The University of Iowa’s 2019-2021 Excellence through Diversity, Equity, and Inclusion Plan, released in April 2019, outlines four broad goals supported by strategies and critical tasks. The Path Forward Diversity, Equity, Inclusion, and Collaboration committee is responsible for coordinating the implementation of the action plan, including forming work groups, assigning tasks to specific organizational leaders or aligning tasks with currently active committees. This update includes progress on the critical tasks associated with each of the four goals, as well as the overall progress on plan implementation.

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

<table>
<thead>
<tr>
<th>GOAL</th>
<th>% Complete</th>
<th>% In Progress</th>
<th>% In Planning</th>
<th>% Action Not Yet Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 1: 27 Critical Tasks</td>
<td>22%</td>
<td>33%</td>
<td>30%</td>
<td>15%</td>
</tr>
<tr>
<td>GOAL 2: 65 Critical Tasks</td>
<td>17%</td>
<td>43%</td>
<td>28%</td>
<td>12%</td>
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<tr>
<td>GOAL 3: 13 Critical Tasks</td>
<td>8%</td>
<td>31%</td>
<td>23%</td>
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<tr>
<td>GOAL 4: 11 Critical Tasks</td>
<td>18%</td>
<td>27%</td>
<td>27%</td>
<td>27%</td>
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<tr>
<td>Overall Plan: 116 Critical Tasks</td>
<td>17%</td>
<td>33%</td>
<td>27%</td>
<td>23%</td>
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</tbody>
</table>

Complete: Initial or final action to support the critical task has occurred. For instance, a new policy or practice has been implemented. In cases such as critical tasks related to communication, work may be ongoing.

In progress: An individual or group of individuals is actively working on the critical task (e.g., drafting policies, designing websites, creating new programs, assessing pilot program outcomes, etc.)

In planning: Activity is occurring to prepare for the action phase on the critical task. For example, a committee will be formed but has not yet met, conversations with key parties are occurring, background research is being conducted, etc.

Action not yet taken: No action has been taken to further the task.

The Path Forward Diversity, Equity, and Inclusion Committee identified the following critical tasks as near-term priorities:

- Develop a comprehensive plan to communicate the UI’s commitment to DEI to internal and external constituencies
- Host an Equity Institute for senior campus leaders
- Communicate institutional definitions of DEI
- Continue the work of the Trans Inclusivity Task Force
- Establish key institutional DEI success metrics and communicate data sources to assist in planning processes
- Develop key metrics to assess faculty retention, turnover, and advancement
- Encourage the Central Services Advisory Committees to request DEI priority updates
- Clarify the charge and role of the Diversity Charter Committee
- Develop a campus-wide DEI success team
- Continue assessing facilities for ADA compliance and universal design

Note: The Campus DEI Action Plan was released in April 2019. Task status is accurate as of January 7, 2020. Percentages may not equal 100% due to rounding.

To read the full plan, please visit DIVERSITY.UIOWA.EDU/ACTION-PLAN
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

COMPLETED

• 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.

IN PROGRESS

• Develop a comprehensive plan to communicate the University of Iowa’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.

IN PLANNING

• Chronicle the history of diversity, equity, and inclusion initiatives and milestones at the University of Iowa. 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.

ACTION NOT YET TAKEN

• 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.

• 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

COMPLETED

• Strategically position the UI Events Calendar as the campus repository for 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. 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 one-button access similar to Arts Iowa.

IN PROGRESS

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

CRITICAL TASKS

COMPLETED

- 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.

IN PROGRESS

- 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 resources to support the UI Strategic Plan and the Diversity, Equity, and Inclusion Action Plan.

IN PLANNING

- 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 membership.

- Clarify the role and charge 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 DEIC Committee.

ACTION NOT YET TAKEN

- Strengthen the visibility of campus support resources (Ombuds, CIT). Develop a web resource that identifies key campus resources and types of concerns they specialize in, the processes that can be expected, and Diversity, Equity, and Inclusion contact information. Convene conversations among the offices and gather data to inform and create responsive practices to address patterned disparities.

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

CRITICAL TASKS

COMPLETED

- 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.

IN PROGRESS

- Strengthen and expand UI Diversity Councils and the crucial roles they play in supporting campus recruitment and retention goals. Engage current Diversity Council leaders in identifying what they believe is necessary to strengthen their influence on campus.

ACTION NOT YET TAKEN

- 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

COMPLETED

• 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.

IN PLANNING

• Create a collaborative campus response process for responding swiftly, compassionately, and effectively to diversity, equity, and inclusion-related campus incidents on campus.
• Build the institutional capacity to provide and expect all members of the university community to participate in competency-based diversity, equity, and inclusion skill-building workshops.
• Host an eight-week Equity Institute to provide key campus leaders information on how to effectively address patterned disparities and advance a more equitable, diverse, and inclusive campus community.
• Strengthen the BUILD program by assessing core and elective program offerings; aligning, as needed, with organizational development and diversity, equity, and inclusion competencies, and expanding DDEI’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 offerings by increasing assessment literacy and providing program design and evaluation tools for us across campus.

