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Dear members of the University of Iowa community,

Excellence through diversity, equity, and inclusion is a core value on our campus, and UI leadership reflects on the phrase often as we continue to strengthen efforts related to those important areas. The 2019-2021 Excellence through Diversity, Equity, and Inclusion Action Plan outlines goals and defines outcomes we hope to achieve through campus-wide collaboration over the next two years.

The detailed action plan could not have been created without your invaluable input and participation in the campus climate survey, listening sessions, and contributions to the FY19 Diversity, Equity, and Inclusion Digest. You told us where and how we could be better, and the action plan steering committee used your thoughtful feedback to create challenging but achievable goals.

As outlined in our statement of purpose and mission (OM 2.1.3), the university is a community of faculty, staff, students, alumni, and friends who seek to advance knowledge and foster learning across a broad range of academic endeavors, which requires us to take seriously our obligation to protect academic freedom and free expression while maintaining an inclusive community in which people of different backgrounds can encounter one another and flourish in a spirit of cooperation, openness, and shared appreciation. When we work together, we are better. When we understand each other, we are stronger. When we value our fellow community members, we are a more connected community.

This plan will build on our legacy, advance a more equitable environment, and promote inclusiveness on every level and for every person. It is designed to be a living road map to a better university—and the next step on our historic journey.

Thank you for being in partnership with us as we engage in the important work of making the UI a place where everyone matters.

J. Bruce Harreld, president

Sue Curry, interim executive vice president and provost

Melissa Shivers, vice president for student life and interim associate vice president for diversity, equity, and inclusion
Renewing our Commitment to **Excellence through Diversity, Equity, and Inclusion**

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

At the UI, we achieve excellence through diversity, equity, and inclusion.

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- **Brent Gage**, associate vice president for enrollment management
- **Steve Fleagle**, associate vice president and chief information officer
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- **Cheryl Reardon**, chief human resources officer and associate vice president
- **Carroll Reasoner**, vice president for legal affairs and general counsel

**SHARED GOVERNANCE LEADERS**
- **Russell Ganim**, Faculty Senate president
- **Dexter Golinghorst**, Graduate and Professional Student Government president
- **Michael Hesseltine**, Staff Council president
- **Hira Mustafa**, UI Student Government president

**COUNCIL OF DEANS**
- **Daniel Clay**, dean of the College of Education
- **John Culshaw**, university librarian
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Executive Summary

Since its founding, the University of Iowa (UI) has been at the forefront for diversity, equity, and inclusion efforts in higher education. The “university of firsts” moniker reflects the many pioneering actions taken by administrators, faculty, staff, and students to create a more diverse and inclusive campus community. The legacy of the university’s longstanding commitment to diversity, equity, and inclusion lives on in the work of the numerous programs, offices, and people on campus today.

The UI’s 2019-2021 Excellence through Diversity, Equity, and Inclusion Action Plan represents the culmination of a multi-year assessment and engagement process. The plan has been designed to provide a roadmap to guide diversity, equity, and inclusion initiatives for the next two years in anticipation of a campus-wide strategic planning process that will commence in 2021. This action plan should be regarded as a living document—one that sets a course but remains responsive to campus needs and priorities as they arise. The plan’s goals, strategies, and critical tasks for moving forward have been informed by the campus climate survey and listening session results, as well as by the assessment of current campus efforts as inventoried in the FY19 Diversity, Equity, and Inclusion Digest. Many committed individuals have contributed to the development of the action plan, including members of the Diversity, Equity, and Inclusion Action Plan Development Group, the Charter Committee on Diversity, the Path Forward Diversity, Equity, Inclusion, and Collaboration Committee, and numerous others who have offered their insight and experience to the process. Please see the acknowledgments section at the end of the plan for a listing of the many individuals who have played a role in developing this plan, as well as advancing diversity, equity, and inclusion in their respective corners of the university.

2017-2019 Campus-wide Assessment and Planning Process

The 2019-2021 Excellence through Diversity, Equity, and Inclusion Action Plan represents the culmination of a two-year process that began in Fall 2017 when Professor Lena Hill, serving as the senior associate to the president and interim chief diversity officer at the time, convened a forum of deans, vice presidents, and campus diversity leaders to receive an update from the Chief Diversity Office and engage in dialogue about how best to move diversity, equity, and inclusion forward at the UI. In response to the forum, Dr. Hill announced several campus priorities during the annual Update on Diversity, Equity, and Inclusion in January 2018, including a commitment to assessing and improving campus climate and enhancing clear communication and accountability for advancing diversity, equity, and inclusion at the University of Iowa. As a result, the Charter Committee on Diversity led by Sarah Bruch, an assistant professor of sociology, collaborated with the Chief Diversity Office and the Office of the Provost to conduct a comprehensive data collection process to assess campus climate.

In May 2018, Vice President for Student Life Melissa Shivers agreed to serve as the interim chief diversity officer upon Dr. Hill’s departure. Dr. Shivers expressed her whole-hearted commitment to move forward with a wide-reaching assessment of campus climate and the development of a data- and research-informed action plan, aligned with the UI Strategic Plan 2016-2021, to advance diversity, equity, and inclusion at the University of Iowa.
Throughout this process, the University of Iowa’s historic legacy and ongoing efforts to advance diversity shone through; the work the institution has yet to do to achieve an inclusive and equitable campus also become evident. In keeping with James Baldwin’s assertion that “nothing can be changed until it is faced,” the following documents provide snapshots of the university’s strengths as well as its challenges, and they will serve as guideposts as the university builds on its legacy and renews its commitment to action in the days ahead:

- 2018 Faculty and Staff Diversity, Equity, and Inclusion Climate Survey Report and Listening Sessions Report,
- 2013-2018 Undergraduate Student Diversity, Equity, and Inclusion Campus Climate Survey and Listening Sessions Report,
- 2018 Graduate Student Diversity, Equity, and Inclusion Climate Survey and Listening Sessions Report,
- 2019 Professional Students, Post-Doctoral Scholars, and Post-Graduate Trainee Diversity, Equity, and Inclusion Climate Survey (in progress), and the
- FY2019 Diversity, Equity, and Inclusion Digest.
Aspirational Goals and Expected Outcomes

The 2019-2021 Excellence through Diversity, Equity, and Inclusion Action Plan is a call to action in support of four goals that emerged from the campus assessment process:

- Create and sustain an inclusive and equitable campus environment.
- Recruit, retain and advance a diverse campus community of faculty, staff, and students.
- Integrate diversity, equity, and inclusion into the university’s core academic mission of teaching, research, and service.
- Enhance campus-wide diversity, equity, and inclusion accountability, effectiveness, and collaboration.

