

DEI FORWARD TASK FORCE REPORT

Value statement:

It is the responsibility of the University of Iowa to provide our students, faculty, and staff with the skills required to lead in a culturally and globally diverse society and workforce.

Task force charge:

Evaluate all University of Iowa DEI programs, policies, and staff as specified by the Iowa Board of Regents DEI Study directives and provide recommendations to university leadership that: 1) ensure alignment of these efforts with federal compliance, accreditation criteria, grants, and faculty, staff, and student success; and 2) strengthen, reimagine, or eliminate activities based on whether they align with #1 as well as our strategic plan.

Guiding principles:

1. The institution shall remain in compliance with state and federal laws, including Title IX, Americans with Disabilities Act, and Title XII of the Civil Rights Act of 1964.
2. The institution shall remain fully accredited with the Higher Learning Commission and the individual accreditation bodies for each of our colleges, units, and departments.
3. The institution must continue meeting the criteria required to competitively attract the more than \$350 million it receives in federal funding for research and need-based student grants.
4. The institution will continue to provide opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves. (reference: Higher Learning Commission)
5. The institution will continue to offer programs engaging students in collecting, analyzing, and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments. (reference: Higher Learning Commission)

Priorities:

1. Expand diversity work at the University of Iowa to include a broader framework, concentrating on the teaching and practicing of the skills needed for our students, faculty, and staff to lead in a global society and workforce.
2. Identify the skills necessary for our faculty, staff, and students to become culturally competent leaders.
3. Reaffirm the institution as a place that hosts a diversity of viewpoints and that respects and practices freedom of expression and diversity of intellectual and philosophical perspectives.
4. Establish a “hub and spoke” model to encourage continued efficiency and elimination of duplication in diversity work across the university.
5. Outline clear, measurable goals and outcomes to ensure a welcoming and respectful environment for everyone.
6. Develop these recommendations so they align with the Iowa Board of Regents and the University of Iowa strategic plans, both of which emphasize ensuring a welcoming and respectful environment.

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Focusing on cultural and global competency:

Iowans come from different communities and have diverse life experiences, making every citizen of the state and the country unique. Learning how to listen, understand, and communicate with others who do not share a similar background or worldview are skill sets that must be acquired. It is the responsibility of the University of Iowa to provide our students, through our faculty and staff, the skills required to lead in a globally diverse society and workforce.

UI's cultural competency is based on mastering three core elements:

1. Creation of a **culture** where all people can be productive and contribute.
2. Cultivation of **communities** that are open and welcoming to all.
3. Working with people to find **common ground**.

What does the University of Iowa strive to accomplish?

- Provide an education to students, supporting their aspirations in their careers and lives.
- Develop and hone skills to manage differences.
- Support students and their success by creating a community on which they can rely.
- Meet the needs of Iowans through research, teaching, and public service.

Definition of cultural and global competency:

- Cultural and global competency is developed over time through opportunities to engage with individuals and ideas different from one's personal life experience. Learning how to listen critically and carefully, understand other viewpoints and perspectives, work in diverse teams, and interact respectfully with a variety of individuals is what employers are seeking from employees.

Essential skills:

- **Perspective taking:** Engaging with and valuing diverse backgrounds and viewpoints.
- **Critical thinking:** Communicating effectively, listening critically to distinguish facts from opinions, and engaging in complex discussions with respect and civility.
- **Awareness:** Understanding the role of history in shaping society.
- **Reflection:** Recognizing personal beliefs and values, taking responsibility for actions, engaging in challenging discussions with an open mind, and seeking, understanding, and respecting different perspectives.
- **Critical listening:** actively analyzing and assessing information, allowing for informed decision-making.

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Subcommittee directives

Iowa Board for Regents directive #1: (Nearly completed)

Restructure the central, university-wide DEI offices to eliminate any DEI functions that are not necessary for compliance or accreditation. Support services in these offices must be broadly available to all students and/or employees, subject to applicable state or federal eligibility requirements.

Recommended changes to meet this directive:

1. Expand the focus of diversity work to represent a broader framework, emphasizing the skill sets needed for our students, faculty, and staff to lead in a global society and workforce.
2. Change the structure of the division to align each of the positions with one of two general categories or functions, compliance, or accreditation:
 - a. State/federal compliance requirements (e.g., Title IX, Title VII, ADA); or
 - b. Higher Learning Commission (HLC) accreditation criteria.
3. Change the name of the Division of Diversity, Equity, and Inclusion to the **Division of Access, Opportunity, and Diversity (DAOD)**. The new name reflects the focus of the division on federal requirements as well as the provision of services to all eligible campus constituents.
4. The role of the new division will be to ensure access to educational resources for all students, faculty, and staff; to support grant and research opportunities for all; and to redesign and coordinate campus-wide programming focused on cultural and global competency.
5. The job duties/title of the associate vice president will be reviewed to align with these changes.
6. Change the name and structure of the division units to reflect their services to the university.
 - a. Change the Office of Institutional Equity to the **Office of Civil Rights Compliance (OCRC)**.
 - i. Require a senior director position to oversee all of its functions to limit the university's liability and improve cross-campus communication.
 - ii. Require the senior director position to hold a Juris Doctorate.
 - iii. Remove the individual subunits of Title IX and Gender Equity, Equity Investigations and ADA Compliance, and Equity Compliance.
 - b. Merge the Center for Inclusive Academic Excellence and the Inclusive Education and Strategic Initiatives unit to become the **Office of Access and Support (OAS)**.
 - i. Develop a "hub and spoke" model to incorporate staff within UI colleges, units, and departments to serve as academic coordinators and training assistants.
 - ii. No later than **Dec. 31, 2024**, change the Building University of Iowa Leadership for Diversity program to align with federal compliance and HLC accreditation criteria.
 1. Develop cohort models within UI colleges, units, and departments for specific training programs.
 2. Include education on freedom of expression, cultural and global competency, and respecting diversity of viewpoints.
 - iii. Develop student, faculty, and staff programs and training focused on leadership skill building while practicing institutional neutrality. Develop a plan to market, promote, and connect with all university stakeholders to highlight such services.
7. To ensure efficiency and reflect this realignment, the division **will not rehire five positions vacated in the past year**. The funding from these salaries (\$368,656) will be redeployed to initiatives focused on student success.

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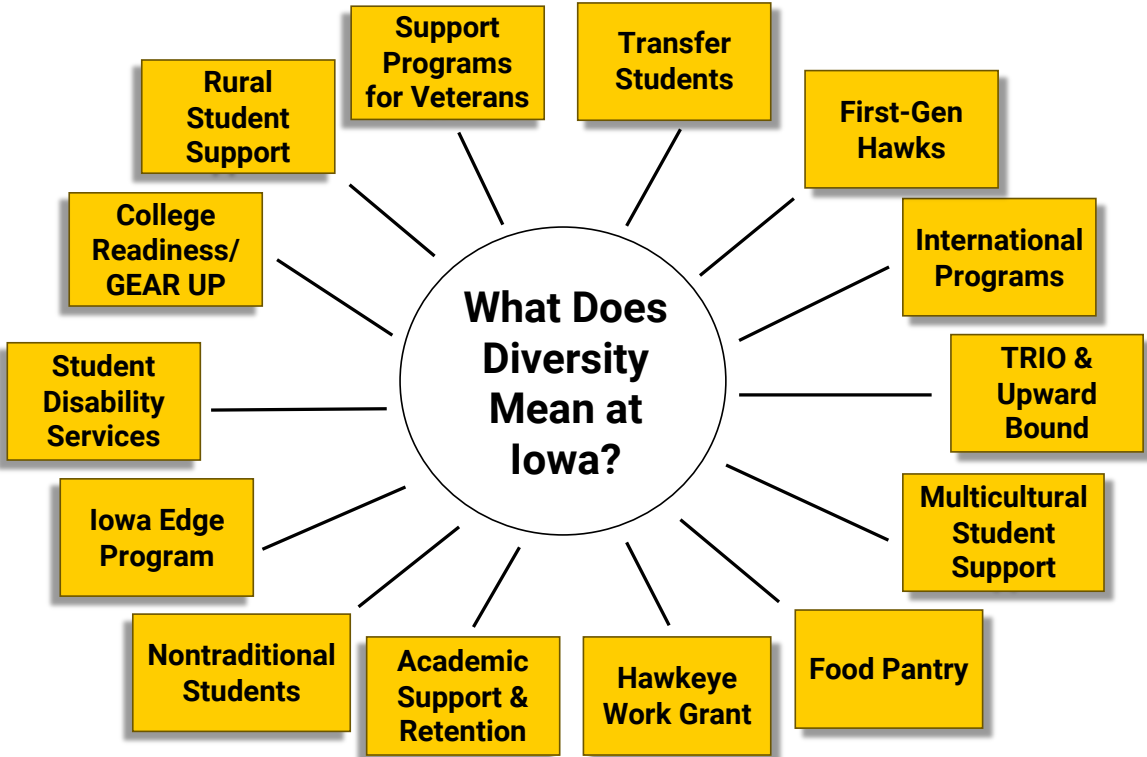
Implementation:

The review of positions to assure their alignment with compliance or accreditation criteria will begin immediately upon the approval of these recommendations. The task force’s preliminary review indicates that all job duties for all current staff in the division readily map to either compliance or accreditation support functions. All positions will be reviewed, and the newly proposed organization structure will be finalized by **Oct. 1, 2024**.

Message points:

- The University of Iowa is committed to ensuring students are prepared to succeed in a diverse, complex society.
- The central division will be renamed; it will shift to a leaner operation and its focus will change to educating the skill sets needed for cultural and global understanding. The division will also provide services and resources to maintain access to higher education.
- The newly named **Division of Access, Opportunity, and Diversity** ensures that the University of Iowa complies with state and federal civil rights laws. It also administers federally funded programs like TRIO and supports university efforts to meet diversity-related accreditation criteria necessary to accomplish its mission.
- These changes also support the division’s efforts to become more effective and efficient for our colleges, units, and departments, and to provide resources that enhance leadership skills and cultural/global competency for our campus in a manner that encourages freedom of expression and a broad range of viewpoints.

Campus partners shaping diversity at the University of Iowa:



See Appendix A for federal compliance and accreditation criteria alignment recommendations.

Note: Directives five, seven, and ten will be completed by the Iowa Board of Regents. This document is the official recommendations of the University of Iowa DEI Forward Task Force for consideration by President Barbara Wilson and Provost Kevin Kregel to meet the Iowa Board of Regents DEI Study directives.

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Subcommittee directives

Iowa Board of Regents directive #2: (In progress)

Review all college, department, or unit-level DEI positions to determine whether DEI-specific job responsibilities are necessary for compliance, accreditation, or student and employee support services. Any position responsibilities that are not necessary for these purposes shall be adjusted or eliminated. Position and/or working titles shall be reviewed to ensure they appropriately reflect position responsibilities.

Recommended changes to meet this directive:

1. The Task Force completed the initial review of DEI positions to ensure their alignment with compliance, accreditation, or student and employee support services (see Appendix C) on **April 1, 2024**.
2. The Task Force identified 77 DEI positions of any Full Time Equivalent percentage (FTE%) related to DEI work (see Appendix B).
 - o Positions were identified by the following keywords in the position or working title or job description: diversity, equity, inclusion, or belonging.
3. The preliminary review indicates that all positions readily map to accreditation criteria or apply to student or employee support functions. However, many job descriptions, roles, and responsibilities need to be adjusted.
4. Senior HR leaders should review and update position descriptions or position/working titles with employees and supervisors to clearly align the position's duties, responsibilities, or title with accreditation criteria or student and employee support services.

Implementation:

- A tool kit for Senior Human Resource leaders will be developed and positions will be reviewed with employees and supervisors by **Dec. 31, 2024**.
- Positions will be evaluated on the following criteria:
 - o Does the position align with compliance or accreditation criteria?
 - o Does the position include the broadest framework, focused on the teaching or practicing of the cultural and global competency skills needed for our students, faculty, and staff to lead in a diverse society and workforce?
 - o Does the position foster a diversity of viewpoints, respecting freedom of expression and diversity of intellectual perspectives?
 - o How does the position fit into the institution's "hub and spoke" model for efficiency, and is the position duplicated across the university?
 - o What are the clear, measurable goals and outcomes of the position to ensure a welcoming and respectful environment for everyone?

