Update on Diversity, Equity, and Inclusion

Montse Fuentes
Executive Vice President & Provost
Professor of Statistics and Actuarial Science and Biostatistics

January 22, 2020
Honoring Diane Finnerty
Her Legacy Stays With Us
Campus-wide collaboration and shared commitment to DEI

Many individuals taking an active part to help build a stronger university community through our DEI core values.
Division of Diversity, Equity, and Inclusion

- **Bria Marcelo**, MA, Director of Diversity Resources and Strategic Initiatives

- **Jennifer Modestou**, SPHR, SHRM-SCP, Director of Equal Opportunity and Diversity and Deputy Title IX Coordinator

- **Nadine Petty**, PhD, Executive Director of the Center for Diversity and Enrichment
Path Forward DEI Collaboration (PF-DEIC)

- Cheryl Reardon, MS, Chief Human Resources Officer, PF DEIC Committee Co-chair
- Julie Zerwic, PhD, RN, FAHA, FAAN, Dean of the College of Nursing, PF DEIC Committee Co-chair
- Bria Marcelo, MA, Director of Diversity Resources and Strategic Initiatives, DEI Action Plan Implementation Coordinator
Office of the Executive Vice President and Provost

- **Kevin Kregel**, PhD, Executive Vice Provost and Senior Associate Provost for Faculty
- **Sarah Hansen**, MA, Manager of Strategic Programs
Diversity Councils

- African American Council
- Council on Disability Awareness
- Council on the Status of Women
- Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) Staff and Faculty Association
- Native American Council
- UI Latinx Council
- NEW: Pan Asian Council
## Paradigm Shift

<table>
<thead>
<tr>
<th>Diversity</th>
<th>Diversity, Equity, and Inclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>From compliance as only motivation</td>
<td>To a shared understanding of DEI as “mission critical” at the university and unit levels – with compliance understood as necessary, but not sufficient</td>
</tr>
<tr>
<td>From reactive approach to DEI problems</td>
<td>To responsive and proactive in assessing everyday policies, programs, practices, climate</td>
</tr>
<tr>
<td>From &quot;diversity&quot; efforts assigned as sole responsibility of one office or position</td>
<td>To acknowledging the key role that each member of the university community plays in creating an inclusive campus climate and advancing equity through our policies and practices</td>
</tr>
<tr>
<td>From focus on diversity “efforts”</td>
<td>To identifying success metrics, designing data informed programs, evaluating, and aligning key programs to achieve desired outcomes</td>
</tr>
<tr>
<td>From efforts of DEI advocates and “exceptional” departments</td>
<td>To a focus on recruiting, retaining, and advancing a diverse campus community as</td>
</tr>
<tr>
<td>From majority of focus on recruitment</td>
<td>To a concurrent focus on retention (inclusion) and advancement</td>
</tr>
</tbody>
</table>
Developments Leading up to TODAY

Fall 2017
- 2018 Climate Survey Developed

Spring 2018
- Digest Developed
- Campus-wide Survey Administered

Fall 2018
- Action Plan Developed

Spring 2019

Fall 2019

Spring 2020
- 2020 Climate Survey Developed

Fall 2020
- Campus-wide Survey Administered

Spring 2021
- DEI Action Plan 2019-2021
- Action Plan, Digest, Climate Survey Disseminated
- Current Status
DEI ACTION PLAN Highlights and Themes - Data

Ensuring that leaders have actionable, accessible data to inform strategy

- Campus Climate Survey - streamlining for quicker access to data
- DEI Data Taskforce - aligning campus-wide surveys (campus climate, SERU, etc.)
- Providing data to collegiate and central administrative units to inform strategic planning
Creating an inclusive governance structure for the DEI Campus Action Plan

- Path Forward DEIC Committee oversees plan prioritization and implementation
- Tasks assigned to departments or individuals to ensure accountability
- Regular updates on progress will be provided monthly beginning February 1, 2020.
DEI ACTION PLAN Highlights and Themes - Support

Support and accountability for leaders and supervisors

• DEI training for senior leaders
• Big 10 new dean training program
• DEO and supervisor training
• DEI competency included in performance review for P&S and merit staff
DEI ACTION PLAN Highlights and Themes

