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**DIVERSITY**  
AT IOWA  
**2017**

THE   
UNIVERSITY  
OF IOWA

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*Front Cover: Lilián Sánchez poses for a picture holding her phone demonstrating the Iowa Edge Snapchat filter at the 2015 Iowa Edge Closing Banquet & 10th year anniversary celebration.*

“The  
**CHIEF  
DIVERSITY  
OFFICE** has  
the privilege to  
partner, consult,  
and provide  
leadership with  
many across  
campus and in  
the community. ”

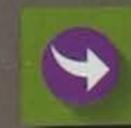
## LEGEND



highlights significant dates in the history of our institution



shares a fact or achievement



directs readers to a related resource or program



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Special thanks to University Strategic Communications

Many images courtesy of the University of Iowa, Office of Strategic Communications

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## BUILDING COMMUNITY

The University of Iowa has a rich history in civil rights and efforts with diversity and inclusion, as demonstrated by its many firsts: the first public university to admit women and men on an equal basis (1855); the first public university in the country to grant a law degree to an African American (G. Alexander Clark, 1870); the first public university to include optional questions about sexual orientation and gender identity on its admission application—to name but a few. By embracing all aspects of diversity, advancing inclusion and making difference welcome, we are better able to succeed and excel in an increasingly complex world.

The UI's Chief Diversity Office has the privilege to partner, consult, and provide leadership with many across campus and in the community. Within this office, the Diversity Resources Team, Equal Opportunity and Diversity, and the Center for Diversity and Enrichment collaborate with multiple partners to encourage elementary students to attend college; maintain compliance with laws, regulations, and policies; and provide skill-building opportunities.

In our community, inclusion happens in ways both big and small, through well-publicized initiatives or small acts of kindness witnessed by no one. We may have different ideas about how to get there, but we all want the same outcome: a campus that welcomes all of its members, that provides space and respect for differences, and that actively acknowledges the challenge of those efforts, yet embraces that challenge as the embodiment of its values.

Those values must be those of the community, not of any one group or person. Although priorities may vary broadly, there exists on this campus a consistent hunger for knowledge, a desire to learn how best to create a space where one can feel included and successful, and ensure that others also feel included in the spaces we occupy. We want to relate to one another, to be in fellowship together, to bridge differences, and to thrive together.

The following pages contain examples highlighting diversity and inclusion on campus. There is much more work being done at the university and in the community that we do not have space for here, but I express my gratitude to the agents of those actions. And I thank the student journalists and others who have contributed to this publication; we value your voices. We encourage you to share your story by contacting [diversity@uiowa.edu](mailto:diversity@uiowa.edu), and visit the Diversity at Iowa website, [diversity.uiowa.edu](http://diversity.uiowa.edu), which is the diversity portal for the University of Iowa and contains more news, events, and resources.

# LEADING THE WAY IN ACCESSIBILITY FOR ALL

From being the first university to devote a program to rehabilitating children and young adults with disabilities to recently ranking first in the nation in an assessment of how accessible its websites are to people with disabilities, the University of Iowa has a long history of working to provide equal access for everyone on campus.

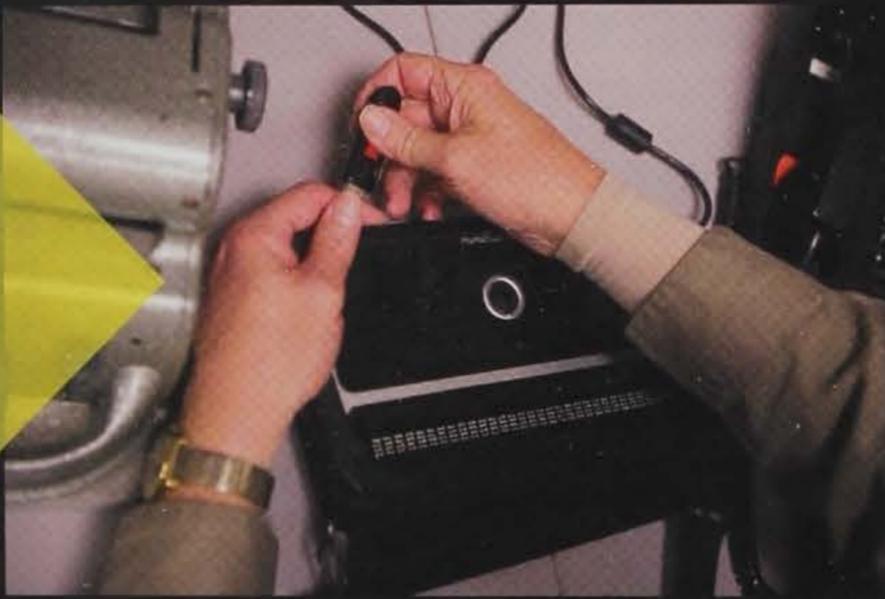
The UI has high standards for accessibility on campus, supported by the implementation of its Measuring Accessibility Points Plan and Standards (MAPPS) program. The program goes beyond compliance with the Americans with Disabilities Act (ADA) and embraces the concept of universal design, or thoughtful problem-solving through design, for all aspects of a building. The model includes an extensive checklist of seven guiding accessibility considerations and provides a thorough project design framework that includes a rating system. Facilities Management has developed an online training program called Universal Design for Physical Space to help provide the university community with a better understanding of what the concept entails and the benefits of designing a built environment focused upon being inviting and supportive to all people. This training is available through UI Employee Self Service.

In addition, the Hawkeye Accessibility Ambassador (HAA) Program allows students with disabilities the opportunity to advance their leadership and advocacy skills by creating university facilities that are more universally designed, inclusive, and supportive of individuals with disabilities. Since the program's inception in 2012, ambassadors have reviewed facilities within the College of Pharmacy, Main Library, College of Engineering, University Counseling Services, Lindquist Center First Floor Renovation, Campus Recreation and Wellness Center, and College of Law. HAA founders and advisors include Brian Manternach, facilities accessibility coordinator for Facilities Management; Carly Armour, disability advisor for Student Disability Services; and Mike Hoenig, program coordinator with the Center for Disabilities and Development. The program was launched with support from the Chief Diversity Office Diversity Catalyst Seed Grant.

"The UCS made several changes to our physical environment as a result of what we thought was a very thorough and very thoughtful process," says Dr. Barry Schreier, director of University Counseling Service. "Many of the changes had ease to them in terms of costs and process. Highly recommend this!"

The Disability Planning and Action Committee (DPAC), convened by the ADA coordinator within the Chief Diversity Office, coordinates all the UI's efforts to provide access to members of the university community with disabilities.

An overview of programs, student groups, and resources may be found online at Diversity at Iowa Community of Persons with Disabilities: [diversity.uiowa.edu/disability-resources](http://diversity.uiowa.edu/disability-resources), accessible through the University of Iowa footer.





Pictured: UI Pharmacy Building Front Entry Rendering, OPN Architects 2015



With 19 hearing loop systems installed in 13 different buildings, including Hancher

Auditorium, with more on the horizon, the University of Iowa is one of the leading higher education campuses in the nation. Learn more: [now.uiowa.edu/2013/04/bringing-people-hearing-assistance-needs-loop](http://now.uiowa.edu/2013/04/bringing-people-hearing-assistance-needs-loop)



## UI RANKED NO.1 IN WEBSITE ACCESSIBILITY

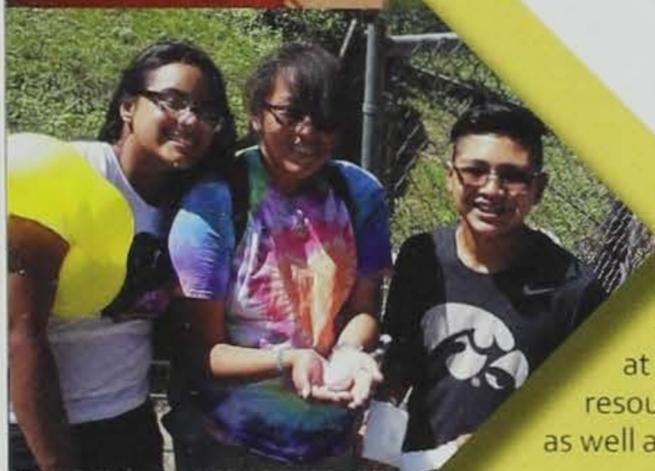
[tinyurl.com/mmjpgu9](http://tinyurl.com/mmjpgu9)

Discovering campus through a different lens: [tinyurl.com/kfow2wz](http://tinyurl.com/kfow2wz)  
Campus accessibility map: [maps.facilities.uiowa.edu/accessibility/](http://maps.facilities.uiowa.edu/accessibility/)  
Hearing Loop map: [maps.uiowa.edu/amenity/hearing-loop-system](http://maps.uiowa.edu/amenity/hearing-loop-system)  
Access and Construction Alerts: [facilities.uiowa.edu/closures](http://facilities.uiowa.edu/closures)  
Student Disability Services: [sds.studentlife.uiowa.edu/](http://sds.studentlife.uiowa.edu/)  
Hawkeye Accessibility Ambassador Program: [uiowa.edu/haa/](http://uiowa.edu/haa/)

UI SEEKS TO  
EXPAND

# NATIVE AMERICAN

# OUTREACH



The University of Iowa has seen increased efforts to connect local Native American students to higher education. Staff and faculty are reaching students at the high school level by bringing resources to them, as well as bringing students to campus.

One of the most prominent outreach efforts is the Iowa First Nations (IFN) Summer Program, which provides Native American high school students from around the nation with the opportunity to experience college life. During this week-long excursion, students live on campus, attend classes, and meet Native American student leaders from the campus community. It's an opportunity for participating students to explore majors while gaining an appreciation for the vast variety of opportunities that the UI can offer.

The program is led by Corey Sutter, a multicultural specialist within the Center for Diversity and Enrichment (CDE), who works closely with many campus partners to create a unique experience for the students every year. During their time on campus, students visit several departments and enjoy hands-on classroom experiences, such as creating chapstick in the pharmacy labs. Additionally, students have the opportunity to get involved in social and recreational activities both on campus and in the surrounding Iowa City community.

