

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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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.

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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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(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.*

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(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.

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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.

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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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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.*

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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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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.*

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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.

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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.