If effectively implemented, the plan’s goals, strategies, and critical tasks will result in an institutional framework that will achieve the following outcomes:

- A stronger sense of belonging and inclusion on campus by all members of the UI community.
- Increased ownership of diversity, equity, and inclusion efforts by all students, faculty, and staff members.
- Improved competence and commitment among all members of the UI community to advance diversity, equity, and inclusion.
- Reduced intergroup disparities between underrepresented and majority groups, including but not limited to disparities in hiring, enrollment, retention, and graduation rates.
- Increased ability of each member of the university community to bring their authentic selves to their living, learning, and working environments.

Campus-wide Paradigm Shift from “Diversity” to Diversity, Equity, and Inclusion

**DIVERSITY**

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

**EQUITY**

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

**INCLUSION**

Inclusion refers to a campus community where all members are and feel respected, have a sense of belonging, and are able to participate and achieve to their potential. While diversity is essential, it is not sufficient. An institution can be both diverse and noninclusive at the same time, thus a sustained practice of creating inclusive environments is necessary for success.
Several important changes have already resulted from the two-year development process.

- The institution has embraced a paradigm shift from a commitment to diversity alone to an intentional focus on advancing diversity, equity, and inclusion that includes a broad understanding that advancing these goals is the responsibility of all offices and individuals on campus.
- The Chief Diversity Office was renamed the Division of Diversity, Equity, and Inclusion and the title of its lead administrator was reconceptualized as the associate vice president for diversity, equity, and inclusion from its former title of chief diversity officer.
- At the time of the release of this plan, the campus is in process of recruiting an excellent candidate to fill the redefined role and lead the campus into the next phase of development.
- An external review of the Division of Diversity, Equity, and Inclusion occurred in March 2019 to ensure that the organizational structure and programs are appropriately aligned and situated to advance diversity, equity, and inclusion at the university.
- Numerous presentations, workshops, and resources have been provided to support units and individuals in mirroring the paradigm shift in their strategic planning and professional development initiatives.

**Moving Forward with Accountability and Engagement**

The UI Path Forward Steering Committee, composed of leaders of UI shared governance and created to advance the UI Strategic Plan, charged the Path Forward Diversity, Equity, Inclusion, and Collaboration Work Group to oversee the efficient, coordinated, and transparent implementation of the 2019-2021 Excellence through Diversity, Equity, and Inclusion Action Plan. The work group’s tasks will include:

- Expanding the current composition of the work group to include key representatives from central units, shared governance leadership, the 2019-2021 Excellence through Diversity, Equity, and Inclusion Action Plan Development Group, the UI Diversity Councils Leadership Group, and undergraduate, graduate, and professional students.
- Working with lead offices to establish timelines and metrics to guide implementation of the action plan critical tasks.
- Establishing an accountability structure through which lead offices will provide regular progress reports and share successes and lessons learned.
- Positioning diversity, equity, and inclusion as core values in the next university-wide strategic planning process with concrete goals, strategies, and metrics.

Members of the campus community are encouraged to stay engaged throughout the process. Please visit the Diversity, Equity, and Inclusion at Iowa website for progress reports and information about how to be involved.

The University of Iowa remains stalwart in its commitment to achieving its core university mission with a strategic focus on research and discovery, student success, and engagement. Diversity, equity, and inclusion is not solely what we do but how we do the work. While the majority of the critical tasks outline in this plan will require labor and may involve minimal funding, implementing other recommendations will necessitate a collaborative approach and may call for hard choices around resource allocation during what continues to be a challenging economic environment. Incremental or new investments in support of our diversity, equity, and inclusion strategic priorities will require changes in practice and structure, and/or a reallocation of existing resources. Embracing the status quo is not an option. Moving forward to integrate diversity, equity, and inclusion as essential core values in our people, practices, and policies is the only path forward.
For me personally, the University of Iowa making diversity, equity, and inclusion efforts a priority gives me hope that the students who come after me, that look like me, have a family like mine, or walk a similar path as me, will experience an Iowa that celebrates and supports them better than ever before. I want nothing more than for students to come to Iowa and never have a reason to question whether or not they truly belong here. Iowa embracing diversity, equity, and inclusion means students of color may one day get the access and resources to attain the higher education that they've always deserved.

*Hira Mustafa, University of Iowa Student Government president*

Diversity, equity, and inclusion means treating everyone with respect and embracing people of different identity groups (broadly conceived) across our community. Diversity, equity, and inclusion requires creating a welcoming environment and fostering opportunities for development and coalition building, while recognizing societal barriers that do not place everyone on a level playing field.

A better UI requires embracing diversity, equity, and inclusion. It really is non-negotiable in my view. Diversity, equity, and inclusion improves the level of thought engagement, learning experiences, and will help us all break down barriers by better understanding one another. Embracing diversity, equity, and inclusion can help us address today’s problems to create a better university for the next generation of Hawkeyes.

*Dexter Golinghorst, Graduate and Professional Student Government president*

Embracing diversity, equity, and inclusion allows the UI to strengthen and fulfill its academic and social missions. Diversity, equity, and inclusion initiatives lead to a more robust and integrated university that sets an example for community excellence.

*Russell Ganim, Faculty Senate president*
GOAL ONE: Create and sustain an inclusive and equitable campus environment

STRATEGY 1-A: Consistently, clearly, and boldly communicate the message that diversity, equity, and inclusion are critical to the university’s academic mission.

