

**IOWA**<sup>TM</sup>



**DIVERSITY, EQUITY, AND INCLUSION**

**AT IOWA 2020**

**IN THIS ISSUE:** Recognizing the people working on our campus every day toward diversity, equity, and inclusion

Sharing the history of the Division of Diversity, Equity, and Inclusion and the current paradigm shift underway at UI

# A MESSAGE FROM PROVOST FUENTES

At the University of Iowa, our pursuit of excellence in every area of our academic mission depends on our ability to attract a diverse body of students, faculty, and staff, and on our success in ensuring an equitable and inclusive learning and working environment for every member of the Hawkeye family. At the UI, we achieve excellence through diversity, equity, and inclusion.

The UI has a long and proud tradition of leadership related to diversity. But we also know we have work to do to continue creating the environment we aspire to. Thanks to the efforts of many over the past few years, today we understand better than ever where our challenges lie. We have a detailed roadmap for addressing those challenges—the 2019-2021 Excellence through Diversity, Equity, and Inclusion Action Plan—and we are committed to ongoing efforts to collect and use data to inform decisions and sound action plans.

We also have a strong structure in place, in the form of the Division of Diversity, Equity, and Inclusion, to provide leadership and resources as we work toward our DEI goals. In the pages that follow, I invite you to learn more about the Division and about some of our current work with campus partners. This is just a small sampling of the great work that is happening across campus, but I am excited for you to meet a few of the many talented and passionate individuals who are working hard every day to advance DEI at Iowa.



Most significant, I hope you will discover in these pages some ways you can get involved in this important work, which will require shared commitment and collaboration. I have been thrilled to witness, from all corners of campus, a tremendous level of energy and dedication to advancing the goals of the DEI action plan and building a more welcoming and inclusive community. I look forward to working with you as we join together to create a stronger university.

Montse Fuentes  
Executive Vice President and Provost

## ABOUT THE COVER:



In November 2018, all colleges, central offices, and shared governance bodies at the University of Iowa were asked to enter FY19 activities that advance diversity, equity, and inclusion into an on-line portal. Overall, 11 colleges and 25 central units and organizations entered activities representing more than 700 initiatives and 280 project leaders.

The image on the cover is the result of entering the text submitted into a word cloud generator; representing the most commonly used words in what is now titled *the University of Iowa Diversity, Equity, and Inclusion Digest Report*.

The staff in the Center for Diversity and Enrichment, Diversity Resources, and Equal Opportunity and Diversity thank you all for standing with us, doing the work, and leading the way to a more inclusive and equitable campus.

# CONTENTS

## PEOPLE

- 8 Adrienna Sanchez
- 12 CDE Academic Coaches
- 15 Jenci Munez-Mendoza
- 17 TRIO Upward Bound Students
- 20 UISDAA
- 24 Isabela Flores
- 26 Elizabeth Lara
- 30 Paul Gilbert
- 32 Nathan Kanilin



**FOCUS:**  
**DIVISION OF DIVERSITY, EQUITY AND INCLUSION**  
Learn about our three units, pages 6, 9, 10, and 18

## PLACES

- 6 The DDEI: an Introduction
- 9 What is EOD?
- 10 The history of CDE
- 18 Diversity Resources Unit
- 22 UI Cultural Centers



## PROGRAMS

- 14 TRIO SSS
- 16 TRIO Upward Bound
- 28 Queer Health Advocates



## IDEAS

- 4 The Paradigm Shift
- 34 Using Data to Inform DEI work
- 38 Diversity, Equity, and Inclusion Resources for Everyone



# Moving From Diversity to Diversity, Equity, and Inclusion

## par·a·digm shift

*noun*

An important change that happens when the usual way of thinking about or doing something is replaced by a new and different way

BY KATIE McCULLOUGH

THE UNIVERSITY OF IOWA has undergone a paradigm shift; a change in how diversity is viewed on campus.

Instead of talking about diversity by itself, the University of Iowa is focusing on diversity, equity, and inclusion (DEI) and relying on these concepts to help build a stronger campus community.

What is meant by the words “diversity, equity, and inclusion?” The UI currently uses the following working definitions of these concepts as it moves toward a more diverse, equitable, and inclusive environment in which every student, faculty member, and staff member can thrive.

**DIVERSITY** refers to all aspects of human difference, social identities, and social group differences, including, but not limited to race, ethnicity, creed, color, sex, gender, gender identity, sexual identity, socio-economic status, language, culture, national origin, religion/spirituality, age, (dis)ability, military/veteran status, political perspective, and associational preferences.

**EQUITY** refers to fair and just practices and policies that ensure all campus community members can thrive. Equity is different than equality in that equality implies treating everyone as if their experiences are exactly the same. Being equitable means acknowledging and addressing structural inequalities—historic and current—which advantage some and disadvantage others. Equal treatment results in equity only if everyone starts with equal access to opportunities.

**INCLUSION** refers to a campus community where all members are and feel respected, have a sense of belonging, and are able to participate and achieve to their potential. While diversity is essential, it is not sufficient. An institution can be both diverse and noninclusive at the same time, thus a sustained practice of creating inclusive environments is necessary for success.

## SO WHY THE SHIFT?

It is understood that it is one thing to talk about DEI issues and quite another to take action on these issues on our campus and in our community, and the UI is committed to a robust exchange of ideas centered on a diverse, equitable, and inclusive environment. Diversity is achieved only where there is equity and thrives only where there is inclusion; thus the focus is not on diversity alone.

There is a rich community of people on our campus whose passions lie with DEI, and who will be working diligently to implement the DEI Action Plan for the campus. This plan will use strategies and critical tasks that will move us collectively towards the UI's strategic goals.

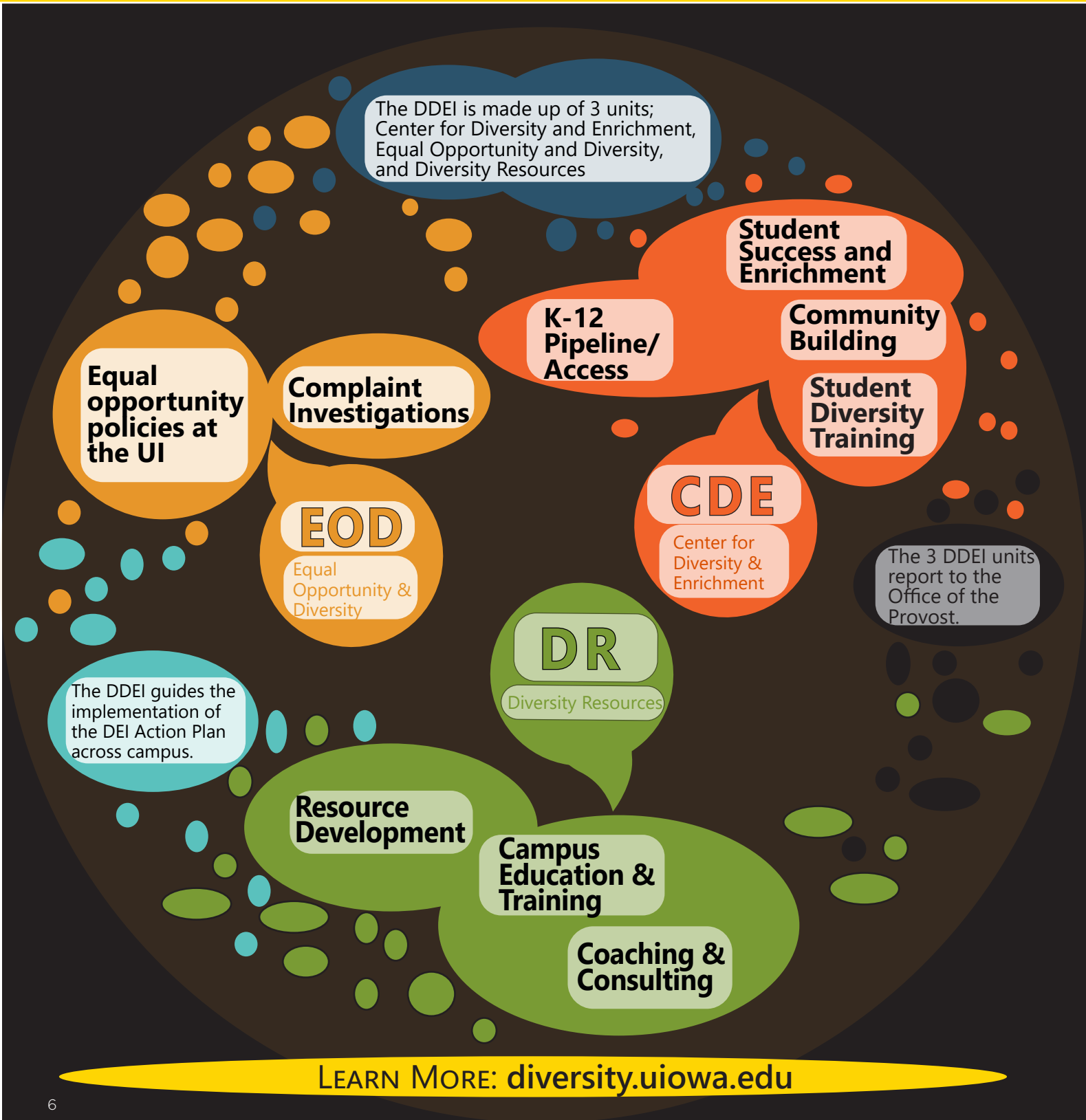
The diversity of the UI's students, faculty, and staff helps fulfill their mission to explore, discover, create, and engage. Thus, they are committed to supporting every Hawkeye's pursuit of excellence. As it enhances the breadth and depth of their perspectives, they purposefully prepare for our future. The university's ability to foster an equitable and inclusive environment for all who join the UI family will determine the collective success of the campus.

**THE PARADIGM SHIFT**

From Diversity to...  
Diversity, Equity, and Inclusion

From Chief Diversity Office to...  
Division of Diversity, Equity, and Inclusion

# UNDERSTANDING THE UNITS OF THE DIVISION OF DIVERSITY, EQUITY, AND INCLUSION



## **EQUAL OPPORTUNITY AND DIVERSITY**

---

Equal Opportunity and Diversity (EOD) implements diversity policies at the University of Iowa and supports the university's compliance with federal/state laws and regulations and university policies prohibiting discrimination, harassment, retaliation and sexual harassment by or toward any UI community member.

## **CENTER FOR DIVERSITY AND ENRICHMENT**

---

The Center for Diversity and Enrichment (CDE) provides programs and services that support the ability of underrepresented students to thrive and succeed at the University of Iowa. CDE provides services geared toward student enrichment and development, K-12 pipeline and access, community building, and diversity training.