Message points:

- Nearly 100% of the reviewed job descriptions required modifications to ensure alignment with job tasks specific to the accompanying accrediting body.
- University human resource leaders will work with individual employees and supervisors to adjust position titles and/or job descriptions by the end of the 2024 year.

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Subcommittee directives

Iowa Board of Regents directive #3: (Completed)

Review the services provided by offices currently supporting diversity or multicultural affairs in other divisions of the university to ensure they are available to all students, subject to applicable state or federal eligibility requirements. Program promotional and informational materials and websites shall be updated to clarify that the mission of these offices is to support success broadly.

Recommended changes to meet this directive:

1. Add the following updated language to the UI Policy Manual and the Policies and Regulations Affecting Students, in particular the student organization policies:

*All advertising and promotional materials and information related to publicly promoted events, activities, and programs provided and hosted by a **registered student organization**, must include a statement that the event, activity, or program is open to all.*

Examples of such events, activities, or programs may include, but are not limited to: hosted lecture series, campus-wide activities, leadership development trainings, invited guest speakers, film screenings, craft or creative activities, well-being focused events, etc. Exceptions include:

- *Routine organizational and/or business meetings restricted to group members or group leadership.*
 - *Instances where a specific exception is provided through the Office of Institutional Equity or another university office or official.*
2. All materials and information also need to include the accessibility statement found in the [UI Policy Manual](#) and listed below.

Individuals with disabilities are encouraged to attend all University of Iowa-sponsored events. If you are a person with a disability who requires a reasonable accommodation in order to participate in this program, please contact (insert: the sponsoring department or contact person) in advance at (insert: telephone number).

Implementation:

- Once approved, a notification will be sent to the entire campus. It also will be included in policy notifications sent at the beginning of each semester.

Message points:

- Add template language to the [brand site](#).

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Subcommittee directives

Iowa Board of Regents directive #4: (Completed)

Take reasonable steps to ensure the following:

1. No employee, student, applicant, or campus visitor is required to submit a DEI statement or be evaluated based on participation in DEI initiatives unless the position is required for DEI-related compliance or accreditation.
2. No employee, student, applicant, or campus visitor is compelled to disclose their pronouns.

Recommended changes to meet this directive:

1. Update Policy Manual III-9.8 Diversity in Employment Guidelines. Replace the Diversity, Equity, and Inclusion qualification with a required qualification related to fostering a welcoming and respectful environment, in alignment with the new universal competency. This policy applies to leadership positions at P&S pay level 6 and above, and faculty administrative positions. Update Recruitment Manual content accordingly.
2. Provide a set of best practices to foster a welcoming and respectful environment.
3. Recommend that course syllabuses reinforce that the use of pronouns is not a requirement in the classroom.

Implementation:

- Eliminated the DEI universal competency for staff and replaced it with the “Welcoming and Respectful Environment” universal competency.
 - This recommendation has been approved by the president and the provost and was implemented into a new universal competency in the staff annual performance review system for 2024 performance reviews. The change was implemented and went into effect as of **Jan. 8, 2024**. Performance reviews for this year were due **March 30, 2024**.
- Local job descriptions will be updated with the new universal competency by **Oct. 1, 2024**.
- Policy Manual III-9.8 and Recruitment Manual content has been updated effective **March 1, 2024**.
- Best practices to foster a welcoming and respectful environment will be published by **Aug. 1, 2024**.
- The recommendation about course syllabuses and the use of pronouns was discussed with shared governance, and then approved by the president and the provost. As of spring 2024, syllabuses will include this proviso.

Message points:

- The change in universal competency, and the Policy Manual update, align with the UI strategic plan.
- The university shall ensure that no one will be compelled to disclose pronouns.
- As of spring 2024, a statement prohibiting any requirement of the use of pronouns has been added to all syllabuses.

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Subcommittee directives

Iowa Board of Regents directive #6: (Nearly completed)

Initiate a review of DEI-related general education categories and update category names to accurately reflect the array of options students may select from to satisfy these requirements and ensure a breadth of offerings.

Recommended changes to meet this directive:

1. The Task Force reviewed the 66 general education courses related to DEI and discussed the category with the College of Liberal Arts and Sciences General Education Curriculum Committee. It is recommended that the general education category, "Diversity and Inclusion" be updated to "Understanding Cultural Perspectives" to better reflect the world readiness skills that students are taught in these courses as well as the breadth of course offerings available.
2. The College of Liberal Arts and Sciences General Education Curriculum Committee reviewed the recommended name change and campus leadership approved.

Implementation:

- Full implementation of the change on websites and documents is ongoing and will be completed during the 2025 academic year, including websites.

Message points:

- A review of the Diversity and Inclusion general education category was initiated, including the breadth of course offerings, student learning outcomes, world readiness skills students gain, and student feedback on learning outcomes.
- Based on the review, it was determined that UI students have a wide range of course offerings from which to choose based on their interests, areas of study, and/or career goals.
- It was also determined through a review of student feedback that learning outcomes are achieved.
- To meet this directive, it is recommended that the general education category titled "Diversity and Inclusion" be updated to "Understanding Cultural Perspectives" to better reflect the world-readiness skills students acquire and the breadth of courses available.
- The College of Liberal Arts and Sciences General Education Curriculum Committee reviewed and approved this change.

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Subcommittee directives

Iowa Board of Regents directive #8: (Completed)

Explore potential recruitment strategies for advancing the diversity of intellectual and philosophical perspectives in faculty and staff applicant pools.

Recommended changes to meet this directive:

1. The Task Force reviewed search processes and advertising as well as search committee training for both faculty and staff positions.
2. For faculty searches, it is recommended that the Path to Distinction training program be bolstered to incorporate information and strategies that address diversity of viewpoints, where relevant.
 - The Path to Distinction: Best Practices Guidance for Faculty Search Committees provides research-based strategies that support the university's commitment to enhance excellence through faculty contributing to a welcoming culture.
 - The companion document, Path to Distinction Toolkit, contains worksheets and guidance documents for faculty search committees to utilize during the various aspects of the faculty recruitment process.
3. For staff searches, a review of job board systems found that the university currently markets and promotes staff job opportunities to a broad array of applicants.
 - Examples include, but are not limited to: Abilities in Jobs, Veteran Job Center, US Diversity Job Search, and Seniors at Work.
 - It is recommended that to reach the widest variety of staff applicants, job listings should also be posted on several national job search websites (e.g., Indeed, FlexJobs, Zippia, Trovit, Oodle, Talent.com, ZipRecruiter, etc.).

Implementation:

- For faculty searches, resources related to the Path to Distinction program have already been updated to ensure intellectual and philosophical thought are considered.
- The Office of Human Resources, Office of Talent Acquisition and the Division of Access, Opportunity and Diversity will equip faculty search committee members with the knowledge and skills to support diverse perspectives in the recruitment process.
- For staff searches, the Office of Talent Acquisition is exploring the capabilities of Broadbean. Broadbean is talent acquisition software that incorporates data and insights to optimize the recruitment strategy posting on various job boards for staff positions catering to various intellectual and philosophical viewpoints.

Message points:

- Diversity should be defined in the broadest sense possible, including intellectual and philosophical thought.
- Recruiting individuals who demonstrate a commitment to intellectual and philosophical thought should continue to be a priority within the university.

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Subcommittee directives

Iowa Board of Regents directive #9: (Nearly completed)

Explore a proposal, including cost, to establish a widespread initiative that includes opportunities for education and research on free speech and civic education.

Recommended changes to meet this directive:

1. Consider a new initiative that would encourage the learning of civic dialogue skills and align it with activities currently underway within the Division of Student Life and the Obermann Working Group.
2. Pilot this initiative with support from the president's office to ensure campus resources and sustainability.
3. The Civic Dialogue Initiative should entail the following:
 - Coordinate civic dialogue efforts across campus, including a resource hub for activities and best practices.
 - Develop a "Community of Practice" to support pedagogical innovation in the classroom and beyond (in partnership with the Center for Teaching).
 - Develop a sequenced program of skill building and application events for students, including workshops focused on first-year students to establish basic skills and strong habits as well as a program for advanced students to gain professional facilitation experience and lead peer-to-peer engagement.

Implementation:

- During spring 2024, the Facilitating Difficult Dialogues Obermann Working Group will finalize a curriculum based on two levels of focus:
 - Level One: Foundational Skills for Civic Dialogue. Introductory skills for meaningful participation in civic dialogue.
 - Level Two: Leadership Skills for Civic Dialogue. Intermediate skills for convening and leading facilitated civic dialogue.
- Launch a pilot Civic Dialogue Initiative in the fall of 2024:
 - During the fall 2024 semester, the university will pilot several program components, including a field experiment in the residence halls and a first-year seminar, to assess the impact of dialogue skill building on student learning outcomes. Opportunities for fine-tuning and scaling the initiative will be identified.
 - We have designed the pilot initiative around five outcomes that enhance civic dialogue: listening, openness to new ideas, curiosity, finding common ground, and resolution of conflict.

Message points:

- To be determined by Office of Strategic Communication, the Division of Student Life, and the Obermann Working Group.

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Appendix A:

Civil rights legislation/accreditation criteria for directive #1

Civil rights legislation

Title IX

- Prohibits discrimination on the basis of sex in education programs and activities.
- Universities receiving any federal funds must comply with Title IX.
- University must have a Title IX coordinator who is responsible for coordinating the school's compliance with Title IX.
 - University must notify all students and employees of the name/title and contact information of the Title IX coordinator.
- Universities must respond promptly and effectively to address sexual harassment and sexual violence, take immediate action to eliminate it, prevent its reoccurrence, and address its effects.
- University must have and distribute a policy against sex discrimination and have and make known procedures to file complaints of sex discrimination.

Americans with Disabilities Act (federal law)

- Prohibits discrimination on the basis of disability.
- Designate an ADA Coordinator who is responsible for coordinating compliance with the ADA and investigating ADA complaints.
- Provide qualified individuals with disabilities an equal opportunity to benefit from the full range of employment-related opportunities available to others; make reasonable modifications to policies, practices, and procedures where necessary to avoid discrimination.
- Adopt and distribute a public notice about the relevant provisions of the ADA to all persons who may be interested in the university's programs, activities, and services; develop and publish grievance procedures to provide fair and prompt resolution of complaints.

Title VII of the Civil Rights Act of 1964

- Prohibits employment discrimination based on race, color, religion, sex, and national origin.
- Unlawful for an employer to take a negative action, or retaliate, against a person.

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Accreditation criteria

Higher Learning Commission (University of Iowa Accreditation)

1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas, and perspectives.

3.B. The institution offers programs that engage students in collecting, analyzing, and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

3.D. The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.

In addition to the Higher Learning Commission accreditation for the whole university, many academic programs are accredited to ensure that graduates qualify for licensure or certification within their respective fields. These include but are not limited to:

- Carver College of Medicine
- College of Dentistry
- College of Law
- College of Education
- College of Engineering
- College of Pharmacy

In addition to colleges, many individual academic programs are accredited by professional organizations to ensure that graduates are eligible for licensure or certification. These include but are not limited to:

- Clinical Psychology
- Counseling Psychology
- Social Work
- Counselor Education
- School Psychology
- School Counseling

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Each of the professional accrediting bodies has language specific to diversity, equity, and inclusion. For example, the explicit criteria for the American Psychological Association, which accredits clinical psychology, counseling psychology, and school psychology, states:

Effectiveness in health service psychology requires that trainees develop the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high-quality services to an increasingly diverse population. Therefore, trainees must demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics. The Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The CoA recognizes that development of competence in working with individuals of every variation of cultural or individual difference is not reasonable or feasible.

There are many more specific criteria that are too numerous to include here for the purpose of this report.

