



Diversity Action Committee
Report & Recommendations
March 2006

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Background

The Diversity Action Committee (DAC) was charged by Executive Vice President and Provost Michael J. Hogan to develop recommendations to best advance the diversity goals of *The Iowa Promise*, the 2005-2010 strategic plan of The University of Iowa.¹ The committee consisted of faculty, staff, students, and administrators,² and was co-chaired by President Emeritus Willard “Sandy” Boyd, College of Liberal Arts and Sciences Associate Dean Raúl Curto, and Associate Provost for Diversity Marcella David. The committee was further organized into sub-committees: Student Recruitment and Retention, Faculty and Staff Recruitment and Retention, and Climate. The committee collected information in a variety of ways, including interviews with collegiate and division leadership; questionnaires to colleges and divisions; open forums; meetings with faculty, staff, and student organizations; meetings with key administrators; meetings with key community members; review of documentary information; consultation with experts; and review of background materials, including diversity plans of peer institutions.

What follows are the committee’s findings and concerns related to student recruitment and retention, faculty and staff recruitment and retention, and climate, as well as recommended action steps, including specific steps for implementation and follow-up.

Introduction

The Iowa Promise is the 2005-2010 strategic plan of The University of Iowa. The plan sets a goal to “promote excellence in education by increasing the diversity of the faculty, staff, and students,” by improving the climate of the University; building a critical mass of underrepresented faculty, students, and staff; and holding all parts of the University accountable for progress towards this goal.

¹The Committee charge is attached as Appendix B of this report.

²The Committee membership list is found on the first page of this report.

The Diversity Action Committee was charged to suggest specific steps the University can take to recruit and retain U.S. underrepresented minority faculty, students, and staff.

In developing the recommendations that follow, the DAC consulted with a broad range of constituencies. The committee members believe that the promotion of a warm and welcoming climate will benefit the whole campus; however, because the primary focus of *The Iowa Promise* is to build a critical mass of faculty, students, and staff from U.S. underrepresented communities, this report focuses on ways to recruit, retain, and enhance the experiences of individuals from those underrepresented communities.

The University collects racial and ethnic group information based on current U.S. Department of Education reporting classifications: African-American / Black (non-Hispanic); Asian-American / Pacific Islander; Hispanic / Latino; American Indian / Alaskan Native; and White (not Hispanic or Latino). Any reference to racial and ethnic “minorities” or “minority groups” in this report refers to all of the groups above except White (not Hispanic or Latino). Any reference to “underrepresented minorities” or “underrepresented minority groups” in this report refers to African-American / Black, Hispanic / Latino, and American Indian / Alaskan Native individuals or groups.



The recruitment and retention recommendations in this report are intended to advance the specific goals of *The Iowa Promise* relating to underrepresented minority groups. The committee notes with approval the ongoing work of task forces addressing the recruitment and retention of international students and the recruitment and retention of women faculty and men in nursing, as well as ongoing efforts by Equal Opportunity and Diversity and others to assess climate and sexual harassment issues at the University. The committee also notes issues raised concerning the needs of disabled faculty, students, staff, and visitors to the University; gay, lesbian, bi-sexual, and transgendered faculty, students, and staff; and the special needs of undocumented K-12 and university-ready students living in Iowa. The DAC recommends that the Provost share this report with the relevant task forces and offices working on those important issues in order to facilitate coordination of efforts intended to improve the University climate and bring about the kind of access and diverse learning environment that leads to educational excellence.

Student Recruitment and Retention

The current racial/ethnic minority student enrollment as a percentage of total enrollment is 9.0%.³ *The Iowa Promise* sets a goal to raise the percentage to 10.9% by 2010, as an intermediate step toward developing a critical mass of underrepresented students.⁴ *The Iowa Promise* also sets a goal to increase from 79.6% to 85.2% the first year retention rate for undergraduate students from racial and ethnic minority communities.⁵

The committee identified a number of consistent concerns related to the University's efforts to recruit and retain undergraduate, graduate, and professional students from underrepresented minority communities.

Student Recruitment

Although The University of Iowa has a well respected academic and research reputation, a common concern for prospective undergraduate and graduate or professional minority students is how well the University can help them achieve their academic and career aspirations while also meeting social and cultural needs that give underrepresented minority students a positive holistic college experience. For the University's efforts to be successful, there is a need for a more personal approach to the recruitment of minority students. As a group, minority students require more familiarity and a higher degree of comfort as a prerequisite to choosing to attend a majority institution. This is true for both residents and non-residents, but for non-residents who might have no familiarity with the University and the state, the need for a personalized process is even more acute.

The recruitment of undergraduates is handled centrally by the Office of Admissions, which has primary responsibility for recruiting the freshman class of undergraduate students at the UI. Some of the strategies used to recruit minority students include traditional methods, such as college fairs; high school visits; database searches; campus visit programs; individual appointments; Iowa Communications Network presentations; electronic chats; instant messaging;

³Office of Opportunity of Iowa Report to the Board of Regents, *State of Iowa, Student Ethnic Diversity Enrollments, New Students and Degrees Awarded 1997-2005* (2005). These data includes enrollment of African American / Black (2.3%); American Indian / Alaskan Native (0.5%); Asian American / Pacific Islander (4.3%) and Hispanic / Latino (2.1%). The undergraduate minority enrollment is 8.7%, the graduate minority enrollment is 8.8%, and the professional school enrollment is 11.1%.

⁴The baseline percentage reflected in *The Iowa Promise* is 8.7%, and is based on 2003 data.

⁵This goal is based on eliminating the difference between first-year retention rates of minority and majority students.

off-campus programs; and sessions with guidance counselors, youth group coordinators, and school district representatives. Many undergraduate students also receive information about college from the internet, so it is crucial to have diversity information available to students on the web. The Office of Admissions diversity website provides links to key campus minority offices and other academic, social, cultural, and community resources; however, the University's commitment to diversity as a core value is not expressed on the main University website.

Other University programs, including Opportunity at Iowa, the Iowa Biosciences Advantage Program, and Support Service Programs have as their mission minority student outreach, recruitment, and retention. Because there may be multiple opportunities for minority students to interact with these and other offices, University recruitment efforts need to be coordinated to avoid duplication of efforts.

The College of Liberal Art & Sciences (CLAS), the largest college and the college with the most contact with the undergraduate student body (and, hence, the most minority undergraduate students), plays no official role in recruitment. Some CLAS faculty and staff participate in these recruitment efforts but only on an *ad hoc*, volunteer basis. In addition, there is only limited participation by minority and bilingual faculty, staff, and alumni in the University's recruiting efforts. It is very important for many minority students considering Iowa to interact meaningfully with members of the University community who have similar experiences and backgrounds. Parents of prospective students also very often need to connect with diverse members of the University's community.

With many students entering The University of Iowa from community colleges, the University must examine the ways that it is connecting with minority transfer students. The "2+2" initiative, a partnership to enhance advising to community college students and support their transition to the University, is an important first step, but should be examined for ways to include programming that enhances the success of minority transfer students.

The Graduate College and the professional colleges administer their own admissions processes. Many have put into place minority recruitment strategies that are very personalized, and often involve key staff and knowledgeable faculty. A newly created (2006) division within the Graduate College, the Office of Graduate Ethnic Inclusion, has been developed to address the recruitment and retention needs of minority and underrepresented graduate students, as well as to coordinate ongoing efforts to develop a pipeline for minority and underrepresented minority students.