Within CDE, Campus Outreach Services (COS) provides academic coaching, identity-specific programming and activities, personal support, administration of the Advantage Iowa Award, resource referrals, diversity training, peer mentoring, and campus tours for various school districts and community partners. COS also works to help improve campus climate for students with marginalized identities at Iowa.

CDE also administers the federally funded TRIO Student Support Services (SSS) and TRIO Upward Bound (UB) programs.

TRIO SSS assists in developing and enhancing student academic skills, connects students to resources on campus and in the community and provides programming, tutoring and an inclusive space to develop relationships for low-income and first generation students and/or students with disabilities.

TRIO UB helps first generation and low-income high school students prepare for college and understand the college-going process.

## **DIVERSITY RESOURCES**

---

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. The unit offers consultation; diversity, equity and inclusion resources; and skill-building opportunities for University of Iowa faculty, staff, students, and guests in order to foster an inclusive, respectful, and equitable university community.

# Working to ensure equity: Adrienna Sanchez



Adrienna Sanchez is an equity investigator in EOD, which means she fairly and impartially conducts investigations after complaints have been made.

*"I joined the university because of its prestige and the actual proof that they take diversity, equity, and inclusion seriously."*

BY ADRIENNA SANCHEZ

I AM THE NEWEST equity investigator with the Complaint Investigations Unit, at the Office of Equal Opportunity & Diversity (EOD), Division of Diversity, Equity, & Inclusion (DDEI). This office implements diversity policies at the University of Iowa and supports the university's compliance with federal/state laws and regulations and university policies prohibiting discrimination, harassment, retaliation, and sexual harassment by or toward any UI community member.

After earning my bachelors degree cum laude from the University of Florida, I endeavored to go to law school and was accepted to Drake University Law School, in Des Moines, Iowa, with an amazing scholarship. This was a huge victory and a first for my family.

While in law school, there were a few people that ensured my success and made Iowa feel like my new home. The first person I met was Professor Russell Lovell, now emeritus professor. Professor Lovell exposed me to Iowa's rich history of civil rights and its pioneering case *Clark v. Board of School*

*Directors*. This case set new precedent that schools could no longer discriminate based on race.

The decision came down almost a century before the landmark *Brown v. Board of Education* Supreme Court case in 1954.



Knowing this, I felt a deep connection with Iowa and a sense of belonging. Fortunately, Professor Lovell often discussed the law as a "shield" and "sword." I had never heard the law described as this and it rekindled my fire every time I thought of quitting.

During law school, I forged deep relationships with members of the Des Moines legal community. I often leaned on these individuals when I needed guidance on how to navigate the legal community. I saw all of these individuals as a strong force that would not let me settle professionally and was there to support me. My deep connections with the legal community in Des Moines encouraged me to stay in Iowa a bit longer than expected.

What I love most about being an equity investigator is that I am neutral and impartial. I don't do any moral weighing of right and wrong, instead, I get to safeguard the integrity of the policy by ensuring the process of investigations is thorough and impartial.





# The Office of Equal Opportunity and Diversity

EOD is charged with implementation of equal opportunity, affirmative action, and diversity policies at the University of Iowa.

## WHAT WE DO

We develop, implement, and monitor the affirmative action and equal employment opportunity compliance program at the University of Iowa. We serve as a resource to support the university's compliance with federal/state laws and regulations and university policies prohibiting discrimination, harassment, retaliation, and sexual harassment by or towards any UI community member.

## COMPLAINT INVESTIGATIONS

EOD's Complaint Investigations Unit (CIU) staff are trained attorneys who investigate complaints brought by university community members. Our objective is to investigate complaints of discrimination and harassment in a fair, impartial, and appropriate manner.

ANY STUDENT, STAFF MEMBER, OR FACULTY MEMBER MAY FILE A COMPLAINT WITH THE OFFICE OF EQUAL OPPORTUNITY AND DIVERSITY ALLEGING VIOLATION OF ANY POLICY BY ANY OTHER MEMBER OF THE UNIVERSITY COMMUNITY.

Where appropriate, such complaints may be filed against units, departments, or other organizational components of the university.

SINCE 1972, THE OFFICE OF EQUAL OPPORTUNITY AND DIVERSITY (EOD) HAS BEEN SUPPORTING AN ENVIRONMENT WHERE EACH INDIVIDUAL'S IDEAS, CONTRIBUTIONS, AND GOALS ARE RESPECTED.

## HOW WE DO IT

We monitor the recruitment process for faculty and staff; investigate complaints of harassment and/or discrimination; respond to complaints filed with state or federal civil rights enforcement agencies; provide educational programs to UI faculty and staff on harassment prevention and response; and collaborate on campus policy reviews.

DISCRIMINATION MAY BE SYSTEMIC, WHERE UNEQUAL TREATMENT RESULTS FROM SEEMINGLY NEUTRAL INSTITUTIONAL PRACTICES THAT CONTINUE THE EFFECTS OF PAST DISCRIMINATION, OR INDIVIDUAL, WHEN A PERSON IS SUBJECT TO UNEQUAL TREATMENT BASED ON ONE OF THE LEGALLY PROTECTED CATEGORIES. IN EITHER CASE, THE DISCRIMINATORY ACT GENERALLY HAS THE EFFECT OF DENYING A PERSON FAIR CONSIDERATION AS AN INDIVIDUAL.

## WHAT POLICIES WE OVERSEE

We serve as an entry point for the resolution and/or investigation of complaints of discrimination and harassment based upon race, creed, color, religion, national origin, age, sex, pregnancy, disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, associational preference, or any other classification that deprives the person of consideration as an individual, pursuant to the following university policies:

- Human rights
- Violence
- Anti-harassment
- Sexual harassment
- Anti-retaliation
- Consensual relationships involving students

# CDE: A Brief History

IN THE DIVISION OF DIVERSITY, EQUITY, AND INCLUSION, we are very proud of all our units and the work they do on campus to advance diversity, equity, and inclusion. The Center for Diversity and Enrichment (CDE) is our student-facing unit and has a long history of serving underrepresented and underserved pre-college and college students, with the end goal of elevating cultural, social, and academic experiences of these students at the University of Iowa.

CDE consists of three units: Campus Outreach Services, TRIO Student Support Services (SSS), and TRIO Upward Bound (UB). These units collaborate to help underserved students thrive at the University of Iowa and to provide outreach and college prep programs for K-12 students in the local community. These units previously existed as separate entities, sometimes under different names.

## Special Support Services and TRIO

The TRIO programs have been on campus for decades as an office called **Special Support Services**. These programs are the oldest, longest-standing units in CDE. The TRIO Upward Bound (UB) program began in 1964 and became a part of the university in 1966. Since then, UB has served thousands of students in the eastern Iowa area.

The TRIO Student Support Services program has been on campus since 1977, serving University of Iowa students with academic need who are first generation, low-income, or have a verified disability. In the mid-1990s, Special Support Services was renamed **Office of Support Service Programs**. The office provided academic/career counseling, a pen pal program with 4th-5th grade students, peer leader mentors for first year students, and other activities.

## Opportunity at Iowa

The Campus Outreach Services unit is, in part, a descendant of an office called Opportunity at Iowa (OI). Based in the Office of the Provost, OI was responsible for The Future is Yours at Iowa annual program for prospective underrepresented students; providing funding to UI summer programs to promote recruitment of underrepresented K-12 students into UI summer camps; developing the UI's first diversity recruitment brochure; sponsoring the funding to develop the Iowa Biosciences Advantage Program; and administration of the OI Scholarship and USA funds, a top merit scholarship for qualifying underrepresented students. The office also coordinated OI Ambassadors, which consisted of OI scholars who provided peer tutoring services, help with minority student recruitment, and community outreach efforts. OI also worked with community partners to provide enriching programs and establish recruitment pipelines for the university. OI, Support Service Programs, and the TRIO programs collaborated with the Office of Admissions to attract and serve a more diverse student body.

## The Center for Diversity and Enrichment

In the mid-2000s, **Opportunity at Iowa** and **Support Services** merged into one department, named the **Center for Diversity and Enrichment**.

CDE was relocated to the basement of Phillips Hall from Calvin Hall, and in 2010, organized as a unit under the umbrella of the newly formed Chief Diversity Office (now the Division of Diversity, Equity, and Inclusion).

In 2016, CDE added Campus Outreach Services as a sub-unit in an effort to sustain the combined programs' community partnerships and recruitment initiatives to support and retain students from historically underrepresented backgrounds.

Campus Outreach Services' staff were originally called multicultural specialists. In 2018, the multicultural specialists were redefined as academic coaches to signify their aim to support and retain current University of Iowa students through one-on-one coaching and support.

The flood of 2008 delayed plans to relocate CDE's units from Phillips Hall and the Communications Center for several years. In the summer of 2019, all of CDE's units moved into their new location in 2750 University Capitol Centre, giving CDE an exciting opportunity to reintroduce itself and its programs and services to students and the University of Iowa community.

## Military and Veterans Student Services

Military and Veteran Student Services has a history similar to the other programs that make up CDE. It was part of the CDE until the end of 2019. Its roots are in the Veterans Service Team, which was housed in the Office of the Registrar, and focused on helping student veterans transition from the military to higher education. The student support portion of the team moved to the CDE in 2013 and was renamed Military and Veteran Student Services (MVSS). Currently, the office serves a range of military-connected students, including veterans, current service members, dependents of veterans, and ROTC cadets.



# Dedicated to Student Success: CDE Academic Coaches

BY MIKE MEGINNIS

THE CENTER FOR DIVERSITY & ENRICHMENT (CDE), located at 2750 University Capitol Centre in downtown Iowa City, provides a variety of services and programming for underrepresented and underserved pre-college and college students that enhance the cultural, social, and academic experiences of students at the University of Iowa. CDE programs build community, celebrate cultures, and foster students' academic skills in a welcoming environment that encourages student success.

This programming would not be possible without our amazing coaches. Read on to find out more about the wonderful staff of dedicated coaches in the CDE.



## Cueponi Cihuatl Espinoza, M.Ed. Pronouns: She, Her, Hers

Cueponi Cihuatl is our newest coach and a strong advocate for students. Born in Zacatecas, Mexico, she grew up in Conesville, Iowa. Her name means "blooming/blossoming womxn." She is an alumna of the Latina Leadership Initiative of Greater Des Moines, where she worked with the Polk County Health Department. She is also the cofounder of the nonprofit Latinos for Washington, Inc., and was the youngest Latinx in Iowa to be inducted into the Latino Hall of Fame as the first recipient of the Latinx Youth Leadership Award.

Cueponi Cihuatl's hobbies are cooking and traveling, and her favorite book is *The Dirty Girls Social Club* by Alisa Valdés-Rodríguez. Her favorite holiday is Day of the Dead. Her favorite thing about working with students is empowering them to see their potential, and she enjoys her working relationships with the Hawkeye Service Team and the Pride Alliance Center.