CRITICAL TASKS

- Develop a comprehensive plan to communicate the UI’s institutional commitment to diversity, equity, and inclusion to internal and external constituencies. Emphasize the interconnected commitment to academic freedom, free expression, and a safe, supportive, inclusive environment as articulated in the university’s purpose and mission statement (QM 1-2.1).
- Communicate institutional definitions of diversity, equity and inclusion. Define diversity broadly to communicate the importance of all individuals, communities, and perspectives in achieving an inclusive campus community and articulate the importance of ensuring equity through population-specific initiatives designed to address patterned disparities.
- Use the FY19 Diversity, Equity, and Inclusion Digest to review internal and external institutional diversity statements for alignment with the campus paradigm shift from a focus on diversity to the expanded commitment to excellence through diversity, equity, and inclusion.
- Chronicle the history of diversity, equity, and inclusion initiatives and milestones at the UI. Designate the Division of Diversity, Equity, and Inclusion as the central repository for current and former diversity, equity, and inclusion-related reports (e.g., campus climate surveys, action plans, listening sessions and task force recommendations). Use the history and repository to honor the efforts to date, learn from past efforts, and introduce the campus to these proud traditions.
- Encourage the Central Services Advisory committees to request units provide an update on their diversity, equity, and inclusion priorities.
STRATEGY 1-B: Enhance diversity, equity, and inclusion-related central communications and marketing of diversity, equity, and inclusion commitments and events.

**Critical Tasks**
- Strategically position the [UI Events Calendar](#) as the campus repository to collect diversity, equity, and inclusion-related events and programs. Educate campus on entering diversity, equity, and inclusion-related events and inform about the use of diversity, equity, and inclusion-specific tags to search for events.
- Develop strategies to publicize diversity, equity, and inclusion events using new and existing communication strategies. Enhance access to existing diversity, equity, and inclusion-related listservs that are fed by the UI Events Calendar (e.g., the Diversity at Iowa [Upcoming Events](#) website, diversity, equity, and inclusion’s [diversityeventscollaborative@list.uiowa.edu](mailto:diversityeventscollaborative@list.uiowa.edu) listserv, the Carver College of Medicine’s “Diversity Programs and Events” monthly calendar). Explore new methods for reaching students, including an RSS feed of diversity, equity, and inclusion events and developing a social media strategy for existing Division of Diversity, Equity, and Inclusion accounts that coordinate with the UI’s institutional social media strategy, including the exploration of a similar one-button access similar to [Arts Iowa](#).
- Engage communications specialists, scholars, and diverse campus constituencies to review the [UI Brand Manual Editorial Style Guide](#) to expand upon the “10. Bias in Language” section to include guidance regarding diversity, equity, and inclusion-related terminology.
- Develop a guide to support principles and resources for advancing diversity, equity, and inclusion via inclusive marketing and accessible communications (e.g., ethical use of diverse imagery, accessibility, and translation resources).

STRATEGY 1-C: Strengthen the university’s leadership infrastructure to advance diversity, equity, and inclusion efforts

**Critical Tasks**
- Develop a campus-wide Diversity, Equity, and Inclusion Success Team modeled after the UI [Student Success Team](#) to provide opportunities for faculty, staff, and student diversity, equity, and inclusion leaders to come together as a “community of practice”, enhance their knowledge and skills, and strengthen strategic networks across campus. Use the Diversity, Equity, and Inclusion Digest project leads and 2019-2021 Excellence through Diversity, Equity, and Inclusion Action Plan Development Group members to develop the membership.
- Clarify the charge and role of the [Charter Committee on Diversity](#) in relation to the Division of Diversity, Equity, and Inclusion, Diversity Councils, Shared Governance diversity committees, and the Path Forward DEI-C Committee.
- Conduct an external review of [Student Disability Services](#), including an assessment of its role and services offered to support the success of students with disabilities and advance education and training for students, faculty and staff. Identify a new location for the office of Student Disability Services.
- Strengthen the visibility of campus support resources (e.g., [Campus inclusion Team](#), [Office of the Ombudsperson](#)). Develop a web resource that identifies key campus resources and the types of concerns they specialize in, the processes that can be expected, and contact information. Convene conversations among the offices and gather data to inform and create responsive practices to address patterned disparities.
• Review and implement the recommendations from the external review of the Division of Diversity, Equity, and Inclusion units to ensure that the organizational structure and programmatic functions are appropriately aligned and adequately resourced to support the UI Strategic Plan and the Diversity, Equity, and Inclusion Action Plan.

STRATEGY 1-D: Integrate the leadership of historically marginalized communities in advancing diversity, equity, and inclusion initiatives.

**Critical Tasks**

• Strengthen and expand the UI Diversity Councils and the crucial roles they play in supporting campus recruitment and retention goals. (see the employee resource group model for the use of similar affinity groups in business and industry). Engage current Diversity Council leaders in identifying what they believe is necessary to strengthen their influence on campus.

• Convene a quarterly Diversity Council Leadership Group meeting between council officers and representatives of central administration to provide input on current and future diversity, equity, and inclusion planning in fulfillment of the UI strategic plan goal to “establish mechanisms for regular and direct communication between the president and provost and representatives of students, staff, and faculty from underrepresented groups.”

• Build on existing campus events honoring nationally recognized observances to expand awareness of population-specific issues, support collaboration among staff, faculty, and student organizations, and showcase the celebrations as visual symbols of the UI’s commitment to diversity, equity, and inclusion. Enhance funding for the programs, expand marketing and communication of events, and integrate themes throughout college and unit communication networks.

STRATEGY 1-E: Ensure that administrators, faculty, and staff are effective at promoting, modeling, and implementing diversity, equity, and inclusion core values.

**Critical Tasks**

• Create a collaborative campus response process for responding swiftly, compassionately, and effectively to diversity, equity, and inclusion-related incidents on campus.

• Build the institutional capacity to provide and expect all members of the campus community to participate in competency-based, diversity, equity and inclusion skill-building workshops.

• Host an eight-week Equity Institute to provide key campus leaders on how to effectively address patterned disparities and advance a more equitable, diverse, and inclusive campus community.

• Revise and implement the current Collaboration and Embracing Diversity Universal Competency that applies to all Professional and Scientific staff, Merit, Merit Supervisory-Exempt, Confidential, and SEIU performance appraisals.