GOAL ONE: Create and sustain an inclusive and equitable campus environment

<table>
<thead>
<tr>
<th>GOAL 1: 27 Critical Tasks</th>
<th>% COMPLETE</th>
<th>% IN PROGRESS</th>
<th>% IN PLANNING</th>
<th>% ACTION NOT YET TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK STATUS</td>
<td>22%</td>
<td>33%</td>
<td>30%</td>
<td>15%</td>
</tr>
</tbody>
</table>

EXAMPLES:

• **Completed**: External review of Student Disability Services and Division of Diversity, Equity, Inclusion; communicated definitions of diversity, equity, inclusion to campus community

• **In Progress**: Develop a tool to support units in conducting audit of physical environments; create an inclusive and accessible campus facilities website

• **In Planning**: Host specialized DEI training for senior campus leaders

• **Action Not Yet Taken**: Use the FY19 DEI Digest to review internal and external institutional diversity statements
DEI ACTION PLAN Highlights and Themes

**GOAL TWO:** Recruit, retain, and advance a diverse campus community of faculty, staff, and students

<table>
<thead>
<tr>
<th>GOAL 2: 65 Critical Tasks</th>
<th>% COMPLETE</th>
<th>% IN PROGRESS</th>
<th>% IN PLANNING</th>
<th>% ACTION NOT YET TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK STATUS</td>
<td>17%</td>
<td>43%</td>
<td>28%</td>
<td>12%</td>
</tr>
</tbody>
</table>

**EXAMPLES:**

- **Completed:** Revise HR universal competencies; embed DEI in all talent acquisition processes; implement ADA accommodation fund project to improve consistency of disability accommodation

- **In Progress:** Implement Path to Distinction project with 3-5 academic departments; work with departments to encourage holistic review of admissions/fellowship applicants

- **In Planning:** 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

- **Action Not Yet Taken:** Create a pipeline task force to aid undergraduate recruitment efforts
DEI ACTION PLAN Highlights and Themes

GOAL THREE: Integrate diversity, equity, and inclusion into the university’s core academic mission of teaching, research, and service

<table>
<thead>
<tr>
<th>GOAL 3: 13 Critical Tasks</th>
<th>% COMPLETE</th>
<th>% IN PROGRESS</th>
<th>% IN PLANNING</th>
<th>% ACTION NOT YET TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK STATUS</td>
<td>8%</td>
<td>31%</td>
<td>23%</td>
<td>38%</td>
</tr>
</tbody>
</table>

**EXAMPLES:**

- **Completed:** Guidance created to communicate institutional support and give equitable credit for international scholarship and global research.

- **In Progress:** Charge the task force revising the Assessing the Classroom Environment (ACE) student evaluation to include items addressing instructor DEI competencies.

- **In Planning:** Investigate and explore capacity needed to ensure all instructors have training on inclusive classroom skills.

- **Action Not Yet Taken:** Implement a program aligned with University of Michigan’s Diversity Scholar’s Network.
DEI ACTION PLAN Highlights and Themes

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

<table>
<thead>
<tr>
<th>GOAL 4: 11 Critical Tasks</th>
<th>% COMPLETE</th>
<th>% IN PROGRESS</th>
<th>% IN PLANNING</th>
<th>% ACTION NOT YET TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK STATUS</td>
<td>18%</td>
<td>27%</td>
<td>27%</td>
<td>27%</td>
</tr>
</tbody>
</table>

EXAMPLES:

• **Completed:** Require units and colleges to include DEI goals, strategies, and metrics in strategic plans; publish action plan and listening session summaries on DDEI website

• **In Progress:** Bring together representatives of various campus surveys to coordinate implementation and explore collaboration; provide resources and tools to colleges and units to develop effective and measurable DEI plans

• **In Planning:** Explore the integration of a Middle Eastern/North Africa (MENA) racial/ethnic demographic designation on admissions and other materials in order to provide better statistical data and information on challenges faced by this population, per the Big 10 student government resolution

• **Action Not Yet Taken:** Provide centralized training to improve program evaluation across campus
Building a Culture of Success

- Student Success
- Diversity, Equity, and Inclusion
- Research and Discovery
- Engagement

DISTINCTIVE
First-Year Undergraduate Enrollment - Resident, Non-Resident, International

First-Time First-Year Enrollment, Full and Part Time

MAUI Fall Census Data
First-Year Undergraduate Enrollment - URM, First Generation, Pell Recipient