"The students also always enjoy our partnership

with TRIO Upward Bound's Summer Program that takes place the same time as IFN," says Sutter. "We do several socials with Upward Bound so that they can meet other students of color their age who will also potentially attend UI."



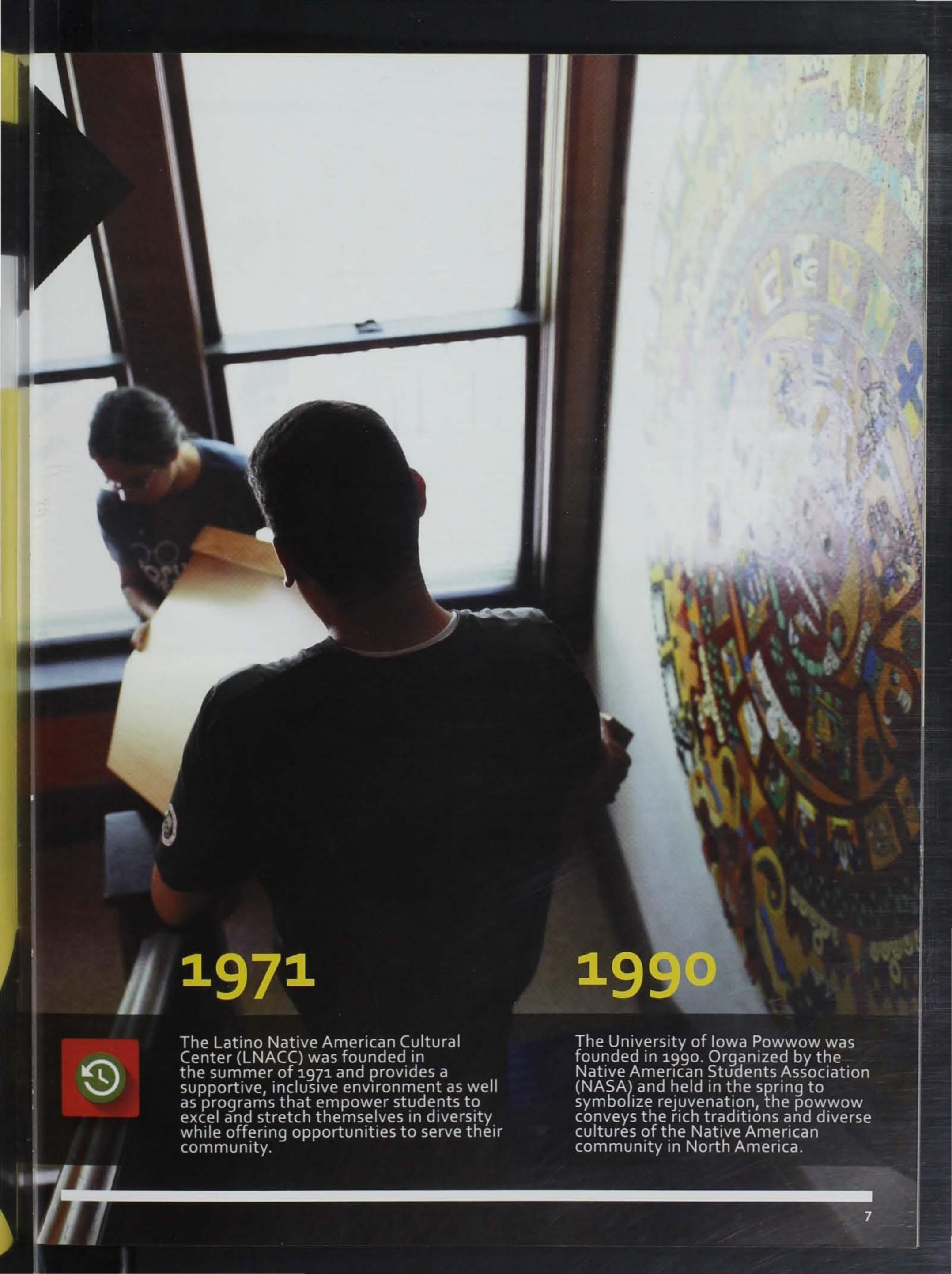
Corey Sutter, CDE

In January 2017, the CDE also hosted 35 Meskwaki students in grades 7–12. They met with current IFN alumni students, connected with members of both the Native American Student Association (NASA) and the Native American Council (NAC), and ended the day by attending a UI basketball game.

Strategic outreach is also being conducted at the K–12 level. Tracy Peterson, director of diversity programs and K–12 outreach in the College of Engineering, brings pre-engineering camps to the Meskwaki Settlement School. For one week, UI students travel to the Meskwaki Settlement near Tama to conduct hands-on, project-based programs designed to engage and inspire youth in the areas of science, technology, engineering, and mathematics (STEM).

In addition, CDE, NASA, and NAC travel to the Meskwaki Settlement School to provide tutoring assistance and overall college planning information. Two trips will take place in the spring 2017 semester, with more trips planned for the fall 2017 semester. UI students, faculty, and staff representatives help students with the college application and FAFSA process, as well as provide beneficial tutoring.





**1971**

 The Latino Native American Cultural Center (LNACC) was founded in the summer of 1971 and provides a supportive, inclusive environment as well as programs that empower students to excel and stretch themselves in diversity while offering opportunities to serve their community.

**1990**

The University of Iowa Powwow was founded in 1990. Organized by the Native American Students Association (NASA) and held in the spring to symbolize rejuvenation, the powwow conveys the rich traditions and diverse cultures of the Native American community in North America.

# True @ the U

## #YouMatterAtUlowa

Written by Kelly Shearer  
Journalism, Sociology | University of Iowa '18

College can be a transitional and stressful time, and for many students also dealing with mental illness it's important to remember there's somewhere to turn for help—and that they're not alone.

The University of Iowa Student Government partnered with Active Minds at the University of Iowa, a student-led organization on campus aiming to "change the conversation about mental health," to launch the True@theU campaign. The campaign focused on opening and expanding the dialogue around mental health concerns by encouraging students, faculty, staff, and community members to share their personal stories, advice, and calls to action.

As part of this campaign, nearly 20 UI students shared their stories about mental health in videos. Some shared deeply personal moments, while others discussed the importance of being an ally for those struggling with mental illness.

UISG shared these videos throughout October 2016 as part of a month of activities surrounding mental health, but the hope is that hearing stories of mental health told by UI students encourages others at any time to reach out and seek help.

UISG and Active Minds will continue to advocate for mental health awareness year-round and wants everyone to remember: You matter at Ulowa.



#YouMatteratUlowa videos may be viewed at [uisg.uiowa.edu/initiatives/issue-campaigns/true-the-u/](http://uisg.uiowa.edu/initiatives/issue-campaigns/true-the-u/).



Counseling and mental health assistance is available at the UI through the University Counseling Services (for students), [counseling.uiowa.edu/](http://counseling.uiowa.edu/) and the Faculty and Staff Services Employee Assistance Program (for faculty and staff), [hr.uiowa.edu/ueap](http://hr.uiowa.edu/ueap).



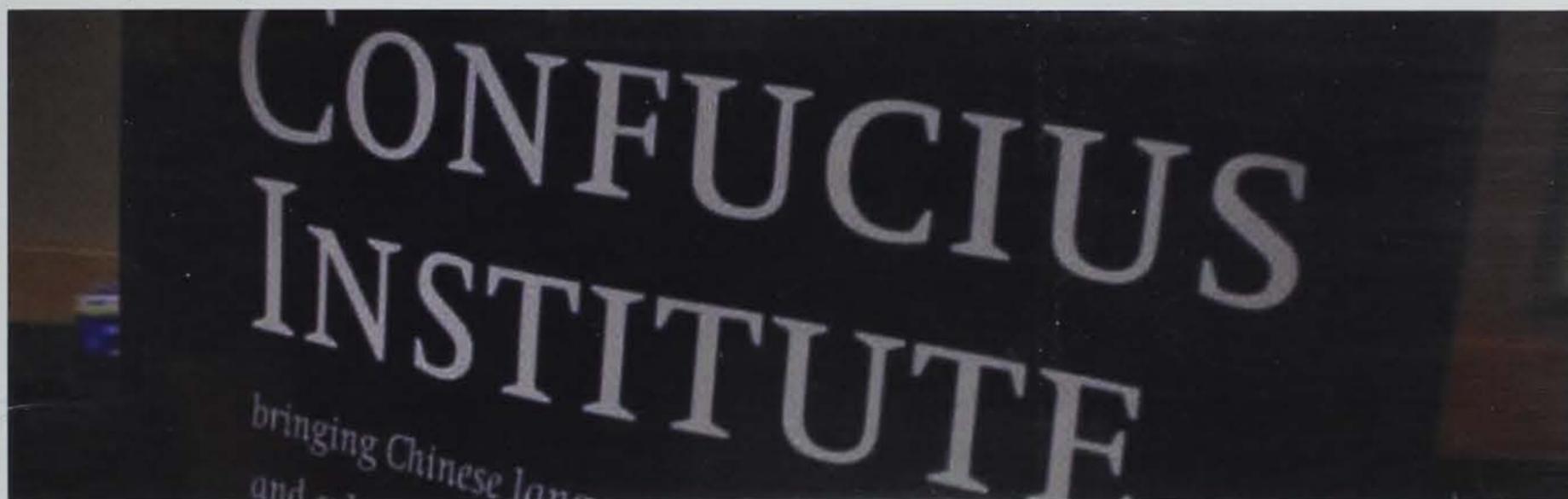




International Programs provides intercultural training through the Bridging Domestic and Global Diversity, Building Our Global Community, and Global@Iowa programs: [international.uiowa.edu/connect/intercultural-training](http://international.uiowa.edu/connect/intercultural-training).

# Building our Global Community

Written by Amanda Bartlett  
Journalism | University of Iowa '18



On an average weekday at 7:30 in the morning, most high school students are just waking up and getting ready for their upcoming classes. Others, like Nina Elkadi, are already at their desks, pencils poised over their papers, learning a brand-new language.

Elkadi, a junior at Iowa City West High School, is one of several students taking Chinese through the Post-Secondary Enrollment Option (PSEO) at the University of Iowa. The courses are offered on-site at local high schools, allowing students to take college level courses when the high school does not offer a comparable course.