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Appendix B:

Identified DEI positions

***Includes all employees within any office, department, or unit, including in a college/school, who have components of DEI in their job responsibilities (Excludes TRIO)

Office/Department / SubDept	Position Title	Working Title	% effort	Category	Short Narrative - Alignment with Category
02 - Provost - 02-0165	Program Director	Diversity Resources Director	100%	Accreditation - Central Unit	This effort satisfies the accreditation standard that mandates programming related to diversity, equity, and inclusion.
02 - Provost - 02-0165	Program Director		100%	Accreditation - Central Unit	This effort satisfies the accreditation standard that mandate programming related to diversity, equity, and inclusion.
02 - Provost - 02-0165	Associate Vice President	Executive Officer, Diversity, Equity & Inclusion	100%	Accreditation - Central Unit	This effort satisfies the accreditation standard that mandate programming related to diversity, equity, and inclusion.
02 - Provost - 02-0165	Program Coordinator	Assistant Director, Diversity Resources	100%	Accreditation - Central Unit	This effort satisfies the accreditation standard that mandate programming related to diversity, equity, and inclusion.
02 - Provost - 02-0165	Program Coordinator	Assistant Director, Diversity Resources	100%	Accreditation - Central Unit	This effort satisfies the accreditation standard that mandate programming related to diversity, equity, and inclusion.
02 - Provost - 02-0166	Educ Supp Svcs Specialist	Director, Center for Inclusive Academic Excellence	100%	Accreditation - Central Unit	This effort satisfies the accreditation standard that mandate programming related to diversity, equity, and inclusion.
02 - Provost - 02-0166	Educ Supp Svcs Specialist		100%	Accreditation - Central Unit	This effort satisfies the accreditation standard that mandate programming related to diversity, equity, and inclusion.
02 - Provost - 02-0166	Educ Supp Svcs Specialist		100%	Accreditation - Central Unit	This effort satisfies the accreditation standard that mandate programming related to diversity, equity, and inclusion.
02 - Provost - 02-0166	Educ Supp Svcs Specialist		100%	Accreditation - Central Unit	This effort satisfies the accreditation standard that mandate programming related to diversity, equity, and inclusion.
02 - Provost - 02-0166	Educ Supp Svcs Specialist		100%	Accreditation - Central Unit	This effort satisfies the accreditation standard that mandate programming related to diversity, equity, and inclusion.
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02 - Provost - 02-0166	Educ Supp Svcs Specialist		100%	Accreditation - Central Unit	This effort satisfies the accreditation standard that mandate programming related to diversity, equity, and inclusion.
02 - Provost - 02-0166	Educ Supp Svcs Director		100%	Accreditation - Central Unit	This effort satisfies the accreditation standard that mandate programming related to diversity, equity, and inclusion.
02 - Provost - 02-0167	Program Coordinator		100%	Compliance	This effort ensures compliance with federal and state laws and regulations (e.g., Office of Federal Contract Compliance Programs- U.S. Dept. of Labor, Title IX, Title VI, Title VII, ADA, Section 504, Veterans Preference) related to employment discrimination, disability access, equal employment opportunity / affirmative action, and veterans' preference.
02 - Provost - 02-0167	Compliance Director	Director of EEO, Affirmative Action and Compliance	100%	Compliance	This effort ensures compliance with federal and state laws and regulations (e.g., Office of Federal Contract Compliance Programs- U.S. Dept. of Labor, Title IX, Title VI, Title VII, ADA, Section 504, Veterans Preference)

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					related to employment discrimination, disability access, equal employment opportunity / affirmative action, and veterans' preference.
02 - Provost - 02-0167	Compliance Director	Director, Equity Investigations & ADA Coordinator	100%	Compliance	This effort ensures compliance with federal and state laws and regulations (e.g., Office of Federal Contract Compliance Programs- U.S. Dept. of Labor, Title IX, Title VI, Title VII, ADA, Section 504, Veterans Preference) related to employment discrimination, disability access, equal employment opportunity / affirmative action, and veterans' preference.
02 - Provost - 02-0167	Compliance Specialist	Deputy Title IX Coord & Asst Director, TIXGE	100%	Compliance	This effort ensures compliance with federal and state laws and regulations (e.g., Office of Federal Contract Compliance Programs- U.S. Dept. of Labor, Title IX, Title VI, Title VII, ADA, Section 504, Veterans Preference) related to employment discrimination, disability access, equal employment opportunity / affirmative action, and veterans' preference.
02 - Provost - 02-0167	Compliance Specialist		100%	Compliance	This effort ensures compliance with federal and state laws and regulations (e.g., Office of Federal Contract Compliance Programs- U.S. Dept. of Labor, Title IX, Title VI, Title VII, ADA, Section 504, Veterans Preference) related to employment discrimination, disability access, equal employment opportunity / affirmative action, and veterans' preference.
02 - Provost - 02-0167	Compliance Specialist	Equity Investigator, TIXGE	100%	Compliance	This effort ensures compliance with federal and state laws and regulations (e.g., Office of Federal Contract Compliance Programs- U.S. Dept. of Labor, Title IX, Title VI, Title VII, ADA, Section 504, Veterans Preference) related to employment discrimination, disability access, equal employment opportunity / affirmative action, and veterans' preference.
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02 - Provost - 02-0167	Compliance Specialist	Equity Investigator	100%	Compliance	This effort ensures compliance with federal and state laws and regulations (e.g., Office of Federal Contract Compliance Programs- U.S. Dept. of Labor, Title IX, Title VI, Title VII, ADA, Section 504, Veterans Preference) related to employment discrimination, disability access, equal employment opportunity / affirmative action, and veterans' preference.
02 - Provost - 02-0167	Compliance Specialist	Equity Investigator	100%	Compliance	This effort ensures compliance with federal and state laws and regulations (e.g., Office of Federal Contract Compliance Programs- U.S. Dept. of Labor, Title IX, Title VI, Title VII, ADA, Section 504, Veterans Preference) related to employment discrimination, disability access, equal employment opportunity / affirmative action, and veterans' preference.
02 - Provost - 02-0167	Compliance Specialist	Equity Investigator	100%	Compliance	This effort ensures compliance with federal and state laws and regulations (e.g., Office of Federal Contract Compliance Programs- U.S. Dept. of Labor, Title IX, Title VI, Title VII, ADA, Section 504, Veterans Preference) related to employment discrimination, disability access, equal employment opportunity / affirmative action, and veterans' preference.

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					equal employment opportunity / affirmative action, and veterans' preference.
02 - Provost - 02-0167	Compliance Associate Director	Title IX Coordinator & Director, TIXGE	100%	Compliance	This effort ensures compliance with federal and state laws and regulations (e.g., Office of Federal Contract Compliance Programs- U.S. Dept. of Labor, Title IX, Title VI, Title VII, ADA, Section 504, Veterans Preference) related to employment discrimination, disability access, equal employment opportunity / affirmative action, and veterans' preference.
02 - Provost - 02-0167	Compliance Associate Director	Senior Equity Investigator, TIXGE	100%	Compliance	This effort ensures compliance with federal and state laws and regulations (e.g., Office of Federal Contract Compliance Programs- U.S. Dept. of Labor, Title IX, Title VI, Title VII, ADA, Section 504, Veterans Preference) related to employment discrimination, disability access, equal employment opportunity / affirmative action, and veterans' preference.
02- Provost - 02-0165	Comm/Const Relations Director	Senior Advisor and Director of Communications	100%	Accreditation - Central Unit	This effort satisfies the accreditation standard that mandates programming related to diversity, equity, and inclusion.
02- Provost - 02-0166	Secretary III		100%	Accreditation - Central Unit	This effort satisfies the accreditation standard that mandates programming related to diversity, equity, and inclusion.
02- Provost - 02-0166	Secretary II		100%	Accreditation - Central Unit	This effort satisfies the accreditation standard that mandates programming related to diversity, equity, and inclusion.
02- Provost - 02-0167	Admin Services Specialist	Admin Services Specialist, TIXGE	100%	Compliance	This effort ensures compliance with federal and state laws and regulations (e.g., Office of Federal Contract Compliance Programs- U.S. Dept. of Labor, Title IX, Title VI, Title VII, ADA, Section 504, Veterans Preference) related to employment discrimination, disability access, equal employment opportunity / affirmative action, and veterans' preference.
02- Provost - 02-0167	Admin Services Coordinator		100%	Compliance	This effort ensures compliance with federal and state laws and regulations (e.g., Office of Federal Contract Compliance Programs- U.S. Dept. of Labor, Title IX, Title VI, Title VII, ADA, Section 504, Veterans Preference) related to employment discrimination, disability access, equal employment opportunity / affirmative action, and veterans' preference.
02- Provost - 02-0167	Admin Services Coordinator		100%	Compliance	This effort ensures compliance with federal and state laws and regulations (i.e., Office of Federal Contract Compliance Programs- U.S. Dept. of Labor, Title IX, Title VI, Title VII, ADA, Section 504, Veterans Preference) related to employment discrimination, disability access, equal employment opportunity / affirmative action, and veterans' preference.
02 - Prov-Career Center	Educ Supp Svcs Crd/Mgr	Assoc Dir, Inclusive Career Svcs & Career Coach			
02 -Prov- Admissions	Adm & Enroll Svcs Spec/Crd	Sr. Admission Counselor, Diversity Recrtmt/Outreach			
02- Prov-Office of Inst Equity	Compliance Specialist	Response Coordinator, TIXGE			

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02 - Provost	Student Positions		hours vary up to 20 per week	Accreditation - Central Unit	Some students are employed to help satisfy the accreditation standard that mandates programming related to diversity, equity, and inclusion. Some students are employed to help ensure compliance with federal and state laws and regulations (e.g., Office of Federal Contract Compliance Programs- U.S. Dept. of Labor, Title IX, Title VI, Title VII, ADA, Section 504, Veterans Preference) related to employment discrimination, disability access, equal employment opportunity / affirmative action, and veterans' preference.
07 - Human Resources & 02 - Provost	Asst VP, Employee Relations & Inclusion and Senior HR Director	Asst VP - Employee Relations and Inclusion	25%	Accreditation & Compliance	Jan holds a 65% appt in Org 07 and 35% with Org 02. Her role in UHR ensures the University meets DEI-related compliance requirements including accreditation standards. Her role in the provost Office coordinates the Path to Distinction program related to faculty recruitment.
08 - Athletics - Student Athlete Academic Services	Educational Support Services Coordinator /Manager	Asst Athletics Dir, Diversity, Equity & Inclusion	100%	NCAA Requirements	"Equity, Diversity, and Inclusion Review. An active member institution shall complete an equity, diversity, and inclusion review at least once every four years and provide written confirmation of completion to the national office. Failure to complete an equity, diversity, and inclusion review at least once every four years shall subject an institution to a penalty pursuant to a penalty structure and timeline maintained by the Strategic Vision and Planning Committee."
08 - Athletics - Student Athlete Academic Services	Educational Support Services Specialist	Athletics Academic and DEI Coordinator	50%	NCAA Requirements	"Equity, Diversity, and Inclusion Review. An active member institution shall complete an equity, diversity, and inclusion review at least once every four years and provide written confirmation of completion to the national office. Failure to complete an equity, diversity, and inclusion review at least once every four years shall subject an institution to a penalty pursuant to a penalty structure and timeline maintained by the Strategic Vision and Planning Committee."
11 - College of Liberal Arts and Sciences	Director, Diversity, Equity & Inclusion		100%	Accreditation and Compliance	The College of Liberal Arts and Sciences, with approximately 16,000 students, provides the University's general education curriculum. This supports the HLC accreditation requirement 3.B. paragraph 3. Additionally, four programs require demonstrated efforts that we provide an inclusive and supportive learning environment that supports diversity and ensures equity. These are The American Psychological Association, Accrediting Council on Education in Journalism and Mass Communications, Council on Social Work Education, and Council on Academic Accreditation in Audiology & Speech-Language Pathology. Most federally funded granting bodies require a DEI plan as part of the requirements of the award.
12 - Tippie College of Business	Associate Director, Engagement and Belonging (Acad Clin Prog Mgt Crd/Mgr)		100%	Accreditation	This effort satisfies the Guiding Principles and Expectations for Accredited Schools #9 accreditation standard that mandate programming related to diversity, equity, and inclusion. The Tippie College of Business' next re-accreditation review is in 2024.