To achieve the goals of *The Iowa Promise*, efforts are needed to facilitate greater faculty and staff involvement in the work of the Office of Admissions, collegiate admissions, and offices working with prospective students. This will require an organizational framework to enlist, manage, and support faculty and staff involvement. Many faculty and staff, both minority and majority, expressed an interest in participating in University efforts to recruit minority students. Some currently participate on an *ad hoc* basis. However, there seems to be no mecha-

nism for identifying and training those interested and coordinating their participation in undergraduate diversity recruitment efforts. There also seems to be no mechanism for ensuring collegiate support for this service. This concern is common in both undergraduate and graduate and professional admissions, although the nature of faculty and staff participation will vary across the University's different admissions efforts.

The University needs the organized help of minority alumni throughout the U.S. It is important to have the UI Alumni Association as an active partner in this effort. Currently, the Office of Admissions does have an active ASIST Program (Alumni Seeking Iowa Students) through which majority and minority alumni volunteer to participate in college fairs for high school students around the country. Although some improvement has been made in connecting with minority alumni, particularly through the efforts of the Iowa Black Alumni Association (IBAA) and the Latino-Native American Alumni Alliance (LANA3), the University needs to better connect with minority alumni to further improve recruitment and retention efforts and other endeavors.

It is also important to provide training for all non-admissions staff and volunteers who are recruiting on behalf of the University, to ensure that information about the University, including its diversity message, is clearly conveyed to minority recruits.

The University does not sufficiently connect with minority communities in the state. There are a number of state and local diversity efforts that the University could take part in to enhance its visibility with minority communities within the state. Examples of state initiatives include those of the Iowa Department of Human Rights, such as the Division of Latino Affairs, the Commission on the Status of African Americans, and the Commission on the Status of Asian & Pacific Islanders. Examples of local initiatives include the Diversity Focus group of the Cedar Rapids corridor, the Iowa City Human Rights Commission, and the diversity action teams of Iowa City and Coralville and other Iowa cities.

The available scholarships and other financial incentives (including, for example, individual pre-enrollment visit funding or other diversity-related budgeting) for recruiting students from underrepresented communities may not be structured in a way that best advances the University's diversity recruitment and retention goals. The UI Foundation has not been charged with raising student aid for minority students as a priority, and resources available need to be increased to better advance our diversity goals.



Student Retention

Once minority students arrive at the University, many report feeling alienated and alone. Some express frustration that the depictions of the diversity of the University community and Iowa City found on the University's website and in its printed materials are misleading, and some students are shocked to find the minority community - currently 2,678 students of a total student body of 29,642 - so small and so dispersed.

Students require a supportive infrastructure that helps them make connections and informs them of student organization programming, University programming, and cultural events. They need greater assistance navigating the University and finding adequate academic support. An important recruitment-to-retention need for newly admitted and enrolled minority students is to connect them to academic, career, social, and cultural services once here. Support Service Programs and Opportunity at Iowa provide supplemental advising services, educational opportunities, and academic support for minority and first-generation college students from diverse backgrounds. Other programs, including Athletics and Iowa Biosciences Advantage, provide advising and support services to minority students on a programmatic basis. The focus of these programs is primarily on undergraduate students; there may be an unmet need for graduate and professional students.

For most undergraduate students, participation in support activities is not mandatory. There is a need to improve minority student participation in the available programming, and a need for improved coordination and communication of activities that allows student populations to connect across departmental and program areas and across the undergraduate and graduate and professional colleges. At some universities, cultural centers will serve as a hub for programming and academic opportunities. At Iowa, the cultural centers, which include the Afro American Cultural Center, Latino/Native American Cultural Center, and the



Asian Pacific American Cultural Center, are not adequately staffed or funded to provide vibrant programming, and are not performing that function.

Climate issues will be discussed at greater length later in the report. However, students reported experiencing discriminatory treatment, and in particular discriminatory treatment in campus employment.

Faculty & Staff Recruitment and Retention

The current percentage of minority tenured/tenure-track faculty as a percentage of total faculty is 14.8%.⁶ *The Iowa Promise* sets a goal to raise the percentage to 16% by 2010. The percentage of racial and ethnic minorities in executive positions is 6.5%; *The Iowa Promise* sets a target of 8.0%. The current percentage of racial and ethnic minorities as a total of P&S staff is 6.5%; *The Iowa Promise* sets a target of 7.5%.⁷

The committee identified a number of consistent concerns related to the University's efforts to recruit and retain faculty and staff from underrepresented communities.

Faculty & Staff Recruitment

Faculty: The committee identified a number of issues commonly reported by colleges about their efforts to recruit minority tenured and tenure-track faculty. The issues most frequently mentioned include limited pipeline, limited resources, and the challenges of recruiting to Iowa.

Although these challenges are significant, the committee is concerned that too much focus on these issues tends to undermine recruitment efforts by discouraging promotion of the University's strengths, obscuring practices that might hinder departmental recruitment efforts, and serving as a convenient explanation for unsuccessful efforts.

In general, the University's recruiting efforts can be described as passive and reactive rather than proactive. Some candidates are never pursued because units are convinced "they will never come to Iowa." Most colleges have policies in place that prohibit or discourage the consideration of the University's own new graduates for consideration for open positions. In those instances where promising Iowa graduates or post-docs are encouraged to go elsewhere for "seasoning," they are rarely, if ever, followed aggressively and encouraged to return. Colleges and departments may also limit their success by imposing overly specific requirements on qualifications and expertise that narrow the pool.

⁶*Office of Equal Opportunity and Diversity's Report to the Board of Regents, State of Iowa, Annual Equal Employment Opportunity and Affirmative Action Workforce Report, November 2005*). These data include percentages of African American / Black (2%); American Indian / Alaskan Native (0.3%); Asian American / Pacific Islander (9.7%) and Hispanic / Latino (2.8%). The percentage of minority tenured/tenure track faculty reflected in *The Iowa Promise*, as a percentage of total faculty, is 13.6%, based on 2003 data.

⁷The percentages reflected in *The Iowa Promise* are: percentage of racial and ethnic minorities in executive positions, 6.7%; percentage of racial and ethnic minorities as a total of P&S staff, 6.5%.

The lack of sufficient resources was another recurring theme. The need to reallocate faculty lines has made some colleges and departments focus on fit, and view diversity as a luxury.

The committee recognizes that while it is important to encourage aggressive action by the departments and colleges, it is also important to provide central support for those efforts. There is a need for more collaboration in advertising, which will permit Iowa to have a greater presence with up-and-coming faculty and post-doctoral students. University Relations can and should take a leading role in coordinating this effort, in particular the development of compact generic marketing materials that could easily be distributed at conferences and other fora. There is a need for more sustained contact with the University's alumni; the Alumni Association can provide valuable assistance. The Provost should continue to provide resources in the form of Faculty Diversity Opportunity Program funding, a pool of central support for diversity hires, to assist in the recruitment process. The University should expand its Recruitment Ambassador Program, an initiative that connects prospective hires with knowledgeable faculty and staff.

There is a need for coordinated training to help colleges and departments devise strategies for more aggressive faculty recruitment.