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

CRITICAL TASKS

IN PROGRESS

• 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 the work of the Trans Inclusivity Task Force through continued collaboration and resources.
• Explore joining our Big Ten Peer institutions in institutionalizing a formal land acknowledgement 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.

GOAL TWO: RECRUIT, RETAIN, AND ADVANCE A DIVERSE CAMPUS COMMUNITY OF FACULTY, STAFF, AND STUDENTS

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

CRITICAL TASKS

IN PROGRESS

• 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.

IN PLANNING

• 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 to identify ways to recognize 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 retention 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**

**IN PROGRESS**

• Implement the Path to Distinction 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 Faculty Search Committee Practices to Advance Equity training programs and resources.
• 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).
• 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.
• 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.

**IN PLANNING**

• Develop an online video that provides foundational information about the research on bias in academic and administrative processes and strategies for mitigating its effect.

**ACTION NOT YET TAKEN**

• 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.).
• 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**

**IN PLANNING**

• Conduct “stay interviews” with underrepresented faculty to identify engagement influencers, stay factors, and exit triggers. Use the findings in concert with the higher education literature to prioritize and address “push and pull” factors affecting retention.
• Enhance retention of historically underrepresented tenured associate professors by conducting focus groups with associate and full professors to reflect on the factors that enhance their experiences of inclusion and productivity, as well as those that hinder their achievement, and implement suggested strategies to enhance their departmental, campus, and community experience.

**ACTION NOT YET TAKEN**

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

CRITICAL TASKS

COMPLETED

- Establish a HR 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 applies 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 for senior HR leaders related to their org-level diversity, equity, and inclusion 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

COMPLETED

- 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.

IN PROGRESS

- 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 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 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 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

COMPLETED

- Develop and promote inclusive health and well-being resources and communication materials; assess impact through feedback from participants.

IN PROGRESS

- Digitize the FY19 Diversity, Equity, and Inclusion Digest to allow online searching and reporting on multiple fields (e.g., faculty, staff, students, and by population).

IN PLANNING

- 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 programs are inclusive and respectful of multiple social identities.
STRATEGY Und 2-A: Clearly and boldly communicate the UI’s commitment to diversity, equity, and inclusion via university programs and services.

CRITICAL TASKS

**COMPLETED**

- Assess and evaluate messages and communications to undergraduates to ensure alignment with university diversity, equity, and inclusion goals.

**IN PROGRESS**

- Increase partnerships between admissions and various university departments to strengthen and expand undergraduate recruitment efforts.

**IN PLANNING**

- Review and assess Success at Iowa online course diversity and inclusion module to determine participation and consider a more formalized approach to ensure 100% participation. Plan, coordinate, and implement opportunities for the campus community to participate in respectful conversations and engage a wide variety of perspectives.

**ACTION NOT YET TAKEN**

- Develop and institutionalize planning guidelines to ensure that all campus programs, activities, presentations, 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

**COMPLETED**

- 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 On Iowa!).

**IN PLANNING**

- Partner with the Center for Advancement to enhance diversity, equity, and inclusion philanthropy efforts and create additional opportunities for outreach to different community populations locally, within the state, regionally, nationally, and 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).

- 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 translation of financial guides to include additional languages including, but not limited to: Spanish, French, Somali, Arabic, Vietnamese, Laotian, and Hmong.

- Continue support of University Housing Residence Education department 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.

**ACTION NOT YET TAKEN**

- Create a Pipeline Task Force to conceptualize 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.

- Leverage existing partnerships with schools across the state to recruit students from underrepresented groups to align with the changing demographics of the state.
STRATEGY Und 2-C: Increase the persistence and four-year graduation rates for underrepresented students.

CRITICAL TASKS

COMPLETED

- Use Excelling@Iowa data to understand experiences of belonging, contributors to persistence, and effective interventions for URM and other underrepresented students.
- Facilitate collaboration between the American Talent Initiative (ATI) and Association of Public and Land Grant Universities (APLU) Cluster Initiative to enhance communication and synergy.

IN PROGRESS

- 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 supervisor skillsets.
- Explore expanding the early intervention and high-impact academic support interventions beyond a students’ first year.
- Convene a Military and Veteran’s Task Force to strengthen the support system for military and veteran students’ academic success, engagement, and inclusion.

IN PLANNING

- Review recommendations from Second Year Experience Housing Pilot Task Force for students who are interested, including location, requirements, application, recruitment, programming, learning outcomes, staffing, marketing, cost and incentives, and partnerships.

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

CRITICAL TASKS

IN PROGRESS

- Evaluate and explore expanding the Hawkeye Completion Grant initiative to remove financial barriers to persistence.