First-Time First-Year Enrollment, Full and Part Time

- Fall 2014: 15.2% URM, 19.0% First Generation, 15.2% Pell Recipient
- Fall 2015: 16.4% URM, 18.2% First Generation, 16.4% Pell Recipient
- Fall 2016: 18.4% URM, 18.4% First Generation, 18.4% Pell Recipient
- Fall 2017: 14.5% URM, 16.4% First Generation, 16.4% Pell Recipient
- Fall 2018: 14.1% URM, 15.9% First Generation, 15.9% Pell Recipient
- Fall 2019: 15.7% URM, 16.6% First Generation, 16.6% Pell Recipient

MAUI Fall Census Data
Undergraduate Retention Rate Trends - URM, First Generation, Pell Recipient

First to Second Year Retention Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Cohort</th>
<th>URM</th>
<th>First Generation</th>
<th>Pell Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>85.4%</td>
<td>80.7%</td>
<td>79.1%</td>
<td>80.3%</td>
</tr>
<tr>
<td>2015</td>
<td>86.1%</td>
<td>82.0%</td>
<td>80.3%</td>
<td>80.2%</td>
</tr>
<tr>
<td>2016</td>
<td>87.1%</td>
<td>80.8%</td>
<td>79.2%</td>
<td>80.4%</td>
</tr>
<tr>
<td>2017</td>
<td>86.0%</td>
<td>82.3%</td>
<td>78.4%</td>
<td>79.4%</td>
</tr>
<tr>
<td>2018</td>
<td>85.9%</td>
<td>80.7%</td>
<td>82.6%</td>
<td></td>
</tr>
</tbody>
</table>

MAUI Persistence Data
2018 Cohort from preliminary Fall 2019 data
Undergraduate Graduation Rate Trends - URM, First Generation, Pell Recipient

Four-Year Graduation Rates

2011 Cohort 2012 Cohort 2013 Cohort 2014 Cohort 2015 Cohort

Total Cohort URM First Generation Pell Recipients

MAUI Persistence Data
2015 Cohort from preliminary Fall 2019 data
New and Recent Efforts to Increase RETENTION AND SUCCESS

Hawkeye First-generation Initiative

• Goal: Close gaps between first-generation and continuing generation students as measured by:
  ▪ Sense of belonging
  ▪ First to Second year retention rates
  ▪ Four-year graduation rate

• Key Program Components:
  ▪ Engagement opportunity (mentored campus employment, undergraduate research, or service learning)
  ▪ Faculty and peer mentoring
  ▪ Weekly student monitoring and support from staff affiliated with each student
  ▪ Program evaluation and assessment of outcomes
New and Recent Efforts to Increase RETENTION AND SUCCESS

» **Summer Health Professions Education Program (SHPEP)** is a free summer enrichment program focused on improving access to information and resources for college students interested in the health professions.

» **Nicole Del Castillo**, MD, MPH, director of the Office of Diversity, Equity, and Inclusion, Carver College of Medicine
Enrolled Veterans
- Undergraduate, Graduate, Professional

Source: MAUI Census Snapshot Veteran Status (Chapters 33, 30, 31, 1606, 1607)
Veterans First to Second Year Retention Rates

Source: MAUI Persistence Data, Office of the Registrar
Veterans Four-Year Graduation Rates

Source: MAUI Persistence Data, Office of the Registrar
New and Recent Efforts to Increase RETENTION AND SUCCESS

Iowa Veteran Education, Transition, and Support (IVETS) – currently Military and Veteran Student Services (MVSS) and Veteran Education Transition Services (VETS)

➔ Veteran/Military Affiliated Student Task Force, Fall 2019
➔ Moving to Calvin Hall in Fall 2020
Historical Student Enrollment by Disability Category Fall semester

Profile of Students Enrolled, Office of the Registrar
Students with Disabilities (SDS) First to Second Year Retention Rates

Source: MAUI Persistence Data, Office of Assessment
Students with Disabilities (SDS) Four-Year Graduation Rates

Source: MAUI Persistence Data, Office of Assessment
New and Recent Efforts to Increase RETENTION AND SUCCESS

Student Disability Services

➡️ Student Disabilities Services Program Review, 2019

➡️ Fall 2020 moving to First Floor, UCC
New and Recent Efforts to Increase DIVERSITY, EQUITY, AND INCLUSION

Student Recruitment and Retention Initiatives

- Cultural corridor planning
- Current cultural centers expanded programming
- American Talent Initiative: focused on recruiting and retaining high-ability, low-income students
- Iowa Edge
- Hawkeye First-Generation Initiative: launching Spring 2020
Graduate and Professional Enrollment Trends
- Masters, Doctoral/Professional, PhD