Staff: Staff issues are complicated by the division between Merit and P&S, and further complicated by the fact that some staff positions traditionally draw from local areas while others will be filled via national searches. For those staff positions filled following national searches, many of the same issues identified for faculty recruitment also apply.

The problem of self-limiting job descriptions may be more acute with staff searches than with faculty searches. Some units may include overly specific – at times unnecessary and prohibitive – experiential requirements in job descriptions, which may significantly narrow the applicant pool.

With the exception of the Library's residency program, there are no programs for staff comparable to post-doc programs or the Faculty Diversity Opportunity Program. Such programs would permit units to hire promising staff and develop their talents, hire attractive minority candidates who do not fill a specific need, or supplement offers to highly sought candidates.

Some colleges and units do not use all of the recruiting resources available to them. For example, the recently launched Recruitment Ambassadors Program, an initiative that connects prospective hires with knowledgeable faculty and staff, is available to assist departments in their efforts to recruit diverse faculty and staff. Over 20 University employees have been trained and are ready to aid departments in providing a more personal touch to the recruitment process. To date, departments have been slow to avail themselves of this new service. On the other hand, colleges and units have identified ways in which the University could better support recruitment efforts, one example of which is enhancing the resources available for dual career hires.

Faculty & Staff Retention

For faculty and staff, as with students, a warm and welcoming climate in the University and greater communities is the key to retention. Minority faculty and staff reported that feeling connected to the larger Iowa City community through faith-based activities, social activities, and recreation is both important and challenging.

The committee identified a number of additional concerns related to faculty retention, including the disproportionately high service burden often placed on minority and women faculty from underrepresented communities. In addition, special efforts need to be made to support minority faculty. There should be more attention paid to retention of minority faculty in crafting retention plans, engaging in constructive discussions about tenure guidelines, providing mentoring that is sensitive to cultural issues, and providing information about what is going on in the community.

There is a parallel concern among underrepresented minority staff members who are asked, often repeatedly, to represent the institution or serve on campus-wide, collegiate, or division committees in part because of their race, ethnicity or gender. This service, while beneficial to the institution, is generally disproportionate to that of majority group staff members. This service may be detrimental when opportunities for advancement occur and the unit administrator does not recognize the value of these activities. There is also concern among many underrepresented staff that they are differentially sought out to participate on committees and task forces charged with addressing some aspect of diversity while their knowledge, interests, expertise, and skills in other areas are overlooked or ignored.

Special efforts need to be made to ensure minority staff members fully understand reclassification processes, promotion opportunities, and professional activities that may advance careers. In particular, professional development opportunities such as the Mary Jo Small Fellowship and on-campus professional workshops and seminars should be expanded. In addition, effective mentoring support needs to be offered not only to foster professional growth but to address and prevent burn-out.



Climate

The Iowa Promise identifies a goal to “[p]romote a welcoming climate that enhances the educational and work experience for all members of the community and prepares our graduates to live in an increasingly global environment.” *The*

Iowa Promise identifies a respectful and inclusive environment and the cultural competency of faculty, staff, and students as two of the measures of an appropriate climate. “Cultural competency” means demonstrating acceptance of and respect for diverse beliefs, values, and norms, and working to eliminate discriminatory and/or biased behaviors when cultures clash.

The most important factor in promoting a welcoming climate is leadership in the form of a demonstrable and effectively communicated commitment to diversity. The strong commitment to diversity by the University’s leadership is demonstrated in many policies and disseminated in many messages. However, the committee notes that this message is not being effectively communicated to the entire University community, especially the undergraduate student body. In the recent Undergraduate Experience and Diversity Climate Survey, only 38% of respondents agreed or strongly agreed with the statement “The University President and top administrators are visible leaders in promoting diversity on campus.” Forty percent of responders neither agreed nor disagreed, and nearly 25% disagreed or strongly disagreed with the statement.⁸

Another important factor in promoting a welcoming climate is maintaining a critical mass of faculty, staff, and students at The University of Iowa. Data reviewed by the committee suggest that undergraduate students have a limited or vague understanding of the relevance and value of diversity and could benefit from more meaningful opportunities to interact with students from diverse backgrounds.

The committee identified many concerns with the University’s climate. Data reviewed by the committee confirm that the experience of minority undergraduate students is very different from the experience of majority students; anecdotal information supports the conclusion that this is also the case for minority graduate and professional students. Once minority students arrive at the University, many report feeling alienated and alone. Some minority students reported having hostile encounters with faculty, staff, and other students. Faculty and staff report that they do not feel sufficiently connected to the University or to the Iowa City or greater Iowa communities.

Many faculty, staff, and students interviewed expressed frustration that there seems to be no centralized information portal to connect members of the minority community with each other, and to inform them of programming of interest. The concern was also expressed about the lack of sufficient cultural programming on campus and in the nearby community. Student leaders and others expressed the concern that there is no one person or office from which to seek financial, logistical, and other support for programming initiatives planned by members of the

⁸Undergraduate Experience and Diversity Climate Survey: Presentation of Preliminary Findings to the Diversity Action Committee, Feb. 14, 2006, Office of Equal Opportunity and Diversity, 2006.

University community. Much discussion centered on the cultural houses. The committee has identified the cultural houses as having great potential to address the climate concerns; however, they are not currently serving a vibrant role in the University community.

The committee recognizes that while some diversity matters are appropriately coordinated by strong leadership from central administration, other aspects essential for success require local action. For example, hiring decisions are decentralized, and the most important aspects of climate and student success are locally controlled. Some colleges and units have diversity committees or diversity officers who plan events with input from faculty, staff, and students; most do not. Of those colleges and units with diversity committees or diversity officers, the responsibility, authority, function, and prominence of the committees or officers vary greatly – as does the effectiveness of the effort. The committee concluded that the lack of local dedicated responsibility for coordinating diversity efforts has undermined efforts to create a warm and welcoming climate.

The committee welcomed University efforts to update staff job descriptions to include diversity as part of position expectations and performance appraisals. No similar effort is under way with respect to faculty. The committee also questioned whether the training provided to faculty and staff, both new and continuing, provides them with the requisite skills to effectively meet the University's diversity expectations.

The committee recognized the close relationship between the University community and Iowa City community, and the synergistic relationship between the University's climate and the city's. The committee noted with concern reports by minority faculty, staff, and students of racial profiling by police, and some incidences of racial harassment, because of their deleterious impact on those affected and on the community as a whole.



Recommendations

Student Success

1. Make minority student recruitment the responsibility of the entire campus.

All colleges with undergraduate programs, particularly the College of Liberal Arts and Sciences, should play an active role in the recruitment of minority undergraduate students.

Every college should identify individuals who can coordinate collegiate efforts to collaborate with Admissions to actively recruit undergraduate minority students. The chief responsibilities of these admissions liaisons should be identifying faculty, staff, and students who can assist in collegiate and Admissions recruitment programming through personal contact with minority student recruits.

The University should provide central support, in the form of training and incentives, to allow interested faculty and staff to participate more fully in the University's efforts to recruit minority undergraduate and graduate students. Faculty contributions to the University's minority student recruitment efforts should be recognized as deserving of credit in the tenure, promotion, and evaluation process for faculty. Staff contributions to the University's minority student recruitment efforts should be supported and recognized in job performance reviews, and staff should not ordinarily be expected to contribute to these efforts as an overload responsibility.