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12 - Tippie College of Business	Associate Director, Student Engagement (Acad Clin Prog Mgt Crd/Mgr)		30%	Accreditation	This effort satisfies the Guiding Principles and Expectations for Accredited Schools #9 accreditation standard that mandates programming related to diversity, equity, and inclusion. The Tippie College of Business' next re-accreditation review is in 2024.
13 - College of Dentistry - 13-2250	Asst Director, University Counseling Service & Director, Dental Counseling & Wellness	Position is paid for by student life works Dentistry	15%	Other	The College of Dentistry is expected to achieve appropriate levels of diversity among its students, faculty, and staff, attract and retain those with a diverse background, and also evaluate DEI strategies for continuous improvement as a requirement for the Commission on Dental Accreditation.
13 - College of Dentistry - 13-2370 - Preventive & Community Dentistry	Associate Professor/ DEI Officer		50%	Accreditation /Other	The College of Dentistry is expected to achieve appropriate levels of diversity among its students, faculty, and staff, attract and retain those with a diverse background, and also evaluate DEI strategies for continuous improvement as a requirement for the Commission on Dental Accreditation. Dr. McQuistan's DEI role includes improving efforts in recruiting and retention of underrepresented students (in partnership with Dean of Students) and faculty. Assess effectiveness of the college's DEI initiatives and establish programmatic solutions that support and promote DEI awareness and education.
15 - College of Engineering - Dean's Office	Interim Associate Dean for Diversity, Equity, and Inclusion		28%	Accreditation	This effort satisfies the Accreditation Board of Engineering and Technology (ABET) accreditation standard that mandates programming related to diversity, equity, and inclusion.
17- Carver College of Medicine	Clinical Instructor, Department of Physical Therapy and Rehabilitation Science		10%	Accreditation	Aligns with Commission on Accreditation in Physical Therapy Education.
17- Carver College of Medicine - 17-3271	Director, Clinical Services	CDA Neurosurgery	100%	Accreditation	Aligns with CMS, Joint Commission, ACGME, LCME.
17 - Carver College of Medicine - 17-3000	Administrative Services Coordinator		100%	Accreditation	Aligns with CMS, Joint Commission, ACGME, LCME, SHPEP grant funding.
17 - Carver College of Medicine - 17-3000	Administrative Services Coordinator		100%	Accreditation	Aligns with CMS, Joint Commission, ACGME, LCME.
17 - Carver College of Medicine - 17-3000 and 17-3210	Interim Assoc VP for Health Parity Clinical Professor in Family Medicine		35%	Accreditation	Aligns with CMS, Joint Commission, ACGME, LCME.

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17 - Carver College of Medicine - 17-3000 and 17-3255	Interim Assoc Dean for Health Parity		50%	Accreditation	Aligns with CMS, Joint Commission, ACGME, LCME.
	Clinical Associate Professor in Pediatrics				
17 - Carver College of Medicine - 17-3000 and 17-3260	Assistant Dean		25%	Accreditation	Aligns with CMS, Joint Commission, ACGME, LCME.
	Professor in Psychiatry				
17 - Carver College of Medicine - 17-3408	Acad Clin Prog Mgt Crd/Mgr - working title of Assistant Director of Career Enhancement and Diversity, Equity, and Inclusion	Asst Director, Career Enhancement & DEI	50%	Compliance - Research	As a designated NCI Comprehensive Cancer Center, the HCCC must meet NCI stipulations regarding diversity, equity, and inclusion.
18 - College of Nursing	Director, Diversity, Equity & Inclusion	Director of Diversity Equity and Inclusion	100%	Accreditation	This effort satisfies the Council of Accreditation of Nurse Anesthesia Education Program accreditation, American Association of Colleges of Nursing (Baccalaureate and Masters and Doctoral) accreditation standard that mandates programming related to diversity, equity, and inclusion.
20 - College of Public Health -20-5200 - Public Health- Administration	Manager of Diversity, Equity, and Inclusion: Program Manager: PAD2 5A		75%	Accreditation	The College is accredited by the Council on Education for Public Health (CEPH) and one of our graduate programs, the Master of Health Administration (MHA), is accredited by the Commission on Accreditation of Healthcare Management Education (CAHME). Standard G1 in the CEPH criteria states that the school or program defines systematic, coherent, and long-term efforts to incorporate elements of diversity. Diversity considerations relate to faculty, staff, students, curriculum, scholarship, and community engagement efforts. Standard IV.A.2 in the CAHME criteria states the program will foster faculty diversity and a culture of inclusiveness in the learning environment.
29 - Graduate College - Administration	Director of Diversity, Equity & Inclusion		100%	Accreditation	This effort satisfies the Planning and Accreditation Board accreditation standard that mandates programming related to diversity, equity, and inclusion.
29 - Graduate College - Administration	Diversity, Equity, & Inclusion Coordinator		100%	Accreditation	This effort satisfies the Planning and Accreditation Board accreditation standard that mandates programming related to diversity, equity, and inclusion.
33 - Library - 33-4301	Senior Director, DEAI/ Program Director		100%	Compliance	Although the Libraries does not have an accreditation process, we are bound by the Association of Research Libraries Principles of Membership. Item #10 (Advancement of equity, diversity, and inclusiveness in staffing, programs, services, and resources) clearly outlines an expectation to advance DEI.

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					UHR to insert standard language developed for other administrative units.
33 - Library - 33-4301	Coordinator, Staff Development & Diversity Programming	Coord., Staff Development & Diversity Programming	75%	Compliance	Although the Libraries does not have an accreditation process, we are bound by the Association of Research Libraries Principles of Membership. Item #10 (Advancement of equity, diversity, and inclusiveness in staffing, programs, services, and resources) clearly outlines an expectation to advance DEI.
					UHR to insert standard language developed for other administrative units.
49 - VP Student Life - 49-4600	Executive Director, Inclusion and Belonging	Exec Dir, Belonging & Inclusion and Asst to VPSL	100%	Accreditation	This effort satisfies the criteria for accreditation standards mandated by the Higher Learning Commission regarding programming related to diversity, equity, and inclusion.
49 - VP Student Life - 49-4616	Director, MISSE		100%	Accreditation	This effort satisfies the criteria for accreditation standards mandated by the Higher Learning Commission regarding programming related to diversity, equity, and inclusion.
49 - VP Student Life - 49-4616	Coordinator, Asian Pacific American Cultural Center		100%	Accreditation	This effort satisfies the criteria for accreditation standards mandated by the Higher Learning Commission regarding programming related to diversity, equity, and inclusion.
49 - VP Student Life - 49-4616	Coordinator, Latino Native American Cultural Center		100%	Accreditation	This effort satisfies the criteria for accreditation standards mandated by the Higher Learning Commission regarding programming related to diversity, equity, and inclusion.
49 - VP Student Life - 49-4616	Coordinator, Afro-American Cultural Center		100%	Accreditation	This effort satisfies the criteria for accreditation standards mandated by the Higher Learning Commission regarding programming related to diversity, equity, and inclusion.
49 - VP Student Life - 49-4616	Coordinator, Pride Alliance Center	Vacant position	100%	Accreditation	This effort satisfies the criteria for accreditation standards mandated by the Higher Learning Commission regarding programming related to diversity, equity, and inclusion.
49 - VP Student Life - 49-4616	Coordinator, International Student Support & Engagement (0.5 FTE)	50/50 provost	100%	Accreditation	This effort satisfies the criteria for accreditation standards mandated by the Higher Learning Commission regarding programming related to diversity, equity, and inclusion.
49 - VP Student Life - 49-4616	Temp Program Assistant, Hubbard Scholars	CLAS	50%	Accreditation	This effort satisfies the criteria for accreditation standards mandated by the Higher Learning Commission regarding programming related to diversity, equity, and inclusion.
70 - UIHC - 70-7850	Project Manager		100%	Accreditation	Aligns with CMS, Joint Commission, ACGME, LCME
12 - Tippie College of Business	Student Positions: Engagement Ambassadors		hours vary up to	Accreditation	This effort satisfies the Guiding Principles and Expectations for Accredited Schools #9 accreditation standard that mandates programming related to

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	Program Support Lead		20 per week		diversity, equity, and inclusion. The Tippie College of Business' next re-accreditation review is in 2024.
12 - Tippie College of Business	Student Positions: Engagement Ambassadors Program Support Associates		hours vary up to 20 per week	Accreditation	This effort satisfies the Guiding Principles and Expectations for Accredited Schools #9 accreditation standard that mandates programming related to diversity, equity, and inclusion. The Tippie College of Business' next re-accreditation review is in 2024.
12- Cbus-Bus Admin - Undergrad 12-2110	Acad Clin Prog Mgt Crd/Mgr	Associate Director, Engagement and Belonging			
49 - VP Student Life - 49-1616	Student Positions: Engagement Ambassadors Program Support Lead		hours vary up to 20 per week	Accreditation	This effort satisfies the criteria for accreditation standards mandated by the Higher Learning Commission regarding programming related to diversity, equity, and inclusion.
17- Carver College of Medicine		Vice Chair for Diversity, Equity, and Inclusion- Family Medicine	20%	Accreditation	Aligns with CMS, Joint Commission, ACGME, LCME.
17- Carver College of Medicine		Vice Chair of Diversity, Equity, and Inclusion- Psychiatry	10%	Accreditation	Aligns with CMS, Joint Commission, ACGME, LCME.
17- Carver College of Medicine		Departmental Director of Diversity, Equity, and Inclusion - Anatomy and Cell Biology	0% but received administrative stipend	Accreditation	Aligns with CMS, Joint Commission, ACGME, LCME.
17- Carver College of Medicine		Associate Chair for Diversity and Faculty Development- Neuroscience and Pharmacology	0% but received administrative stipend	Accreditation	Aligns with CMS, Joint Commission, ACGME, LCME.
17- Carver College of Medicine		Vice-Chair for Diversity, Equity, and Inclusion- Internal Medicine	20%	Accreditation	Aligns with CMS, Joint Commission, ACGME, LCME.
17- Carver College of Medicine		Associate Director of Diversity, Equity, and Inclusion- Holden Comprehensive Cancer Center	20%	Accreditation	Aligns with CMS, Joint Commission, ACGME, LCME
17- Carver College of Medicine		Associate Director for Diversity, Equity, and Inclusion- Iowa Neuroscience Institute		Accreditation	Aligns with CMS, Joint Commission, ACGME, LCME.
17- Carver College of Medicine		Director of Diversity, Equity, and Inclusion		Accreditation	Aligns with CMS, Joint Commission, ACGME, LCME.

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		- Emergency Department			
College of pharmacy		Director of Diversity Equity and Inclusion			
College of Law		Senior HR Director, DEI Director	20%		
49- Slif-Student Services - 49-4600	Mgr, Acct & Financial Analysis	Accounting Manager, Belonging & Inclusion			
Positions reviewed 25% greater	63				
Additional review 25% less	14				
Total	77				

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Appendix C:

Compliance and accreditation criteria for directive #2

The Task Force used compliance criteria supplied by the (1) Equal Employment Opportunity Commission (EEOC), (2) federal and state laws related to protected classes of individuals, as well as (3) DEI requirements of federal grant applications such as the National Science Foundation and National Institute of Health, (4) accreditation criteria associated with the university overall, Higher Learning Commission (HLC), and specific units (see Appendix A for unit-level accrediting bodies and criteria), and (5) activities needed for student and employee support services. The Appendix of accrediting bodies provided in the Iowa Board of Regents Study Report has been expanded to include additional accrediting bodies and/or criteria within a previously identified accrediting body, mainly in health care and athletics.

