups and survey feedback forms. However, the unit needs to articulate better the depth of engagement after participants become trainers. Programs are intentionally designed to use DEI framework and theories. And, although some programs have been integrated into practices at the institutions (i.e. BUILD, Safe Zone, Supervising @ Iowa, AMS), others are not prioritized or put into the institution's structure.

Diversity Resources is also responsive to distinct needs such as trainings with UI Health Care or when working with specific departmental or student group requests. Within all trainings, there is some standards of universal access (e.g. video captioning) but trainings do need to do more with accessible PDFs and flexible classroom structures. At the moment, initiatives are limited to in person although they vary across design (e.g., training, event, initiative, institute, and awards). An interesting area to connect to could be with expanding online training presence.

Organization & Leadership

Diversity Resources structures around clear division of labor structure in which individuals are expected to be primary on a certain number of core initiatives, be a liaison to specific committees, and be cross trained across all major training topics. Below is an example of what is tracked:

Training Overview

- Facilitator Trained in primary training topics offered by DRT: BUILD: Beyond the Numbers, difficult dialogues, microaggressions, National Coalition Building Institute, Start Power, unconscious bias, etc.
- Additional certifications
- Professional development (this year and previous years)

Experience, Skill, and Knowledge Self-Assessment

- Experience and Skill: Coaching (1:1), community outreach, curriculum design, data entry/report creation, event planning, marketing and design, panel facilitation, public speaking, resource development, small group facilitation, training facilitation.
- Knowledge Areas: Advocacy/Coalition building, communication, conflict management, disability, gender, leadership, policy and law, race/ethnicity, religion/spirituality, sexual orientation, socio-economic status.
- Initiative Assignment: Primary organizer, primary trainer, committee member, additional responsibilities.

Additional Initiative Expectations

- BUILD responsibilities
- LGBTQ safe zone responsibilities
- NCBI responsibilities
- Departmental requests
- Tabling and orientations
- Checking mail and email assignments

Accomplishments for the Year

Additionally, Diversity Resources members have clear performance expectations and are aware of reporting structures to the director. As a team, we have also clarified communication expectations by utilized a Cultural Values assessment tool in fall 2018 to learn about possible opportunities and challenges associated with each other's intercultural communication styles.

Regarding supervision, coordinators meet individually with the director on a biweekly basis and as a team on alternating weeks. Annual goals are established at a summer retreat and are based on feedback from constituencies as well as experience of team members. All team members have access to developmental funds and are expected to attend one conference a year, at minimum.

Each year, team members are assessed for their performance associated with personal goals, which are individualized as well as connected to the larger unit goals. Team members are encouraged to collaborate with colleagues and build relationship across departments. All team members are expected to know basic program and training technology needs and logistical information. Members are recognized at an annual staff celebration and receive constant feedback.

Over the course of the unit's history, our priorities have adapted and improved to respond to the changing needs of UI campus and community members. Including but not limited to, expanding programs such as BUILD to include meet ups, coaching, and passport capabilities. All Diversity Resources members act as advocates to promote the mission and goals of the Division of Diversity, Equity, and Inclusion.

Human Resources

The unit is not currently appropriately staffed to accomplish mission and goals. Staff has adequate technical support but not personnel to accomplish their primary responsibilities meaning that all team members also do administrative work associated with trips, email, mail, etc. and that this past year the team has had to cut a few initiatives. With that said, personnel make an effort to keep abreast of research and theories. However, more time needs to be allocated to members staying current.

Given the nature of this unit's work, the team holds identities from a number of underrepresented populations. This particular staff also holds a variety of professional degrees although all in relevant field work or supplemented through related work experience and training. In relation to undergraduate assistance, students are trained and supervised by director who balances their role as both a student and employee by adhering to specific job descriptions and activities as well as agreed upon work hours and schedules. Director is also flexible with circumstances related to academics, family, etc.

Regarding the larger Division of Diversity, Equity, and Inclusion, the Division has clear institutional guidelines for recruitment, selection, supervision, and performance expectations. Through the close relationship with Human Resources, personnel have updated position descriptions and understanding of performance review and cycle. Additionally, the Diversity Resources onboarding process includes required trainings and a timeline in which to complete them, including core Diversity Resources trainings, institutional policies, FERPA, Sexual Misconduct, Ethics and Responsibilities, and P-Card/Trips. During the initial onboarding, team members are also connected to specific partner meetings/referrals, and 3-/6-/9-month check-ins.

Ethics

All members of the Diversity Resources unit adhere to ethical standards as outlined through training from the university; this includes, statements around confidentiality, records, and clarity with responsibilities to report. Regarding ethics as they relate to financial resources, management of institutional funds falls primarily to the director. Each year, the director allocates program specific budgets and approves all budgets to ensure no mishandling of funds. For everyday ordering or supply needs, Diversity Resources utilizes the support from Shared Service as needed.