**Fun fact about Cueponi Cihuatl:** She owns an avocado farm.

**About 46% of the undergraduate population and 23% of the graduate population are eligible for CDE services.**



## Sarah Lambert, M.S. Pronouns: They, Them, Theirs

Sarah is an academic coach whose goofy sense of humor and passion for helping students make them an inspiration to their peers. They enjoy reading, napping in hammocks, going to the dog park, dancing, and going to concerts. Their favorite book is Orson Scott Card's *Ender's Game*, and their favorite local place to eat is Oasis Falafel, which may have the best hummus in Iowa City. Their favorite things to work on with students are questions about fit with a major, graduate school, or career path, and issues with imposter syndrome. Some of the campus partners they work with include the UI Latinx Council, the Office of Student Financial Aid, and the Trans Inclusivity Taskforce. They also oversee the successful Storm Lake Scholars program in collaboration with faculty advisor Jorge Guerra, a lecturer with a joint appointment in Latina/o/x Studies and the Magid Center for Undergraduate Writing.

**Fun facts about Sarah:** They're a very good whistler; they've been doing swing dance for seven years; they really like languages, and are currently working on learning their fourth (ASL).

LEARN MORE: [diversity.uiowa.edu/cde](https://diversity.uiowa.edu/cde)



**Carlos Nelson, MA.Ed.**  
**Pronouns: He, Him, His**

Carlos is not only an academic coach, but a longtime basketball coach as well. He brings a love of guiding and inspiring students to his work at CDE, and his consistently high level of energy helps to motivate his colleagues too. He enjoys traveling with family, reading biographies and books on leadership, exercise, and playing basketball at the UI rec center. His favorite local restaurant is SugaPeach Soul Food.

His favorite thing to work on with students is helping them find what their passions and motivations in life are. Some of the campus partners he works with include the Young, Gifted & Black program, Black in Business series/dinner, the Iowa First Nations Summer Program, UI Athletics, and Hawks & Eyas Peer Mentoring.

**Fun facts about Carlos:** Carlos coached college basketball for eight years, he's very proud of his grandson, and he's also a big Tupac fan—he loves Tupac's poetry, and even met him once.



**Blanca Ramirez, M.S.**  
**Pronouns: She, Her, Hers**

Blanca is a dedicated and witty academic coach. She loves nature and spends her free time hiking, walking (barefoot if possible), gardening, swimming, and playing in the mud with her children. In the past, her pets have included Elvis, a cockatiel, and two cats named Rico and Nena. Currently she has Lucas, a wild Boxer. Her absolute favorite restaurant is El Wero, a street restaurant in her hometown of Parral, Chihuahua, and her favorite books are *The Notebook* and

*The Alchemist.*

Blanca's favorite thing to work on with students is planning for the future. "I truly enjoy finding out about what their goals are and helping them achieve those." Her office is fully decorated with art, nice furniture, and welcoming plants—a few of which are plastic. Some of the campus partners she works with include the Latinx Council, UI Louis Stokes Alliance for Minority Participation, Tippie College of Business, and the Native American Council.

**Fun facts about Blanca:** She loves to dance! She also sleepwalks and has funny conversations while she's sleeping, which, amazingly, she typically remembers the next day.

**CDE Academic Coaches had a total of 4,625 student contact points between the 5 of them in 2018-2019 academic year.**



**Katie Newcomb, B.A.**  
**Pronouns: She, Her, Hers**

Katie is our longest-serving academic coach, and was recently promoted to the role of Senior Academic Coach. She enjoys trying new restaurants with her husband and working with him to recreate favorite dishes at home, though she says so far "it's been a hit or miss experiment." Her favorite local restaurant is St. Burch Tavern. She also likes decorating, spending time with family, and watching documentaries. Katie's favorite thing to work on with students is helping them problem solve. "Sometimes it's as simple as finding a direct phone number to a resource, and sometimes it's navigating a difficult conversation with a roommate. Seeing a weight lifted off their shoulders feels really good." She also enjoys her work with the National Coalition Building Institute (NCBI) campus team, and has loved being involved in the Iowa Edge program since she joined CDE.

**Fun fact about Katie:** She loves fairies, and even has a fairy tattoo!

# TRIO SSS

By HALEY KAMPS

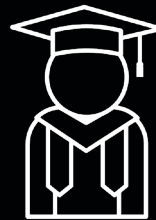
## Who we are

We serve 350 students at the University of Iowa who demonstrate academic need and are first generation, or low-income, or have a verified disability.



## What we do

We create a welcoming environment that supports our students and inspires them to reach their fullest potential and be successful in all their academic and personal endeavors through graduation.



## HOW WE DO IT

We strive to develop all our students into life-long learners by building relationships with them and maintaining strong partnerships with campus and community resources.

### 1. Student Success Coaching

Staff members in TRIO SSS meet with their students each semester to help them adjust to college life

### 2. Tutoring Support

Tutors are available to work with TRIO students who need support or help with some of their classes.

TRIO SSS provides three main services to its 350 students throughout the year



### 3. Steps to Success for TRIO Classes

Steps to Success is an eight-semester series of courses designed to provide holistic support to program participants throughout their time at Iowa. Classes cover six main themes: academics, financial literacy, diversity & inclusion, life issues, career, and leadership development, with most incorporated each semester.

TRIO programs must meet certain objectives to continue receiving funding. TRIO SSS at the University of Iowa has been consistently meeting its marks with a persistence rate of 91%, 93% of students in good academic standing, and a 6-year graduation rate of 74% for the 2018-2019 academic year.

**What is a persistence rate?**  
Persistence means to return to college at any institution for a second year, even if it's not the one where you started.

If you are a student interested in applying to be in TRIO SSS, contact us at: [trio-sss@uiowa.edu](mailto:trio-sss@uiowa.edu)

LEARN MORE: [diversity.uiowa.edu/cde/trioss](https://diversity.uiowa.edu/cde/trioss)

**TRIO**

**SSS**

**Student**

**Profile**



## **Jenci Muniz-Mendoza**

JENCI MUNIZ-MENDOZA is a third-year TRIO SSS student majoring in pre-business. She has been involved in TRIO programs since her freshman year of high school when she joined TRIO Upward Bound. She really enjoyed the connections she made and the help she received in preparing for college. Jenci started out at Kirkwood Community College in Cedar Rapids after graduating high school and joined SSS there.

When Jenci transferred to the University of Iowa she continued her tenure in TRIO by joining the SSS program. She frequented the TRIO office space and seeing familiar faces (UB & SSS staff, former UB students) on such a large campus made her feel more at home. As a new transfer student, she joined Step II of the TRIO SSS Steps to Success class. She thought the class was fun, liked the information and the little reminders of free services and resources, and enjoyed getting to know people through the class.

Jenci never thought she would go to college, but through Upward Bound she gained the support, knowledge and tools she would need. SSS is helping her to succeed in college. TRIO programs have been such a big part of her life that this year she came full circle by working as a resident mentor for the UB summer program.

# Six facts about TRIO Upward Bound

By HALEY KAMPS

1

TRIO Upward bound is a unit within the Center for Diversity and Enrichment in the Division of Diversity, Equity, and Inclusion. It focuses on grades 9-12 college pipeline building, helping students learn about and get into college.

2

TRIO Upward Bound serves students who attend Columbus Junction, Muscatine, and West Liberty high schools in Eastern Iowa.

3

TRIO Upward Bound has a bridge program during the summer that helps graduating high school seniors prepare for college life.

4

TRIO Upward Bound had 22 students attend its summer bridge program for recently graduated high school students this year. These students take a 6-week college level course at the University of Iowa, participate in a seminar to help them with the transition to college, and take part in job shadow experiences. They receive credit for the university class that will transfer if they are attending another institution and for the first time this year, they also receive credit for the bridge seminar course.

5

TRIO Upward Bound has an academic year program for high school students that consists of college visits, college major exploration days, application help and advice, and general information about getting into and going to college. This program is especially helpful for underrepresented and first generation students.

6

TRIO Upward Bound is a federally-funded program, administered by the Center for Diversity and Enrichment.



## Messages

Group MMS  
(Upward Bound Students)

Edit

**What is the impact that Upward Bound has had on you?**

Emily R. (West Liberty)

I joined UB as a junior in high school and it has helped me to understand the transition from high school to college. I've been able to connect with people from other towns and have had more opportunities that will help me in the future.

Jennifer C. (Columbus Junction)

I joined UB as a freshman and I have had personal growth in myself and in my educational goals. I have more confidence and believe I can attend college. I've been able to make connections, explore careers and create a better future for myself.

Santiago L. (Columbus Junction)

I was shy when I first joined the program as a freshman, so it's helped me meet new people, be more comfortable around them and be able to start conversations with people. It's also helped me prepare for college.

Angel M. (Columbus Junction)

I joined UB as a sophomore and it's been a great opportunity for me to learn how to be a mentor.

**How has your time in the summer program been different this year as a bridge student as compared to rising students?**

Emily R. (West Liberty)

This is my first time coming to the summer program and it's an amazing opportunity, especially being able to earn college credits this summer. It's helped me feel more prepared for when I do start college this fall. It's also opened my eyes to how many people want to be in this program, but not all can so I am grateful to be here.

Jennifer C. (Columbus Junction)

I've come to the summer program all four years and I think I've grown a lot since the beginning. This year I have to be more responsible and make sure I'm on time to my classes. I see this summer as a preview of what college will actually be like. I've really enjoyed my Elements of Art class and interacting with other college students, it's a very diverse class.

**What are your plans for next year?**

Santiago L. (Columbus Junction)

I will be going to Kirkwood Community College in Cedar Rapids to study parks and natural resources. I'm thinking about transferring to Iowa State after getting my associate degree.

Angel M. (Columbus Junction)

I plan on working first to save up some money for college. I want to be financially stable (have my basic needs met without having to ask my parents for money) before attending college.



# Snapshot: The Diversity Resources Unit

EVER WONDER WHERE YOU can go on campus to enhance your diversity skills and start to understand issues of diversity, equity, and inclusion on our campus and beyond? Diversity Resources (DR) reaches out on matters of diversity, equity, and inclusion in a variety of ways. As an office, DR helps drive the Division of Diversity, Equity, and Inclusion's 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.

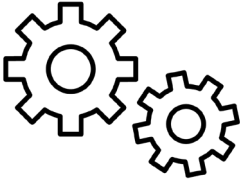
## TRAINING AND COURSES

DR produces and assesses training sessions that are interactive, in-person, researched-based, evidence-informed, collaborative, applications-based, and skill-building focused. These sessions are available to all faculty, staff, post-docs, and graduate students on campus. They are also available to members of the community and undergraduate students with special permission.

## Resource Development

DR creates and provides resources for self-learning, guidance, and support.