With an available pool of trained and motivated volunteers, Admissions should expand its use of faculty and staff in the recruitment process, including coordinating individualized contacts and faculty outreach to schools and communities.

2. Involve alumni in our recruitment effort.

Alumni involvement can be very helpful in our recruitment efforts. Yet anecdotal evidence suggests that minority alumni often feel disengaged from the University community. Working with the Alumni Association and the UI Foundation, the University needs to more deeply engage minority alumni in University life and create a climate of involvement through outreach, special programming, and communication efforts.

Because of their strong connection to students in their programs, colleges should play an integral role in this effort, and should have logistical and other appropriate support for their individual efforts to foster and maintain close connections with minority alumni.

Potential recruitment benefits can include higher application and enrollment rates for the children of minority alumni, and greater participation by minority

alumni in recruitment efforts. Alumni participation in recruiting programming should be supported and recognized by the University in publications and other appropriate fora.

3. Understand the needs of Iowa's minority students and focus on the special needs and concerns of Iowa communities with large minority populations.

The changing racial and ethnic demographics across the state warrant active and targeted University outreach. Engagement efforts provide unique opportunities for forging partnerships and sharing expertise. Alliances among K-12 educators, those with expertise at the University, and other interested actors, such as ACT and state and local agencies, could help raise rates of ethnic racial and minority students who are prepared to enter the University. Workshops focusing on leadership, citizenship and educational initiatives, and changing demographics in the state can emerge from these partnerships, and serve as productive service learning sites for students.

Because many ethnic and racial minority students across the state begin their higher education at community colleges, the University should work closely with the community college system to clarify articulation agreements that will allow students to begin at local community colleges and transfer to the University to complete a four-year degree, and also ensure adequate support to make the transition successful.

Because family involvement is key to student success, efforts should be made to understand the needs and concerns of minority students' families. The recent decision by Admissions to create Spanish language materials for parents should be reviewed and expanded. Outreach efforts with parent groups in school districts with large minority enrollments should be a priority. In these efforts the University might draw upon expertise within the University and the Iowa Department of Education, and collaborate with our community college partners.

4. Restructure and revitalize the university's scholarship and financial aid program.

The Provost should initiate a review of the structure of scholarships and financial aid available to support the University's undergraduate and graduate minority recruitment efforts. The assessment should take into account student need, the concerns identified in this report, and the competitiveness of the University's program measured against those of peer institutions.



In order to ensure a larger and more dependable stream of available funds, minority scholarships and financial aid should be identified as a UI Foundation priority. The Opportunity at Iowa Scholarship, the University's primary underrepresented minority undergraduate scholarship, should be endowed, with an ambitious goal set to raise sufficient funds to ensure support for the scholarship in light of the needs identified by this report and the recommended review.

An endowed fund should be created to allow strategic recruitment of students. Pursuant to a competitive process, colleges or departments could submit plans to recruit cohorts of minority students to disciplines in which they are underrepresented. Scholarship incentives and other programming support could be made available to support these collegiate or departmental recruitment efforts.

An endowed scholarship fund should also be created to provide central support for underrepresented minority graduate and professional studies. Each college should prioritize minority student scholarships and financial aid in ongoing fundraising efforts.

Scholarship and financial aid recipients should have coordinated academic and social support after their arrival on campus, to ensure student success and continuing scholarship eligibility.

5. Improve retention and graduation rates of underrepresented minority students.



Although student retention is a focus of the University's current diversity efforts, graduation must be of equal importance. Each college, division, or department, as appropriate, through its diversity officer or committee, should take a holistic approach by formulating comprehensive plans linking minority recruitment, academic achievement, retention, and graduation. Academic support programs in each college should have a special responsibility to nurture minority students by making academic achievement programming available and monitoring student progress.

The University should create a visible diversity center so that diversity efforts will have a unified presence on campus, and so that faculty, staff, and students will know where to go for diversity programming and assistance. An important responsibility of such a center would be to provide student counseling to help minority students navigate the University's many available offices and services, and to serve as an advocate and liaison for family contact. The move of Opportunity at Iowa and the Office of Graduate Ethnic Inclusion to Phillips Hall might serve as a nucleus of such an effort.

6. Create a minority student advisory board.

An advisory board should be created to enable the leadership of minority student organizations to collaborate and discuss issues of importance to minority students. This group should serve an advisory role to the University leadership, including the President, Provost, Equal Opportunity and Diversity, the Diversity Charter Committee, and Student Government. The President and Provost should meet with the advisory board periodically to apprise students of diversity initiatives and to receive feedback on issues related to climate and student recruitment, retention, and success.

7. Revitalize the cultural houses.

The cultural houses have historically played a significant role in students' lives and had a beneficial impact on minority student retention and academic success. The cultural houses have the potential to again play an important role in the overall climate of the University, to the benefit of faculty, staff, students, and the wider community.

The cultural houses should be reconceptualized and staffed to meet the goals of creating a warm and welcoming climate and of engaging the community. At a minimum, the cultural houses should play a vital role in meeting the academic and social needs of students by being a space for mentoring, tutoring, and social activities. The helpful model provided by the very successful Women's Resource and Action Center suggests that adequate funding and staffing would elevate the status of the cultural houses on campus, contribute significantly to the campus climate, and provide support for community outreach.

The University should continue to study the location of the cultural houses to determine if moving them to the east side of campus will enhance their profiles.

Faculty and Staff Success

8. Build on the strength of the Faculty Diversity Opportunity Program (FDOP) and create a Staff Diversity Opportunity Program.

There is a reciprocal nature to the recruitment and retention of minority faculty and staff, because it leads to the recruitment of more minority students. The Faculty Diversity Opportunity Program, a central fund used to support faculty diversity hires, should continue to be strengthened consistent with the strategic plan. The committee recommends building on this model by creating a central pool of funds to support a Staff Diversity Opportunity Program, to permit staff opportunity hires and the development of talent in the form of apprenticeships, internships, and administrative pipeline positions.

9. Encourage broad searches; conduct regular diversity training for search committees.

There is a need to focus University attention on the benefits of recruiting diverse faculty and staff to mid- and upper-level positions. In conducting all searches, committees must develop job requirements and classifications that do not focus solely on credentials, experience, and training to the exclusion of talent, ability, and potential.

In order to ensure searches are conducted in a way that maximizes the potential to recruit diverse faculty and staff, search committees or search committee chairs should undergo training in best practices related to crafting job descriptions, advertising searches, and selecting a diverse pool. Templates of letters and advertisements geared towards minority candidates should be developed and made available for search committees. Concentrated strategic advertisement should promote the University's values and climate of inclusiveness. Our recruitment strategies should enhance contacts with communities that have significant minority populations. Long-term relationships should be developed with search firms serving diverse clientele.

10. Strengthen and develop strong partnerships with minority serving institutions.

The University must return to its practice of strategic partnerships with minority serving institutions, including Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), and American Indian colleges. In addition to enhancing the pipeline for faculty, staff and student recruitment, if properly invested in and conceived of as a true and equal partnership, these relationships will enhance the climate of the University and permit beneficial exchanges and collaboration.