• Strengthen the Building University of Iowa Leadership for Diversity (BUILD) program by assessing core and elective program offerings; aligning, as needed, with organizational development and diversity, equity, and inclusion competencies, and expanding the Division of Diversity, Equity, and Inclusion’s capacity to meet campus demand for the BUILD program and its other professional development offerings.
• Enhance the quality of diversity, equity, and inclusion professional development programs by increasing assessment literacy and providing program design and evaluation tools for use across campus.

STRATEGY 1-F: Enhance the campus physical and technological environment for inclusion and accessibility.

Critical Tasks
• Develop a tool to support units in conducting an audit of their physical environments in support of creating visually welcoming and inclusive environments on campus.
• Create an “Accessible and Inclusive Campus Facilities” webpage that links to the main campus maps website and publicizes links to the Campus Accessibility Map (e.g., entrances, elevators, interior connecting routes, accessible parking, sidewalk closures, stairs, crosswalk, and sidewalk grades), as well as information about hearing loop rooms, lactation rooms, and other key elements as identified by the Council on Disability Awareness and the Disability Planning and Action Committee.
• Continue to support the work of the Trans Inclusivity Task Force through continued collaboration and resources.
• Explore joining our Big Ten peer institutions (e.g., University of Illinois, Northwestern, Michigan State University) in institutionalizing a formal land acknowledgment statement to open campus events by honoring the history and enduring relationship between indigenous peoples and their traditional territories, including the land on which the university stands.
Our value statement is Win. Graduate. Do it right. We believe creating a welcoming environment for every student-athlete, coach, and staff member is paramount to accomplishing our goals. Improving and growing the diversity of our student-athletes and staff is an important part of that effort.

Gary Barta, director of athletics

Diversity, equity, and inclusion is essential to ensure the most robust learning environment that challenges us to learn and grow. Inclusiveness ensures that all feel safe, welcome, and free to disagree and explore new ideas. Only through fully embracing diversity, equity, and inclusion can our college achieve its full potential.

Dan Clay, dean of the College of Education
GOAL TWO:
Recruit, retain, and advance a diverse campus community of faculty, staff, and students

FACULTY

STRATEGY Fac 2-A: Communicate a clear and convincing message that diversity, equity, and inclusion are inextricably linked to the academic mission

Critical Tasks
- Develop a statement that articulates the importance of diversity, equity, and inclusion to academic excellence and the urgency of diversifying the faculty through enhanced recruitment and retention of faculty from underrepresented populations.
- Integrate the institution’s commitment to diversity, equity, and inclusion in faculty orientation programs, including information about campus initiatives and professional development resources.
- Engage faculty leadership and administration to identify ways in which diversity, equity, and inclusion-related contributions and activities can be recognized as valuable and valid in faculty annual and promotion reviews.
- Develop programs and resources to enhance the awareness, knowledge, and skills of the DEO as a pivotal position in advancing diversity, equity, and inclusion given that the majority of decisions regarding faculty appointments, curriculum, tenure and promotion, classroom instruction, student recruitment and outcomes are influenced or made by the department chair.

STRATEGY Fac 2-B: Implement research-informed programs to enhance diversity, equity, and inclusion in faculty search and selection processes.

Critical Tasks
- Implement the Path to Distinction faculty recruitment pilot project with three to five academic departments to enhance the ability of faculty search committees to advance diversity and equity before, during, and after a search.
- Review and revise the existing Faculty Search Committee Practices to Advance Equity training program and resources.
- Develop an online video that provides foundational information about the research on bias in academic and administrative processes and strategies for mitigating its effect.
- Embed information about work/life and dual career resources in all faculty recruitment materials: Higher Education Recruitment Consortium (HERC), UI Family Services, UI Dual Career Services, and supportive policies and resources (e.g., work/life policies and resources, and Build a Career | Build a Life).
- Convene campus leaders to explore innovative pipeline programs designed to prepare, recruit, and retain cohorts of promising potential faculty (e.g., visiting scholars, visiting faculty appointments, postdocs, etc.).
• Develop guidelines for the access and use of job candidate demographic data at multiple decision points in the recruitment process to assess diversity of applicant pools, while maintaining essential confidentiality.
• Continue to implement, publicize, and evaluate the three-year Distinction through Diversity fund designed to recruit and retain faculty members who will advance the UI’s academic mission through the recruitment and retention of underrepresented U.S. racial/ethnic minority (URM) faculty and students.
• Continue to implement, publicize, and evaluate the Dual Academic Career Fund to support the recruitment of a tenured/tenure-track faculty member with support for hiring an academically qualified spouse/partner into a secondary faculty position.
• Explore ways to use events that draw diverse groups of scholars to campus (e.g., Latinx Educational Excellence in the Midwest Conference) as opportunities to recruit talented prospective faculty, staff and students and provide a positive experience of the campus and community.

STRATEGY Fac 2-C: Implement research-informed programs to assess and enhance the retention and advancement of underrepresented faculty.

Critical Tasks
• Conduct “stay interviews” with underrepresented faculty to identify engagement influencers, stay factors, and exit triggers (Cookson, 2014). Use the findings in concert with the higher education literature to prioritize and address “push and pull” factors affecting retention.
• Develop key metrics to assess faculty retention, turnover, and advancement across all regular faculty tracks; share metrics, profiles, and trends with colleges on an annual basis.
• Enhance retention of historically underrepresented tenured associate professors by conducting focus groups with associate professors and full professors to reflect on factors that enhance their experiences of inclusion and productivity, as well as those that hinder their achievements, and implement suggested strategies to enhance their departmental, campus, and community experience.

STAFF

STRATEGY Staff 2-A: Communicate the importance of diversity, equity, and inclusion at all levels of staff and administration.

Critical Tasks
• Establish a human resources-specific statement that communicates the unit’s commitment to diversity, equity, and inclusion.
• Revise and implement the current Collaboration and Embracing Diversity Universal Competency that apply to all P&S, Merit, Merit Supervisory-Exempt, Confidential, and SEIU performance appraisals.
• Embed diversity, equity, and inclusion in all talent/HR practices and training materials (e.g., onboarding, leadership development).
• Communicate expectations and provide support and consultation to senior HR leaders related to their org-level diversity, equity, and inclusion action plans.
STRATEGY Staff 2-B: Embed diversity, equity, and inclusion in all talent acquisition practices and support departments in recruiting a diverse staff.