"Being able to talk to many different people, the power of language, and having appreciation for another part of the world...I think that's really important," Elkadi says. "Everyone should be willing or want to learn about somewhere other than the U.S., and learning a language is one of the best ways to do that. It's why I enrolled."

This opportunity is all thanks to the Confucius Institute at the UI, which is celebrating 10 years of collaborative programming between the university and local communities. Programs offered by the Confucius Institute serve to enhance and enrich language learning, cultural exchange, and

teacher education through classes, outreach, and research.

Classes like the one Elkadi is taking provide learners of various age groups an introduction to the Chinese language system, real-life practice using the target language, meaningful interaction with Chinese native speakers, and hands-on activities to deepen their understanding of Chinese culture.

"Many learners benefit from our language program because it satisfies their professional development needs, helps build connections with business or personal contacts, increases employment opportunities, lays the foundation for future exploration of the language and culture, and broadens their vision as world citizens," says Xi Ma, curriculum coordinator of the Confucius Institute.

In addition, the Confucius Institute provides funding support to graduate students as well as faculty working on Chinese second-language acquisition and pedagogy for their professional development. These students and faculty participate in various research projects and serve as co-authors in the publications.

The Confucius Institute also hosts cultural events that allow the domestic

community to engage with the international community and learn firsthand about various aspects of Chinese culture, including history, the arts, and contemporary Chinese society.

"These events also give Chinese students here on campus the opportunity to share and bond with the local community, which can help the students feel more connected with this temporary home they have chosen so far away from friends and family," says Erin Mullins, program coordinator of the Confucius Institute.

Primarily, the goal of the Confucius Institute is to encourage cultural competency for students when they enter into a multicultural workforce.

"Since everything from obtaining an education to manufacturing and trade to solving and preventing environmental problems are being approached globally, it is increasingly important that students are confident in their ability to communicate with and work constructively with people from other cultures," says Mullins. "Conversely, the more we allow people from other cultures to learn about and be a part of our Iowa culture, the more we can positively impact the view and attitudes people of other countries hold about us."

# Embracing Complexity at Hancher Auditorium

We believe the arts can help us understand each other better. Hancher's project, Embracing Complexity, will take a multidisciplinary approach to building understanding of contemporary Muslim identity and Islamic cultures. The goal is to build a textured knowledge of Islamic cultures, while creating a greater sense of empathy for the experiences of people of diverse racial, ethnic, and religious backgrounds. Five performing artists will be in residence during the 2017-18 academic year.

In addition to holding performances, Hancher will partner with university departments to integrate artists into student learning. They will also partner with faculty members who have research and teaching interests in Islamic studies to provide content expertise and connections to existing and newly developed courses. Community engagement will be built through partnerships and include artist workshops, discussions, and lectures.

#### Featured artists:

Niyaz and *The Fourth Light Project*

G. Willow Wilson

Amir ElSaffar and *Rivers of Sound*

*Feathers of Fire: A Persian Epic*

Zeshan Bagewadi and the Transistors

For further information, contact Micah Ariel James, Hancher education manager, [micahariel-james@uiowa.edu](mailto:micahariel-james@uiowa.edu), 319-335-0009. This project is made possible in part by a grant from the Association of Performing Arts Professionals - Building Bridges: Arts, Culture, and Identity, a component of the Doris Duke Charitable Foundation and Doris Duke Foundation for Islamic Art.

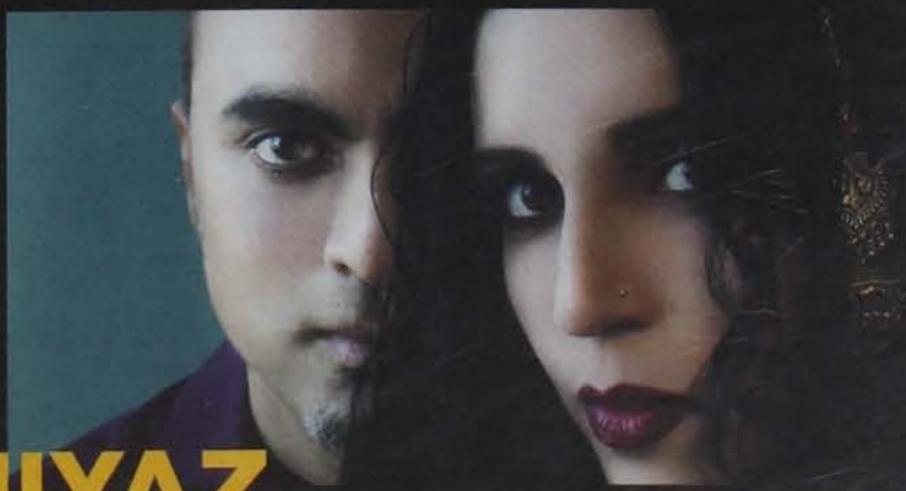
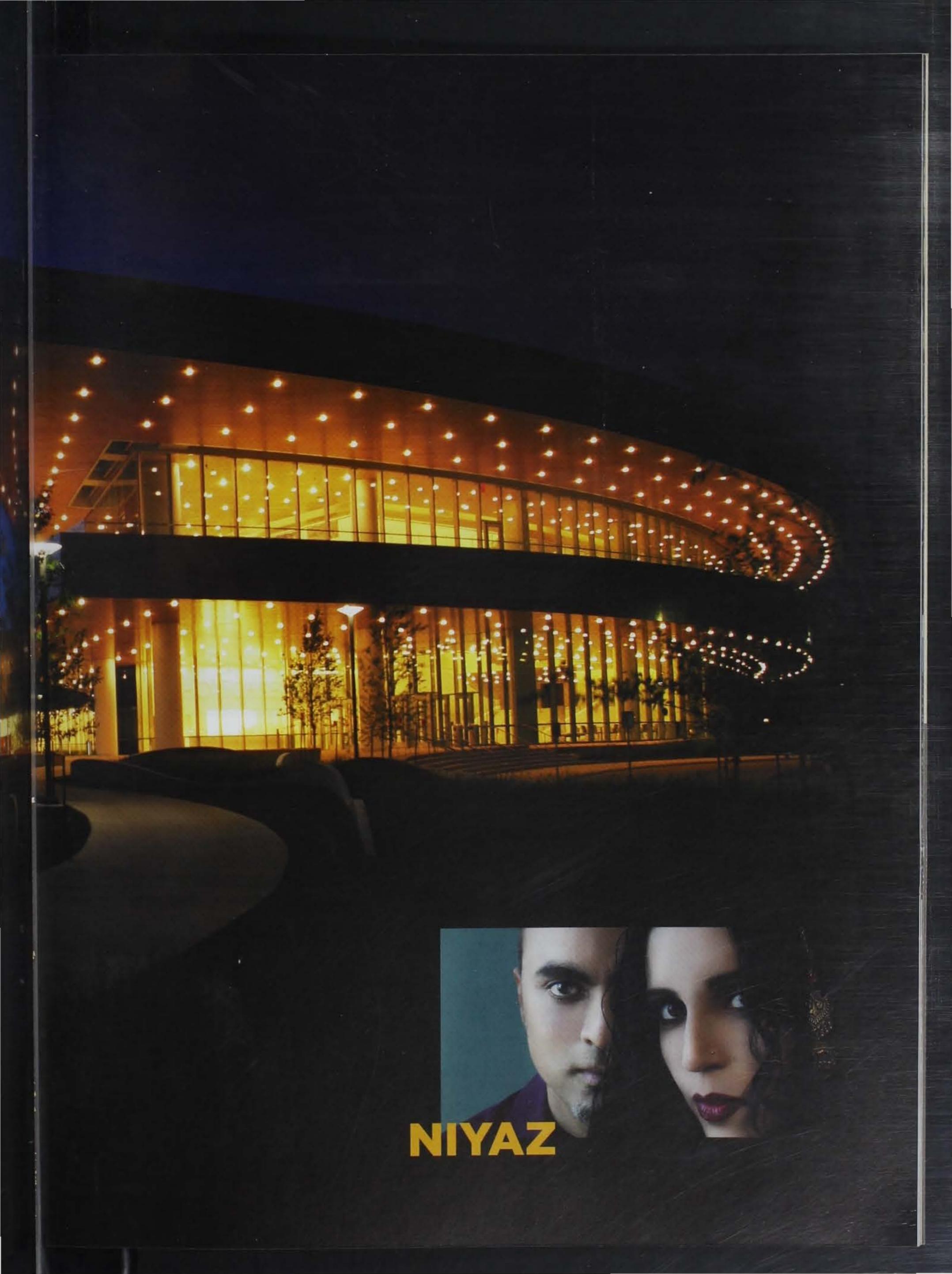


If you are in need of a speaker, panel, or training, complete the Speaking and Training Request Form found at [diversity.uiowa.edu/unit/training](http://diversity.uiowa.edu/unit/training).



## 1927

The University of Iowa was the first tax-supported college to establish a school of religion.



**NIYAZ**



# Iowa City Eyes Better Bridges

Written by Dylan Goncalves  
Journalism, Sport and Recreation Management | University of Iowa '19

The University of Iowa Chief Diversity Office hosted the first-ever Iowa City Better Bridges Institute, an opportunity for local business owners and managers to develop skills in inclusive leadership, in January 2017.

During the day-and-a-half-long event, participants had the opportunity to receive training from the National Coalition Building Institute (NCBI), engage in discussion-based reviews of case studies, and receive a diversity and inclusion tool kit. Nancy Bird, executive director of Iowa City's Downtown District, chose to play a pivotal role in building this type of

opportunity for local business owners.

"I personally can't in good faith ignore something that my leadership could potentially impact downtown for the better of the community," says Bird.

Karen Kubby, co-owner of Beadology in downtown Iowa City, attended and completed the institute. Her business has been on Washington Street for nearly a decade, and she says she's seen diversity increase and knows that with customers from various backgrounds, "it's the small things in life that make the biggest difference."

She believes the information she received from the institute will be helpful for her and other participants.

"It's part of the mission of the downtown district, which I am very involved in, to make sure that downtown feels like an inclusive and welcoming space to live, work, shop, and play," says Kubby. "I want to make sure that my business is as welcoming and inclusive as possible."