Accreditation bodies* (*See Appendix A for specific criteria)

- Higher Learning Commission (HLC)
- Accreditor – Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Section 1 - K – (CACREP)
- Section 1 - Q – (CACREP)
- Section 5H - 2e – (CACREP)
- Section 6 – 5k – (CACREP)
- Accreditation Board of Engineering and Technology
- American Bar Association (ABA)
- American Psychological Association
- Accrediting Council on Education in Journalism and Mass Communications
- Council on Social Work Education
- Council on Academic Accreditation in Audiology & Speech-Language Pathology
- Council on Education for Public Health
- Association to Advance Collegiate School of Business (AACSB)
- Standard I.2.6 American Library Association (ALA)
- Accreditation and Standards 2B Planning and Accreditation Board (PAB)
- NCAA

Education

- Commission on Accreditation of Athletic Training Education
- Iowa Administrative Code Teacher Preparation
- Iowa Administrative Code Administrator Preparation

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Health care and health care education

- Centers for Medicare and Medicaid Services (CMS)
- Joint Commission
- Accreditation Council for Graduate Medical Education
- Liaison Committee on Medical Education–LCME
- Joint Review Committee on Educational Programs in Nuclear Medicine Technology
- Commission on Accreditation in Physical Therapy Education
- Accreditation Review Commission on Education for the Physician Assistant
- Commission on Dental Accreditation
- Council of Accreditation of Nurse Anesthesia Education Program
- (Essential I) American Association of Colleges of Nursing – Baccalaureate
- (Essential II) American Association of Colleges of Nursing – Baccalaureate
- (Essential IV) American Association of Colleges of Nursing – Baccalaureate
- (Essential V) American Association of Colleges of Nursing – Baccalaureate
- (Essential VII) American Association of Colleges of Nursing – Baccalaureate
- (Essential VIII) American Association of Colleges of Nursing – Baccalaureate
- (Essential IX) American Association of Colleges of Nursing – Baccalaureate
- (Essential I) American Association of Colleges of Nursing – Master
- (Essential II) American Association of Colleges of Nursing – Master
- (Essential III) American Association of Colleges of Nursing – Master
- (Essential VIII) American Association of Colleges of Nursing – Master
- (Essential IX) American Association of Colleges of Nursing – Master
- (Essential II) American Association of Colleges of Nursing – Doctoral
- (Essential III) American Association of Colleges of Nursing – Doctoral
- (Essential V) American Association of Colleges of Nursing – Doctoral
- (Essential VII) American Association of Colleges of Nursing – Doctoral
- (Essential VIII) American Association of Colleges of Nursing – Doctoral
- Accreditation Council for Pharmacy Education
- Commission on Accreditation of Healthcare Management Education

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Appendix D:

Task force members

- **Liz Tovar**, executive officer & associate vice president, Division of Diversity, Equity, and Inclusion
- **Dan Clay**, dean of the College of Education
- **Neda Barrett**, senior human resources director and director of diversity, equity, and inclusion, College of Law; UI Staff Council executive committee member-at-large
- **Ed Gillan**, president of UI Faculty Senate, professor of chemistry
- **Cassandra Gordon-Fletcher**, director of inclusive education and strategic initiatives, Division of Diversity, Equity, and Inclusion
- **Katie Imborek, MD**, professor of Family Medicine, UI Health Care Interim Associate Vice President for Health Parity
- **James Jorris**, president of UI Staff Council, revenue cycle coordinator for imaging and payment posting, UI Hospitals & Clinics
- **Aimen Hameed**, member, Graduate and Professional Student Government, graduate teaching assistant, Department of Gender, Women's, and Sexuality Studies
- **Isandra Martinez-Marrero**, director of cultural engagement and analytics, Division of Diversity, Equity, and Inclusion
- **Liz Mendez-Shannon**, director of diversity, equity, and inclusion, College of Liberal Arts and Sciences
- **Law Montgomery**, senior director, human resources; and diversity, equity, and inclusion officer, Finance and Operations
- **Marco Morel**, director of justice and equity, Undergraduate Student Government
- **Angie Reams**, associate vice president and dean of students, Division of Student Life
- **Tiffini Stevenson Earl**, director of equity investigations and ADA coordinator, Division of Diversity, Equity, and Inclusion
- **Tanya Uden-Holman**, associate provost for undergraduate education and dean of the University College
- **Sarah Vigmostad**, associate professor, biomedical engineering; interim associate dean for diversity, equity, and inclusion, College of Engineering
- **Michele Williams**, Henry B. Tippie Research Fellow in Entrepreneurship, and Tippie College of Business associate professor
- **James Jorgensen**, vice president for legal affairs and general counsel
- **Jan Waterhouse**, assistant vice president, employee relations and inclusion, University Human Resources
- **Charlie Taylor**, senior advisor & director of communications, Division of Diversity, Equity, and Inclusion

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Appendix E:

Online feedback (over 100 responses)

Question #1: What aspects would you like this task force to focus on regarding the Iowa Board of Regents (BoR)-approved DEI Study directives? These efforts aim to enhance our campus experience, ensure compliance with accreditation standards, and promote student success.

- **Support for DEI on campus:** The campus community values DEI (Diversity, Equity, and Inclusion) initiatives and is concerned about their potential impact. There's a focus on supporting marginalized groups and enhancing the campus environment, with suggestions to improve communication about the positive impacts of DEI.
- **Political influence and restriction on academic freedom:** Concerns are raised about external political pressures impacting academic freedom and the stigma associated with the term "DEI." Some suggest rebranding DEI efforts to focus on inclusive dialogue.
- **Representation and broad input:** The need for diverse representation and broad input in decision-making is emphasized, including student perspectives beyond official channels. There's frustration that the Iowa Board of Regents may be disregarding diverse inputs.
- **Importance of DEI in education and campus experience:** DEI is seen as crucial for enriching education and campus life, fostering creativity, innovation, and global perspectives among students. However, some feel that a social-justice model has led to divisiveness.
- **Importance of inclusive university culture:** An inclusive culture where all individuals feel valued is advocated for its role in attracting diverse talent and fostering innovation.
- **Impact on university reputation and success:** Concerns are expressed about the negative effects BoR directives could have on university reputation, student recruitment, and compliance with accreditation standards.
- **Measuring impact:** There's a call for mechanisms to measure the effectiveness of DEI initiatives as well as assessing the impact of BoR directives on campus climate retention rates among students, faculty, staff.
- **Opposition to DEI:** A minority opposes DEI efforts, suggesting their reduction or elimination while recognizing varied views within the university community regarding these initiatives.

Question #2: What essential skills are necessary for students, faculty, and staff to navigate the complexities of a global economy and society, and how can we effectively impart and cultivate these skills?

- **Perspective taking:** Engaging with and valuing diverse backgrounds and viewpoints.
- **Critical thinking:** Communicating effectively, listening critically to distinguish facts from opinions, and engaging in complex discussions with respect and civility.
- **Leadership:** Demonstrating courageous leadership, teamwork, and problem-solving. Fostering a productive organizational culture by uniting people from different backgrounds towards a common goal, making ethical decisions, and developing resilience to adapt to change.
- **Awareness:** Understanding the role of history in shaping society.
- **Reflection:** Recognizing personal beliefs and values, taking responsibility for actions, engaging in challenging discussions with an open mind, and seeking, understanding, and respecting different perspectives.

The task force appreciates the thoughtful input that members of the UI community have provided. The task force has reviewed all comments that have been submitted. To concisely summarize the ideas we received, we employed Chat GPT 3.5 and Copilot to analyze the feedback and generate categories of skills/mindsets that were included in the feedback. We then reviewed, edited, and significantly revised the AI-generated list to ensure we had adequately summarized the skills that were suggested by the UI community.

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Appendix F:

Campus feedback

Members of the Task Force met with the following groups to listen to their feedback.

Group	Date
CLAS Faculty Stakeholders	Feb. 9
USG and GPSG Leadership	Feb. 12
Diversity Councils and DEI Success Collaborative	Feb. 13
Faculty Senate	Feb. 13
Grad. Student Senate	Feb. 13
College of Public Health	Feb. 14
Staff Council	Feb. 14
DEI Unit Leaders	Feb. 16
Alumni	Feb. 19
DSL (MISSE/Cultural House Students)	Feb. 21
Student leadership from College of Public Health	Feb. 21
DSL (MISSE/Cultural House Students)	Feb. 21
Division of Diversity, Equity, and Inclusion	Feb. 28
CLAS DEI Network Meeting	Feb. 28
College of Dentistry	Feb. 29
College of Education	March 1
Diversity Councils	March 5

Themes:

- Scholarship and admissions:** Concerns about the interpretation of SCOTUS rulings affecting scholarships and admissions were raised.
- Education content:** Assurance that class content or titles will not change, but adjustments to meet Iowa BoR directives were discussed.
- Recruitment:** The focus on recruiting Underrepresented Minority (URM) faculty and staff was emphasized.
- Accreditation:** Efforts to meet both HLC accreditation and college-specific accreditation criteria were discussed.
- Communication issues:** Challenges in communication flow, the need for transparency, the need for empathy in our messaging, and individual outreach were highlighted across multiple sessions.
- Accessibility:** Addressing ignored accessibility issues as part of DEI expansion was discussed.
- Student engagement:** Confusion around campaigns like #IowaWelcomesWho, the need for student leader engagement, and feedback mechanisms were discussed.
- Legislation impact:** Concerns about new legislation restricting DEI efforts and expressions of diversity were raised.
- Safety & inclusion:** Questions about safety in Iowa due to political climate; focus on personal relationships for inclusion.
- Accountability:** The need for more accountability to students, faculty, and staff, and for the task force to be held accountable for their directives to the president/Provost was emphasized.

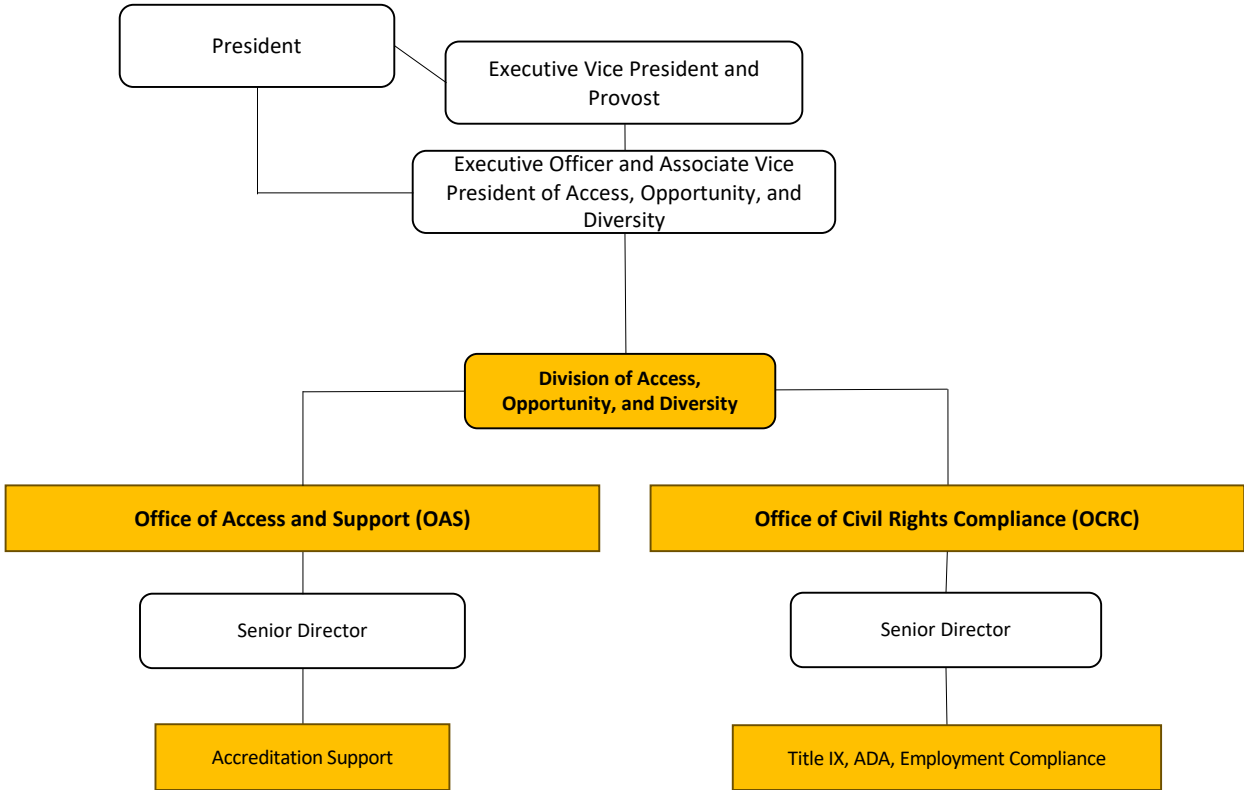
The task force appreciates the thoughtful input that members of the UI community have provided. To concisely summarize the broad input we received, we employed Copilot to analyze the input and generate a list of themes. We reviewed, edited, and revised the AI-generated themes to reflect more comprehensively and accurately the feedback we received.