**Critical Tasks**
- Implement the ADA Employment Accommodation Fund two-year pilot project to improve the consistency of practices regarding disability accommodation across the university by providing individual units with monetary relief when purchasing equipment, furniture, assistive technology, tools, and services for individuals with disabilities.
- Develop guidelines for the access and use of job candidate demographic data at multiple decision points in the recruitment process to assess diversity of applicant pools, while maintaining essential confidentiality.
- Communicate the role of the diversity talent recruiter and the ways the position can assist campus units in their diversity, equity, and inclusion-related hiring goals.
- Provide hiring units with template materials and messaging to clearly communicate the UI's commitment to diversity, equity, and inclusion and make the case for “Why the UI?” “Why Iowa City?” and “Why Iowa?” to all local, regional, and national applicants.
- Identify diversity, equity, and inclusion-related competencies (basic and advanced) for the newly developed staff recruiter position and hiring managers. Provide initial and ongoing training to support the recruiters in developing the knowledge, values, and skills needed to serve a key role in diversifying the staff.
- Expand the reach of recruitment efforts by partnering with campus, local, regional and national organizations to enhance the ability to actively recruit underrepresented talent.

STRATEGY Staff 2-C: Support and implement programs and devote central resources to enhance retention of a diverse workforce and promote an inclusive culture.

**Critical Tasks**
- Identify ways to provide diversity, equity, and inclusion professional development programs using varied communication channels and offer the programs/resources at various times of the day to ensure that all staff have equitable access.
- Engage with the UI Diversity Councils to ensure that employee health and well-being programs are inclusive and respectful of multiple social identities.
- Develop and promote inclusive health and well-being resources and communication materials; assess impact through feedback from participants.
- Digitize the FY19 Diversity, Equity, and Inclusion Digest to allow for online searching and reporting on multiple fields (e.g., faculty, staff, students, and by population).
UNDERGRADUATE STUDENTS

STRATEGY Und 2-A: Clearly and boldly communicate the UI’s commitment to diversity, equity, and inclusion via university programs and services.

Critical Tasks
- Assess and evaluate all messages and communications to students and ensure alignment with university diversity, equity, and inclusion goals.
- Plan, coordinate, and implement opportunities for the campus community to participate in respectful conversations and engage a wide variety of perspectives. Review and assess the Success at Iowa online course (CSI: 1600) diversity and inclusion module to determine participation and consider a more formalized approach to ensure 100% participation.
- Increase partnerships between Admissions and various university departments to strengthen and expand undergraduate recruitment efforts.
- Develop and institutionalize planning guidelines to ensure that all campus programs, presentations, activities, services, and events are inclusive and accessible.

STRATEGY Und 2-B: Build on existing campus and community resources to recruit and retain underrepresented students

Critical Tasks
- Partner with the Center for Advancement to enhance diversity, equity, and inclusion philanthropy efforts and create additional opportunities for outreach to different community populations (e.g., alumni, businesses/organizations/institutions) locally, within the state, regionally, nationally, internationally. Identify new ways to leverage affinity networks to enhance, engage, and increase diverse alumni participation.
- Develop, implement, and assess vigorous retention strategies for students from diverse and underrepresented backgrounds (e.g., advising, relationship-rich mentoring, on-campus employment, student engagement, career development). (DSL, Path Forward Student Success, Career Services, University College)
- Create a Pipeline Task Force to conceptualize and coordinate the UI K-12 pipeline and college readiness programs to achieve broad scale impact and build on relationships with students, staff, families, and communities to aid undergraduate recruitment efforts (Sturm et al., 2011)
- Continue discussions about ways to expand inclusivity on campus tours by providing an inclusive perspective of our campus community and history during one or more of the following: official campus tours, On Iowa! week, and/or Orientation.
- Expand the translation of concise financial guides to include additional languages including, but not limited to: Spanish, French, Somali, Arabic, Vietnamese, Laotian, and Hmong.
- Leverage existing partnerships with schools across the state to recruit students from underrepresented groups to align with the changing demographics of the state.

Diversity, Equity, and Inclusion
• Enhance the retention and engagement of transfer students by integrating them into existing programs proven to enhance student engagement and retention (e.g., Success at Iowa and OnIowa!)
• Continue support of University Housing Residence Education department’s goals for more inclusive conversations by providing diversity or implicit bias training with students and enhancing programming and education on hate speech, free speech, etc.

STRATEGY Und 2-C: Increase the persistence and four-year graduation rates for underrepresented students

**Critical Tasks**
- Convene a subcommittee of collegiate DEOs and directors of undergraduate studies to identify current efforts to evaluate and transform gateway courses (e.g., college algebra) that have high D, F, and withdrawal rates or are known to have a negative relationship to retention of historically underrepresented and first-generation students; share best practices for transforming the courses and incentivize course redesign.
- Maximize the impact of student employment by expanding opportunities for students to work on campus, especially in their first year, and expand the nationally recognized IOWA GROW (Guided Reflection on Work) model across campus employment and integrate diversity, equity, and inclusion-related content to strengthen supervisors skill sets.
- Use Excelling@Iowa data to understand experiences of belonging, contributors to persistence, and effective interventions for URM and other underrepresented students.
- Explore expanding the early intervention and high-impact academic support interventions beyond a student’s first year.
- Convene a Military and Veteran Students Task Force to strengthen the support system for military and veteran students’ academic success, engagement, and inclusion.
- Review the recommendations of the Second Year Experience Housing Pilot Task Force recommendations for students who are interested, including location, requirements, application, recruitment, programming, learning outcomes, staffing, marketing, cost and incentives, and partnerships.
- Facilitate collaboration between the American Talent Initiative (ATI) and Association of Public and Land-grant Universities (APLU) Cluster Initiative to enhance communication and synergy.

STRATEGY Und 2-D: Strengthen initiatives that address students’ needs for food, clothing, safety, well-being, and financial security.