"The biggest challenge facing the local business owners and managers to becoming more culturally competent



is themselves—that is why I liked that the Institute starts with examining your own thoughts and actions,” says Kim Casco, president and CEO of Iowa City’s Chamber of Commerce. “Once you have awareness, it is up to you to create the time and space to consistently practice more inclusive behaviors.”

Key partners in the initiative are the UI Chief Diversity Office, Iowa City Downtown District, UI Tippie College of Business, UI Office of Outreach and Engagement, City of Iowa City, Iowa City Chamber of Commerce, and UI Student Government.



For any questions or concerns regarding this initiative, please contact [brianna-marcelo@uiowa.edu](mailto:brianna-marcelo@uiowa.edu).

# OPERATION OUTREACH

## UI PROFESSOR HEADS STEM OUTREACH PROGRAM TO HELP VETERANS EXCEL IN CHEMISTRY CLASS

Justin Bonzato, a UI student who served eight years in the Marine Corps, hopes to become a physical therapist. He's one of approximately 50 student veterans and military affiliates who have participated in a unique program designed to help student veterans improve their fundamental understanding of chemistry.

Bonzato recalls one of his favorite sayings from the military to describe his experience with the program:

**“Never above you, never below you, always beside you,”** he shares. **“That is the environment we want to foster in the chemistry platoon.”**

The Chemistry Platoon assists students who are taking General Chemistry or Principles of Chemistry classes. They meet once or twice a week where they receive tutoring and engage in discussion review. This type of community-based academic support promotes long-term collegiate success by strengthening peer-support networks and developing effective study skills.

Scott Daly, a chemistry professor and a three-year active Army veteran and M1 Abrams tank crewman (1998–2001), created the program in collaboration with the Center for Diversity and Enrichment's Military and Veteran Student Services.

Daly shared he was a first-generation college student and knows from personal experience that the transition from the military to college had, and continues to have, a unique set of challenges.



**“The Chemistry Platoon is the most rewarding thing I have done as faculty member... Many of the veterans I work with express the same doubts and frustrations I had when I made the transition from military life to college, and I think they're surprised to hear that I struggled as well given my current position.”**

According to his research, veteran status is a statistically-significant predictor of lower performance in general chemistry. With this discovery he set off on a mission to help students thrive. Daly recently received the prestigious National Science Foundation Faculty Early Career Development (CAREER) award, which will fund his research preparing new metal complexes that transform carbon dioxide into more valuable chemicals. The award will also provide funding to further establish and assess the UI Chemistry Platoon.

Like many other Hawkeyes, understanding the fundamentals of chemistry is one of the required steps along their path to becoming the professionals they aspire to be, and these veterans are happy to have Professor Daly to assist along their journey. “If it wasn't for him, this program wouldn't exist. Even with his busy schedule, he makes time to look out for his [veterans and military affiliates],” says Bonzato.

In the near future the platoon will offer more sessions led by student veteran and former platoon members who did well in chemistry. With the additional funding they've increased efforts to assess the program's impact on academic success and retention.

For more information, contact Scott Daly, [scott-daly@uiowa.edu](mailto:scott-daly@uiowa.edu) | 319-384-1356 (office) | 319-384-1350 (lab) | W474 Chemistry Building.



Military and Veteran Student Services provides resources, guidance and assistance to veterans, dependents, and active-duty members attending the University of Iowa: [diversity.uiowa.edu/veterans](https://diversity.uiowa.edu/veterans).

# Inclusive Living Learning Communities Available at the UI



University Housing and Dining has created communities in the residence halls to help increase inclusivity and support for underrepresented students at the University of Iowa. Recently, University Housing and Dining established the First Generation and Young, Gifted, and Black Living Learning Communities (LLC).

Approximately 25 percent of first-year students at the UI are first-generation students, and 3 percent of undergraduates identify as black or African American. This additional level of support will provide a necessary community for students who share similar identities.

The First Generation LLC was established as a place to provide community for students who will be the first in their families to earn a four-year degree. It is designed to help build a meaningful support system interlaced with programming and information to increase student success on campus. Though the types of programming vary from year to year, some of the past features have included:

- "Ask an Upperclassman" panel discussion
- Tour of university offices, such as Advising, Financial Aid, and Student Health
- Tutoring and supplemental instruction
- Budgeting workshop
- Financial aid information, including a FAFSA workshop

A key feature of this LLC is the supplemental instruction students receive in courses like The Successful First Generation College Experience and You at Your Best: Using Positive Psychology to Thrive. Both courses are designed to help equip first-generation students with the tools to maximize their own potential and overcome common challenges.

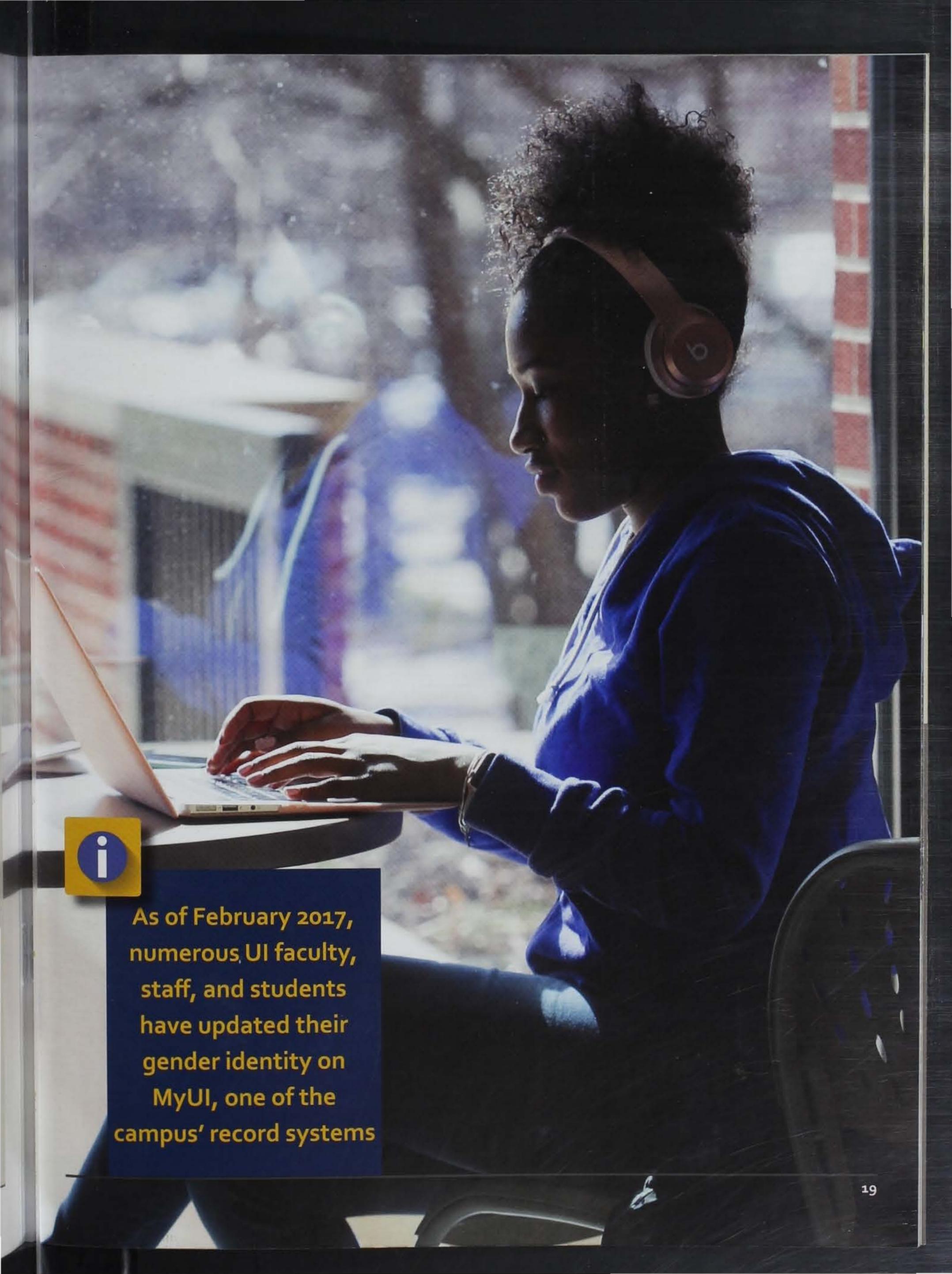
The Young, Gifted, and Black LLC welcomes and is open to all students who seek to strengthen knowledge and empowerment of black students. Students in the community who identify as black have opportunities to connect with peers, staff, and faculty who share a similar racial identity in a supportive community.

Programming for the Young, Gifted, and Black LLC incorporates a variety of information and resources necessary for success at the UI. In combination with the course offered through the African American Studies Program, students will participate in or attend a variety of programming such as:

- A Hawkeye service trip to Detroit, Michigan
- Mental health in the Black community
- Step Afrika!
- Black Student Union talent show
- Visiting the African American History Museum of Iowa

In 2017–2018, University Housing and Dining will launch the All In LLC, which was created in partnership between members of UI queer student organizations, the Trans Inclusivity Task Force, and University Housing and Dining.

The community welcomes and is open to all students who seek to strengthen knowledge and empowerment of LGBTQ+ students. Students in the community who identify as LGBTQ+ will have opportunities to connect with peers, staff, and faculty who share a similar identity in a supportive community. The LLC will be in close proximity to the LGBTQ Resource Center as another way to help foster a sense of community and common space.



**As of February 2017, numerous UI faculty, staff, and students have updated their gender identity on MyUI, one of the campus' record systems**

# UI Enhances Efforts to Improve LGBTQ Allyship on Campus

The University of Iowa values diversity and is committed to creating a welcoming environment for all members of the campus community.

The UI has a long history of supporting LGBTQ students, staff, and faculty. In an ongoing effort to be more inclusive, the university continues to update policies and start new programs that promote cross-cultural understanding and education.

To that end, the Trans Inclusivity Taskforce formed in August 2016 and was charged to continuously seek out and implement change to foster an inclusive campus environment for trans and non-binary members of the UI community. One of its priorities included improving and maintaining the Trans@Iowa website. The website is full of valuable information for the trans community and its allies, including how to update your preferred names and pronouns, upcoming events, and frequently

asked questions. The website also includes resources offered locally, statewide, and nationwide.