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Appendix G:

Recommended Division of Access, Opportunity, and Diversity (DAOD) structure

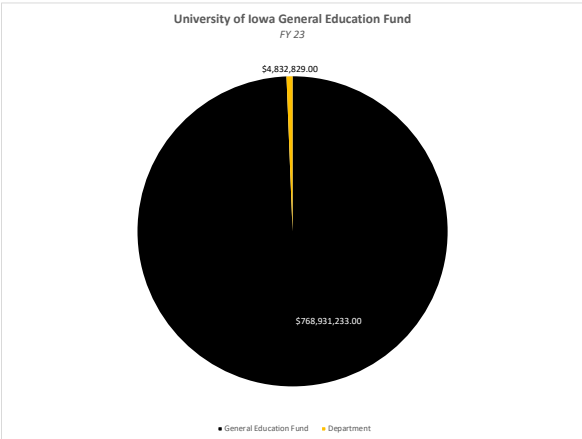


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Appendix H:

Budget FTE info – FY 23



There are 40 employees (0.9% of the UI’s total) in the division of Diversity, Equity, and Inclusion and the budget is \$4,832,829, representing 0.6% of the UI’s General Education Fund budget.

Federal Compliance

Of the 40 employees within the division, 14 (35%) ensure the university complies with federal policies such as Title IX, ADA, Equal Opportunity, and Affirmative Action.

The budget required to comply with federal requirements is \$1,836,836, which represents 38% of the total budget.

Grants

Ten employees, or 25% of the total number of FTEs, are supported by external grant funding from groups such as Trio Support Services and Upward Bound.

The resources provided by these external organizations is \$1,044,649, which represents nearly 22% of the total budget.

Student Success

Supporting the academic success of its student body is an essential part of the mission of the University of Iowa. Within the division, nine employees (22.5%) serve as academic coaches or manage programs that support the academic success of its students.

Funding allocated to these efforts is \$938,604, or 19% of the budget.

Management and office support

Coordinating and supporting the success of the staff and students of the university requires seven employees, or 17.5% of the staff of the department.

Funding allocated to these efforts is \$1,012,741, or 20% of the budget.

The **ONLY** training the UI requires are those required by federal law.

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DEI FORWARD TASK FORCE REPORT

Appendix I:

Diversity, Equity, and Inclusion at the University of Iowa

Accreditation, federal grants, and compliance

The University of Iowa and its individual colleges and administrative units have requirements that must be met in order to effectively serve the people of Iowa.

There are more than two dozen federal requirements, accreditation standards, and research stipulations that mandate programming related to diversity, equity, and inclusion (DEI). Even the University of Iowa's membership in the NCAA is conditioned on paying attention to diversity, equity, and inclusion activities. Failure to comply with these standards is not an option.

Accreditation

The U.S. Department of Education, as authorized by the Higher Education Act, recognizes national accrediting agencies that provide quality assurances for consumers and the federal government. This mark of quality is *required* by the federal government in order for students at the university to receive federal aid.

An element of accreditation is the comparison of the institution/department against peer institutions/departments. This comparison is used, instead of specific metrics, to recognize that growth and variation can exist within the broad parameters set by the governing body.

Research

Federal funding agencies and private foundations have implicit and explicit stipulations regarding diversity, equity, and inclusion. Requirements vary and are supported via central university resources and collegiate activities. Any changes to DEI efforts on the campus of the University of Iowa will have a substantial negative impact on the research mission of the university.

Federal requirements

The U.S. Department of Education's 2020 Title IX Regulation recognized that sexual harassment, including sexual assault, is unlawful sex discrimination. Compliance with this regulation requires resources related to support the complaint processes and investigations. Staffing resources are centralized at the University of Iowa to support the needs of campus effectively and efficiently.

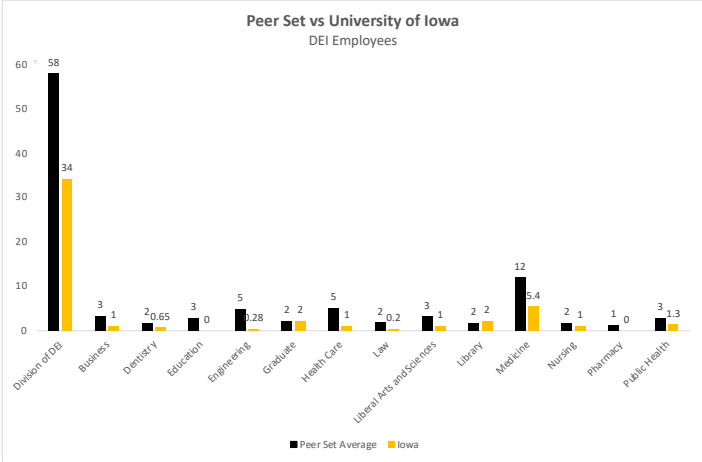
In addition to Title IX, the university must also comply with requirements set forth by the federal government related to employment discrimination, disability access, and veteran preference.

NCAA requirements

As a member of the NCAA and the Big Ten Conference, the University of Iowa must complete a review of DEI activities every four years and report those findings to the NCAA. The NCAA provides a [framework](#) to assist schools and guide the review process.

DEI FORWARD TASK FORCE REPORT

ACCREDITATION



The University of Iowa is *well below* the average of its national peer set with respect to the overall number of employees focused on diversity, equity, and inclusion efforts. Current staffing levels allow the university to maintain accreditation while maximizing efficiency through a centralized hub-and-spoke model of engagement.

The chart shows that the university has 35 full-time employees in the Division of DEI, whereas the average for the UI’s peers is 58. The remaining 21 full-time employees at the University of Iowa are distributed among colleges and departments. All UI colleges and departments are at or below the average of their peers.

The UI’s peer set is composed of the following institutions:

- University of Arizona
- University of Illinois
- University of Michigan
- Michigan State University
- University of Minnesota
- University of North Carolina
- Ohio State University
- University of Utah
- University of Wisconsin

Accreditation for the University of Iowa and University of Iowa Hospitals & Clinics

The University of Iowa
 30,015 students
 \$768M General Education Fund budget – FY 23
 Accreditor - [Higher Learning Commission](#)
 DEI – 35 FTE

3.B. paragraph 3 (Higher Learning Commission)

“The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.”

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DEI FORWARD TASK FORCE REPORT

UI Health Care

Regulator – [Centers for Medicare and Medicaid Services](#)

Accreditor – [Joint Commission](#)

Accreditor – [Accreditation Council for Graduate Medical Education](#)

DEI – 1 FTE

Centers for Medicare and Medicaid Services (CMS) regulates health care entities including hospitals. CMS regulations impose Conditions of Participation that hospitals must meet to participate in Medicare and Medicaid. CMS is establishing health equity priorities that are in the process of becoming Conditions of Participation:

Framework for Health Equity five priorities:

1. *Expand the collection, reporting, and analysis of standardized data.*
2. *Assess causes of disparities within CMS programs, and address inequities in policies and operations to close gaps.*
3. *Build capacity of health care organizations and the workforce to reduce health and health care disparities.*
4. *Advance language access, health literacy, and the provision of culturally tailored services.*
5. *Increase all forms of accessibility of health care services and coverage.*

EP 1 – 6 (Joint Commission)

Effective January 1, 2023, new and revised requirements to reduce health care disparities will apply to organizations in the Joint Commission’s ambulatory health care, behavioral health care and human services, critical access hospital, and hospital accreditation programs.

Organizations will still be required to do the following:

1. *Identify an individual to lead activities to improve health care equity.*
2. *Assess the patient’s health-related social needs.*
3. *Analyze quality and safety data to identify disparities.*
4. *Develop an action plan to improve health care equity.*
5. *Take action when the organization does not meet the goals in its action plan.*
6. *Inform key stakeholders about progress to improve health care equity.*

IV.B.1.a (1) (e) (Accreditation Council for Graduate Medical Education)

respect and responsiveness to diverse patient populations, including but not limited to diversity in gender, age, culture, race, religion, disabilities, national origin, socioeconomic status, and sexual orientation.

DEI FORWARD TASK FORCE REPORT

Accreditation for University of Iowa's colleges

Carver College of Medicine

1,539 students

\$79M General Education Fund budget – FY 23

Accreditor - [Commission on Accreditation of Athletic Training Education](#)

Accreditor - [Liaison Committee on Medical Education](#)

Accreditor - [Joint Review Committee on Educational Programs in Nuclear Medicine Technology](#)

Accreditor - [Commission on Accreditation in Physical Therapy Education](#)

Accreditor - [Accreditation Review Commission on Education for the Physician Assistant](#)

DEI – 5.4 FTE

Section II Standard DEI 1 (Commission on Accreditation of Athletic Training Education)

The program demonstrates systematic diversity, equity, inclusion and social justice efforts in its development, design, and delivery. Programs advance diversity, equity, inclusion, and social justice through a variety of efforts.

Standard 3.3 (Liaison Committee on Medical Education)

A medical school has effective policies and practices in place, and engages in ongoing, systematic, and focused recruitment and retention activities, to achieve mission-appropriate diversity outcomes among its students, faculty, senior administrative staff, and other relevant members of its academic community. These activities include the use of programs and/or partnerships aimed at achieving diversity among qualified applicants for medical school admission and the evaluation of program and partnership outcomes.

Standard 7.6 (Liaison Committee on Medical Education)

Structural Competence, Cultural Competence and Health Inequities

The faculty of a medical school ensure that the medical curriculum provides opportunities for medical students to learn to recognize and appropriately address biases in themselves, in others, and in the health care delivery process. The medical curriculum includes content regarding the following:

- 1. The diverse manner in which people perceive health and illness and respond to various symptoms, diseases, and treatments.*
- 2. The basic principles of culturally and structurally competent health care.*
- 3. The importance of health care disparities and health inequities.*
- 4. The impact of disparities in health care on all populations and approaches to reduce health care inequities.*
- 5. The knowledge, skills, and core professional attributes needed to provide effective care in a multidimensional and diverse society.*

Standards C5 (Joint Review Committee on Educational Programs in Nuclear Medicine Technology)

The program shall include opportunities for students to develop personal and professional attributes and values relevant to clinical practice. These attributes include:

- c. Showing respect for diversity*

Standard 2B (Commission on Accreditation in Physical Therapy Education)

The program promotes a culture of justice, equity, diversity, inclusivity (JEDI), belonging and anti-racism

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DEI FORWARD TASK FORCE REPORT

Standard A1.11 (Accreditation Review Commission on Education for the Physician Assistant)

The sponsoring institution must demonstrate its commitment to student, faculty and staff diversity, equity, and inclusion by:

- a) *Supporting the program in defining its goal(s) for diversity, equity, and inclusion.*
- b) *Supporting the program in implementing recruitment strategies.*
- c) *Supporting the program in implementing retention strategies.*
- d) *Making available resources that promote diversity, equity, and inclusion.*

College of Dentistry

400 students

\$31M General Education Fund budget – FY 23

Accreditor - [Commission on Dental Accreditation](#)

DEI - .65 FTE

Standard 1-4 (Commission on Dental Accreditation)

The dental school must have policies and practices to:

- a) *Achieve appropriate levels of diversity among its students, faculty, and staff.*
- b) *Engage in ongoing systematic and focused efforts to attract and retain students, faculty, and staff from diverse backgrounds.*
- c) *Systematically evaluate comprehensive strategies to improve the institutional climate for diversity.*

College of Education

1,508 students

\$23M General Education Fund budget – FY 23

Accreditor – [State of Iowa Teacher Preparation](#)

Accreditor – [State of Iowa Administrator Preparation](#)

Accreditor – [Council for Accreditation of Counseling and Related Educational Programs \(CACREP\)](#)

281-79.15(2) (Iowa Administrative Code Teacher Preparation)

Each teacher candidate receives dedicated coursework related to the study of human relations, cultural competency, and diverse learners, such that the candidate is prepared to work with students from diverse groups, as defined in rule [281–79.2\(256\)](#). The unit shall provide evidence that teacher candidates develop the ability to identify and meet the needs of all learners, including:

- a) *Students from diverse ethnic, racial and socioeconomic backgrounds.*
- b) *Students with disabilities. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.*
- c) *Students who are struggling with literacy, including those with dyslexia.*
- d) *Students who are gifted and talented.*
- e) *English learners.*
- f) *Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse.*

DEI FORWARD TASK FORCE REPORT

281-79.17(6) (Iowa Administrative Code Administrator Preparation)

Each administrator candidate demonstrates, within specific coursework and clinical experiences, the ability to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture with students and staff from diverse groups, as defined in rule [281-79.2\(256\)](#). The unit shall provide evidence that administrator candidates develop the ability to meet the needs of all learners, as well as ensuring teachers meet the needs of diverse learners, including:

- a) Students from diverse ethnic, racial and socioeconomic backgrounds.*
- b) Students with disabilities. This will include preparation in developing and implementing individualized education programs and behavioral intervention plans, preparation for educating individuals in the least restrictive environment and identifying that environment, and strategies that address difficult and violent student behavior and improve academic engagement and achievement.*
- c) Students who are struggling with literacy, including those with dyslexia.*
- d) Students who are gifted and talented.*
- e) English learners.*
- f) Students who may be at risk of not succeeding in school. This preparation will include classroom management addressing high-risk behaviors including, but not limited to, behaviors related to substance abuse.*

Section 1 - K – (CACREP)

The academic unit makes continuous and systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.