11. Promote the University's diversity goals to all constituencies.

All University staff and faculty should actively promote the University's diversity goals whenever possible at professional conferences, symposia, and other fora. The University must forge stronger connections with alumni and with those who have less formal relationships with Iowa through programming such as the CIC Summer Research Opportunities Program,⁹ post-doc programs, or GE Faculty for the Future.¹⁰

Warm relationships with minority alumni will enhance the University's ability to recruit minority faculty staff and students. University Relations should work to develop inclusive marketing materials that could easily be distributed to "Friends of The University of Iowa."

The University culture of disfavoring hiring University of Iowa graduates for faculty tenure-track positions hampers the development of a pipeline of minority faculty from the pool of minority students we encourage to pursue graduate and

professional training at The University of Iowa. The colleges should be encouraged to recruit University of Iowa graduates from minority communities, who already have a connection and familiarity with Iowa, to apply for open faculty positions. For new scholars, the successful post-doc program in place in Education might be adopted by other colleges to great benefit.

12. Recognition of diversity efforts in job performance of faculty and staff.

Because diversity is a University priority, it should be evaluated and recognized as a basic element of faculty and staff performance.

Faculty

- The ability to successfully interact with students from diverse backgrounds should be recognized as a necessary skill, and should be considered in the evaluation of potential faculty hires and in the promotion and tenure evaluations of all faculty members.
- The service of faculty members who engage in outreach, student development, and community service in diverse communities should be recognized and valued. At the same time, all faculty members should be encouraged to participate in diversity-related service; it should not be expected that only minority faculty will engage in such service.
- The contributions of faculty members engaging in teaching, research and scholarship that advances diversity should be recognized, through the creation of awards and other incentives.



⁹The *Committee on Institutional Cooperation Summer Research Opportunities Program* is a program to expose talented undergraduates to professional and educational opportunities in the academy. The goal of the program is to increase the number of underrepresented students who pursue academic careers by enhancing their preparation for graduate study through intensive research experiences with faculty mentors.

¹⁰This General Electric initiative “seeks to increase the number of female and minority faculty members in engineering and the physical sciences who will serve as role models.” <http://www.ge.com/fund/ibfuna14.htm>.

Staff

- Clearly articulated responsibilities and accountabilities related to diversity and inclusion should be embedded in the job descriptions and performance appraisal instruments for all staff.
- With full support and approval from the University President and Vice Presidents, Central Human Resources has been leading an effort during FY06 to embed in all Professional and Scientific job descriptions expectations in the following four categories: diversity and inclusion, civil and respectful interactions, leadership accountability, and learning and professional development. Performance appraisal instruments are also being modified to reflect these changes in expectations. Continued participation in and clear support for the P&S process should be articulated and modeled by University leadership including the offices of the President, Provost, vice presidents, deans, and other high level administrators. Central Human Resources should lead an effort to adapt this process for Merit staff.



Climate

13. Provide faculty, staff and students with the tools to be effective members of the University community.

A broad-based diversity training program should be adopted. Diversity training should not be a one-time event. Like all training, it requires reinforcement; as one skill level is attained, there is another level of achievement to be reached. A model for comprehensive diversity training might include these recommended elements:

- *Orientation Programming* for faculty, staff, and students including
 - An explanation of why the University highly values diversity and believes it is essential for excellence;
 - An opportunity to learn about the demographics of the nation, the state, and the University of Iowa staff, faculty, and student body;
 - An opportunity to learn about the perspectives of those from different cultures;

- An opportunity to learn about and practice techniques to create an open environment in which all students feel comfortable engaging;
 - An opportunity to learn about and practice skills to communicate effectively with those from different cultures.
- *New Faculty Orientation* A diversity training module designed with the input of those with appropriate expertise should be incorporated into the new faculty orientation.
 - *New Staff Orientation* A diversity training module designed with the input of those with appropriate expertise should be incorporated into the new staff orientation.
 - *New Student Orientation* New student orientation should include a diversity training module designed with the input of those with appropriate expertise. In order to provide this important information in a thoughtful way, and provide the appropriate emphasis for this and other matters related to the undergraduate experience, the University should de-link student orientation from its advising and registration functions and expand to a three to five day pre-class orientation program for students only, while maintaining “advising and registration sessions” throughout the summer. An expanded orientation program would permit students to focus on extended modules on diversity and civility, among other important topics.
- *Other Mandatory Training* Mandatory training should be required for faculty and staff at certain transition points. The training should be designed with the input of those with appropriate expertise, but should include at a minimum the following elements:
 - Diversity training should be mandatory for all members of the President and Provost’s offices upon appointment and renewal;
 - Diversity training should be mandatory for DEOs upon appointment and renewal;
 - Periodic training should be mandatory for staff serving in a student services role.
 - *Training upon Promotion and Tenure* It is expected that faculty will, upon promotion or the granting of tenure, assume more leadership responsibilities within the University. Yet the University currently makes no effort to orient newly promoted or tenured faculty to those expectations, or help them de-

velop the skill set they will need to successfully meet those responsibilities, including diversity training. It is recommended that the Provost consider implementing an optional orientation for newly promoted or tenured faculty, which would include an appropriate diversity component to be designed by those with appropriate expertise.

- *In-depth Training* Some institutions have greatly improved their climate by supporting in-depth diversity training. An example of a best practice in this area is Purdue University, which annually hosts several specialized diversity training workshops. It is recommended that the Provost develop a comparable diversity workshop series at Iowa, open by invitation, and with appropriate incentives provided to encourage participation. This training should be open to faculty, staff, students, alumni, and interested community members.

The success of diversity training can be measured by the number of training sessions, and questions about climate can be incorporated into surveys of the undergraduate experience in addition to the climate survey projects already ongoing.

14. Spark a climate of cultural awareness on the University campus.

Using models pioneered by the Center for Teaching, the University should sponsor and train small cohorts of faculty, staff, and students as diversity fellows, who would participate in workshops and research opportunities designed to infuse cultural understanding and sensitivity into the University.

Under the aegis of the University College and using the resources of the Old Capitol, the University should provide academic space for faculty, staff, students, and members of the community to come together to learn about topics of interest from a cross-cultural perspective, based on the past model of the Action Studies program. An example of possible programming is a cross-collegiate certificate in diversity or cultural competency.

In order to be prepared for the increasingly complex cultural dynamic of today's world, the University must provide students, faculty, and staff with opportunities for cultural exchange; it must create a University-wide noncredit "marketplace" for diverse perspectives. To effectively implement an extra-curricular effort to provide exposure to diverse cultural perspectives, the University should designate a person to bring together the University's numerous student organizations, cultural groups, presenters, and lecture committees to consider diversity in their planning. This person would not set the agenda for those groups, but would provide logistical and financial support to assist in the development and delivery of diversity-related programming.

15. Forge stronger links with the community.

The University should partner with the community, including cultural and service organizations, the Iowa City and Cedar Rapids governments, and the newly-created Cedar Rapids Corridor Diversity Focus group to coordinate programming and cultural events that bring people together.

The University should reach out to local and state leaders to involve them in diversity efforts. Every opportunity should be taken to highlight the goals of the strategic plan and to discuss the links between diversity and educational excellence.

The University should make its diversity-related resources available to the Iowa City community, for example by inviting community leaders to participate in dialogues with University leadership, or by inviting them to participate in University diversity training.