**Critical Tasks**
- Work with student leaders to strengthen the student-run Clothing Closet and Food Pantry at Iowa by providing support to administer the program and evaluate its effectiveness. Explore the potential engagement of the broader campus community in strengthening the resources through donations and volunteer hours.
- Evaluate and explore expanding the Hawkeye Completion Grant initiative to remove financial barriers to persistence.
• Build on the **UISG Demographic Survey** to identify areas of underrepresentation compared to composition of the UI student body and implement strategies to address disparities (e.g., [integrated collaborations](#)).

**STRATEGY Und 2-E:** Enhance culturally inclusive spaces and programs as key assets for enhancing student recruitment, retention, and success.

**Critical Tasks**
- Partner with students, faculty, staff, and alumni to finalize the plan to strengthen the investment in current and future spaces designed to facilitate cross-cultural activities, engagement, learning, and identity-sharing in support of advancing student success by [fostering effective social, academic, and service opportunities](#).
- Assess and update campus aesthetics (e.g., artwork, signage) to be more inclusive of various identities and cultural backgrounds (e.g., include flags from tribal sovereign nations in a flag display in the Iowa Memorial Union, etc.).
- Continue assessing facilities for ADA Compliance and Universal Design.

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**GRADUATE STUDENTS**

**STRATEGY Grad 2-A:** Evaluate and enhance existing campus resources to increase the number of URM graduate students on campus.

**Critical Tasks**
- Hire a full-time diversity, equity, and inclusion director in the Graduate College to support underrepresented graduate students and assist student recruitment through Grad College staff involvement in direct recruiting and financial aid provision.
- Evaluate existing graduate student recruitment and retention programs, policies, and practices to determine if they are achieving their desired effects. Use data gathered from qualitative and quantitative formative, process, and outcome evaluations to provide continuous improvement.
- Work with departments to encourage holistic reviews for admissions/fellowship submissions and increase the adoption of these practices at the program level.
- Support pipeline efforts including continuation of the Big Ten Academic Alliance (BTAA) Summer Research Opportunity Program (SROP) designed for URM and first-generation undergraduates interested in graduate school.
STRATEGY Grad 2-B: Focus more broadly on retention, including access to financial support, affordable housing, flexible class scheduling to accommodate working students, and inclusive community.

**Critical Tasks**
- Continue to provide support, community, and networking opportunities to underrepresented graduate students through the Office of Graduate Inclusion.
- Design and provide additional programs for underrepresented populations with greater disparities in recruitment, retention, and completion.
- Engage graduate programs/colleges, directors of graduate students, graduate coordinators, and others to expand financial support for graduate students beyond recruitment-only funds to retention funds in order to support diversity, equity, and inclusion efforts and goals.

STRATEGY Grad 2-C: Implement research-informed programs to decrease intergroup disparities among doctoral candidates who complete degree within six years.

**Critical Tasks**
- Expand Graduate College programs for URM and first-generation graduate students to include orientation programs and ongoing programs that address timely issues of professional development and academic success.
- Develop programs and resources that educate about academic policies and resources, PhD culture, norms and requirements, as well as the hidden curriculum and unwritten rules of higher education.
- Implement effective mentoring program and practices to support URM graduate and professional students, including enhanced use of the mentoring resources accessible via the UI’s institutional membership in the [National Center for Faculty Development and Diversity](https://ncfdd.org) (NCFDD) and the [National Research Mentoring Network](https://nrmn.org) (NRMN).
“Embracing the concepts of diversity, equity, and inclusion establishes a culture of creativity and excellence that benefits all our students, faculty, and staff, and makes the University of Iowa an exciting and fulfilling place to explore, study, learn, and work.”

J. Brooks Jackson, vice president for medical affairs and dean of the Roy J. and Lucille A. Carver College of Medicine
GOAL THREE: Integrate diversity, equity and inclusion into the university’s core academic mission of teaching, research, and service.

TEACHING AND CURRICULUM

STRATEGY 3-A: Enhance inclusion and equity in instruction in support of student and faculty success.

Critical Tasks
- Investigate and explore the capacity needed to ensure all instructors have training on inclusive classroom skills.
- Charge the task force revising the Assessing the Classroom Environment (ACE) student evaluation form to include items addressing instructor diversity, equity, and inclusion competencies and to develop resources for department chairs and other faculty reviewers on the effective and equitable use of ACE scores.
- Complete the 2019 Professional Students, Post-Doctoral Scholars, and Post-Graduate Trainee Diversity, Equity, and Inclusion Climate Surveys and listening sessions and use the data to improve the experiences of students and trainees in the professional schools and programs.

STRATEGY 3-B: Invest in diversity, equity, and inclusion-specific courses and embed diversity, equity, and inclusion content across the curriculum to increase opportunities that advance student diversity, equity, and inclusion knowledge and skills.

Critical Tasks
- Identify the academic courses and certificate programs that attract and facilitate success of URM students and other students who experience disparate success rates; evaluate impact and support the courses and programs as strategic investments toward institutional diversity, equity, and inclusion success.
- Explore integration of content related to free speech, challenging conversations, perspective-taking, and inclusive campus communities in the College of Liberal Arts and Sciences rhetoric general education core requirement.
- Implement the Hawkeye Engage reflection tool to enable students to catalog and reflect on their learning in 11 competency areas, including diversity.
RESEARCH AND SERVICE

STRATEGY 3-C: Recognize and value diversity, equity, and inclusion-related research and scholarship through formal and informal processes.

Critical Tasks
- Support campus-wide symposia in diversity, equity, and inclusion-related areas of strength that bring national leaders together with faculty, staff, and students (per the Path Forward strategy). Use the opportunities to advance scholarship, campus awareness, and recruitment of faculty, staff, and students.
- Strengthen the network of campus scholars engaged in diversity, equity, and inclusion-related research by investing in culturally inclusive gatherings such as Relax; Talk; Grow, hosted by the UI African American Council and the Public Policy Center, at which UI scholars are invited to showcase their scholarship and interests in informal environments that value their scholarly contributions while building community.
- Implement a program aligned with the University of Michigan’s National Center for Institutional Diversity’s Diversity Scholars Network to create a “scholarly community committed to advancing understandings of historical and contemporary social issues related to identity, difference, culture, representation, power, oppression, and inequality—as they occur and affect individuals, groups, communities, and institutions.” Include faculty, post-docs, graduate students, and research-active staff in the network.
- Communicate institutional support for and give equitable credit for international scholarship and globalized research. Integrate the proposed guidelines for recognizing and rewarding international and globalized research for promotion and tenure.