The Trans Inclusivity Taskforce is currently working on a variety of other initiatives, such as expanding gender-inclusive identity options in employee records systems, providing a condensed trans awareness presentation that can be delivered to various departments on campus, creating a one-hour workshop for nurses for continuing education credit, establishing a parent and family network, and labeling of all gender-inclusive restrooms on campus by the end of 2017.

For more information, visit the Trans@Iowa website at [uiowa.edu/ui-trans-resources/](http://uiowa.edu/ui-trans-resources/), which includes information on gender-inclusive restrooms, identity terminology, name and gender changes, living on campus, mental and physical health resources, violence prevention and response services, and more.



Diversity at Iowa includes resource pages for community groups: [diversity.uiowa.edu/communities](http://diversity.uiowa.edu/communities).

1970

The UI becomes the first state university to officially recognize and continuously fund a gay student organization.

1996

The UI adds gender identity to its nondiscrimination policy, making it the first university to do so.

2000

The UI offers the first Rainbow Graduation to celebrate the achievements of LGBTQ graduates and their allies.

2010

Safe Zone became an official initiative of the Chief Diversity Office after being a program on campus since 1990s.



**2011**

The UI earns 4.5 out of 5 stars in the Campus Pride LGBTQ-Friendly Campus Climate Index, based on student life options, campus resources, and recruitment and retention efforts.

**2012**

The UI becomes the first public university to include optional questions about sexual orientation and gender identity on its admission application.

**2016**

The UI becomes one of the first universities in the nation to allow students to identify their preferred names, pronouns of reference, and gender identities.

**2016**

The UI is recognized as one of the Top 50 Best LGBT Friendly Colleges and Universities, as selected by College Choice.

# University of Iowa Police Building Coalitions

In the fall semester of 2016, the University of Iowa Department of Public Safety and other area law enforcement officers participated in the first National Coalition Building Institute (NCBI) Law Enforcement Communication Program offered on campus.

The workshop was organized by UI NCBI Affiliate members and facilitated by Fabienne "Fae" Brooks, former chief of the Criminal Investigations Division in Seattle, and Guillermo Lopez, Jr., co-director of the NCBI Law Enforcement program. A total of 45 officers, dispatchers, and guards participated, including all four police chiefs from Iowa City, Coralville, North Liberty and University Heights. These four-hour training sessions focused on teaching police officers about their implicit biases and how to practice an effective community policing response.

Sandra Webb, deputy director of the Community Oriented Policing Services (COPS) within the U.S. Department of Justice, describes the program on the NCBI website as "...a program that recognizes the essential ingredient of community policing—building trust and mutual respect between law enforcement and the community. By strengthening communication with the community, more viable partnerships are able to form and flourish."

During the evaluation, several of the officers said that this was the best diversity-focused training they had ever attended. Brooks, a workshop facilitator who has worked in law enforcement for 26 years, said the training is effective because of its inclusivity.

"This training is inclusive, and it doesn't blame or point fingers at anyone," says Brooks. "It acknowledges and celebrates all cultures, including law enforcement culture, and it allows for an experiential progression to difficult discussions around race and diversity."

This workshop would not have been possible without Scott Beckner, assistant vice president and director of the UI Department of Public Safety. Beckner has made creating a community policing culture on campus his top priority since he took his post in July 2016. During his first few months, Beckner has encouraged his staff to attend diversity trainings such as NCBI, BUILD, and LGBTQ Safe Zone. Members of the department are encouraged and supported in pursuing their certificates, and two officers have already earned their BUILD certificates by participating in the required six training sessions.

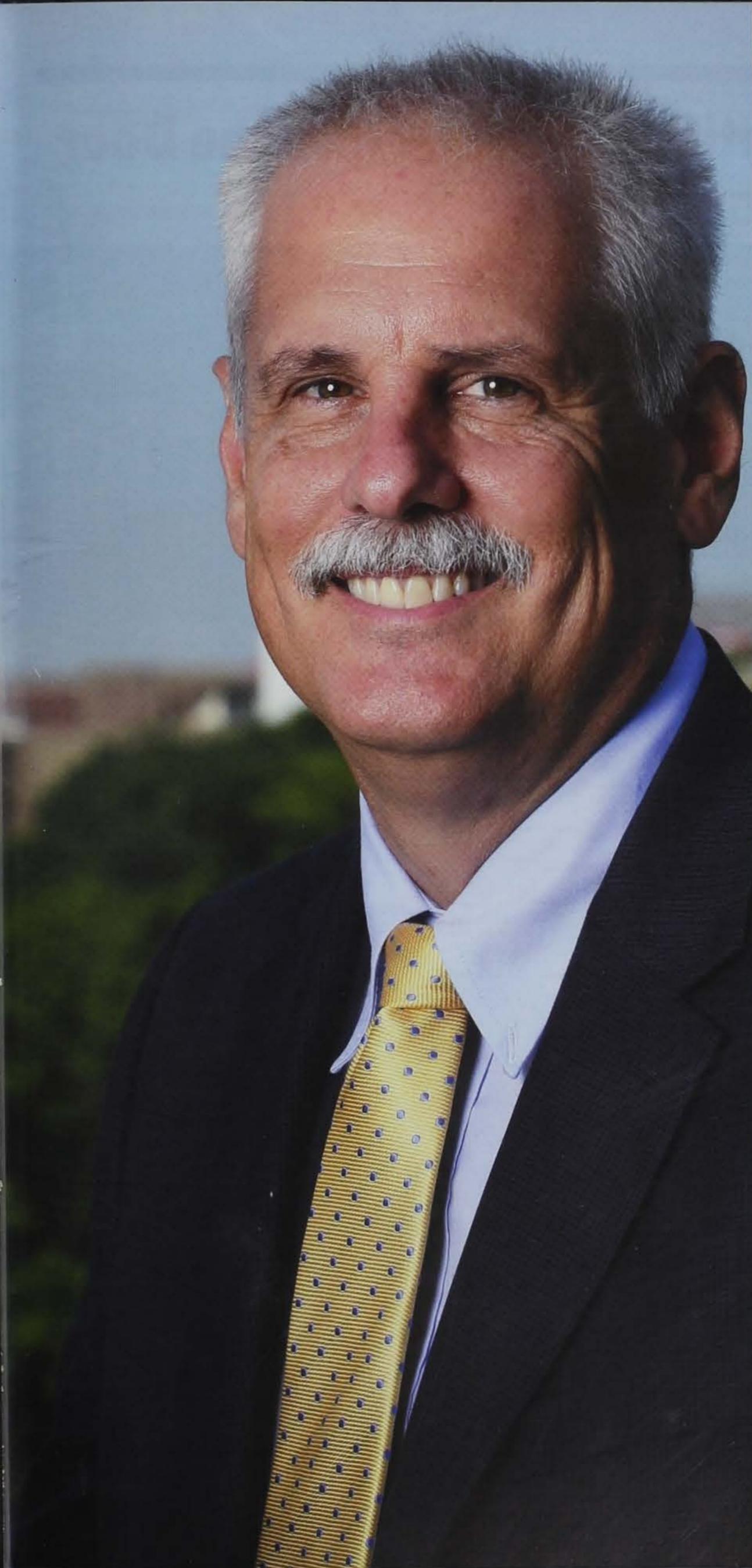
Beckner says the NCBI Law Enforcement Communication

training is just one of many steps the department plans to take in order to continue building skills and relationships to better serve the UI community.

In addition to encouraging officers to attend and complete these training programs, the UI Department of Public Safety held a series of Fair and Impartial Policing Training courses last fall. The training program, which was developed by the U.S. Department of Justice, emphasizes that even well-intentioned people have implicit biases that can influence their actions, that recognizing those biases is key in learning how to override them, and that policing based on biases can be unsafe, ineffective, and unjust.

The department is also in the early phases of developing a three-prong community policing program that identifies UI public safety officers to serve as liaisons to student organizations and residence halls on campus, give students the opportunity to learn about law enforcement through the student security officer program, and encourage officers to participate in student-oriented events, such as intramurals. These efforts will enable both students and officers to establish a relationship that supports meaningful communication and feedback.





The University of Iowa is an affiliate of the National Coalition Building Institute (NCBI), a nonprofit leadership training organization based outside of Washington, D.C. Built on over 30 years of practice and research, NCBI programs enable leaders to develop skills in areas of prejudice reduction, violence prevention, conflict resolution, and coalition building.



Here at the UI, we have built a coalition of more than 50 faculty, staff, and student trainers devoted to NCBI principles to develop skills and resources for campus inclusion and equity. One of the team's primary functions is to offer workshops for campus and community members (all of which may be applied for credit in the BUILD certificate program):

- Conflict and Controversial Issues
- Building Effective Relationships Across Group Lines
- Leadership for Equity and Inclusion



[diversity.uiowa.edu/  
unit/training](https://diversity.uiowa.edu/unit/training)

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# UI Alumna Identifies Mentoring as the Door to her Professional Accomplishments



Jessica Padilla says mentorship shouldn't be a stroke of luck or a rare find for students—instead, it should be part of the University of Iowa's fabric. Now as the new coordinator of the Iowa National Education for Women's (NEW) Leadership (INL) program, she has the opportunity to help be a strong influence in students' lives at her alma mater.

INL, housed under the Women's Resource and Action Center (WRAC), is an intensive five-day residential institute designed to empower women across the political spectrum and increase the participation of underrepresented groups in all sectors of public leadership.

Padilla, an INL alumna, earned a BA in International Studies and Spanish while also earning the Critical Cultural Competence Certificate from the UI in 2014. She also currently serves as the intake advisor for the Alpha Chapter of Sigma Lambda Gamma National Sorority Inc., is an active participant the Greater Des Moines Latina Leadership Initiative, and is a member of the alumni engagement subcommittee in the Iowa Edge Planning Committee.

After completing her MEd in student affairs and Certificate in Education for Social Justice at Iowa State University, she's returned to Iowa City and now says she's one step closer toward fulfilling her journey of refueling the communities that once gave her energy and support.

She recently reflected on her experiences of mentorship and leadership with Diversity at Iowa.