- Diversity, Equity, and Inclusion action planning
- Management of a diversity library
- One-page resources
- Film discussion guides



## Events and Awards

Diversity Resources hosts events that recognize achievement in diversity, equity, and inclusion, centralizing the voices of marginalized populations, and building bridges between different identities.

- Diversity Catalyst Awards
- Alliant Energy Achievement Award
- Faculty and Staff of Color events



- Update on Diversity, Equity, and Inclusion
- Diversity Seed Grant
- Women's Leadership Initiative

## Consultation

Serving on committees and offering advice to departments whose focus will directly impact the experience or needs of UI students, staff, and/or faculty.

- Action planning consultation
- Serve on or chair the Anti-Violence Coalition
- Campus Inclusion Team Advisory Board
- Healthy Masculinities
- Iowa Network for Women in Higher Education Institutional Board
- Supervising Excellence Steering Committee



- 1:1/BUILD coaching
- CHOOSE Committee
- Demonstrations Advisory Board
- International Student Committee
- UI Pride Committee
- Path Forward Diversity, Equity and Inclusion
- Trans Inclusivity Taskforce

## Some Core Initiatives

### Building University of Iowa Leadership for Diversity (BUILD) Certificate Program

The BUILD initiative is an opportunity for UI faculty, staff, and graduate students to gain strategic knowledge and skills to contribute to a welcoming and inclusive environment for all.

### Cup o' Justice

A series of discussions designed to bring change leaders together in shared learning.



### Exploring White Identity for Effective Allyship Dialogues

These discussions focus on white identity and allyship by raising self-awareness, learning about historical influencers, and understanding individual and institutional impacts on culture.

### LGBTQ Safe Zone Project

This campus-wide program 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 works through a coalition-building model to provide leadership training for inclusion and equity, with the goal of eliminating all forms of prejudice throughout the world.

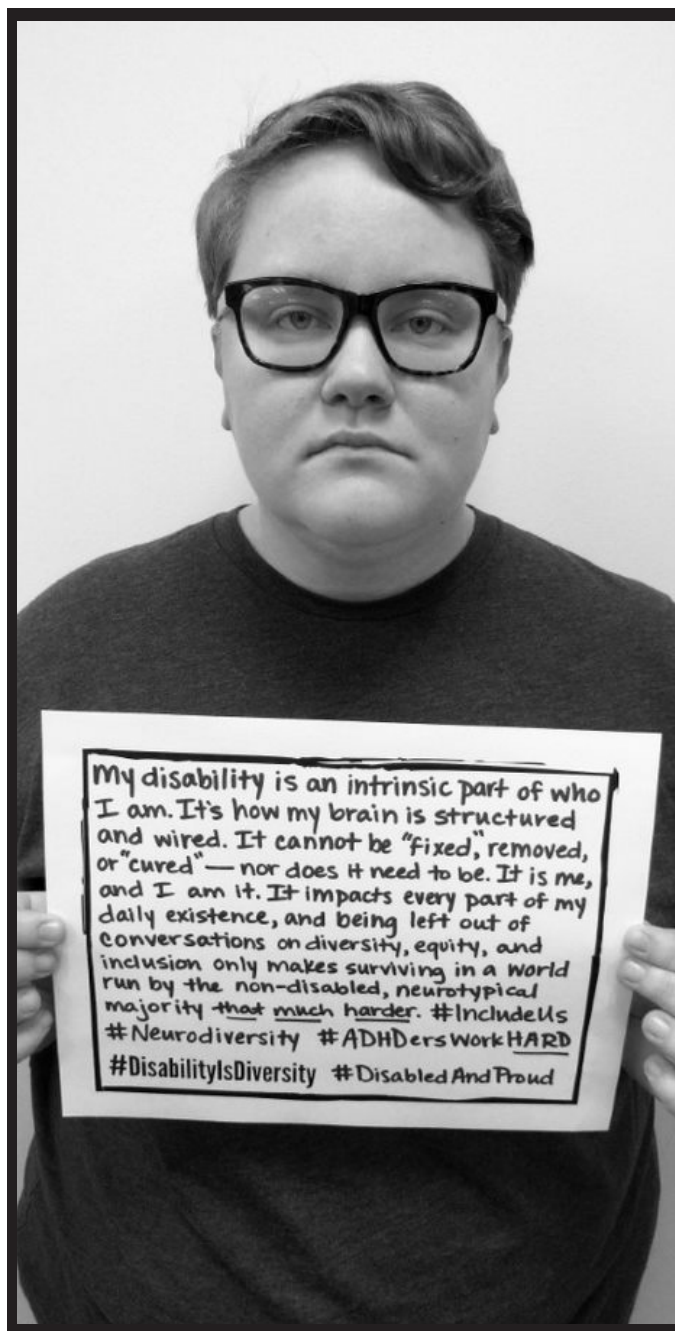
# Voices for Students with Disabilities: UI Students for Disability Advocacy and Awareness (UISDAA)

BY KATIE McCULLOUGH

FOR UNIVERSITY OF IOWA STUDENTS, faculty, staff, and members of our community who live with disabilities, the fight for accessibility and equal status in their lives can be a tough, slow-moving process. Despite the passage of the Americans with Disabilities Act in 1990, which has improved the status and quality of life for many Americans, those with disabilities continue to experience disparities in social, cultural, political, and economic status.<sup>1</sup>

To help address these disparities, UI Students for Disability Advocacy and Awareness (UISDAA) was founded in 2010 and continues to work toward a more inclusive and accessible campus environment. UISDAA is an organization that invites all students with a disability of any kind and their allies to be a part of the group. Besides advocating for awareness and change surrounding the experience of having a disability and what that means, the organization is also interested in building a community on campus for students that identify as having a disability, so that they know they're not alone and have a place for sharing resources and stories.

"Historically, having a disability has been viewed from a medicalized perspective" according to UISDAA President, Kaydee Ecker. "[Meaning that] a person with a disability had an inherent problem or deficiency." Ecker contends that society is slowly moving towards a radical shift in thinking: people are embracing and identifying their disability as an inseparable part of their identity. Because



Student Kaydee Ecker in a UISDAA awareness campaign.

20 1. HAYES, J., & HANNOLD, E. (2007). THE ROAD TO EMPOWERMENT: A HISTORICAL PERSPECTIVE ON THE MEDICALIZATION OF DISABILITY. *Journal of Health and Human Services Administration*, 30(3), 352-377. Retrieved from <http://www.jstor.org/stable/25790713>

## PEOPLE

---

the shame of having a disability is crumbling away, some people are more willing to embrace their identity and seek to be recognized and acknowledged in the realm of diversity. "[Living with a disability is a] salient part of people's identities, should be treated as such, and thusly, be recognized when talking about diversity on campus," Ecker says.

UISDAA also raises awareness about the nature of having a disability; they remind people that not every disability is visible, and that it is necessary embrace disability status as a key part of the richness of the diversity of campus. According to Ecker, "Being a student with a disability is hard; if the campus community moved the needle towards recognition of this, it would be a more inclusive and vibrant place." UISDAA students are also asking to be considered where there is talk about an inclusive and equitable campus- conversations which include accessibility and accommodations for those with disabilities.

UISDAA is asking tough questions about accessibility, equity, and inclusion on our campus, and meeting with key administrative leaders to drive the process towards improving campus climate for those who have disabilities. Members of the organization are seeing the campus become more aware of their needs on campus and are using this momentum to drive their cause forward, rolling out awareness campaigns and making their voices heard. Their goal of an inclusive campus is one that recognizes that, by creating a culture of acceptance and inclusion surrounding disabilities, the UI can engage students, faculty, and staff with disabilities in a way that will strengthen their commitment to strong research, scholarship, and student success.

Currently, UI ranks No. 1 in Web Accessibility, thanks to a concerted effort across many partners on campus. It is also making huge strides in IT accessibility, with multiple trainings being offered for faculty and staff in topics that range from web accessibility and inclusive design to making accessible PDFs. The University of Iowa is consistently working on updates and improvements to many of its buildings to make them more accessible. Examples include new elevators in Boyd Law Building that are ADA compliant, using universal design principles in Linquist Center, renovated bathrooms that are fully accessible in many buildings on campus, and removing stairs and installing inclines on the Pentacrest for better wheelchair accessibility. The university has also started the Hawkeye Accessibility Ambassadors program. This program allows students with disabilities the opportunity to advance their leadership and advocacy skills while concurrently assisting the university with designing facilities that are more universally designed, inclusive, welcoming and supportive of individuals with disabilities. This group is a student-run activist group and is part of UISDAA.

"We have a huge opportunity to be ahead of the curve [at the University of Iowa] on the development of disability as diversity and identity," Ecker says. "I can't help but see this as a pivotal moment for the university. An "all eyes on us" kind of moment. A chance to prove to students with disabilities, the university community, and higher education as a whole that it IS possible to sprint boldly toward unprecedented, trailblazing ways of rethinking what services, support, equity, and inclusion could look like for college students with disabilities." Ecker continues: "People on campus are acknowledging we can and must do better, that living with a disability, there is not a clear-cut definition and that the work is messy."



# UI Cultural Centers

BY MARISSA PAYNE, THE DAILY IOWAN

YOU COULD GO DAYS without seeing a black person around campus and Iowa City when Venise Berry was a University of Iowa student in the 1970s.

It was that sense of isolation compounded by the racial tensions of the times that prompted black students to call for a space on campus of their own — a space where they could come together, relax, and just “be” with people who looked like them — while living and learning at a predominantly white institution.

Amid the peak of the Civil Rights Movement, in 1968, the UI gave black students just that — a residential-style unit in the form of a house dedicated to serving them. “It was ours,” Berry said. “It was a place for us.”

1968 marked the year the UI started putting resources toward physical spaces in which historically marginalized populations could go to find others like them. Now, 50 years later, UI has four cultural and resource centers that serve the Latino, Native American, Asian-American, Afro-American, and LGBTQ communities. They aim to affirm students’ identities and provide a

place in which those students can feel a sense of belonging.

The UI’s centers stand among other public institutions, including the 14 Big Ten schools, which also have centers dedicated for historically marginalized populations on campus. Each of the UI’s centers was founded for different reasons and in different ways, says Prisma Ruacho, the Asian Pacific American Cultural Center coordinator. But the Afro House was among the first cultural centers in the nation to be established, serving as a hub for student activism during the Civil Rights Movement. “We wouldn’t be here without that first step,” Ruacho said.

At the time, students had to fight to secure that place to call their own against push back from administrators.

Then came Philip Hubbard — the vice president for Student Services and dean of Academic Affairs at the time and also the first African American vice president at a Big Ten university. Hubbard helped black students on campus secure a temporary location for a center at 3 E. Market St., which opened in October 1968.

Plans for a center for black students on campus came at the recommendation of the UI Human Rights Committee in 1967.