Law, Policy, & Governance

The team also does not condone harassing activities or hostile intimidating work environment. All team members of Diversity Resources have access to Human Resources, Equal Opportunity and Diversity, Ombudsperson, and the Office of the Sexual Misconduct Resource Coordinator if concerned or needing legal advice. Staff members are aware of basic UI policies related to human rights, contracts, transactions, or other tasks that have legal implications. Most policy review occurs during the first three months of onboarding and is not revisited unless needed. One area that could use improvement is additional training when/if policies change as well as reviewing policies regularly.

Regarding policies around the Freedom of Information Act (FOIA), Diversity Resources members have been trained on connecting to the Office of Strategic Communications in order to respond appropriately with institutional and external organizations.

Diversity Resources unit properly cites all materials used during trainings and programs.

Diversity, Equity, & Access

Diversity Resources programs do not discriminate against any protected classification, political affiliations, family history, etc. Diversity Resources does, however, have targeted programs in which the primary focus audience may focus on a specific identity or classification. For example, Faculty and Staff of Color events, the Alliant Energy Achievement Award, or the Women's Leadership Initiative.

Regarding training content, initiatives address the diverse needs of constituencies including basic, foundational information for those starting their DEI journey to individuals that are more advanced. Training programs have been adapted to be a resource and accessible to all constituencies, including but not limited to adapting activities for individuals using a wheelchair, providing additional aides (e.g., ASL interpreters), etc. Trainings and initiatives are all held in places that have elevator access, however, not all locations have strong sound ability (i.e. need better microphone technology).

An area of improvement would include distance and/or online learning opportunities.

Institutional & External Relations

Diversity Resources members establish, maintain, and promote relationships across campus with different departments, colleges, and student groups. Some strategic partnership include working with Learning and Development and the Downtown Business District, having members on the Diversity Councils and Shared Governance groups, and establishing liaisons with campus partners such as UIPD and the Office of Strategic Communication.

Some challenges that exists is that we need more staffing to ensure an equitable distribution of labor and communication. There is also a lot of misunderstanding about our offices and the reach of our initiatives. Promotional information about the office is accurate and free of misrepresentation but is mostly in passive form on the website with the occasional overview presentation.

An institutional relations area of improvement could be applying and/or managing funds from grants or advocating with the Center for Advancement.

Financial Resources

The unit's primary funding focuses on professional staff salary with an additional budget of about \$100,000 for program initiatives, student workers, and professional development funds. The director works directly with the senior financial officer on maintaining the budget. The budget requested each year is based on previous budget spending as well as adjustments for changing initiatives, new initiatives, etc. Diversity Resources members are good stewards of the budget and tend to come under budget. Regarding procurement procedures, they are consistent with institutional policies. Team members submit all financial paperwork (e.g., receipts) to Shared Services in a timely manner. Currently the Diversity Resources unit has not applied for or procured any grant funding or external funds through the Center for Advancement.

Current salaries exist below the medium line for all team members. Student workers are paid at livable wage amounts, \$10.10/hour, as established in Iowa City. It is likely that should the unit have appropriately compensate the team as well as hire more team members, then overlooked projects could get more attention and become a priority thus still being good stewards, but utilizing all of the available funds.

Technology

Last year the Diversity Resources unit updated their computer system and everyone received a new laptop, including a group laptop for the conference room. Additionally, the team also has access to programs (e.g., Adobe, Canva, Microsoft Office Suite) to edit/change forms, create fliers, create presentations, track participation, make forms accessible, etc. Diversity Resources also actively utilizes institutional access to online services like Qualtrics as well as centralized training registration structures through Learning and Development. Additionally, members are trained to utilize Zoom and Skype systems and are versed in using the UI Shared Drive service as well as the online OneDrive for cross campus collaborations.

Although staff have a basic understanding of all systems, additional technology training would be beneficial.

Facilities & Equipment

The Diversity Resources unit will be moving to a new space in May 2019 in which they will have improved office spaces, access to a training room, connection to other Division of Diversity, Equity, and Inclusion team members, etc. Currently, in Seashore Hall, the facilities do not meet the needs of access, health, safety and security. Concerns include having rooms within the suite where the ceiling is falling down due to excessive rain water thus having to relocate the kitchen to our conference room. Additionally, there is a cockroach and bat problem, poor air/heating, and suspicious water. Some of these issues have been temporarily addressed until the move, for example having the water cooler and door barrier added.

Regarding training facilities and spaces, Diversity Resources utilizes shared training spaces including at the Iowa Memorial Union and the University Capitol Centre. Both locations are accessible, well equipped, and adequate in design/size to support the unit's core mission, function, and responsibilities.