**Q. You graduated from the Iowa NEW Leadership program, and now you're leading the program this year. Can you share what you are most looking forward to in your new position?**

A. The ability to connect with students who want to make a difference. With INL we are trying to create a pipeline of women who can become public leaders in nonprofits, and in the political civic community. I love that I am responsible for creating opportunities for students to engage, learn from, and connect with other women leaders. I make a conscious effort to ensure that those panelists or speakers in the program reflect the identity of our student participants. Representation matters.

**Q. According to Gallup's Strengths Quest your five strengths are Restorative, Woo, Includer, Input, and Belief. Which one of those challenge you the most?**

A. Restorative. I am someone who thinks that I can help one way or another, and I have to remind myself that I cannot do it all. I had a mentor who once told me, "You can do anything, but not everything." Change makers have to remind themselves that self-care is important if you are to be capable of contributing long-term.



### Gallup Strengths

People exceptionally talented in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.

**Q. Can you share one notable memory from undergraduate experience that helped you develop your leadership or activism?**

A. One memory that comes to mind is when I met Rusty Barceló, founder of Latino Native American Cultural Center (LNACC), at the center's 35th anniversary celebration. The event challenged me to think about what I knew, what I did not, what I learned, and what I did not about my *latino identidad*, our histories, and the activism it took to get the cultural center. That dialogue fueled my leadership role in Latino organizations. It is easy to get lost navigating college as a first-generation Latina. I want to be able to be that support for somebody.

**Q. What's one piece of advice for undergraduate students?**

A. Do not close the door for yourself. Apply for that internship, that campus job, or run for student government. There are different ways to challenge yourself and this is the time to do it. There are so many ways to get involved. For me, working with the Center for Diversity and Enrichment, helping out with the Iowa First Nations program, and Iowa Edge allowed me to find those mentors who helped me along my career.



# Campus Inclusion Team (CIT)

## What is the Campus Inclusion Team (CIT)?

The CIT is made up of University of Iowa staff members in Student Care and Assistance (SCA) within the Office of the Dean of Students and the Center for Diversity and Enrichment (CDE) who are trained to provide support and resources to students who report a concern about diversity, equity, and inclusion. Concerns received by CIT may include anything perceived as discriminatory against aspects of identity or ideology.

## What does the CIT do?

- Listens to and documents student concerns in a confidential manner
- Helps identify solutions
- Assists in development of a plan to resolve situations informally; the team's focus will be the care of the individuals who have been affected
- Refers students to other appropriate offices—generally if a university policy has been violated or a crime has been committed
- Collects data for use in reporting out trends in diversity and inclusion concerns
- Provides information/offers of training to areas and departments where concerns are reoccurring

## What doesn't the CIT do?

- Conduct investigations
- Impose discipline (Cases of Code of Student Life violations would be referred from the Student Care and Assistance area to the Student Conduct area within the Office of the Dean of Students)

## Reporting

Students can report a concern in various ways:



Online via a contact request form on the CIT website [inclusionteam.uiowa.edu/](http://inclusionteam.uiowa.edu/) - no anonymous reporting is allowed



Phone



Face-to-face

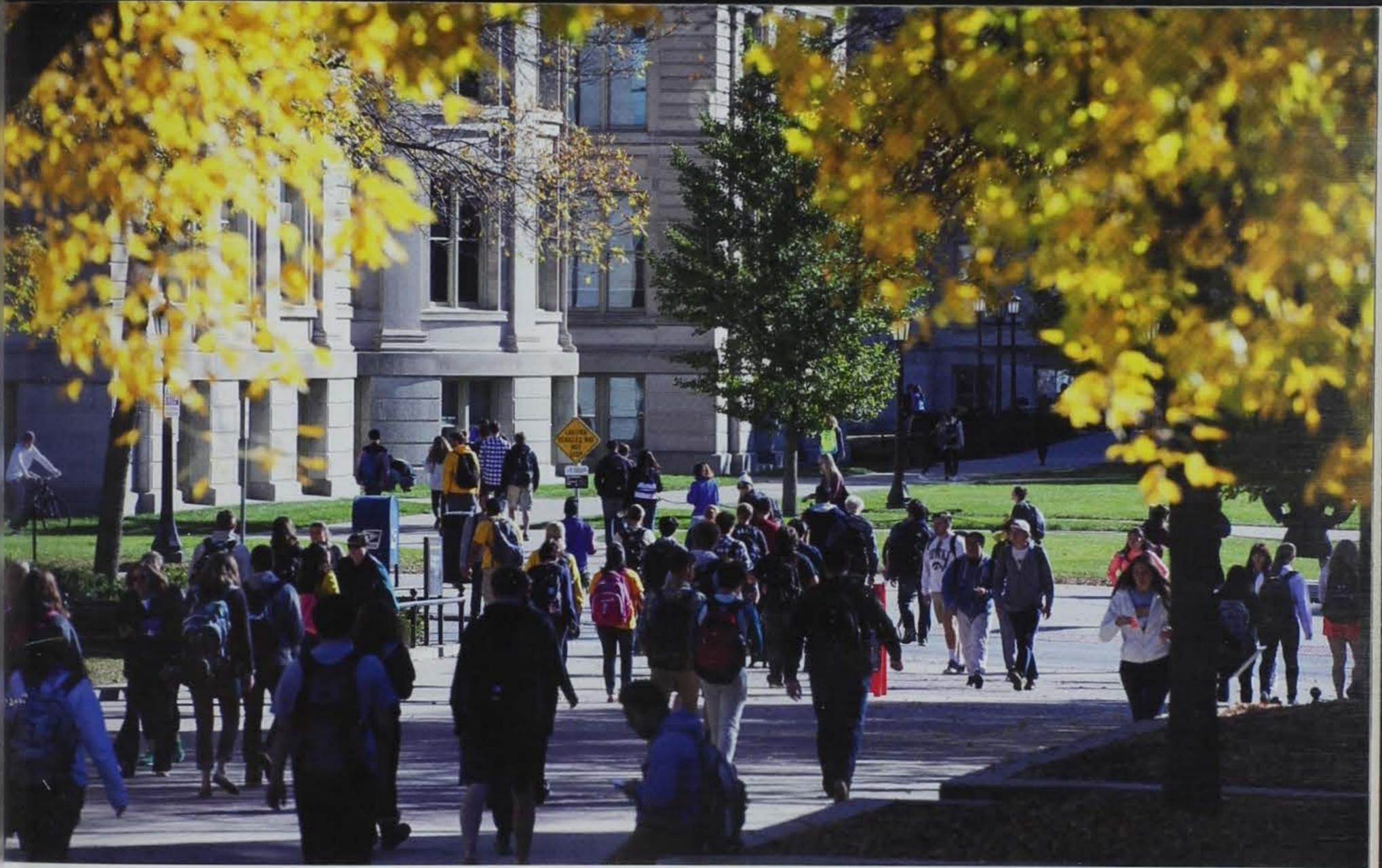


Via email

## What happens after a concern is reported?

Once a report is received:

- Case information is entered in the Maxient database.
- The case is reviewed to determine if referral is needed.
- CIT provides the student or students involved with guidance and resources, and follows-up with student(s) as needed.



## Basic information

- CIT staff maintain confidentiality to the extent they are able within their positions and roles as mandatory reporters.
- Demographics and other basic data (location of event, type of concern) about each case are entered into a secure, anonymous database (i.e., Maxient), with a case number assigned to each case.
- The database is solely for the purpose of collecting trend data on the types and general locations of reported concerns to inform UI's diversity and inclusion practices.
- Summary reports of type and number of concerns handled will be published to the CIT website and shared via university communications channels each semester.
- A CIT Advisory Board shares CIT information and guides CIT through the remaining implementation phases.
- Phase I implementation began spring 2017.
- Only students can report concerns during this first phase.



What does freedom of expression mean at the University of Iowa? The Campus Inclusion Team website includes a definition and examples. [inclusionteam.uiowa.edu/](http://inclusionteam.uiowa.edu/)





# TRIO STUDENT SUPPORT SERVICES

TRIO Student Support Services celebrates 40 years on campus in 2017.  
TRIO Upward Bound Program celebrated 50 years on campus in 2016.

*“Being the first one in my family to attend college, I was a little scared I would not have the same guidance I had in high school from Upward Bound, which is why I decided to apply to be in TRIO [SSS] during Orientation. The foundation they offered to first generation students is what had me sold. Being a part of TRIO has helped me identify who I truly am and my potential while also giving me a safe space throughout my class day. Here I can be open about personal things that bother me and know that I am not alone.”*

TRIO Student Support Services (SSS), housed within the Center for Diversity and Enrichment at the University of Iowa, has a long-standing history of serving University of Iowa students. In fact, TRIO SSS is celebrating 40 years on campus in 2017. To be eligible for TRIO SSS services, students must demonstrate academic need and be first-generation, low-income, or have a verified disability. Students that partake in TRIO SSS benefit from individualized coaching that takes a holistic approach to student success including: academic advising, financial literacy advising, tutoring, graduate school preparation, career planning, leadership opportunities, and priority registration, among many other things.

The University of Iowa TRIO SSS program is funded to serve 350 students each academic year. Beginning in the fall of 2015, newly admitted TRIO SSS participants started enrolling in a one-credit course designed to ease their transition to the University of Iowa. Over the last year and a half, Steps to Success for TRIO has developed into a seven-semester course sequence designed to ensure that students make a successful transition to UI; develop the knowledge, tools, and skills necessary to be successful during their college experience; and are ultimately prepared for life after graduation.

Topics discussed throughout the course series include study skills, co-curricular involvement, diversity and inclusion, Gallup StrengthsQuest, financial literacy, career exploration, professional development, leadership development, and many more. Campus and local community partners play a vital role in content development, teaching, and the overall success of the courses. Course partners in 2016–2017 included:

- Financial Literacy Services
- Pomerantz Career Center
- UI Libraries
- International Programs
- Academic Support and Retention
- Department of Public Safety
- Student Legal Services
- Writing Center
- Beta Alpha Psi (accounting honors organization)
- Office of the Registrar
- Iowa City Department of Human Rights

At the end of the 2015–16 academic year, TRIO students had a 91 percent persistence rate. Additionally, 96 percent of TRIO enrolled participants were listed in good academic standing. The success of TRIO programming is evidenced by the fact that TRIO students have a 71 percent six-year graduation rate.