The center would especially serve black students, Hubbard said then, where they could express themselves through literature, art, music, poetry, and plays. “The center is not just a service to the Afro-Americans but to the entire community,” Hubbard told the Daily Iowan in 1968. “In many places, there is a general ignorance about Afro-American culture in general. The center is an opportunity to educate the entire community.”

Hubbard told the state Board of Regents in 1970 that the survival of black students could be attributed to the center’s existence, allowing students to share a common heritage and come together. “Although it is difficult to separate the social, academic, spiritual, and recreational aspects of its operation, everyone who visits the center is convinced that it is a great asset to the university

## PLACES

community," he said.

By 1976, the center had moved from 26 Byington Road to its current location, 303 Melrose Ave. The other three centers sprang up in the following decades on the surrounding streets — one in the 1970s, and two more in the 2000s — forming a cultural corridor on the West Side of campus.

The center was established before Berry — now a UI associate professor of journalism and African American Studies — set foot on campus.

But Berry remembers studying at the center, participating in game nights, watching movies, and dancing.

"The floor would do this," Berry said, smiling as she waved her hands up and down to mimic the Afro House's floor's motion under her feet. "It would be bouncing."

Most of all, she said she recalls the bond she shared with her peers who frequented the Afro House.

"We were friends with other people," she said. "But we maintained a really strong sense of unity, a really strong collective presence where we felt a place where we kind of belonged."

### Centers needed then and now

Those who work with the centers say they remain as necessary now as they were 50 years ago.

UI senior Arika Allen, who grew up in Davenport, said she struggled to immediately feel a sense of belonging on campus her first semester before she started visiting the Afro House.

As Berry did, Allen said she enjoys studying and hanging out at the center. She knows there's always a place where she can go to find the support she needs.

"Once you step into the Afro House, it's like, 'I'm home. I can relax. I can be myself,'" she said. "I felt that the minute I stepped through the door freshman year."

UI Assistant Director for Multicultural Programs Tab

Wiggins, who oversees the centers, said she has seen a renewed focus on the spaces under the current university leadership. Funding for the cultural centers in the last five fiscal years has generally trended up, serving as a reflection of the university's commitment to supporting diversity and improving the campus climate.

Inside, the centers' walls are decorated with culturally relevant art. The spaces include kitchens, couches, tables, bathrooms — all providing a livable "home away from home" atmosphere for students to enjoy.

When UI President Bruce Harreld started at the UI in 2015, he thought the university hadn't really taken care of the centers. Harreld said he visits the centers several times a year to check in and see what else the university can do to help.

"... I keep saying to each of the members of each of those communities, you need always have a sense of being able to get into a room where you're full of people just like you, and they understand what you're going through, and you can relate to, and you can have the conversations and get the support that you need," he said.



This article is reprinted with permission from Marissa Payne and the Daily Iowan, and is an excerpt from their October 22, 2018 article entitled: "The roots for students to flourish: After 50 years, Afro House remains necessary". To access the whole article, please visit the Daily Iowan's website



## Ask a Student:

## Celebrating Student Activism at Iowa

# Isabela Flores

BY CHELSEA BURKE

ISABELA FLORES is a fifth-year student studying elementary education. She is minoring in Latino/a Studies and receiving a certificate in critical cultural competence. For the last four years, Isabela has spent ample time working within the University of Iowa Cultural Centers, especially the Latino Native American Cultural Center (LNACC), where she serves as the student lead. Isabela has been involved in many organizations and clubs and has taken advantage of many leadership development opportunities on campus. Some of these include being a student participant in Alternative Spring Break (ASB), attending LeaderShape, and serving as president of the Association of Latinos Moving Ahead (ALMA). An initiative Isabela has implemented alongside her sister, Simona Flores, and Iowa alum Aralia Ramirez is the annual Womxn's Summit that is held in the spring semester. As of last spring, Isabela has taken on the role of director of justice and equity within the University of Iowa Student Government (UISG) as well as being a member of the Lecture Committee.



## PEOPLE

### **What makes you passionate about issues of diversity, equity, and inclusion?**

My identities as a young, Latina womxn coming from a working-class family align with these buzz words (diversity, equity, and inclusion), and for me, it is important in knowing who is making decisions on behalf of my identities as well as other marginalized peoples' identities. I have an interest in working with diversity, equity, and inclusion efforts as it allows me to learn how groups of people, organizations, and institutions are (or are not) making strides toward creating environments where people are able to show up as their full selves, with all the identities they hold; having conversations where marginalized communities are centered; and developing initiatives that are most equitable and appropriate based on people's needs. Ultimately, my passion for engaging in diversity, equity, and inclusion work stems from working with communities to amplify the needs and desires of groups of people who are, historically, left out of conversations; assisting in the creation of more achievable opportunities for these people; and insuring the work is sustainable for future generations.

### **What efforts of student activism on campus—from the past school year and ongoing—are exciting to you, and why?**

This past spring, I was in awe of the work of the students who created the #DoesUlowaLoveMe social media movement, and I was proud to be a part of this student group. Although there has been activism on campus, whether in the form of rallies, campaigns, and/or stand-ins, I had yet to see a movement that was inclusive of so many people, ranging from race and ethnicity to sexual orientation, religious affiliations, and gender identity. In a way, this movement allowed for people, specifically marginalized students, to share their truths, their realities, in a very public way. The vulnerability and courage that the storytellers had was beautifully heartbreaking. The stories did not provide any other option but for administrators, faculty, and staff to sit back and pay attention. I am thankful to the creators of the #DoesUlowaLoveMe movement for having a well thought out approach that initiated critical conversations for administrators, faculty, and staff to have. I am excited to see how the student group and our work continues to grow, and I am eager to continue to witness the work of administrators in making this campus a safer, healthier, more welcoming place.



### **What kinds of student activism and institutional change would you like to see going forward?**

As far as student activism, I'm looking forward to witnessing more radical, direct approaches that incite more accountability from administration, faculty, and staff. I am aware of the efforts that are being carried out through the Diversity, Equity, and Inclusion Action Plan, as well as the work that our amazing VP of Student Life, Dr. Melissa Shivers, is leading and I am interested in seeing how things will unfold this year and in the future. Moving forward, I would love to witness the University of Iowa administration, faculty, and staff pondering the idea and/or question(s): "How can the University of Iowa reciprocate the idea of investment into all of our students? How can the University of Iowa invest in and better consider marginalized students on campus?" As tuition rises little by little, it is imperative that the University of Iowa recognizes the investment students are putting into this university and finds ways to reciprocate this investment, especially to students who, again, are left out of consideration and conversations.

**Diversity, Equity,  
and Inclusion work  
in the UI  
Graduate College**



**Elizabeth Lara**

Director of Diversity, Equity, and Inclusion

BY JOHN RIEHL

ELIZABETH LARA IS ALL ABOUT BUILDING AUTHENTIC RELATIONSHIPS as the Graduate College's new Diversity, Equity, and Inclusion Director.

Elizabeth, an alumna of the University of Iowa, strives to build these personal bonds by listening first and foremost in her interactions with graduate students, faculty, and staff. This strategy has worked well for her in previous university positions, including as manager of the Latino Native American Cultural Center from 2012-14, when she routinely attended student meetings.

"Sometimes people just want to be heard," says Elizabeth, who started at the Graduate College on May 1, 2019. "Maybe they don't want you to provide all the solutions and give them all the resources, they just want someone to hear them out. A lot of times, especially for folks from marginalized communities, we don't feel like we have a space to vent without having to justify or explain our experiences. Those people want to know I care."

Elizabeth most recently served as a Diversity Resources Coordinator for the Division of Diversity, Equity and Inclusion for the last two-plus years.

In that role, she provided trainings, consultation, resources and skill-building opportunities to students, staff, faculty, and community members to better equip them with the knowledge, skills and ability to dismantle systems of oppression. Elizabeth demonstrates her leadership within opportunities that allow her to create cultural shifts. She is student-centered and is a champion for underrepresented students. Her contribution in creating systemic change at the University of Iowa is evident throughout her work, affiliations, and established partnerships across campus and in the community.

Elizabeth is excited to jump on board at the Graduate College, advising and supporting graduate students who are a lot like her in many ways. She also serves as University of Iowa's Latinx Council Chair.

A native Californian, Elizabeth was a first generation Latina college student who graduated from the University of Iowa with a Bachelor of Arts in Psychology and Sociology. Motivated by her experience in the Summer Research Opportunity Program (SROP) and McNair Scholars program, she went on to receive her Master of Science in Urban and Regional Planning at the UI.

"How I look on the outside matters, and I have different identities I share with underrepresented students as a first generation, bilingual student who is not from Iowa," Elizabeth says. "This position isn't just for me. It's for my entire community (of underrepresented students) to see someone who's first generation from a low socioeconomic status. Technically, as a statistic, I shouldn't be here. That does inspire me to keep going."

Don't expect Elizabeth to sit still in her new position. She wants to establish partnerships with graduate programs across campus to create a sense of belonging and community for underrepresented graduate students.

Elizabeth believes it's important for the students to see her as part of the process.

"I see myself going into what's already out there. I understand different colleges already put on several events and series," Elizabeth says. "Working with other colleges would get me out there and establish my presence. Students are not going to trust someone they don't know, so it's really, really important for them to see me."

## Graduate College Facts:



The Graduate College was founded in **1900**.