Assessment & Evaluation

As discussed previously, some programs by the Diversity Resources unit have clear goals and intended outcomes, including multiple measures to track success (i.e. surveys, feedback, focus groups, and compositional data). Feedback from the training sessions are shared with internal and campus partner presenters. This data is also used to access planning and decision making.

Currently, our feedback form does not include demographic information to ensure anonymity of participants. However, there is need to gather who is attending sessions and who is responding to feedback. Additional measurements of success would also be helpful to demonstrate the success of programs and initiatives.

KEY ISSUES & CHALLENGES

Internal

- Not enough staff to manage campus-wide need for professional development, consultation, etc.
- Splintered focus of staff responsibilities (e.g., being pulled outside of their workplace jobs to focus marketing, communications, etc.)
- Sub-unit responsible for larger DDEI logistics and needs (e.g., coordination of all staff meetings, website updates, etc.)
- Confusion of the structure of DDEI

External

- Confusion of the structure of DDEI
- Over burdening with one-and-done training methodology
- Servicing mostly Professional and Scientific staff
- Demand from campus community and local community
- Communication about research, data, and practices that inform training structures (e.g., training requests for BUILD do not work, not all session is for everyone, etc.)

QUESTIONS FOR REVIEW

Mission, Vision, and Goals

Are unit goals best aligned with institutional diversity, equity, and inclusion mission, vision, and goals?

TEAM COMMENTS: The Diversity Resources unit is aligned with Division goals, but are challenged to currently connect DEI to University goals. The team is searching for what institutional support is publically stated to reinforce goals as well as communicating who does what. A hope is to have more clarity after the release of the DEI Action Plan as well as have increased collaboration with other DDEI units and the AVP-DEI around large decisions made within each DDEI unit.

Are there national standards or goals related to diversity, equity, and inclusion that could be used as guides for the unit?

TEAM COMMENTS: We are searching for the best standards that exist, although it seems there will be a need to combine a few different sets of standards (e.g., AACU, NADOHE, Social Justice Standards, etc.)

Structure and Alignment

How does organizational structure help achieve mission, vision, and goals in support of culture and climate change?

TEAM COMMENTS: We have a curiosity about the larger DDEI structure. How to ensure sister offices are not displaced into other units across campus (i.e. EOD into HR or CDE into ASR).

Currently, the structure of having student services, compliance, and professional development all connected in one DDEI office is invaluable.

How does Diversity Resources align with the institution's strategic plan priorities? How are unit individuals engaged with campus-wide, strategic decision making?

TEAM COMMENTS: Although the work of the Diversity Resources unit is valued as a go-to for content and expertise, the local level value is not clearly defined at the administrative levels. Currently, strategic decision making is done primarily with through the director. The team was curious about incentives for partners to stay engaged and be recognized in a substantial way. Could this be done through reviews, money, etc.? Might someone get a salary bump if high levels of DEI involvement?

How should the individual positions within the unit be structured? (e.g., have specific project/initiative assignments, be liaisons to groups or target audiences, etc.)

TEAM COMMENTS: One area of improvement for team structure is with having clearer transition/succession planning structures. Some of this has been achieved through task lists and co-training to cover, but the future structure of the team is unclear. Questions include, should each coordinator have specific initiatives connected to their role/title? Should the titles be elevated to Assistant Director roles?

Audience

What is the target audience of Diversity Resources initiatives?

TEAM COMMENTS: There are some areas of improvement for certain target audiences including faculty, UIHC, merit, graduate students, and external partners. Questions arose about strategy about methodology (e.g., should we have faculty-focused structure?), people (e.g., who should we reach out to more?), and time (e.g., how much focus should we give to certain groups?)

What barriers are in the way of facilitating the achievement of mission, vision, and goals? Who are you not reaching?

TEAM COMMENTS: There are numerous barriers, but a primary one is limited financial resources and a small staff. Additionally, there has been some thought to how to produce online training or access to training through creating webinars, live streaming, etc.

How do resources, communication, etc. contribute to ultimate success, advancement, and satisfaction of the participants?

TEAM COMMENTS: Participant experience and learning are at the core of the success of Diversity Resources initiatives. In order to have continuous opportunities for participants, there needs to be more support and resources for trainers.

Assessment and Evaluation

What is effective evaluation method for Diversity Resources initiatives? Effective metrics in indicating personal growth, application, and organizational change?

TEAM COMMENTS: We need to focus on creating more tools for participants to assess their learning and impact. We are curious about options and metrics to measure that participants who become trainers tend to be more effective than others in implementing DEI learning, but do we how to prove/assess this?

What resources are needed to achieve advance current methods?

TEAM COMMENTS: How can we look at patterns and trends to see if there is an impact on culture (e.g., heat map)? We need more communication resources in order to create consumable graphs/charts, etc. for public about who is taking our trainings, where they are, what are the demographics, etc.