# Expanding Opportunities for Faculty Development & Diversity

The University of Iowa's Office of the Executive Vice President and Provost oversees the recruitment and retention of a highly qualified student body and faculty, diverse in race, gender, and cultural background, and helps ensure a climate in which all faculty, staff, and students have the opportunity to succeed. During the 2016–2017 academic year, the office set forth five faculty diversity initiatives, two of which are recruitment/retention and professional advancement.

The Office of the Associate Provost for Faculty is championing several new efforts as part of the initiatives, which include:

- **Central Midwest HERC (Higher Education Recruitment Consortium):** A new collaboration among higher education and community partners to assist dual-career couples, recruit diverse applicant pools, build relationships across the state, realize membership discounts, and strengthen our professional development opportunities. For more information, visit [www.hercjobs.org/central-midwest/](http://www.hercjobs.org/central-midwest/).
- **Membership in the National Center for Faculty Development and Diversity:** The UI is now an institutional member of the National Center for Faculty Development and Diversity (NCFDD), an independent faculty development center dedicated to supporting faculty. The university has a longstanding relationship with the scholar who heads the NCFDD, Kerry Ann Rockquemore. The NCFDD Institutional Membership offers numerous benefits to faculty members, including:
  - Access to monthly tele-workshops and special guest expert workshops
  - A subscription to NCFDD's monthly newsletter and a weekly update on a topic related to faculty productivity called the Monday Motivator
  - Access to a private online networking forum, including access to moderated monthly writing challenges and the option of being matched with an online writing accountability partner
- **Unconscious bias workshops and trainings:** Programs such as Diversifying the Professoriate: Unconscious Bias and Practices to Advance Equity are now available for individuals serving on faculty search committees.
- **Skills for facilitating "difficult dialogues" in the classroom:** The Office of the Provost offers Challenging Conversations in the Classroom: Practical Strategies for Facilitating Robust, Inclusive, and Civil Debate, a seminar designed for faculty members by faculty, focusing on practical strategies for addressing charged topics that arise in the curriculum and spontaneously in discussion, including the roles of academic freedom and free speech and the implications of diverse social and political identities.



Each semester, the Office of the Provost assembles a campuswide calendar featuring a wide range of faculty development workshops offered by numerous offices. For a listing, please see the Office of the Provost campuswide faculty development workshops calendar at [provost.uiowa.edu/faculty-development](http://provost.uiowa.edu/faculty-development).

The calendar is updated frequently, so check back for updates.

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# Summer Health Education Program Expands Choices for Underrepresented Students





Denise Martinez says she was four years old when she knew she wanted to be a doctor, and in college she was “secretly pre-med,” because she didn’t really believe she had what it took to get into medical school. It wasn’t until she was chosen for a summer enrichment program that prepares students from underrepresented groups for careers in health care that she let herself believe she could go to medical school.

“The program gave me a ton of hope and confidence,” says Martinez, who got her medical degree and is now a family medicine physician and assistant dean of cultural affairs and diversity initiatives at the University of Iowa Roy J. and Lucille A. Carver College of Medicine.

Martinez now directs that same program at the UI. The Summer Health Professions Education Program (SHPEP), which also takes place at 12 other universities across the nation, aims to strengthen the academic proficiency and career development of students underrepresented in health care to prepare them for success in a broad array of health professions schools. Each program site accepts 80 students for six weeks of free academic and career experiences. On the UI campus, the Colleges of Medicine, Dentistry, Public Health, and Pharmacy are collaborating on the program, funded by a \$415,000 grant from the Robert Wood Johnson Foundation.

First- and second-year students at the time of application can participate in the program, and it includes but is not limited to individuals who identify as African American/Black, American Indian and Alaska Native, and Hispanic/Latino, and from communities of socioeconomic and educational disadvantage.

During the six-week program, students learn about the variety of career opportunities available in health care, including job shadowing health care professionals at UI Hospitals and Clinics and other local settings. Each student experiences one basic science course (anatomy/physiology, physics, organic chemistry, or statistics) to expose and prepare them for future enrollment in such courses. Additionally, students have opportunities to improve study skills, understand and learn how to improve health disparities, work in interprofessional teams, and enhance networking skills.

Beyond the educational goals, the program also offers and fosters a social connection for the students that leads to friendships, peer support, and familiarity with UI efforts and resources for cultural diversity and inclusion.

Another bonus of the program is that all UI SHPEP participants receive automatic interviews for admission to the Carver College of Medicine, College of Dentistry, and College of Pharmacy.

**“Programs like this can open some big doors and provide opportunities to so many people who wouldn’t necessarily have those opportunities, inspiring them to become health professionals,” says Martinez. “This is important to do—not only for the students and their dreams—but to ensure a diverse workforce in future generations of health care providers.”**

For more information, visit [medicine.uiowa.edu/shpep/](http://medicine.uiowa.edu/shpep/) or call the Carver College of Medicine Office of Cultural Affairs and Diversity Initiatives at 319-384-2952.

# DATA

## TELLING OUR STORY THROUGH NUMBERS

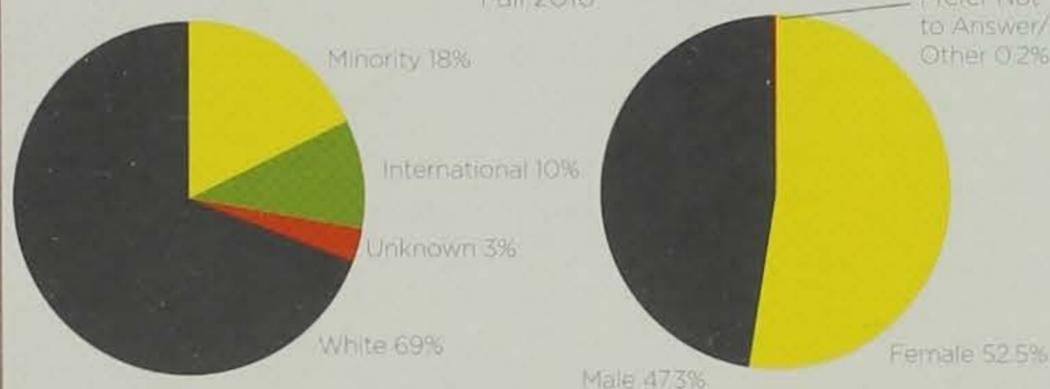
**24,476** **19%**

total  
undergraduates

identified as minorities  
Fall 2016

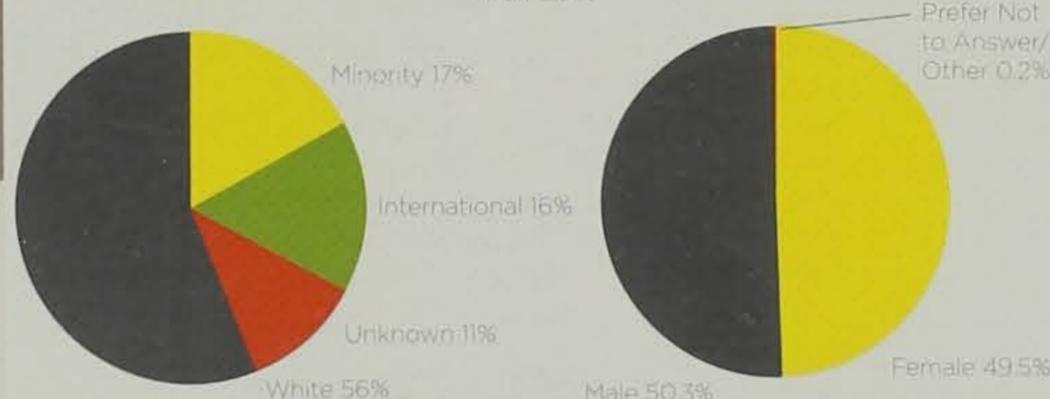
### Student Undergrad Enrollment

Fall 2016



### Student Graduate/Professional/PostGrad Enrollment

Fall 2016



Source: 2016-2017 Data Digest

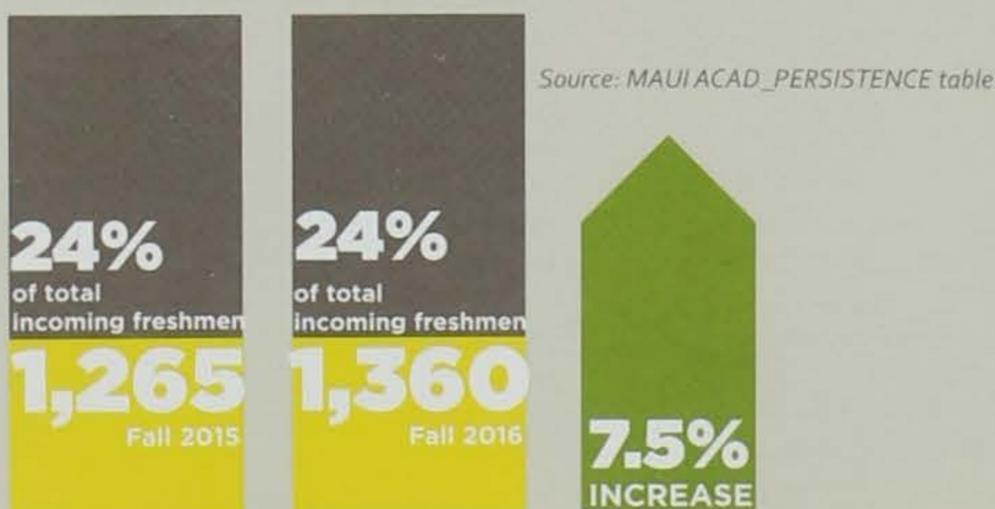
### Enrollment of Students with a Disability

Fall 2016

Sensory Disability	40
Mobility Disability	29
Health Disability	116
Psychiatric Disability	151
Learning Disability	471
<b>Total</b>	<b>807</b>

Source: Fall 2015 Profile of Students Enrolled

### First Generation Students



Source: MAUI ACAD\_PERSISTENCE table

### Veterans



Source: Fall 2015 and Fall 2016 Profile of Students Enrolled and MAUI STUD\_COHORT\_GROUP table.