In the 2017-2018 academic year, the college issued **1,149 graduate degrees**



**Among the first** to offer an MFA and DMA degree



As of Fall 2019, there were **4,743 students enrolled** in the college



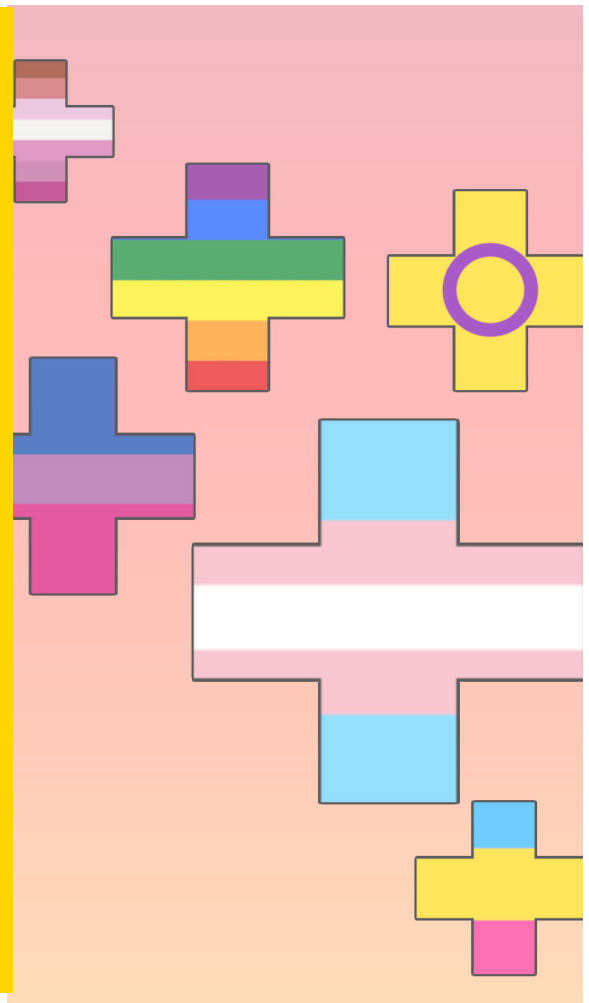
The Graduate college offers over **100 graduate programs**

<https://registrar.uiowa.edu/student-profile-by-report>

# Queer Health Advocacy Program

with

## Kimmmie Andersen-Reed and Storm O'Brink



By KATIE McCULLOUGH

*A conversation with Kimmie Andersen-Reed and Storm O'Brink of the Rape Victim Advocacy Program (RVAP), a program that addresses sexual violence within eastern Iowa communities and on campus. RVAP provides direct services to survivors of sexual violence, including medical, legal, systemic and holistic based-advocacy, and also focuses on sexual violence prevention.*

IN A 2017 NATIONAL SURVEY by the Center for American Progress, 29% of transgender people and 7% of lesbian, gay, and bisexual people in the United States said they had experienced unwanted physical contact from a healthcare provider such as fondling, sexual assault, or rape. To address statistics like this, Kimmie Andersen-Reed and her colleague Storm O'Brink started the RVAP Queer Health Advocacy Program.

The Queer Health Advocacy Program is a program in which queer health advocates are trained as volunteers who will accompany and advocate for members of the community who are lesbian, gay, bisexual, pansexual, transgender, intersex, asexual, aromantic, queer, or questioning during medical appointments.

## PROGRAMS

The trained Queer Health Advocates help their clients navigate the healthcare system and get the care they deserve. Andersen-Reed notes “we have been offering this service for years, the difference now is that we are actively recruiting volunteers and advertising it.” She continues, “medical advocacy is important; feeling safe in the medical setting is important for all, especially for those from marginalized identities.”

O’Brink explains, “This is a community-based response to violence that happens. Because of the violence that the LGBTQ community experiences, we tend not to go in to the doctor. Our program is special in that it’s not embedded in the hospital system, it’s really important that it stays that way, so that the system cannot take control and create a conflict of interest within the system. We answer to the clients, not the system.” People who use the service simply call the center and let workers there know when they have an appointment, and a queer advocate can be available to accompany them.

If you are interested in becoming a queer health advocate, please go to:

**[RVAP.UIOWA.EDU/VOLUNTEER/QUEER-HEALTH-ADVOCATES](http://RVAP.UIOWA.EDU/VOLUNTEER/QUEER-HEALTH-ADVOCATES)**

If you would like to have a queer health advocate accompany you to an appointment, please go to:

**[RVAP.UIOWA.EDU/HELP/QUEER-HEALTH-ADVOCACY](http://RVAP.UIOWA.EDU/HELP/QUEER-HEALTH-ADVOCACY)**

If you feel you have been the victim of sexual violence, in any setting, reach out to RVAP’s confidential resources:

**RVAP Crisis Line:** 319-335-6000 or 800-228-1625,

**Iowa Sexual Abuse Hotline:** 800-284-7821

In general, LGBTQ+ people have worse health outcomes and are less likely to seek medical attention, and this largely relates to years of oppression and discrimination these communities have faced and the shortage of healthcare providers who are knowledgeable and culturally competent in LGBTQ+ health.<sup>1</sup>

Andersen-Reed continues “[Going to the doctor] can be especially hard for people who have invisible marginalized identities. Oftentimes, people with marginalized identities will be coded as difficult patients, and this is oftentimes a barrier to getting the help they require.” Queer health advocates accompany people to the doctor in any capacity requested and are there to ensure care is administered in a safe and effective manner; that all questions are answered and that a patient feels confident that they are being heard and that they are safe if they choose to disclose any parts of their identity to a care provider.”

“Sexual violence is about control and power” says O’Brink, “The people who are most missing a voice in society are targeted [for sexual violence] perhaps largely due to a lack of power to make a perpetrator responsible for an act of violence...for this reason, as a program, we see more members of marginalized communities than majority communities.” Many victims of sexual violence keep quiet for reasons ranging from shame to fear of retribution.<sup>1</sup> RVAP and the Queer Health Advocacy Program combats sexual violence and fights against a cultural climate where violence is perpetuated by the systemic oppression of marginalized identities. Andersen-Reed notes: “All oppressions are interconnected, which is why we work toward ending sexual violence. We’re not perfect, but we make an effort every day to try.”

1. Todahl, J. L., Linville, D., Bustin, A., Wheeler, J., & Gau, J. (2009). Sexual Assault Support Services and Community Systems: Understanding Critical Issues and Needs in the LGBTQ Community. *Violence Against Women*, 15(8), 952–976. <https://doi.org/10.1177/1077801209335494>



# Dr. Paul Gilbert

Researching health disparities and advancing health equity

BY KATIE McCULLOUGH

DR. PAUL GILBERT is an assistant professor in the Department of Community and Behavioral Health in the College of Public Health. He conducts research to understand and address alcohol-related disparities.

According to Gilbert, marginalized populations tend to have worse health outcomes than those who belong to various majority groups. Only through acknowledgment of this issue, and through research data to illustrate that acknowledgment, can we hope to address these disparities and work for health equity.

## WHAT IS Health Equity?

Health Equity means efforts to ensure that all people have full and equal access to opportunities that enable them to lead healthy lives. To achieve health equity, we must understand that not everyone has equitable access to healthy choices; that we're not all playing on an even field.

Social, economic, and environmental conditions affect health in a number of ways. Learn more from the framework below.



<p><b>SOCIAL CONDITIONS:</b></p> <p>Social inequalities occur when a person or group is treated unfairly because of their race/ethnicity, gender, class, sexual orientation, immigration status, or other identity.</p>	<p><b>ECONOMIC CONDITIONS:</b></p> <p>Institutions such as governments, churches, corporations, or schools use their authority to create unequal opportunities among groups of people.</p>	<p><b>ENVIRONMENTAL CONDITIONS:</b></p> <p>Where you live affects your health. Lower income neighborhoods tend to be in poor social, economic, and physical conditions.</p>	<p><b>HEALTH BEHAVIORS:</b></p> <p>Smoking, poor nutrition, and lack of exercise are all behaviors that may lead to poor health. Social, economic, and environmental conditions affect health knowledge and health behaviors.</p>	<p><b>DISEASE OR INJURY:</b></p> <p>Chronic disease or injury can result from inequities and health behaviors. Genetics also affect health differences.</p>	<p><b>MORTALITY:</b></p> <p>Your social status, economic opportunities, where you live, and health behaviors all affect life expectancy.</p>
---	--	---	---	---	--

Health inequities are differences in health that are avoidable, unfair, and unjust.

Source: [healthequity.sfsu.edu](http://healthequity.sfsu.edu)

Here at UI, we have a diverse array of faculty who are engaging in diversity, equity, and inclusion-related research. Gilbert studies health disparities among certain populations and works to address these disparities. His main area of focus is alcohol-related disparities and particularly the ways that gender, race/ethnicity, and sexual orientation shape drinking patterns, risk for alcohol use disorders, and the use of treatment services in populations.

Gilbert describes himself as a “behavioral epidemiologist.” He uses these words because he’s mostly interested in behavior, but rather than study alcohol-related behavior in individuals, he prefers to research larger groups. He says: “I look at patterns. Who’s drinking, who’s not, who is drinking to excess, who is not, who is getting help for substance use and who isn’t. A lot of what I do is traditional public health, looking at the distribution and determinants of alcohol abuse.” By researching populations rather than individuals Gilbert can look for over-arching disparities in certain populations and develop interventions that are tailor-made for different groups of people, thus increasing the likelihood that interventions will have positive outcomes.

Through his research, for example, he has discovered that people who identify as women tend to seek help for alcohol-related disorders with less frequency than those who identify as men. Additionally, he has found through his research that the systemic discrimination faced by African Americans can also lead to stress-induced alcohol use disorders (among a plethora of other negative health outcomes). This knowledge will help public health practitioners reach out in more effective ways to the affected populations, hopefully preventing alcohol-use disorders before they start, Gilbert says.

A secondary area of research for Gilbert focuses on improving the health of Latino communities in non-traditional settlement states, such as Iowa, through participatory, action-oriented research. Working with the West Liberty Coalition, a community-academic partnership in Iowa’s first majority-Latino rural town, Gilbert led a community survey to identify strengths and health concerns

For Gilbert, health is a basic human right, and our communities have some big steps that need to be taken in order to ensure that people, regardless of their identities, are able to access any health-related help they might need. Through his research, Gilbert shines light on health disparities and inequalities and works to achieve a more equitable world.

### Why is Health Equity Important?

*“Reducing health inequities is important because health is a fundamental human right and its progressive realization will eliminate inequalities that result from differences in health status (such as disease or disability) in the opportunity to enjoy life and pursue one’s life plans.*

*A characteristic common to groups that experience health inequities—such as poor or marginalized persons, racial and ethnic minorities, and women—is lack of political, social or economic power.”*

*- The World Health Organization*

## Ask a Student: **Nick Kalinin**



*One of the goals for the Division of Diversity, Equity, and Inclusion is to celebrate the knowledge and experiences that different social groups and cultures bring to the University of Iowa. Although they might not be the first group one thinks of when they hear “diversity,” military-connected and veteran students contribute just that. UI has a student support office, Military and Veteran Student Services, that promotes the success of these students through inclusive and equitable policies, efforts, and practices.*

DR. CHELSEA BURK, student support specialist for Military and Veteran Student Services, sat down with Nick Kalinin, a senior who graduated December 2019, and who has been active in the student veteran community on campus. She asked Nick a few questions about his experience moving to Iowa for school after growing up in California, his engagement with other student veterans on campus, and his involvement in the university-wide 2019 Military and Veteran Student Task Force.

**Chelsea: Tell me a bit about your experiences before coming to the University of Iowa.**

**Nick:** I grew up in California, and I joined the Navy because I wanted to live somewhere new. I ended up getting stationed three hours away from home. After being in the Navy, I went to community college in my hometown. I was like, okay, no more military stuff—the people drove me crazy even though I liked my job. Then I went to community college and the people in the [Veteran Services] office had the same mindset as the people I had worked with. When I came to the University of Iowa, I didn’t go into the Military and Veteran Student Services (MVSS) office to hang out during my whole first semester. I wanted to avoid anything connected to the military. Then, I started work study here at Iowa [in MVSS] and realized that the student veterans weren’t so different from me. We’re all here to do something different with our lives. We can be proud about our service but also move forward.