16. Assess and monitor climate throughout the university.

To facilitate programming and better understand the needs of our faculty, staff, and students, the compilation of official University race and ethnicity data should be refined to include appropriate and relevant racial and ethnic categories beyond those required for state and federal reporting purposes.

During the past fiscal year, the Office of Equal Opportunity and Diversity conducted online diversity climate surveys of undergraduate students, graduate and professional students, faculty, and staff. While written reports from the surveys are not yet available, the committee was able to review preliminary data from the undergraduate survey. We support these efforts to monitor the University's diversity climate and recommend similar surveys be conducted on a regular basis, and that they incorporate, as appropriate, questions to monitor progress related to the recommendations in this report.

The committee recommends creating a position with the expertise to develop and implement diversity plans and assessment tools, and to serve as the consultant to campus leadership on establishing benchmarks to measure success in achieving diversity goals. This diversity assessment position would provide the leadership for ongoing evaluation of institutional and program diversity initiatives and projects.

In addition, every college and major administrative unit should have a diversity committee to consider matters relating to cultural understanding and sensitivity



in the college (see recommendation 18). In order to measure the effectiveness of these efforts, colleges and major administrative units should periodically conduct assessments of climate that focus on issues of significance within their particular environment.

University Coordination to Achieve Diversity

17. Foster coordination of the University's diversity efforts.

This decentralized University is united in sharing the overarching core value of diversity. In order to articulate, emphasize, and pursue the University's goal of diversity on a systematic basis, we urge the central administration to institute a coordinating mechanism that will bring together the many University offices focused on specific aspects of achieving diversity. Such coordination will provide a constant and comprehensive focus on diversity, and will also enable these offices to plan, evaluate, and efficiently conduct integrated programs as well as deploy funds efficiently. Much has already been achieved by these offices individually and through *ad hoc* cooperation. Even more can be achieved through formal collaboration pursuant to a strategic plan aimed at strengthening their ability to advance diversity on the Iowa campus.

- A high-level position should be created to manage these efforts, or they may become part of the enhanced responsibilities for the Director of Equal Opportunity and Diversity.
- The position should have responsibility for overseeing and coordinating the efforts of select University diversity offices.
 - The person chosen for this position should have demonstrated leadership ability and ability to work effectively and connect with students, staff, and faculty.
- An important initial responsibility for the new University diversity coordinator will be to devise a University-wide diversity strategic plan, in consultation with the University Diversity Charter Committee, which furthers the recommendations in this report by consolidating and coordinating efforts at the center. The strategic plan should be developed within the first year of appointment (or as soon as possible), and should include:
 - Strategies to coordinate and streamline diversity programming offered by University offices, including reallocation of resources;
 - Strategies to foster communication among and coordinate efforts of various collegiate and division diversity offices;

- Strategies to develop effective mechanisms to inform the University and greater communities about cultural events;
 - Strategies to support the efforts of faculty and staff councils, cultural houses, and student organizations, and to foster better communication and collaboration among them;
 - Strategies to work with the Alumni Association to meet the needs of minority alumni;
 - Strategies and benchmarks for raising funds in support of the University's diversity efforts, including working with the Foundation and with government and private funding sources.
- Continuing responsibilities of the new University diversity coordinator should include:
 - Monitoring of progress toward meeting the goals of *The Iowa Promise* and the recommendations of the Diversity Action Committee, in consultation with the Diversity Charter Committee;
 - Providing support, coordination, and advertising for cultural programming undertaken by colleges, divisions, and faculty, staff, and student organizations; and initiating cultural programming at the University, including programming that enhances awareness of events such as Black History Month and Disability Awareness Month.
 - Oversight of the University's diversity presence on its website and a master calendar featuring cultural events and events of interest to the University and greater communities;
 - Eliciting the strong support of the UI Foundation and the Alumni Association, and helping those organizations develop a clear understanding of the importance of diversity as a component of their missions; and
 - Maintaining a visible presence on the campus to signal and advance the University's commitment to diversity as an element of excellence in education.

The duties described above are very broad; this individual will be, in effect, the University's champion for diversity. It is very important that the University provide support for the person undertaking these new responsibilities. This includes a sufficient budget to support programming initiatives, and staff with demonstrated skills including grant writing experience, website maintenance, and familiarity with University procedures and policies.

18. Ensure diversity is a high priority in every college and division.

All colleges, the student senates (graduate and undergraduate), Staff Council, the Faculty Senate, and the major administrative units should create diversity committees for the purpose of discussing diversity issues at the local level. Collegiate and administrative unit diversity committees have appropriate responsibility, authority, function, and prominence to be effective. Collegiate diversity committees or a collegiate diversity officer should lead local efforts to enhance student, faculty, and staff success, and to improve climate in accordance with the goals of the strategic plan and these recommendations. Colleges should ensure that their curricula include cross-cultural perspectives. Colleges should ensure that co-curricular and extra-curricular activities celebrate and highlight cultural differences and promote cross-cultural understanding.

This organizational structure would distribute the responsibility for diversity across the University community, rather than centralize it in one office with a few individuals. A system should be put into place to allow these many organizations to come together to discuss best practices, share concerns, and advocate for particular issues.

19. Ensure every part of the University is working to advance the University's diversity goals.

Diversity needs to be prioritized in the strategic plans of every college and major administrative unit, with benchmarks for success and accountability. Each collegiate and major administrative unit's strategic plan for 2005-2010 should be reviewed by the President and Provost to ensure the inclusion of diversity goals concordant with those of *The Iowa Promise*, including appropriate benchmarks and, where appropriate, incorporation of these recommendations.

Certain key offices have the potential to take leadership roles in advancing the University's common interest in diversity, and in particular can enhance the University's efforts to build community and recruit and retain students, faculty, and staff. In particular:

- The Alumni Association should work actively with minority alumni, fostering ties with the University, and working creatively with minority alumni to enhance recruitment of minority faculty, staff, and students;
- The UI Foundation should be directed that raising funds to support the University's diversity efforts – including endowed support for underrepresented minority undergraduate and graduate students – is a priority;
- The Office of the Vice President for Research should establish as a priority supporting research and other initiatives that advance the University's diversity efforts, including the commitment of funding to support and institutionalize externally-supported diversity initiatives;

- University Relations should facilitate communication of the University’s diversity goals. Communication of the importance of diversity to the undergraduate student body should be a top priority, as well as developing a consistent diversity component for the University’s website. As part of the currently ongoing review of University Relations, the University should consider hiring an external marketing firm to assess the way the University is marketed in terms of diversity.

20. Implement prior recommendations.

All recommendations of the Diversity Administrative Review Report of September 2003 should be implemented, including recommendations regarding the need to coordinate “diversity-related fund-raising activities with the UI Foundation” as a “priority” of the President (recommendation 4), the “Creat[ion of] a full-time external funding specialist to ensure that diversity-related external grants are procured and retained,” and the designation by Sponsored Programs of a staff person dedicated to diversity efforts (recommendation 6).