First Gen 23% **5,718**

Fall 2016 All Undergrads **24,476**

# Advantage Iowa (AI) Scholars

Fall 2016 Incoming

**470**

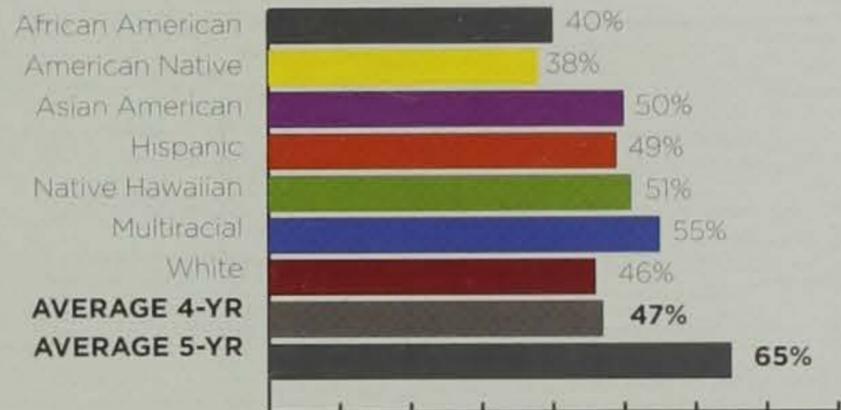
2016-2017 Total Current AI Scholars

**1,662**

AI STUDENT AVERAGE 2ND YR. RETENTION (cohorts 2007-2015)



AI 4-YR. GRADUATION RATES (cohorts 2007-2012)



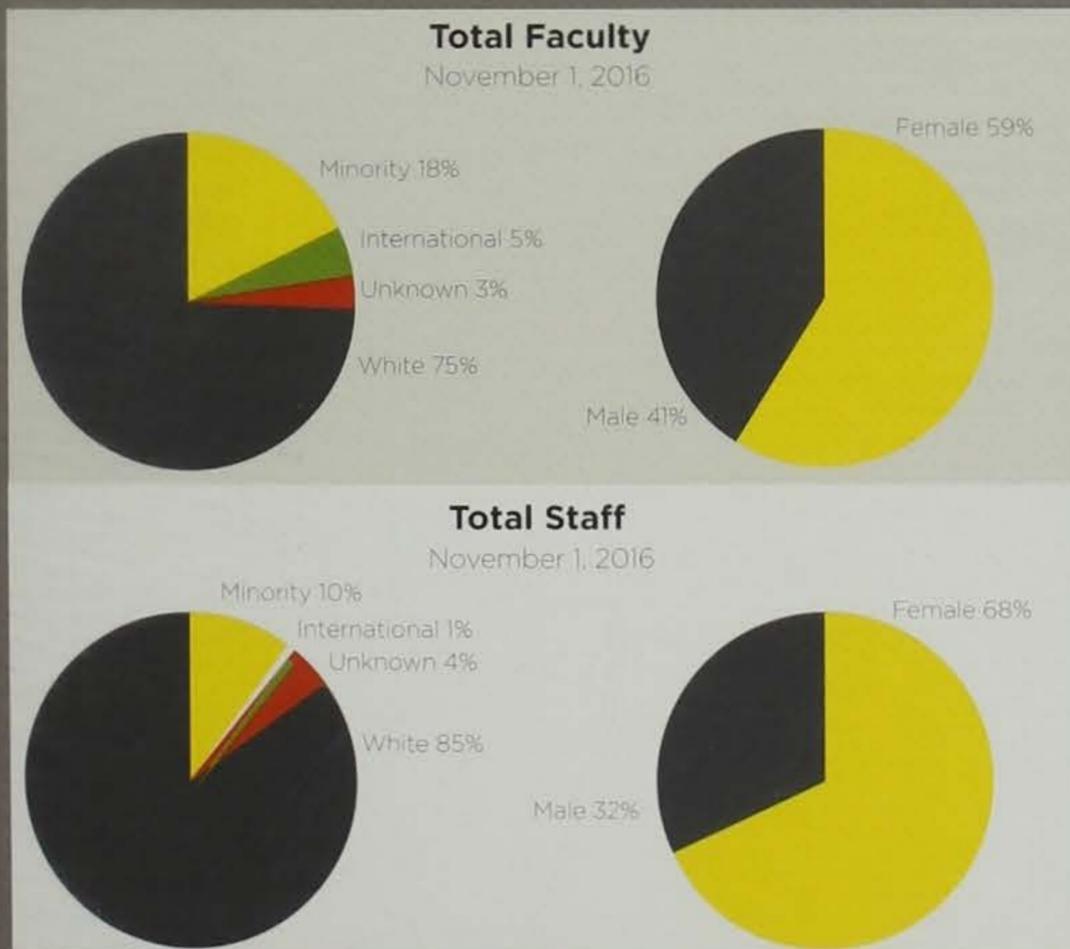
The University of Iowa Data Digest provides comprehensive quantitative information about various aspects of the university, including students, faculty, and budget. It is meant to serve as a source of official numbers and is available publicly.

Office of the Executive Vice President and Provost | Data and Reports | Data Digest  
[provost.uiowa.edu/sites/provost.uiowa.edu/files/wysiwyg\\_uploads/Digest.pdf](http://provost.uiowa.edu/sites/provost.uiowa.edu/files/wysiwyg_uploads/Digest.pdf)

The Campus Data Portal acts as a data clearinghouse for faculty and staff and allows data stewards to publish information about their reports and other data items. This information can be searched and filtered, allowing faculty and staff to quickly find reports and data that they are looking for: [data.uiowa.edu](http://data.uiowa.edu).

If additional information not available in a published report is needed, a request may be made through the university's Open Records Office or through internal data request forms:  
[publicrecordsrequests.iowa.uiowa.edu/](http://publicrecordsrequests.iowa.uiowa.edu/).

Diversity Data and Report Portal: [diversity.uiowa.edu/data-and-reports](http://diversity.uiowa.edu/data-and-reports)



## Percentage Minority

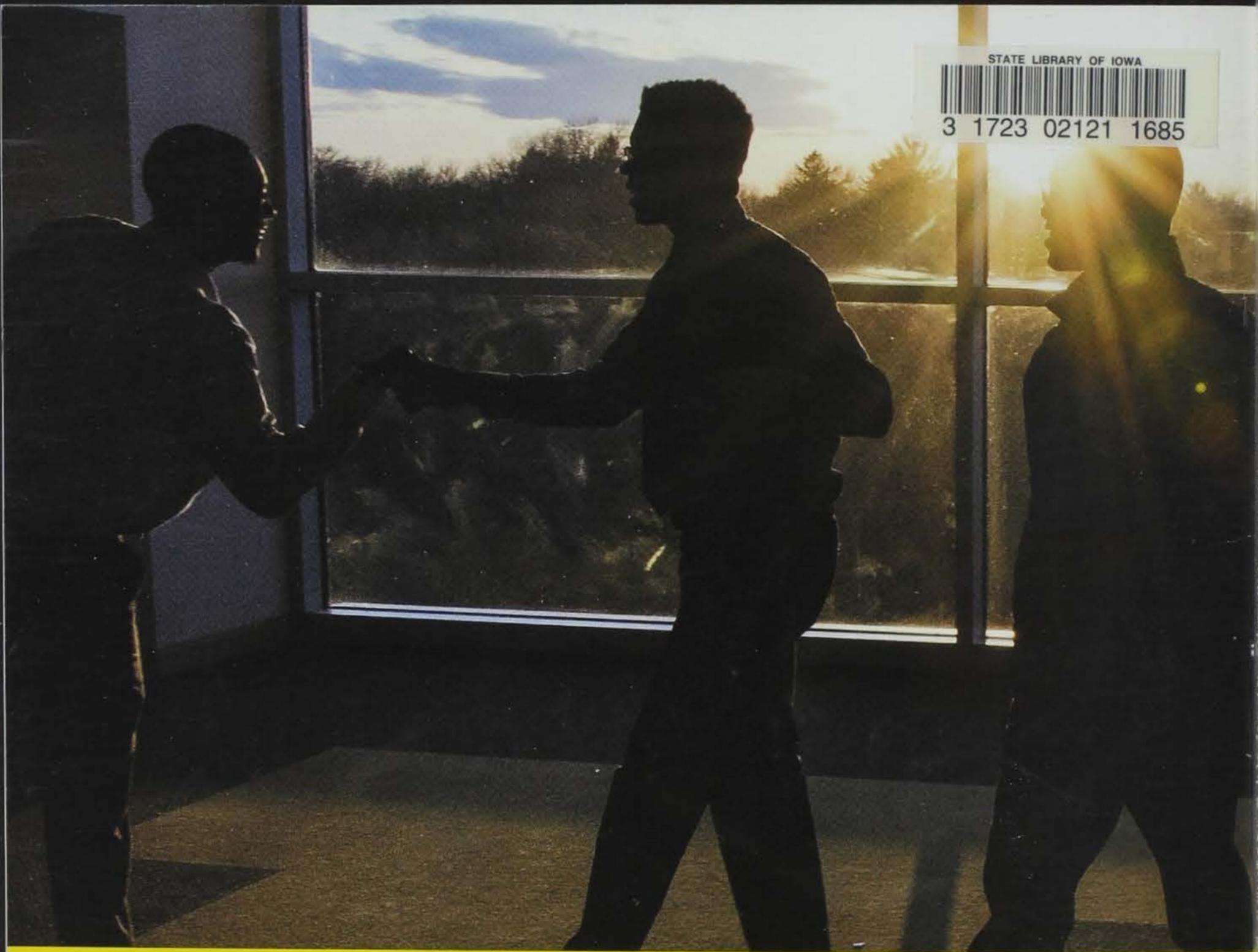


Source: Compiled University of Iowa workforce data including all regular, full-time and part-time employees working 50% time or more (in accordance with Iowa Board of Regents guidelines) on the annual snapshot date of each year. Data compiled by the Office of Equal Opportunity and Diversity.

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The Chief Diversity Office provides vision, leadership, and counsel on matters of diversity and inclusion at the University of Iowa. We partner with all campus units to create a welcoming and respectful environment that enables everyone to perform at their full potential.

We provide services and resources for underrepresented faculty, staff, and students; persons with disabilities; lesbian, gay, bisexual, and transgender persons; persons of disadvantaged socioeconomic status; and nontraditional, first-generation, and international students.

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**DIVERSITY AT IOWA**  
Building Community