**C: You said that you wanted to avoid anything affiliated with the military when you came to Iowa. Why did you go into work study in the MVSS office?**

**N:** The Psychology department had a helping profession panel and Matt [Miller, MVSS Director] was on it my first semester. I was listening to Matt's experiences talking about how he got to where he was and where he wants to go and I felt like I could resonate with a lot of those experiences, and I wanted to do work study [in MVSS] as a reason to spend time with him and interact with him a little bit more. I initially wanted to be a social worker at the VA hospital, so I wanted to connect myself into the veteran pool of things.

**C: What do you notice are some of the struggles that you have faced and that your peers have faced specifically at the University of Iowa, and what resources have you found to be useful?**

**N:** The first thing that comes to mind would be the social factor. Transferring here in the spring semester from out of state, it was fairly difficult to plug myself in a social circle at first. Ironically enough, it took me hanging out in the veteran's office to find that social circle, so that definitely helped: going to the UIVA [University of Iowa Veteran's Association] events, just sitting in the office.

On campus when you disclose that you're a veteran I think there's this sort of assumption, a stereotype, I guess. Among the students, I try to withhold that I'm a veteran for the first month of classes—then when I bring it up, they're like, "Oh, I totally wouldn't have expected that you were a vet," and I'm like, what does that even mean? I feel like that can be a problem for vets. Maybe it's also part of our responsibility to educate people. If we don't want to have all of the negative stereotypes that people have then maybe we should act a certain way. It's a tough thing because we're a mixed bag of people here [as student veterans].

I feel like Iowa City is a very supportive community for veterans, especially with the VA hospital here. Other people have to drive for hours to get health care and I can just walk across the river.

**The Military and Veteran Student Task Force:**

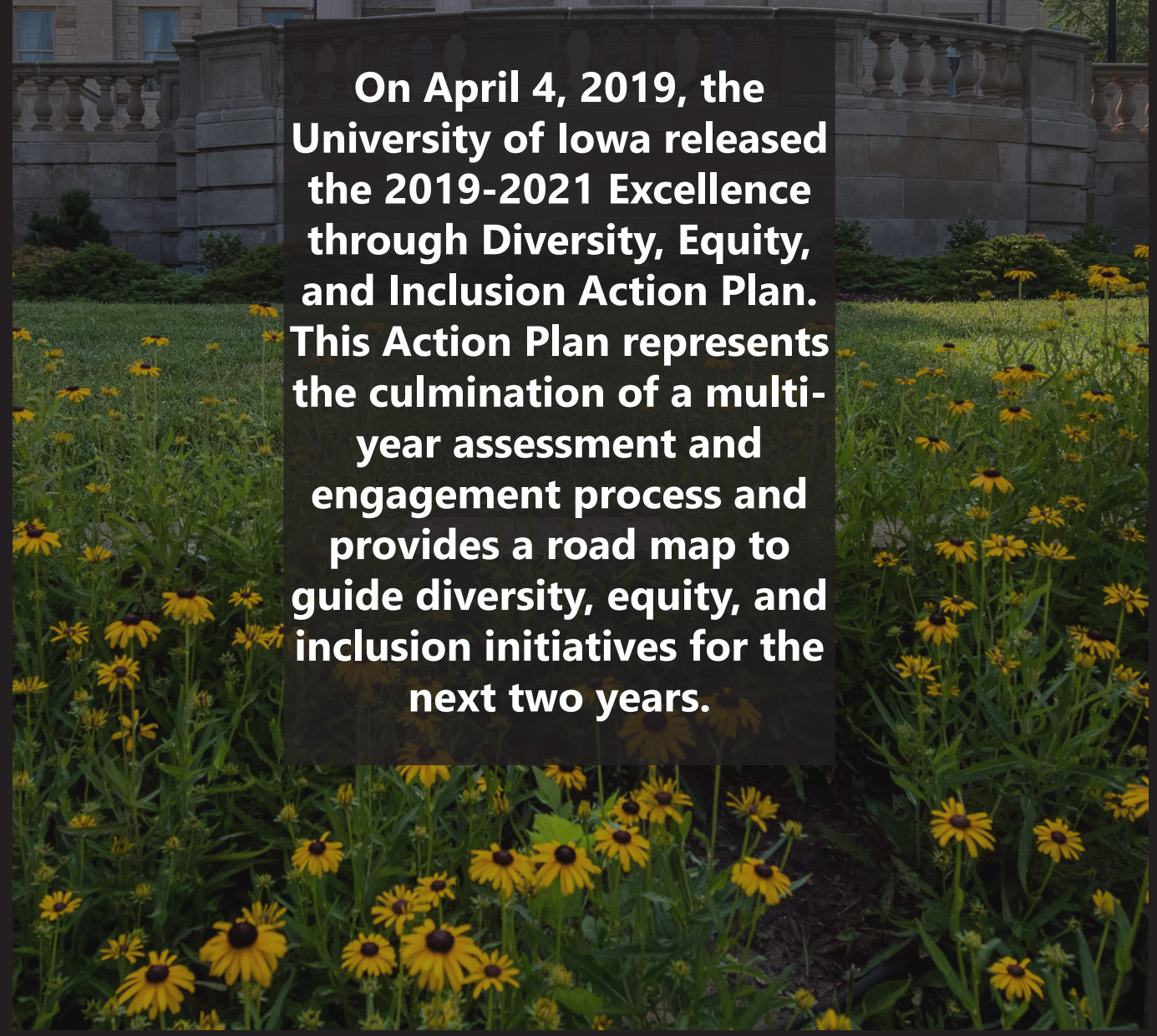
The task force was co-sponsored by the Division of Diversity, Equity, and Inclusion and the Division of Student Life, and ran from May-September 2019. The group included representatives from offices all over campus and within the veteran community. Its charge included evaluating current needs for veteran and military-affiliated students, a population that is far from homogeneous. The task force examined policies that may negatively affect these students' success, engagement, and retention, identified effective practices the University of Iowa might adopt from other institutions, and outlined a proposed timeline for new initiatives and recommended changes.

**C: What would you like to see arise from the task force, and what encouraged you to get involved with it?**

**N:** A big thing for me that I keep thinking about and that we discussed in our subcommittee is making orientation a little more social and immersive for vets. If they can come to campus right away and see that there is a group of us that are here to hang out, show them around campus, show them the ropes of Iowa City, then maybe they'd be more inclined to use the services and want to plug themselves into this social circle. That's a big thing. My orientation was very structured, get this done, and then boom—you're a student now, have fun. So, I'd like to see something change with that. I feel like the resources are there, they're just underutilized. The staff and faculty are all very receptive to veterans. I wanted to join the task force because I feel like I do have valuable input having been here for almost two years. I would really love to help future student veterans and also it seemed like a great experience for a field I'm looking to go into as well. Also I enjoy hashing these thoughts out with professionals. It's already been a very enlightening experience. To see that people really meet and talk about these things to improve students' lives is amazing.

# Using Data to Understand Diversity, Equity, and Inclusion and to Inform Action

By DR. SARAH BRUCH



**On April 4, 2019, the University of Iowa released the 2019-2021 Excellence through Diversity, Equity, and Inclusion Action Plan. This Action Plan represents the culmination of a multi-year assessment and engagement process and provides a road map to guide diversity, equity, and inclusion initiatives for the next two years.**

## Using Data to Understand Diversity, Equity, and Inclusion

BEGINNING IN THE FALL OF 2017, Dr. Sarah Bruch, then an assistant professor in the Department of Sociology,\* director of the Social and Education Policy Research Program at the Public Policy Center, and co-chair of the Charter Committee on Diversity at the University of Iowa took a lead role in the collection and analysis of the stakeholder-specific surveys and listening session data, which were used to identify areas of strength and opportunity for achieving greater diversity and creating a more inclusive and equitable campus environment. Along with Diane Finnerty, Assistant Provost for Faculty, and Dr. Lena Hill, who at the time was the interim Chief Diversity Officer, Dr. Bruch facilitated the creation of the UI Faculty and Staff Diversity, Equity, and Inclusion Campus Climate Survey and integration of “matched” diversity, equity, and inclusion items on the Student Experiences of Research Universities (SERU) survey for undergraduate and graduate students. Leading a team of several UI graduate students, Dr. Bruch provided university-wide analyses of the survey data as well as analyses that disaggregated the data by social identities and characteristics to allow for an examination of differences in UI community member experiences. Dr. Bruch’s team also provided qualitative analysis of the stakeholder-specific listening session feedback, and provided college- and unit-specific analyses of the stakeholder survey data for all colleges and large administrative units across campus.

\*Dr. Bruch is now an Associate Professor Jointly Appointed with Biden School and Sociology/ Criminal Justice at the University of Delaware

## Using Data to Inform Action

A critically important component of ensuring the implementation of the plan and fostering the necessary transformative change is communicating to all UI stakeholders about the data- and research-informed and inclusive process that went into developing the Action Plan, the motivation and supporting evidence from the comprehensive assessment of campus climate from stakeholder-specific surveys and listening sessions, and most importantly, the concrete action steps that were identified by a campus-wide development group of diversity, equity and inclusion leaders to address the patterned disparities in how UI community members experience the UI campus and build the capacity of the university to advance diversity, equity, and inclusion.

Over the past two years, Dr. Bruch has also taken a lead role in the dissemination and communication of this information, conducting over 100 presentations to numerous groups and units around campus detailing the UI-wide campus climate data, college- and unit-specific climate data, and group-specific (i.e. disability-specific) analyses and role or position-related analyses (i.e. analyses of data related to the role of academic advisors).

In addition to the information on the diversity, equity, and inclusion campus climate data, many of the presentations conducted by Dr. Bruch included segments on understanding and using data to inform individual, unit, and college diversity, equity, and inclusion goal-setting and action steps. Recognizing the importance of supporting these activities, the presentations also included information on the existing resources and training opportunities available, including a new BUILD workshop, “Making the Paradigm Shift – From Diversity to Diversity, Equity, and Inclusion.”