MAUI Fall Census Data

✔️ URM Overall: Fall 2014 8.5%; Fall 2019 11.5%
Tenured/Tenure-Track (T/TT) Faculty 2015-2019

Regular Faculty Headcount (Fall)

<table>
<thead>
<tr>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>1400</td>
<td>1600</td>
<td>1800</td>
<td>2000</td>
<td>2200</td>
</tr>
</tbody>
</table>

# Total

% T/TT

Source: BoR Tenure Report, full time and part time paid faculty, 11/1 snapshot. Includes administrators and institutional officers with faculty appointments
## Regular Faculty

<table>
<thead>
<tr>
<th>Track Type</th>
<th>Fall 2015</th>
<th>Fall 2017</th>
<th>Fall 2019</th>
<th>5-Yr Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>URM Tenure Track</td>
<td>114</td>
<td>112</td>
<td>112</td>
<td>-2</td>
</tr>
<tr>
<td>Total Tenure Track</td>
<td>1564</td>
<td>1516</td>
<td>1490</td>
<td>-74</td>
</tr>
<tr>
<td>% URM Tenure Track</td>
<td>7.3%</td>
<td>7.4%</td>
<td>7.5%</td>
<td>0.2%</td>
</tr>
<tr>
<td>URM Clinical Track</td>
<td>50</td>
<td>66</td>
<td>80</td>
<td>30</td>
</tr>
<tr>
<td>Total Clinical Track</td>
<td>742</td>
<td>847</td>
<td>937</td>
<td>195</td>
</tr>
<tr>
<td>% URM Clinical Track</td>
<td>6.7%</td>
<td>7.8%</td>
<td>8.5%</td>
<td>1.8%</td>
</tr>
<tr>
<td>URM Research Track</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Total Research Track</td>
<td>37</td>
<td>40</td>
<td>41</td>
<td>4</td>
</tr>
<tr>
<td>% URM Research Track</td>
<td>2.7%</td>
<td>0%</td>
<td>7.3%</td>
<td>4.6%</td>
</tr>
<tr>
<td>URM Instructional Track</td>
<td>7</td>
<td>25</td>
<td>18</td>
<td>*</td>
</tr>
<tr>
<td>Total Instructional Track</td>
<td>218</td>
<td>346</td>
<td>128</td>
<td>*</td>
</tr>
<tr>
<td>% URM Instructional Track</td>
<td>3.2%</td>
<td>7.2%</td>
<td>4.0%</td>
<td>*</td>
</tr>
</tbody>
</table>

Source: BoR Tenure Report, full-time and part-time paid faculty, 11/1/19 snapshot. Includes administrators and institutional officers with faculty appointments. Fall 2019 data are preliminary.

* Note: Three-year change
## Tenured and Tenure Track Faculty Resignations

<table>
<thead>
<tr>
<th></th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td># All T/TT Faculty</td>
<td>1,616</td>
<td>1,564</td>
<td>1,528</td>
<td>1,516</td>
<td>1,496</td>
</tr>
<tr>
<td># All T/TT Resignations</td>
<td>49</td>
<td>45</td>
<td>29</td>
<td>31</td>
<td>32</td>
</tr>
<tr>
<td>% Resignations</td>
<td>3.0%</td>
<td>2.9%</td>
<td>1.9%</td>
<td>2.0%</td>
<td>2.1%</td>
</tr>
<tr>
<td># URM T/TT Faculty</td>
<td>115</td>
<td>114</td>
<td>110</td>
<td>112</td>
<td>112</td>
</tr>
<tr>
<td># URM T/TT Resignations</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>% Resignations</td>
<td>6.1%</td>
<td>3.5%</td>
<td>2.7%</td>
<td>3.6%</td>
<td>3.6%</td>
</tr>
<tr>
<td>% URM of all T/TT Faculty</td>
<td>7.1%</td>
<td>7.3%</td>
<td>7.2%</td>
<td>7.4%</td>
<td>7.5%</td>
</tr>
<tr>
<td>% URM of all T/TT Resignations</td>
<td>14.3%</td>
<td>8.9%</td>
<td>10.3%</td>
<td>12.9%</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