Section 1 - Q – (CACREP)

The academic unit makes continuous and systematic efforts to recruit, employ, and retain a diverse faculty to create and support an inclusive learning community.

Section 5H - 2e – (CACREP)

Impact of psychosocial influences, cultural beliefs and values, diversity and social justice issues, poverty, and health disparities, with implications for employment and quality of life for individuals with disabilities.

Section 6 – 5k – (CACREP)

Strategies of leadership in relation to current multicultural and social justice issues.

DEI FORWARD TASK FORCE REPORT

College of Engineering

2,038 students

\$25M General Education Fund budget – FY 23

Accreditor - [Accreditation Board of Engineering and Technology](#)

DEI - .28 FTE

Criterion 3 – 5 (Accreditation Board of Engineering and Technology)

An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

College of Law

508 students

\$20M General Education Fund budget – FY 23

Accreditor – [American Bar Association](#)

DEI - .2 FTE

Standard 206 (American Bar Association)

Diversity and Inclusion

- a) *Consistent with sound legal education policy and the Standards, a law school shall demonstrate by concrete action a commitment to diversity and inclusion by providing full opportunities for the study of law and entry into the profession by members of underrepresented groups, particularly racial and ethnic minorities, and a commitment to having a student body that is diverse with respect to gender, race, and ethnicity.*
- b) *Consistent with sound educational policy and the Standards, a law school shall demonstrate by concrete action a commitment to diversity and inclusion by having a faculty and staff that are diverse with respect to gender, race, and ethnicity.*

College of Liberal Arts and Sciences

16,068 students

\$143M General Education Fund budget – FY 23

Accreditor - [American Psychological Association](#)

Accreditor - [Accrediting Council on Education in Journalism and Mass Communications](#)

Accreditor - [Council on Social Work Education](#)

Accreditor - [Council on Academic Accreditation in Audiology & Speech-Language Pathology](#)

DEI – 1 FTE

Standards of Accreditation I. B. 2. (American Psychological Association)

The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists. The Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The program has made systematic, coherent, and long-term efforts to attract and retain students and faculty from diverse backgrounds into the program. Consistent with such efforts, it acts to ensure a supportive and encouraging learning environment appropriate for the training of individuals who are diverse and the provision of training opportunities for a broad spectrum of individuals.

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DEI FORWARD TASK FORCE REPORT

Accrediting Standards 4 (a - e) (Accrediting Council on Education in Journalism and Mass Communications)

The unit has a written diversity plan that has been implemented and discussed annually, for achieving an inclusive curriculum; a diverse, culturally proficient faculty, staff and student population; and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity, identify underrepresented groups and articulate key performance indicators upon which the unit intends to focus and improve. The unit posts its diversity plan in a prominent, easy-to-find place on its website.

The unit's curriculum creates culturally proficient communicators capable of learning with, working on, and advancing the value of diverse teams. The unit's curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society.

The unit demonstrates effective efforts to enhance all faculty members' understanding of diversity, equity, inclusion, and ability to develop culturally proficient communicators capable of learning with, working on, and advancing the value of diverse teams. The unit also demonstrates intentional efforts to recruit and retain faculty and professional staff who are from demographics that historically are domestically marginalized.

In alignment with the institution's mission, the unit demonstrates effective efforts to help recruit, retain, and graduate a student population reflecting the diversity of the population the institution aims to serve.

The unit demonstrates that it has an inclusive climate, free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

Accreditation Standard 2.0 (Council on Social Work Education)

The program engages in specific and continuous efforts within the explicit curriculum related to anti-racism, diversity, equity, and inclusion.

- a) *The program provides examples of its specific and continuous efforts within the explicit curriculum related to ADEI, as described in Educational Policy 2.0.*
- b) *The program addresses all program options.*

The program engages in specific and continuous efforts within the implicit curriculum related to anti-racism, diversity, equity, and inclusion.

- a) *The program provides examples of its specific and continuous efforts within the implicit curriculum related to ADEI, as described in Educational Policy 2.0.*
- b) *The program addresses all program options.*

Standards for Accreditation 3.4A (Council on Academic Accreditation in Audiology & Speech-Language Pathology)

An effective audiology program is organized and delivered in such a manner that the diversity, equity, and inclusion are reflected in the program and throughout academic and clinical education.

DEI FORWARD TASK FORCE REPORT

College of Nursing

922 students

\$16M General Education Fund budget – FY 23

Accreditor - [Council of Accreditation of Nurse Anesthesia Education Program](#)

Accreditor – [American Association of Colleges of Nursing – Baccalaureate](#)

Accreditor – [American Association of Colleges of Nursing – Master](#)

Accreditor – [American Association of Colleges of Nursing – Doctoral](#)

DEI – 1 FTE

(Standard C21 B9) Council of Accreditation of Nurse Anesthesia Education Program

Deliver culturally competent peri anesthetic care throughout the anesthesia experience (see Glossary: Culturally competent).

Cultural competency is demonstrated by effectively utilizing various approaches in assessing, planning, implementing, and administering anesthesia care for patients based on culturally relevant information.

(Essential I) American Association of Colleges of Nursing – Baccalaureate

5. Apply knowledge of social and cultural factors to the care of diverse populations.

6. Engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen.

8. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the health care system.

(Essential II) American Association of Colleges of Nursing – Baccalaureate

8. Promote achievement of safe and quality outcomes of care for diverse populations.

(Essential IV) American Association of Colleges of Nursing – Baccalaureate

9. Apply patient care technologies as appropriate to address the needs of a diverse patient population.

(Essential V) American Association of Colleges of Nursing – Baccalaureate

8. Discuss the implications of health care policy on issues of access, equity, affordability, and social justice in health care delivery.

9. Use an ethical framework to evaluate the impact of social policies on health care, especially for vulnerable populations.

(Essential VII) American Association of Colleges of Nursing – Baccalaureate

7. Collaborate with other health care professionals and patients to provide spiritually and culturally appropriate health promotion, and disease and injury prevention interventions.

12. Advocate for social justice, including a commitment to the health of vulnerable populations and the elimination of health disparities.

(Essential VIII) American Association of Colleges of Nursing – Baccalaureate

8. Communicate to the health care team one's personal bias on difficult health care decisions that impact one's ability to provide care.

9. Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adults, and other vulnerable populations.

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DEI FORWARD TASK FORCE REPORT

(Essential IX) American Association of Colleges of Nursing – Baccalaureate

- 1. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness parameters in patients, using developmentally and culturally appropriate approaches.*
- 7. Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in their care.*
- 18. Develop an awareness of patients as well as health care professionals' spiritual beliefs and values and how those beliefs and values impact health care.*
- 22. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the health care system as related to nursing practice.*

(Essential I) American Association of Colleges of Nursing – Master

- 1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.*
- 2. Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment.*

(Essential II) American Association of Colleges of Nursing – Master

- 1. Apply leadership skills and decision-making in the provision of culturally responsive, high-quality nursing care, health care team coordination, and the oversight and accountability for care delivery and outcomes.*

(Essential III) American Association of Colleges of Nursing – Master

- 8. Lead quality improvement initiatives that integrate socio-cultural factors affecting the delivery of nursing and health care services.*

(Essential VIII) American Association of Colleges of Nursing – Master

- 1. Synthesize broad ecological, global, and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence-based, culturally relevant clinical prevention interventions and strategies.*
- 3. Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations.*
- 4. Advance equitable and efficient prevention services and promote effective population-based health policy through the application of nursing science and other scientific concepts.*
- 5. Integrate clinical prevention and population health concepts in the development of culturally relevant and linguistically appropriate health education, communication strategies, and interventions.*

(Essential IX) American Association of Colleges of Nursing – Master

- 9. Apply advanced knowledge of the effects of global environmental, individual, and population characteristics to the design, implementation, and evaluation of care.*
- 13. Establish therapeutic relationships to negotiate patient-centered, culturally appropriate, evidence-based goals and modalities of care.*

DEI FORWARD TASK FORCE REPORT

(Essential II) American Association of Colleges of Nursing – Doctoral

2. *Ensure accountability for quality of health care and patient safety for populations with whom they work.*

e. *Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.*

(Essential III) American Association of Colleges of Nursing – Doctoral

3. *Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.*

(Essential V) American Association of Colleges of Nursing – Doctoral

7. *Advocate for social justice, equity, and ethical policies within all health care arenas.*

(Essential VII) American Association of Colleges of Nursing – Doctoral

2. *Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.*

3. *Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.*

(Essential VIII) American Association of Colleges of Nursing – Doctoral

1. *Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.*

College of Pharmacy

437 students

\$10M General Education Fund budget – FY 23

Accreditor - [Accreditation Council for Pharmacy Education](#)

Standard 3.5 (Accreditation Council for Pharmacy Education)

Cultural sensitivity – The graduate is able to recognize social determinants of health to diminish disparities and inequities in access to quality care.

DEI FORWARD TASK FORCE REPORT

College of Public Health

518 students

\$14M General Education Fund budget – FY 23

Accreditor - [Commission on Accreditation of Healthcare Management Education](#)

Accreditor - [Council on Education for Public Health](#)

DEI - .75 FTE

Standard IV.A.2 Commission on Accreditation of Healthcare Management Education

The Program will foster faculty diversity and a culture of inclusiveness in the learning environment.

Standard G1 (Council on Education for Public Health)

The school or program defines systematic, coherent, and long-term efforts to incorporate elements of diversity. Diversity considerations relate to faculty, staff, students, curriculum, scholarship, and community engagement efforts.

Tippie College of Business

4,971 students

\$40M General Education Fund budget – FY 23

Accreditor – [AACSB](#)

DEI – 1.3 FTE

Guiding Principles and Expectations for Accredited Schools #9

Diversity and Inclusion.

Diversity in people and ideas enhances the educational experience and encourages excellence in every business education program. At the same time, diversity is a culturally embedded concept rooted in historical and cultural traditions, legislative and regulatory concepts, ethnicity, gender, socioeconomic conditions, religious practices, and individual and shared experiences. Within this complex environment, the school is expected to demonstrate a commitment to advancing diversity and inclusion issues in the context of the cultural landscape in which it operates. The school fosters awareness, understanding, acceptance, and respect for diverse viewpoints related to current and emerging issues.

In addition to time on tasks related to readings, course participation, knowledge development, projects, and assignments, learners engage in experiential and active learning designed to be inclusive for a diverse student body, and to improve skills and the application of knowledge in practice.

In addition to maintaining policies and programs intended to attract a diverse set of learners, the school should have programs and policies in place to ensure that learners from underrepresented populations thrive and succeed.

DEI FORWARD TASK FORCE REPORT

Graduate College

1,384 students

\$4M General Education Fund budget – FY 23

Accreditor – [American Library Association](#)

Accreditor – [Planning and Accreditation Board](#)

DEI – 2 FTE

Standard I.2.6 (American Library Association)

Student learning outcomes: The role of library and information services in a diverse global society, including the role of serving the needs of underserved groups.