## **Addressing the Mismatch between Experiences and Perceptions**

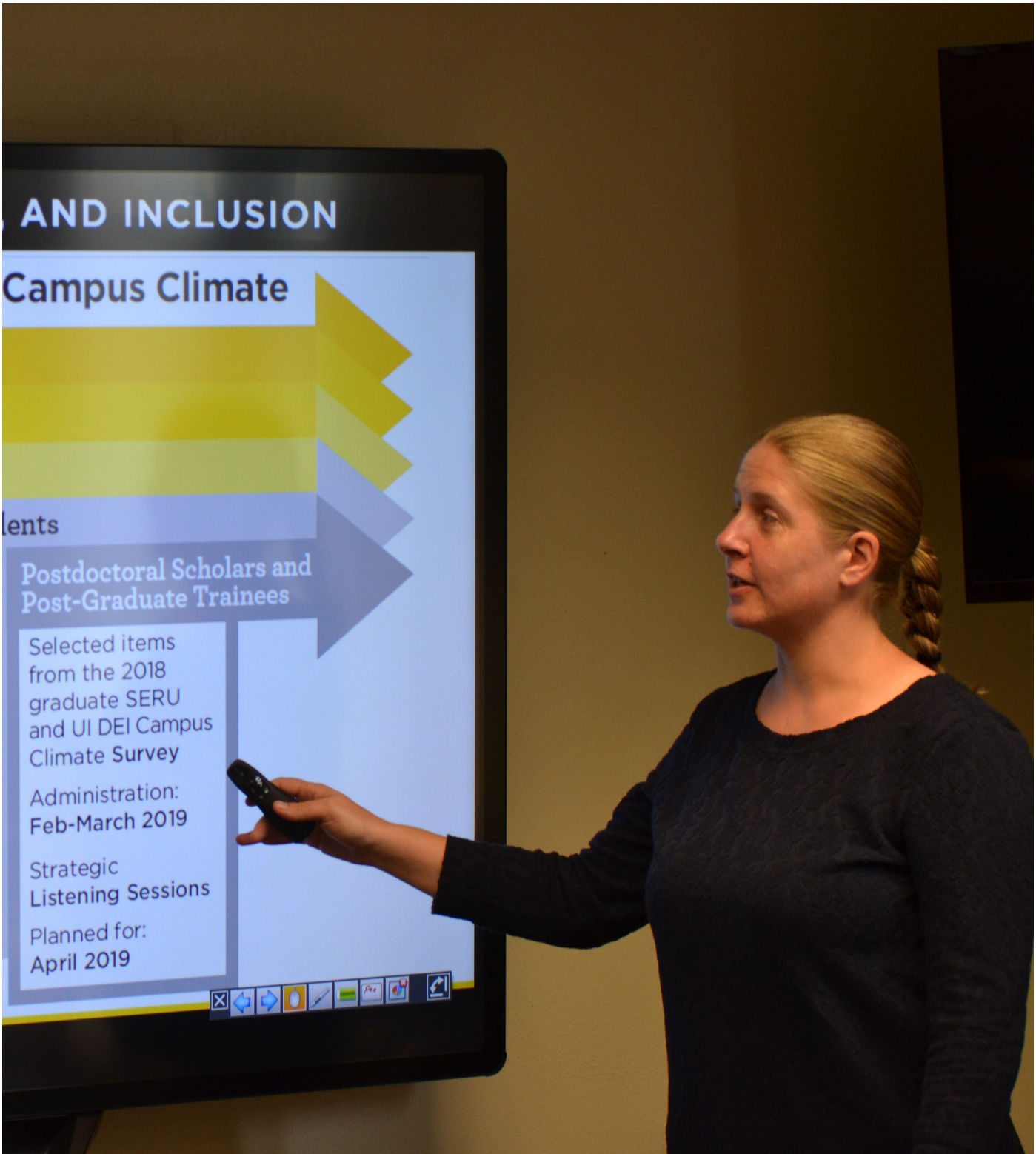
One of the key findings from the comprehensive assessment of campus climate is that there are patterned disparities in how faculty, staff, and students experience the University of Iowa campus. In the case of undergraduate students, many of these disparities are consistent and/or have gotten worse over time. However, what was also clear from the data is that there is a stark mismatch between how competent and proactive the vast majority of UI community members report being in issues related to diversity, equity, and inclusion, and the patterned disparities whereby UI community members with more socially-marginalized identities (e.g. underrepresented racial/ethnic minorities, people with self-identified disabilities, and lesbian, gay, bisexual, or queer/questioning) were more likely to have negative experiences and less likely to have positive ones. Fostering greater awareness and understanding of this mismatch in perceptions and experiences will be a crucial step to ensuring a more inclusive and equitable campus environment for all.

## **Imperative to Act**

The data obtained from the comprehensive assessment of campus climate, along with the institutional data that show disparities in retention and graduation for students and promotion for faculty and staff, provide additional urgency to address the inclusiveness and equitability of our campus environment. Through making these data publicly available and presented widely across campus, there has been an increasing awareness for UI community members of the importance of creating an inclusive and equitable campus environment. However, an inclusive and equitable campus environment is one that has to be intentionally fostered and maintained. The 2019-2021 Diversity, Equity, and Inclusion Action Plan provides a guide for this work, and the Division of Diversity, Equity, and Inclusion provides several forms of support resources for individuals, units, and colleges to engage in this crucially important work.

## **Shared Responsibility and Accountability**

An inclusive and equitable campus environment where every UI community member feels welcome, respected, and valued is required for all community members to thrive, perform to their full potential, and contribute to the UI community. To achieve this goal will require every UI community member to work as individuals and members of groups, units, and colleges to proactively create and support inclusive and equitable environments. Only by working together and holding each other accountable for action will the UI be successful in advancing diversity, equity, and inclusion.



DR. SARAH BRUCH PRESENTING DATA TO A UNIT ON CAMPUS.

# How to get INVOLVED



GET YOUR BUILD CERTIFICATE  
[diversity.uiowa.edu/programs/build](https://diversity.uiowa.edu/programs/build)

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.



VOLUNTEER WITH RVAP  
[RVAP.uiowa.edu/volunteer](https://rvap.uiowa.edu/volunteer)

RVAP (Rape Victim Advocacy Program) offers volunteer positions in direct service that involve in-person and crisis line advocacy.



READ THE DEI ACTION PLAN  
[diversity.uiowa.edu/action-plan](https://diversity.uiowa.edu/action-plan)

This plan guides the campus towards engaging in Diversity, Equity, and Inclusion work for a better campus climate.



JOIN A STUDENT ORGANIZATION  
[csil.uiowa.edu/get-involved](https://csil.uiowa.edu/get-involved)

You can join an existing organization or create your own to fulfill a need you see on campus.



GET INVOLVED IN MULTICULTURAL PROGRAMS AND RESOURCE CENTERS  
[multicultural.uiowa.edu/centers](https://multicultural.uiowa.edu/centers)

The Resource Centers provide a "home away from home" for many students. They also provide intra- and cross-cultural education, leadership and organizational development opportunities.



JOIN STUDENT GOVERNMENT  
[uisg.uiowa.edu](https://uisg.uiowa.edu)  
[gpsg.uiowa.edu](https://gpsg.uiowa.edu)

The undergrad student government or the graduate and professional student governments are great places to get involved and work toward change.



GET INVOLVED WITH WRAC  
[wrac.uiowa.edu/programs-and-services/diversity-and-inclusion/](https://wrac.uiowa.edu/programs-and-services/diversity-and-inclusion/)

The Women's Resource & Action Center (WRAC) has many opportunities for diversity trainings and engagement.



JOIN STAFF COUNCIL OR A DIVERSITY COMMITTEE  
[president.uiowa.edu/about-university/charter-committees](https://president.uiowa.edu/about-university/charter-committees)

There are several committees on campus that work toward diversity, equity, and inclusion.



VOLUNTEER TO BE A DIVERSITY TRAINER ON CAMPUS  
[diversity.uiowa.edu/diversity-resources](https://diversity.uiowa.edu/diversity-resources)

Contact Diversity Resources for information on how to volunteer as a trainer in some of the diversity workshops hosted by the Division of Diversity, Equity, and Inclusion.

# DEI Resources

**Student Disability Services**

[sds.studentlife.uiowa.edu](https://sds.studentlife.uiowa.edu)

**Report a concern to EOD**

[diversity.uiowa.edu/report-concern](https://diversity.uiowa.edu/report-concern)

**Report an accessibility concern**

[sds.studentlife.uiowa.edu](https://sds.studentlife.uiowa.edu)

**Request an accommodation**

[sds.studentlife.uiowa.edu/accommodations/](https://sds.studentlife.uiowa.edu/accommodations/)

**Pride Alliance Center**

[multicultural.uiowa.edu/centers/pride-alliance-center](https://multicultural.uiowa.edu/centers/pride-alliance-center)

**Latino/a Native American Cultural Center**

[multicultural.uiowa.edu/centers/lnacc](https://multicultural.uiowa.edu/centers/lnacc)

**Afro-American Cultural Center**

[multicultural.uiowa.edu/centers/african-american](https://multicultural.uiowa.edu/centers/african-american)

**Asian Pacific American Cultural Center**

[multicultural.uiowa.edu/centers/apacc](https://multicultural.uiowa.edu/centers/apacc)

**Center for Diversity and Enrichment**

[diversity.uiowa.edu/cde](https://diversity.uiowa.edu/cde)

**The Women's Resource Action Center**

[wrac.uiowa.edu](https://wrac.uiowa.edu)

**The Diversity Resources team**

[diversity.uiowa.edu/diversity-resources](https://diversity.uiowa.edu/diversity-resources)

**Office of Equal Opportunity and Diversity**

[diversity.uiowa.edu/eod](https://diversity.uiowa.edu/eod)

**UI Gay, Bisexual, Transgender, Queer Staff and Faculty Association**

[lgbtqsf.org.uiowa.edu](https://lgbtqsf.org.uiowa.edu)

**UI Rape Victim Advocacy Program**

[rvap.uiowa.edu](https://rvap.uiowa.edu)

**UI Division of Student Life**

[studentlife.uiowa.edu](https://studentlife.uiowa.edu)

**Faculty and Staff Disability Services**

[hr.uiowa.edu/support/faculty-and-staff-disability-services](https://hr.uiowa.edu/support/faculty-and-staff-disability-services)

**UI Diversity Events**

[diversity.uiowa.edu/events](https://diversity.uiowa.edu/events)

**Iowa City Better Bridges Institute**

[diversity.uiowa.edu/programs/iowa-city-better-bridges](https://diversity.uiowa.edu/programs/iowa-city-better-bridges)

**First Generation College Students Resources**

[firstgen.uiowa.edu](https://firstgen.uiowa.edu)

**Diversity Councils**

[diversity.uiowa.edu/diversity-councils](https://diversity.uiowa.edu/diversity-councils)

EXCELLENCE *through* DIVERSITY, EQUITY, AND INCLUSION



## Division of Diversity, Equity, and Inclusion

@ ddei-contact@uiowa.edu

www.diversity.uiowa.edu

facebook.com/DiversityUI

@DiversityUI



Division of Diversity,  
Equity, and Inclusion

### UI Non-Discrimination Statement

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, creed, color, religion, national origin, age, sex, pregnancy, disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, associational preferences, or any other classification that deprives the person of consideration as an individual. The University also affirms its commitment to providing equal opportunities and equal access to University facilities. For additional information contact Equal Opportunity and Diversity, (319) 335-0705.