Source: BoR Resignation Report
<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>5-Yr Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>URM Merit Staff</td>
<td>503</td>
<td>594</td>
<td>629</td>
<td>659</td>
<td>696</td>
<td>193</td>
</tr>
<tr>
<td>Total Merit Staff</td>
<td>4,649</td>
<td>4,826</td>
<td>4,767</td>
<td>4,658</td>
<td>4,657</td>
<td>8</td>
</tr>
<tr>
<td>% URM</td>
<td>10.8%</td>
<td>12.3%</td>
<td>13.2%</td>
<td>14.1%</td>
<td>14.9%</td>
<td>4.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>5-Yr Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>URM P&amp;S Staff</td>
<td>435</td>
<td>477</td>
<td>515</td>
<td>535</td>
<td>585</td>
<td>150</td>
</tr>
<tr>
<td>Total P&amp;S Staff</td>
<td>9,665</td>
<td>10,304</td>
<td>10,792</td>
<td>11,025</td>
<td>11,372</td>
<td>1,707</td>
</tr>
<tr>
<td>% P&amp;S Staff</td>
<td>4.5%</td>
<td>4.46%</td>
<td>4.8%</td>
<td>4.9%</td>
<td>5.1%</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

Source: HRIS, snapshot date of 11/1/19, includes full-time and part-time regular, active staff
New and Recent Efforts to Increase Diversity in RECRUITMENT AND SUCCESS of Faculty

Provost’s Postdoctoral Fellowship Program

- Program will begin Fall 2020
- Serve as a pipeline to tenure track faculty positions
- Provide salary support for up to four fellowships per academic year, each awarded for maximum of two years
- Opportunity to recruit potential new faculty to UI

Similar goal to Staff Diversity Opportunity Program to increase diversity in P&S Staff
New and Recent Efforts to Increase DEI in RECRUITMENT of Faculty

Path to Distinction

- Partnership with four academic departments across four colleges

- Integrating research-informed best practices into key faculty recruitment processes to help search committees advance diversity and equity in the search and hiring process

- In Spring, evaluate program and usefulness of resources with the intent of expanding the program and resources more broadly across campus
New and Recent Efforts to Increase Tenured Faculty RETENTION, RECRUITMENT AND SUCCESS

University of Iowa Distinguished Professorship

- Provide prestigious recognition for outstanding UI scholars in any field

- Scholars of national or international distinction who are recognized as excellent teachers and mentors
New and Recent Efforts to Increase DEI

Distinction Through Diversity Fund

- Partnership of Department of Athletics, Office of the Provost, and Division of Diversity, Equity, and Inclusion
- Recruit and retain outstanding tenure-track faculty who will further UI’s goals to advance its academic mission through recruitment and retention of URM faculty and students

Dual Academic Career Fund

- Enhance recruitment efforts of tenure-track faculty when contingent upon employment of spouse/partner
New and Recent Training and Messaging Efforts to Increase DIVERSITY, EQUITY, AND INCLUSION

➔ Training for a welcoming classroom
  • Inclusive Classroom and Teaching Workshop
  • Teaser Trainings

➔ Training for faculty searches
  • Path to Distinction
  • Implicit Bias Training
  • Implicit Bias Taskforce

➔ New messaging efforts
  • Guidelines for capturing photography/videography involving students
  • Captioning guide for public-facing video and live stream content
  • UI Style Guide, “Bias in Language”
  • Guide of principles and resources for advancing diversity, equity, and inclusion through inclusive marketing
New and Recent Positions to increase DIVERSITY, EQUITY, AND INCLUSION

- **Broderick Binns**, MS, Department of Intercollegiate Athletics Interim Director of Diversity, Equity, and Inclusion

- **Maria Guadalupe Bruno**, PsyD, Division of Student Life Executive Director for Belonging & Inclusion

- **Nicole Del Castillo**, MD, MPH, Director of the Office of Diversity, Equity, and Inclusion, Carver College of Medicine

- **Sarah Hansen**, MA, Office of the Vice President and Provost Manager of Strategic Programs

- **Elizabeth Lara**, MS, Graduate College Diversity, Equity, and Inclusion Director
New and Recent Efforts to Increase LEADERSHIP TRAINING AND SUCCESS

- Supervisor Training
- DEO and Senior Leadership Trainings
- Big Ten New Dean Training Program
- Big Ten Senior Diversity Officers Visit UI Campus, March 2020
  - Robert Sellers, PhD, vice provost of equity & inclusion, CDO, University of Michigan
- AVP DEI Search launching April 2020
Thank you!