Accreditation and Standards 2B (Planning and Accreditation Board)

Student Diversity: Diversity is an inclusive concept which encompasses, but is not limited to, race, ethnicity, class, gender, age, sex, sexual orientation, ability, educational attainment, first-generation status, spiritual beliefs, creed, culture, tribal affiliation, nationality, immigration status, political beliefs, and veteran status.

The Program shall develop a holistic strategy that addresses the following elements:

- 1. Recruitment: Consistent with applicable law and institutional policy, the Program shall establish strategic goals that demonstrate an active commitment to attracting a diverse student population. Programs must report how they are arriving at their program's diversity goals and determining what student populations, if any, are underrepresented in their Program. The Program shall collect and analyze data on student demographics to inform and enhance its efforts to identify effective and appropriate methodologies for achieving 2022 PAB Accreditation Standards 6 diversity in its student body. Furthermore, the Program shall establish assessment mechanisms for each of its strategic goals that are focused on achieving diversity. Because diversity is not a static concept, and because all planning programs should seek to improve the diversity of the graduates entering the profession, the Program shall provide evidence of activities and programs intended to assist in achieving student diversity along with specific diversity-related strategic goals that have been met.*
- 2. Climate of inclusiveness: The Program shall report on actions being taken to promote a culture of inclusiveness within the Program, including but not limited to support of student groups, promotion of community events, curricular elements, and faculty involvement.*
- 3. Student support: The Program shall report on actions being taken to support and retain students from underrepresented groups, including but not limited to mentorship and internship programs, financial assistance and fellowship programs, professional development programs and career services, and initiatives to support engagement in the profession.*

RESEARCH

National Institutes of Health (NIH)

NIH encourages institutions to diversify their student and faculty populations to enhance the participation of individuals from groups that are underrepresented in the biomedical, clinical, behavioral, and social sciences. [NIH Notice \(2019\)](#)

Specific grants include: T32 training grants have required DEI components.

- UI has 26 T32 grants totaling \$8M in FY 22.

Other training grants (T34, T35, T90, R25)

- UI has seven T34, T35, T90, R25 grants totaling \$10M in FY 22.

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DEI FORWARD TASK FORCE REPORT

NIH Cancer Center

In addition, if the population of the catchment area of the Cancer Center has limited ethnic diversity, provide a discussion of the institution's efforts to broaden the ethnic diversity of its clinical trial accrual.

- The UI has a Cancer Center Support Grant totaling \$50M in FY 22.

NIH sponsored [clinical trials](#)

People may experience the same disease differently. It's essential that clinical trials include people with a variety of lived experiences and living conditions, as well as characteristics like race and ethnicity, age, sex, and sexual orientation, so that all communities can benefit from scientific advances.

- The UI had \$35M in clinical trials in FY 22.

Department of Energy

11 grants

\$13M awarded in FY 22

Department of Energy requires Promoting Inclusive and Equitable Research ([PIER](#)) plans.

National Science Foundation (NSF)

106 grants

\$20M FY 22

Broader Impacts are required of all NSF proposals. Critical elements of BI activities include:

1. *Full participation of women, persons with disabilities, and underrepresented minorities in science, technology, engineering, and mathematics (STEM).*
2. *Increased public scientific literacy and public engagement with science and technology improved well-being of individuals in society, development of a diverse, globally competitive STEM workforce.*

NSF EPSCoR – Statewide

\$20M award just announced.

- Researchers from the University of Iowa will play a key role in boosting Iowa's position as a leader in bioscience and advanced manufacturing through a new project sponsored by the National Science Foundation. The \$20 million, multi-institution project brings together expertise from all three of Iowa's regent universities, Central College, and Dordt University. Iowa State University is serving as the lead institution for this award.

A key component of this project is described here:

4.6 Broadening Participation (2 pages maximum). *Broadening participation in STEM is integral to building capacity within a jurisdiction and ensuring that available human and institutional resources play a meaningful role in the pursuit of the goals of the project. This includes diversity of all types—individual, institutional, and geographic. RII Track-1 project narratives should describe the current landscape of diversity, equity, and inclusion (DEI) within the jurisdiction, and provide plans for broadening the participation of not only groups traditionally underrepresented in STEM but also of other groups within the jurisdiction whose eventual participation in the STEM enterprise would benefit the jurisdiction. Proposals must describe the basis for the proposal's strategic choices for broadening participation, including the institutional diversity of the participating organizations. Example activities include those that: support the STEM education and careers of women, groups traditionally underrepresented in STEM, persons with disabilities, and veterans; develop student employment and leadership options; identify innovative strategies for faculty recruitment and retention; and expand organizational participation. Providing opportunities to engage in STEM for students who are in the first generation of the family to attend college, or those from economically disadvantaged or rural populations may also be appropriate when such strategies are responsive to jurisdictional needs. Developing research capacity in participating institutions of all types and serving varied student populations is a required project component.*

Note: Directives five, seven, and ten will be completed by the Iowa Board of Regents. This document is the official recommendations of the University of Iowa DEI Forward Task Force for consideration by President Barbara Wilson and Provost Kevin Kregel to meet the Iowa Board of Regents DEI Study directives.

DEI FORWARD TASK FORCE REPORT

FEDERAL REQUIREMENTS

Title IX Regulation

30,015 students

\$768M General Education Fund budget – FY 23

Compliance – 14 FTE

The requirements for universities, which are centralized, include:

- Employing a Title IX coordinator and trained personnel.
- Investigating any formal complaint.
- Establishing and following a grievance process.

Title VI, Civil Rights Act

Compliance – OIE

Requirements include:

- *Nondiscrimination on the basis of race, color, or national origin.*
- *Applies to all recipients of federal funds.*

Title VII, Civil Rights Act/Age Discrimination in Employment Act

Compliance – OIE

Requirements include:

- *Nondiscrimination (which includes harassment) in employment practices based on race, color, religion, sex, national origin (Title VII), and age (ADEA).*
- *Take appropriate corrective action to end any discriminatory or harassing behavior and prevent its recurrence when the university is on notice of allegations of discrimination or harassment.*
- *Corrective action includes conducting employment investigations.*
- *Case law has interpreted sex to include sexual orientation and gender identity when employment decisions are based on sex stereotypes.*

Americans with Disabilities Act/Rehabilitation Act

Compliance – 5.25 FTE (FSDS) + 4.0 FTE (LDA) + SDS

Requirements include:

- *Provide reasonable accommodations to qualified individuals with disabilities, both in the workplace and in academic programs.*
- *Nondiscrimination in employment practices and academic programs based on disability, perceived disability, or having a record of disability.*
- *Follow ADA Standards for Accessible Design in new construction and building renovations.*

Family and Medical Leave Act

Compliance – 5.25 FTE (FSDS) + 4.0 FTE (LDA)

Requirements include:

- *Provide protected leave for eligible employees who have a serious medical condition, or who need to care for a family member with a serious health condition, or for the addition of a child, or to care for an injured military family member, or to address military exigencies.*
- *Nonretaliation for the use of protected leave.*

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DEI FORWARD TASK FORCE REPORT

Uniformed Services Employment and Reemployment Rights Act

Compliance - OIE

Requirements include:

- *Reemployment of eligible employees following active military service.*
- *Nondiscrimination and nonretaliation against past or present uniformed service members.*
- *Continued health insurance coverage for employee and dependents for up to 24 months while in the military.*

Veterans Preference Act

Compliance - OIE

Requirements apply to federal contractors, including:

- *Employment preference in hiring decisions for veterans who are disabled or who served on active duty in specified time periods or military campaigns.*

Executive Order 11246

Compliance - OIE

Requirements apply to federal contractors, including:

- *Nondiscrimination in employment practices based on race, color, religion, sex, sexual orientation, gender identity, national origin.*
- *Federal contractors must take affirmative action to ensure equal employment opportunity.*

STATE REQUIREMENTS

Iowa Code 70A.18 (Comparable Worth)

Compliance – OIE, University Human Resources Compensation & Classification

Requirements include:

- *State agencies may not discriminate in compensation for work of comparable worth between jobs held predominantly by women and jobs held predominantly by men.*

Iowa Code 216.6 and 216.6A (Iowa Civil Rights Act)

Compliance - OIE

Requirements include:

- *Nondiscrimination in employment practices based on age, race, creed, color, sex, sexual orientation, gender identity, national origin, religion, disability.*

Iowa Code 19B (Equal Opportunity and Affirmative Action)

Compliance – OIE

Requirements include:

- *Board of Regents must promote affirmative action efforts in recruiting and employment, as well as prepare an annual affirmative action plan.*

DEI FORWARD TASK FORCE REPORT

NCAA REQUIREMENTS

20.2.4.3 ([NCAA Division 1 Manual](#))

DEI – 1.5 FTE

Equity, Diversity, and Inclusion Review. *An active member institution shall complete an equity, diversity, and inclusion review at least once every four years and provide written confirmation of completion to the national office. Failure to complete an equity, diversity, and inclusion review at least once every four years shall subject an institution to a penalty pursuant to a penalty structure and timeline maintained by the Strategic Vision and Planning Committee.*

[DEI review framework](#)

Review athletics policies and practices for impact on DEI.

- *Review hiring practices.*
- *Review student-athlete recruitment practices.*
- *Review professional development efforts for individuals from historically marginalized populations in athletics.*
- *Review student-athlete and staff support offerings/retentions efforts.*
- *Review DEI educational efforts for student-athletes and staff.*

SUMMATION

The University of Iowa is efficiently using its resources to satisfy the more than two dozen federal requirements, accreditation standards, and research stipulations that mandate programming related to diversity, equity, and inclusion. If the university fails to meet the requirements, nearly \$225M of student federal aid will be in jeopardy, over \$157M of grants and contracts will be at risk, and participation in collegiate athletics will be threatened.

DEI FORWARD TASK FORCE REPORT

Appendix J: Division communication themes

Phase I: Define the role of the new division.

- Change the focus of diversity work at the University of Iowa to a broader view, focused on the teaching and practicing of the skill sets needed for our students, faculty, and staff to lead a global society and workforce available to everyone.
- Redefine the institution as the place to host a diversity of viewpoints respecting and practicing freedom of expression and diversity of intellectual and philosophical perspectives to solve our society's problems.
- Identify and define the skill sets necessary for our faculty, staff, and students to become culturally competent leaders.
- Establish a "hub and spoke" model to encourage continued efficiency and elimination of duplication in diversity work across the university.
- Outline clear, measurable goals and outcomes to ensure a welcoming and respectful environment for everyone.
- Align division services with collegiate accreditation needs.
- Establish and maintain pipeline and transitional opportunities.
- Explain the new units, their roles with the university, titles, and responsibilities.

Phase II: Educate on cultural and global competency as an institution.

UI's cultural competency is based on mastering three core elements:

1. Creation of a culture where all people can be productive and contribute.
2. Cultivation of communities everyone wants to be a part of and is welcomed in.
3. Working with people to find common ground.

What does the University of Iowa strive to accomplish?

- Provide an education to students, supporting their aspirations in their career and life.
- Develop and hone skills to manage differences.
- Support students and their success by creating a community on which they can rely.

Definition of cultural and global competency:

- Cultural and global competency is developed over time through opportunities to engage with individuals and ideas different from your life experience. Learning how to critically listen and express a viewpoint is what employers are seeking from employees.

Essential skills:

- **Perspective taking:** Engaging with and valuing diverse backgrounds and viewpoints.
- **Critical thinking:** Communicating effectively, listening critically to distinguish facts from opinions, and engaging in complex discussions with respect and civility.
- **Leadership:** Demonstrating courageous leadership, teamwork, and problem-solving. Fostering a productive organizational culture by uniting people from different backgrounds towards a common goal, making ethical decisions, and developing resilience to adapt to change.
- **Awareness:** Understanding the role of history in shaping society.
- **Reflection:** Recognizing personal beliefs and values; taking responsibility for actions; engaging in challenging discussions with an open mind; and seeking, understanding, and respecting different perspectives.

Phase II: Help to teach free speech and how do we practice it at UI.