STRATEGY 3-D: Recognize and value diversity, equity, and inclusion-related institutional and clinical service through formal and informal processes.

Critical Tasks
- Continue to support the Ethnic Studies Research Support Program to recognize the additional service demands required of faculty who hold joint or complimentary appointments in ethnic studies units that focus on the history, experience, and identity of underrepresented racial/ethnic minorities in the U.S.
- Promote the annual Culturally Responsive Health Care in Iowa conference, supported by all UI health science colleges, as an excellent on-campus and regional professional development opportunity to learn about culturally responsive and competent care in a multidisciplinary environment.
- Promote UI’s population-specific clinical services (e.g., Ethnic Skin Care Clinic, Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ) Clinic, UI Children’s Hospital Sickle Cell Care Team, Geriatric and Specialty Needs Dental Clinic, Center for Disabilities and Development) as valuable resources in employee recruitment materials.
Inclusion of diverse voices unquestionably produces better solutions to complex problems. Thus, the values of diversity, equity, and inclusion support the constant American pursuit of ‘a more perfect union.’

Kevin Washburn, dean of the College of Law
STRATEGY 4-A: Enhance institutional, unit, and individual accountability for achieving diversity, equity, and inclusion-related outcomes.

**Critical Tasks**
- Require central administrative units to integrate diversity, equity, and inclusion-related goals, strategies, and metrics in their unit strategic plans beginning in FY20 and colleges to integrate diversity, equity, and inclusion-related goals, strategies, and metrics in their strategic plans and/or develop diversity, equity, and inclusion action plans by FY21, as currently required by the [UI Strategic Plan 2016-2021](#).
- Provide resources, tools and support to central and collegiate leadership to develop effective, measurable plans (e.g., model templates, key metrics and data sources for faculty/staff composition and retention, student success metrics, diversity, equity, and inclusion climate survey profiles; campus training, coaching, and facilitation resources to assist with plan development, clear accountability structures and processes).
- Publish the action plan, the digest, and the diversity, equity, and inclusion climate survey and listening sessions reports on the Diversity, Equity, and Inclusion at Iowa website to allow for campus-wide access.

STRATEGY 4-B: Facilitate the increased use of data to inform diversity, equity, and inclusion-related decision making.

**Critical Tasks**
- Explore the development of an institutional research office to support units in using existing institutional data to inform unit-level planning, including strategies to advance diversity, equity, and inclusion.
- Create a dedicated data specialist role in the Division of Diversity, Equity, and Inclusion to provide instruction and resources regarding use of campus diversity, equity, and inclusion-related data sources to inform unit efforts.
- Bring together representatives of the multiple campus surveys to coordinate implementation and explore collaboration through use of match questions and common demographic categories. Surveys include: Working at Iowa, the Faculty/Staff Diversity, Equity, and Inclusion Campus Climate Survey, SERU diversity, equity, and inclusion-related questions, the National College Health Assessment, Excelling@iowa, employee exit surveys, and the Speak Out Iowa campus climate survey on sexual misconduct.
• Explore the integration of a Middle East/North Africa (MENA) racial/ethnic demographic designation on admissions and other university records to collect better statistical data and recognize the challenges faced by this population, per the resolution adopted by all Big Ten student government.
• Provide centralized training and resources to strengthen program evaluation across campus.

STRATEGY 4-C: Provide central support and resources to assist central units and colleges in integrating diversity, equity, and inclusion-related goals and strategies into their strategic planning processes.

Critical Tasks
• Establish key institutional diversity, equity, and inclusion success metrics regarding faculty and staff recruitment, retention and advancement, as well as student recruitment, retention and success; communicate success metrics to units and provide data sources to assist in planning processes.
• Develop unit-level diversity, equity, and inclusion data profiles containing campus climate survey results, compositional data and trends, and outcomes disparities (e.g., underrepresentation, and graduation rates) to campus units and engage unit leadership via a train the trainer model in understanding how to use the data in unit planning.
• Ensure that departments and programs reflect on the ways in which their departmental mission and goals support collegiate and university diversity, equity, and inclusion values during the departmental and program review process (OM II 28.3).
The Tippie College of Business can be a good college without diversity, but we cannot be a great one. It is now well-established in organizational research that diverse leadership teams lead to better, more creative decisions, as well as to positive, measurable results. The industries that our students will join are pursuing diversity as a key to success, and so must Tippie.

Sarah Gardial, dean of the Tippie College of Business

Our people and our culture are what make the University of Iowa exceptional. University Human Resources is committed to providing leadership in shaping an inclusive culture that promotes excellence and innovation by supporting talent, engagement, and the employee work experience.

Cheryl Reardon, chief human resources office and associate vice president
Appendix

Acknowledgments

Many committed minds, hearts, and hands have contributed to the development of the 2019-2021 Excellence through Diversity, Equity, and Inclusion Action Plan. The following individuals have played key roles in its development:

A. Diversity, Equity, and Inclusion Action Plan Development Group
   - Melissa Shivers, vice president for student life and interim associate vice president for diversity, equity, and inclusion
   - Diane Finnerty, co-chair, Office of the Provost
   - Sarah Bruch, co-chair, Sociology, Charter Committee on Diversity
   - Alejandra Almazan, Student Financial Aid, UI Latinx Council
   - Cassie Barnhardt, College of Education, Faculty Senate representative
   - Alex Bare, UI Student Government
   - Ken Brown, Tippie College of Business, Collegiate Diversity Group
   - Tricia Brown, Office of Strategic Communication
   - Maria Bruno, University Counseling Service, UI Latinx Council
   - Shelly Campo, Graduate College, College of Public Health, Collegiate Diversity Group
   - Kim Carter, Office of the Provost
   - Carin Crain, College of Law, Collegiate Diversity Group
   - David Cwiertny, College of Engineering
   - Jason Daniel-Ulloa, College of Public Health, UI Latinx Council
   - Monique DiCarlo, Office of the Sexual Misconduct Response Coordinator
   - Meenakshi Gigi Durham, College of Liberal Arts and Sciences, Collegiate Diversity Group
   - Claire Fox, College of Liberal Arts and Sciences; co-chair of the associate vice president of diversity, equity, and inclusion search committee; Path Forward Diversity, Equity, Inclusion, and Collaboration Committee
   - Valerie Garr, College of Nursing, Collegiate Diversity Group
   - Paul Gilbert, College of Public Health, Collegiate Diversity Group
   - Kathie Gonzales, Council on the Status of Women
   - Monique Galpin, Office of the Vice President for Medical Affairs, African American Council
   - Sarah Hansen, Office of the Vice President for Student Life
   - Peter Hubbard, College of Liberal Arts and Sciences
   - Mike Kelly, College of Pharmacy, Collegiate Diversity Group
Angie Lamb, University College, Charter Committee on Diversity, SERU Student Listening Sessions
Nancy Langguth, College of Education, Collegiate Diversity Group
Bria Marcelo, Division of Diversity, Equity, and Inclusion
Christopher Metsgar, Emergency Medicine, Lesbian, Gay, Bi-sexual and Transgender Staff and Faculty Association
Colleen Mitchell, College of Liberal Arts and Sciences
Jennifer Modestou, Division of Diversity, Equity, and Inclusion
David Moser, Carver College of Medicine, Collegiate Diversity Group
Janalyn Moss, UI Libraries, Council on Disability Awareness
Hira Mustafa, UI Student Government
Candace Peters, UI Human Resources
Nicole Peterson, College of Nursing, Native American Council
Tracy Peterson, College of Engineering, Native American Council
Nadine Petty, Division of Diversity, Equity, and Inclusion
Gabriela Rivera, Tippie College of Business; Path Forward Diversity, Equity, Inclusion, and Collaboration Committee
Eric Tate, College of Liberal Arts and Sciences
Danielle Thomas, College of Engineering, Graduate and Professional Student Government
Sherry Timmons, College of Dentistry, Collegiate Diversity Group
Liz Tovar, Intercollegiate Athletics; co-chair of the associate vice president of diversity, equity, and inclusion search committee; Path Forward Diversity, Equity, Inclusion, and Collaboration Committee
Joni Troester, UI Human Resources
Jan Waterhouse, College of Engineering
Sherry Watt, College of Education
Todd Weissenberger, Information Technology Services, Council on Disability Awareness
Kaleigh White, Graduate College, Graduate and Professional Student Government
Tab Wiggins, Division of Student Life, Staff Council representative

B. Charter Committee on Diversity
Sarah Bruch, co-chair, Sociology
Angie Lamb, co-chair, University College
Sarah Andrews, UI Libraries
Carly Armour, Student Disability Services
Madhuri Belkale, student
Amy Chastain, English as a Second Language
Marc Doobay, Family Medicine
Jacob Gordon, student
Maurine Neiman, Biology
Damani Phillips, Music
Danielle Thomas, student
C. Path Forward Diversity, Equity, Inclusion, and Collaboration Committee
   - Melissa Shivers, co-chair, Division of Student Life and Division of Diversity, Equity, and Inclusion
   - Julie Zerwic, co-chair, College of Nursing
   - Sarah Bruch, Sociology, Charter Committee on Diversity
   - Keith Carter, Carver College of Medicine
   - Diane Finnerty, Office of the Provost
   - Claire Fox, College of Liberal Arts and Sciences
   - Colleen Mitchell, College of Liberal Arts and Sciences
   - Kevin Kregel, Office of the Provost
   - Nicole Nisly, Internal Medicine
   - Gabriela Rivera, Tippie College of Business
   - Rene Rocha, College of Liberal Arts and Sciences
   - Liz Tovar, Intercollegiate Athletics
   - Winnie Uluocha, Colleges of Law and Public Health

D. Faculty and Staff Diversity, Equity, and Inclusion Climate Survey Group
   - Lena Hill, Chief Diversity Office
   - Sarah Bruch, Sociology, Charter Committee on Diversity
   - Angie Lamb, University College, Charter Committee on Diversity
   - Diane Finnerty, Office of the Provost
   - Kim Carter, Office of the Provost
   - Rachel Maller, graduate student, data analysis team
   - Hansini Munasinghe, graduate student, data analysis team
   - KaLeigh White, graduate student, data analysis team

E. Faculty and Staff Listening Sessions Group
   - Sarah Bruch, Sociology, Charter Committee on Diversity
   - Diane Finnerty, Office of the Provost
   - Susan Moore, Office of the Provost
   - David Moser, College of Medicine
   - Tonya Peeples, College of Engineering
• Candace Peters, University Human Resources
• Nadine Petty, Center for Diversity and Enrichment
• Maria Bruno, University Counseling Service
• Hansini Munasinghe, graduate student
• KaLeigh White, graduate student

F. Undergraduate and Graduate Student Diversity, Equity, and Inclusion Climate Survey Group
• Lena Hill, Chief Diversity Office
• Sarah Bruch, Sociology, Charter Committee on Diversity
• Angie Lamb, University College, Charter Committee on Diversity
• Matt Anson, Office of Assessment
• Wayne Jacobson, Office of Assessment
• Rachel Maller, graduate student, data analysis team
• KaLeigh White, graduate student, data analysis team

G. Undergraduate and Graduate Student Listening Session Group
• Sarah Bruch, Sociology, Charter Committee on Diversity
• Angie Lamb, University College, Charter Committee on Diversity
• Teri Schnelle, Office of the Vice President for Student Life
• Camille Socarras, Office of the Provost
• Omolola Anaman, graduate student
• Daniela Cardoza, graduate student
• Brittney Dodge, graduate student
• Molly Droeszler, undergraduate student
• Katie Graham, graduate student
• Ellie Keuter, graduate student
• Deja Knight, graduate student
• Rachel Maller, graduate student
• Emily Meeks, graduate student
• Milad Mohebali, graduate student
• Thapelo Ncube, graduate student
• Chris Patterson, graduate student
• Dusty Persinger, graduate student
• Tristan Schmidt, undergraduate student
• Shelby Smith, graduate student
• Darcell Stokes, graduate student
• Danielle Thomas, graduate student
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