IN PLANNING

- Work with student leaders to strengthen the student-run Clothing Closet and Food Pantry by providing support to administer the program and evaluate its effectiveness. Explore the potential engagement of the broader campus community in strengthening resources through donations and volunteer hours.
- Build on the University of Iowa Student Government Demographic Survey to identify areas of underrepresentation compared to composition of the UI student body and implement strategies to address disparities (e.g., integrated collaboration).

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

CRITICAL TASKS

IN PROGRESS

- 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.
- Continue assessing facilities for ADA compliance and Universal Design

ACTION NOT YET TAKEN

- Assess and update campus aesthetics (e.g., artwork, signage) to be more inclusive of various identities and cultural backgrounds
STRATEGY Grad 2-A: Evaluate and enhance existing campus resources to increase the number of URM graduate students on campus.

CRITICAL TASKS

<table>
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<tr>
<th>COMPLETED</th>
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<tbody>
<tr>
<td>• 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.</td>
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<th>IN PROGRESS</th>
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<tr>
<td>• Work with departments to encourage holistic reviews for admissions/fellowship submissions and increase the adoption of these practices at the program level.</td>
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<tr>
<td>• 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.</td>
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<tr>
<td>• 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.</td>
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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

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<th>IN PROGRESS</th>
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<tbody>
<tr>
<td>• Continue to provide support, community and networking opportunities to underrepresented graduate students through the Office of Graduate Inclusion.</td>
</tr>
<tr>
<td>• Design and provide additional programs for underrepresented populations with greater disparities in recruitment, retention, and completion.</td>
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<tr>
<td>• Engage graduate programs/college, 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.</td>
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STRATEGY Grad 2-C: Implement research-informed programs to decrease intergroup disparities among doctoral candidates who complete degree within six years.

CRITICAL TASKS

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<tr>
<td>• Implement effective mentoring programs 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 (NCFDD) and the National Research Mentoring Network (NRMN).</td>
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<tr>
<td>• 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.</td>
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<tr>
<th>ACTION NOT YET TAKEN</th>
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<tr>
<td>• Develop programs that educate about academic policies and resources, PhD culture, norms and requirements, as well as the hidden curriculum and unwritten rules of higher education.</td>
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Diversity, Equity, and Inclusion
GOAL THREE: Integrate diversity, equity, and inclusion into the university’s core academic mission of teaching, research, and service.

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

CRITICAL TASKS

IN PROGRESS

• Charge the task force revising the Assessment 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 experience of students and trainees in the professional schools and programs.

IN PLANNING

• Investigate and explore capacity needed to ensure all instructors have training on inclusive classroom skills.

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

IN PROGRESS

• Implement the Hawkeye Engage reflection tool to enable students to catalog and reflect on their learning in 11 competency areas, including diversity.

IN PLANNING

• 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.

ACTION NOT YET TAKEN

• 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.

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

CRITICAL TASKS

COMPLETED

• 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.

ACTION NOT YET TAKEN

• Support campus-wide symposia in diversity, equity, and inclusion-related areas of strength that bring national leaders together with faculty, staff, and students. 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 University of Michigan’s National Center for Institutional Diversity’s Diversity Scholar’s 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 staff in the network.

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

**CRITICAL TASKS**

**IN PROGRESS**

- 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.

**IN PLANNING**

- 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.

**ACTION NOT YET TAKEN**

- 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.

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**GOAL FOUR: Enhance campus-wide diversity, equity, and inclusion accountability, effectiveness, and collaboration.**

**STRATEGY 4-A: Enhance institutional, unit, and individual accountability for achieving diversity, equity, and inclusion-related outcomes.**

**CRITICAL TASKS**

**COMPLETED**

- Require central administrative units to integrate diversity, equity, and inclusion-related goals, strategies, and metrics in their unit strategic plans beginning 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 metric.
- Publish action plan, digest, and the diversity, equity, and inclusion climate surveys and listening session reports on the Diversity Equity, and Inclusion at Iowa website to allow for campus-wide access.

**IN PROGRESS**

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

CRITICAL TASKS

IN PROGRESS

• 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.

IN PLANNING

• 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.
• Explore the integration of a Middle East/North Africa (MENA) racial/ethnic demographic designation on admissions and other university records to college better statistical data and recognize the challenges faced by this population, per the resolution adopted by the all Big Ten student government.

ACTION NOT YET TAKEN

• 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.
• 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

IN PROGRESS

• Develop unit level diversity, equity, and inclusion data profiles containing campus climate survey results, compositional data and trends, and outcomes disparities to campus units and engage unit leadership via a train the trainer model in understanding how to use the data in unit planning.

IN PLANNING

• Establish key institutional DEI 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.

ACTION NOT YET TAKEN

• 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.

To read the full plan, please visit DIVERSITY.UIOWA.EDU/ACTION-PLAN