Accountability

21. Monitor the progress of each part of the university

A central office should devise a report structure and annually collect and review information from and about the activities of collegiate and administrative unit diversity committees or diversity officers, taking into account *The Iowa Promise*, the strategic plans of the colleges and major administrative units, and all relevant central and local benchmarks. Data should be collected pursuant to a plan to measure progress and facilitate the sharing of best practices. This role might be coordinated by the new University diversity officer working with the Office of the Provost and Equal Opportunity and Diversity, and should involve the expertise of the diversity assessment expert. An annual progress report should be prepared and made available to the University community.

The annual reviews of the deans and chief administrative officers – and, within colleges, the annual reviews of DEOs – must include review of progress towards these goals, and, where appropriate, progress towards realization of these recommendations.



Diversity Committees

i A list of diversity leadership within each college and major division as of April 2006; for an updated list, see the Associate Provost for Diversity website (www.uiowa.edu/~provost/ap-diversity).

Divisions:

Office of the President

- Diversity Officer: Jennifer Modestou, Interim Assistant to the President and director of Equal Opportunity and Diversity
- Diversity Committee: Charter Committee on Diversity
 - ✧ David Manderscheid, Co-chair, Faculty, Department of Mathematics
 - ✧ Maggie Hogan, Co-chair, Staff, Dows Institute
 - ✧ Nicole Nisly, Faculty, Department of Internal Medicine
 - ✧ Rachel Williams, Faculty, Department of Art Education
 - ✧ Tarrell Portman, Faculty, Department of Counseling and Human Development
 - ✧ John Mikelson, Student
 - ✧ Corey Stoglin, Student
 - ✧ Jeff Scudder, Student
 - ✧ Leighton Smith, Student
 - ✧ Carlos Serrato, Staff, Office of Student Life
 - ✧ Diane Hauser, Staff, Academic Advising Center
 - ✧ Diana Leventry, Staff, Staff Relations, UIHC
 - ✧ Marcella David, Interim Associate Provost for Diversity, Office of the Provost (Designee), Administrative Liaison
 - ✧ Jennifer Modestou, Interim Director, Office of Equal Opportunity and Diversity (Designee), Administrative Liaison
 - ✧ Marc Mills, General Counsel, Office of General Counsel (Designee), Administrative Liaison
 - ✧ Belinda Marner, Assistant Vice President for Student Services, Office of the Vice President for Student Services (Designee), Administrative Liaison
 - ✧ Sue Buckley, Associate Vice President for Human Resources, Central Human Resources (Designee), Administrative Liaison

Office of University Relations

(none)

Office of Executive Vice President and Provost

- Diversity Officer: Marcella David, Interim Associate Provost for Diversity
- Diversity Committee: Collegiate Diversity Group
 - ✧ Marcella David, Interim Associate Provost for Diversity and Director of Opportunity at Iowa, Committee Chair
 - ✧ Robert Forsythe, Senior Associate Dean, Tippie College of Business
 - ✧ Marlys Boote, Assistant Director, Division of Continuing Education
 - ✧ Yvonne Chalkley, Associate Dean, College of Dentistry
 - ✧ Carolyn Colvin, Associate Dean, College of Education

- ✧ College of Engineering (Designee)
- ✧ John Keller, Associate Provost and Dean, Graduate College
- ✧ Collins Byrd, Assistant Dean of Admissions, College of Law
- ✧ Lois Geist, Associate Dean for Faculty Affairs, Carver College of Medicine
- ✧ Deb McFall-Wallerich, Human Resources Administrator, College of Nursing
- ✧ Mike Kelly, Associate Dean for Academic Affairs, College of Pharmacy
- ✧ Susan Marks, Human Resources and Diversity Programs Coordinator, University Libraries
- ✧ Raul Curto, Executive Associate Dean, College of Liberal Arts and Sciences
- ✧ Joe Coulter, Associate Dean for Diversity, College of Public Health
- ✧ Jennifer Modestou, Interim Director of Equal Opportunity and Diversity, Liaison
- ✧ Marc Mills, General Counsel, Liaison
- ✧ Lola Lopes, Associate Provost for Undergraduate Education, Liaison
- ✧ Susan Johnson, Associate Provost for Faculty, Liaison
- ✧ David Manderscheid, Charter Committee on Diversity co-chair, Liaison
- ✧ Maggie Hogan, Charter Committee on Diversity co-chair, Liaison
- ✧ Salome Raheim, Senior Associate to the President, Liaison

- Diversity Office: Opportunity at Iowa
- Diversity Councils:
 - African American Council
 - Council on Disability Awareness
 - Council on the Status of Latinos
 - Council on the Status of Women
 - Lesbian, Gay, Bisexual, Transgender Staff and Faculty Association

Office of Admissions

- Diversity Officer: Valerie Garr, Director of Diversity Resources and Outreach

Office of Senior Vice President for Finance and Operations

(none)

Central Human Resources

- Diversity Officer: Judie Hermsen, Senior Assistant Director

Office of Vice President for Research

(none)

Office of Vice President for Student Services

- Diversity Officer: Phillip E. Jones, The Vice President for Student Services
- Diversity Committee: Student Services Director's meetings twice per month
- Diversity Offices:
 - Support Service Programs
 - Afro American Cultural Center
 - Asian Pacific American Cultural Center
 - Latino Native American Cultural Center

General Counsel

(none)

University of Iowa Hospitals and Clinics

- Diversity Committee: Currently a diversity committee that is a joint venture between the College and the Hospital.

University Libraries

- Diversity Officer: Susan Marks, Coordinator, Human resources and Diversity programs.
- Diversity Committee:
 - ✧ Mel Allsup
 - ✧ Donna Hirst
 - ✧ Lisa McDaniels
 - ✧ Tim Shipe
 - ✧ Rijn Templeton
 - ✧ Carlette Washington-Hoagland
 - ✧ Ex-Officio
 - ✧ Susan Marks, Coordinator, Human Resources and Diversity Programs
 - ✧ Rachel Carreon, Library Residency Program Resident

Colleges:

Henry B. Tippie College of Business

- Diversity Officers: Robert Forsythe, Senior Associate Dean; Deanna Hurst, Director of Human Resources.
- Diversity Committee: Pending

College of Dentistry

- Diversity Officer: Dr. Yvonne Chalkley, Associate Dean
- Student Diversity Organizations:
 - ◆ The Student Hispanic Dental Association
 - ◆ The Student National Dental Association

College of Education

- Diversity Officers: Rachel Williams, Associate professor of Art Education and Chair of the College's Diversity Committee; Christine Annuccella, HR specialist, staff council member and the staff council liaison to the University Charter Committee on Diversity; Sandra Damico, Dean of the College; and Carolyn Colvin, Associate Dean for Academic Affairs and Graduate Programs. Associate Dean Colvin represents the College at the Associate Deans for Diversity meetings
- Diversity Committee:
 - ✧ John Achrazoglou, Professional Staff
 - ✧ Clare Baldus, Professional Staff, Belin Blank International Center for Gifted Education and Talent Development
 - ✧ Gail Boldt, Faculty Representative, Division of Curriculum and Instruction
 - ✧ Judy Brewer, Staff Member, Office of the Dean
 - ✧ Carolyn Colvin, Associate Dean, College of Education
 - ✧ Yanrong Kang, Graduate Student Representative, Educational Psychology
 - ✧ Nisha Kumar, Graduate Student Representative, Belin Blank International Center for Gifted Education and Talent Development
 - ✧ Susan Lagos-Lavanz, Faculty Representative, Division of Educational Policy and Leadership Studies.

- ^ Holly Ann Lopez, Student Representative, College of Education
- ^ Leah Mills, Graduate Student Representative, Art Education
- ^ Joy Moel, Graduate Assistant to the Diversity Committee
- ^ Christine Novak, Faculty Representative, Division of Psychological and Quantitative Foundations
- ^ Gerald Portman, Professional Staff, College of Education
- ^ Tarrell Portman, Faculty Representative, CRSD
- ^ Eric Reed, Graduate Student Representative, Division of Educational Policy and Leadership Studies
- ^ Marsha Saddler, Graduate Student Representative, Higher Education Program
- ^ Constance Scarbrough, Graduate Student Representative, CRSD
- ^ Amy Shoultz, Faculty representative, Division of Teaching and Learning
- ^ Kimberly Stolba, Student Representative
- ^ Orville Townsend, Community Representative, Vocational Rehabilitation
- ^ Paul Umbach, Faculty Representative, Higher Education Program
- ^ Walter Vispoel, (past committee chair), Faculty Representative, Division of Psychological and Quantitative Foundations
- ^ Rachel Williams, Faculty Representative, Division of Teaching and Learning

- Faculty/Staff/Student Diversity Committee:
 - ◆ College Diversity Committee
 - ◆ Counseling Psychology
 - ◆ Student Development Program

College of Engineering

- Diversity Officer: Tonya Peoples, Interim Director, Ethnic Inclusion Effort for Iowa Engineering
- Diversity Committee:
 - Office of Ethnic Inclusion Effort for Iowa Engineering
 - Faculty Committee
 - Staff Committee
 - Student Committee

College of Law

- Diversity Committee: Pending
- Student Diversity Organizations:
 - ◆ Black Law Students Association
 - ◆ ALIANZA
 - ◆ Native American Law Students Association
 - ◆ Asian American Law Students Association
 - ◆ OUTlaws
 - ◆ Organization of Women Law Students and Staff

College of Liberal Arts and Sciences

- Diversity Officer: Raul Curto, Executive Associate Dean
- Collegiate Diversity Committees:
 - The chair of Faculty Assembly for 2005-06 is Professor Jae-On Kim, Sociology.
 - School of Art and Art History

- Department of Chemistry
- Department of Classics
- Department of French and Italian
- Department of Geography
- Department of History
- Department of Journalism and Mass Communication
- Department of Mathematics: The Committee for Minority Student Recruitment and Development
 - ✧ Eugene Madison, Chair
 - ✧ Dan Anderson, Director of Graduate Program
 - ✧ Richard Baker, Associate Professor
 - ✧ Raul Curto, Executive Associate Dean, College of Liberal Arts and Sciences
 - ✧ Juan Gatica, Director, Math Lab
 - ✧ Herbert Hethcote, Professor
 - ✧ Phil Kutzko, Director, Office of Graduate Ethnic Inclusion
 - ✧ Tong Li, Associate Professor
 - ✧ Yi Li, Chair, Applied Mathematical & Computational Science
 - ✧ David Manderscheid, Department Chair
 - ✧ Paul Muhly, Professor
- Department of Psychology, Diversity Committee Chair, Lee Anna Clark
- Department of Social Work
- Department of Theatre

Roy J. and Lucille A. Carver College of Medicine

- Diversity Officer: Lois J. Geist, M.D., Associate Dean for Faculty
- Diversity Committee: Currently a diversity committee that is a joint venture between the College and the Hospital.

College of Nursing

- Diversity Committee:
 - ✧ Linda Myers, Chair
 - ✧ M. Patricia Donahue
 - ✧ Todd Ingram
 - ✧ Tess Judge-Ellis
 - ✧ Ann Marie McCarthy
 - ✧ Debra McFall-Wallerich
 - ✧ Joy Kross
 - ✧ Michelle Francis
 - ✧ Leslie Gannon
 - ✧ Valerie Garr
 - ✧ Michelle Grundmeyer
 - ✧ Latisha Myers
 - ✧ Jennifer Ortega
 - ✧ Jimmy Reyes

College of Pharmacy

- Diversity Officers: Christine Catney, Director of the Teaching Center; Michael Kelly, Associate Dean
- Diversity Committee:
 - ✧ Bill Baker
 - ✧ Jennifer Bertrand
 - ✧ Jeongsook (Jen) Boyer
 - ✧ Nicole Grogden
 - ✧ Donna Brus
 - ✧ Chris Catney, Chair
 - ✧ Carmen Chamorro
 - ✧ Jennifer Goings
 - ✧ John Hamiel
 - ✧ Michelle Highly
 - ✧ Graziela Kalil
 - ✧ Mike Kelly
 - ✧ Ju Ann Khaw
 - ✧ Gary Milavetz
 - ✧ Dawn Moore
 - ✧ Horacio Olivo
 - ✧ Jeff Reist
 - ✧ Amanda Ringenberg
 - ✧ Aliasger Salem
 - ✧ Mohammad Shawaqfeh
 - ✧ Mike Sullivan
 - ✧ Aggie Thompson
 - ✧ Su Zhang
- Student Diversity Organization: The Student National Pharmaceutical Association

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College of Public Health

- Diversity Officer: Joe D. Coulter, PhD, Professor and Associate Dean for Diversity
- Diversity Committee:
 - ✧ Joe Coulter, Associate Dean for Diversity, Chair
 - ✧ Rachel Anderson, Assistant professor, Health Management and Policy
 - ✧ Leon Burmeister, Professor, Biostatistics
 - ✧ Gabriele Ludewig, Assistant Professor, Occupations and Environmental Health
 - ✧ Peter Nathan, professor, Community and Behavioral Health
 - ✧ Elaine Smith, Professor, Epidemiology
 - ✧ Antonio Heras, MD?MPH student
 - ✧ Mary Aquilino, Assistant Dean and Director MPH Program, ex officio
 - ✧ Tanya Uden-Holman, Associate Dean for Education and Student Affairs, ex officio
 - ✧ Kay Shie, Staff, ex officio
- Student Diversity Organization: The College of Public Health Student Association

Graduate College

- Diversity Officer: Minnetta Gardinier, Associate Dean for Recruitment and Professional Development; Phil Kutzko, Director, Office of Graduate Ethnic Inclusion
- Diversity Office: Office of Graduate Ethnic Inclusion

The Charge

- vii The University of Iowa has actively pursued an institutional commitment to diversity since the first Human Rights Committee report of 1963. In planning, setting priorities, and carrying out every aspect of the University's mission, diversity is reaffirmed as a core value in The Iowa Promise, our new University of Iowa strategic plan for 2005-2010.

Diversity is a central rather than a peripheral consideration in determining programmatic and financial priorities. Thus, the strategic plan's overarching diversity goal is to promote excellence in education by increasing the diversity of the faculty, staff, and students and promoting a welcoming and inclusive climate for all faculty, staff and students. In addition, the Strategic Plan sets forth general strategies and specific action steps that the University can take in order to achieve the goal of promoting excellence in education.

The Diversity Action Committee will suggest specific steps the University can take to design and implement a comprehensive plan that will guide the campus and unit diversity efforts, as well as develop performance measures by which to evaluate the success of that plan.



NOTES





Prepared March 2006