Empowering our Communities: Implementing DEI at UIOWA Workshop

College of Liberal Arts and Sciences DEI Student Work Group

May 16, 2023
Welcome
Overview

• Introductions
• Set the Foundation
• Identity Mapping – small group activity
• Large discussion
• Resources
• Next Steps
• Wrap-up
Members

• Sara Nicole Alvidrez  
  • Theatre Arts
• Andrew Bauer Schoer  
  • Asian and Slavic Languages and Literatures
• Dalia Hocine  
  • Social Work
• Margaret Huang  
  • Spanish and Portuguese
• Jordan R. Ismaiel  
  • Art and Art History
• Julia Ivey  
  • Biology and Psychological and Brain Sciences

• Shion Kabasele  
  • Psychological and Brain Sciences
• Kefas Lemak  
  • Religious Studies
• Savanha Moore  
  • Theatre Arts
• Emerson Peters  
  • Physics and Astronomy
• Kira Louvar  
  • CLAS DEI Committee  
  • Social Work
• Carter Shockey  
  • Health and Human Physiology
Mission

The CLAS DEI Student Work Group strives to bring student voices to the forefront of decision making in the College of Liberal Arts and Sciences. We focus on sharing our values and experiences to create a community of critical thinking and empowerment, and we strive to create a more equitable and enjoyable campus experience for all.
CLAS DEI Strategic Plan - Goals

• Promote an inclusive environment
• Build stronger infrastructure to support DEI efforts
Goals - Student Group

• Advocate for students across the College and University
• Share student voices with leadership
• Facilitate discussions that spark change and innovation in classroom dynamics
Definitions

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

Equity
Equity refers to fair and just practices and policies that ensure all campus community members can thrive. Being equitable means acknowledging and addressing structural inequalities — historic and current — that advantage some and disadvantage others.

Inclusion
Inclusion refers to a campus community where all members are and feel respected, have a sense of belonging, and are able to fully participate and achieve their potential.
Shared Norms

- Respect others’ background, opinions, and experiences
- Challenge the idea, not the person
- Be aware of body language and facial expressions
- Participate as you are able
- Have an open mind
- Use the ‘I’ tense
- Lesson leaves, story stays
Social Identity Wheel & Reflection
What We’re Doing

• Identify aspects of your personal identity
• Consider their effect on your life
• Discuss the results in small groups
• Share (if you are comfortable!) with everyone
• Identities you think about most often
• Identities you think about least often
• Identities you would like to learn more about
• Identities with the strongest impact on how you perceive yourself

• Identities that have the strongest impact on how others perceive you
• Identities that have the strongest impact on how you interact with others
Activity & Discussion

Please ask if you have any questions!
Reflection Questions

How did you feel during this activity?

What did this activity make you think about?

What are ways we can apply this to our role at the university?
Takeaways
Campus Resources

• Cultural Houses
  – Afro-American Cultural Center
  – Asian Pacific American Cultural Center
  – Latin Native American Cultural Center
  – Pride Alliance Center
• Division of Diversity, Equity, and Inclusion
• Iowa Edge Program
• International Students & Scholars Support
Student Empowerment

• Understand and get to know
• Practicing and encouraging mindfulness
• Create a free-thinking environment
• Advertise and promote various resources
Implementing DEI Initiatives in Coursework

• "Scaffold Approach"
  – Integrating DEI workshops into introductory classes that become foundations for future courses
  – Designed in relation to the academic area and course

• Analyzing information deemed canonical in courses

• Coursework around understanding how academic area relates to social discourses
Implementing DEI Initiatives for the Classroom

• Introducing campus resources at the beginning of course syllabi and classes

• Cultivating role as mentor
  – Promoting external resources to student learning to all students

• Encourage students towards creating ties with other academic areas

• DEI Toolkit in-progress for dispersal in Fall of '23
Moving Forward
Our Plan

• Create a relationship with the cultural houses and other student organizations

• Create a plan for mentorship
Parting Questions
Parting Questions

- What can you and your colleagues do at the ground level to promote and ensure an inclusive learning community?

- What are aspects your immediate department/community can improve to allow for this inclusion?

- What ways can your department/community partner with other departments/communities to examine institutional issues needing resolve?
SOCIAL IDENTITY WHEEL

1. List the identities you think about most often
2. List the identities you think about least
3. Why might you think more about some of your group identities than others? What experiences lead you to think about the identities that are most salient for you?

SOCIAL IDENTITY CATEGORIES

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>EXAMPLES</th>
</tr>
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<tbody>
<tr>
<td>Age</td>
<td>Child, Adolescent, Young Adult, Middle Age Adult, Senior/Elder</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>African, Anglo, Chicano®, Cuban, Dutch, French, Guamanian, Iranian, Irish, Jewish, Lakota, Navajo, Puerto Rican, Vietnamese</td>
</tr>
<tr>
<td>First Language</td>
<td>English, Farsi, French, Mandarin, Spanish</td>
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<tr>
<td>Gender</td>
<td>Gender Queer, Man, Woman, Transgender</td>
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<tr>
<td>National Origin</td>
<td>Barbados, Dominican Republic, Ireland, Japan, Puerto Rico, United States</td>
</tr>
<tr>
<td>Physical/Psychological/Mental/Learning Ability</td>
<td>Living w/a Disability, Living w/a Chronic Disease, Temporarily Able-Bodied (TAB)</td>
</tr>
<tr>
<td>Race</td>
<td>Asian/Pacific Islander, Biracial, Black, Indigenous Peoples/Native American, Latin®, Middle Eastern, Multiracial, white</td>
</tr>
<tr>
<td>Religion or Spiritual Affiliation</td>
<td>Agnostic, Atheist, Bahai’i, Christian, Hindu, Jewish, Muslim</td>
</tr>
<tr>
<td>Sex</td>
<td>Female, Intersex, Male</td>
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<tr>
<td>Sexual Orientation</td>
<td>Bisexual, Fluid, Gay, Heterosexual, Lesbian, Queer, Questioning</td>
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<tr>
<td>Socioeconomic Class</td>
<td>Owning Class, Upper Class, Middle Class, Working Class, Poor</td>
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*Adapted from Marcella Runell, Social Justice Education UMass-Amherst and “Voice of Discovery,” Intergroup Relations Center, Arizona State University

Created for WOST 187/Fall 2006/ adapted from Lyon, Catalano, Shiasko & Runell of the School of Education, Social Justice Education (w/edits)
<table>
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<th>5. List the identities that have the strongest impact on how others perceive you.</th>
<th>6. List the identities that have the strongest impact on how you interact with others.</th>
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On May 16, the CLAS Student DEI Work Group facilitated a workshop about how to incorporate diversity, equity, and inclusion in the classroom. The workshop was attended by students, staff, and faculty. The following outline offers feedback among four reflective areas.

Group Information: https://clas.uiowa.edu/diversity-equity-and-inclusion/dei-student-work-group

1. How did you feel during this activity?
   a. Appreciation
   b. Stories shared – personal.
   c. Struck me how little I think about a lot of my identities – its privilege when I don’t think a lot about identities.

2. What did the activity make you think about?
   a. Other identities that are not included – came out in discussion and does make a difference – broadening.
   b. Different roles and not just categories i.e., role of parent
   c. We work together and it is easy to forget that folks have so many things going on and it’s easy to have tunnel vision.
   d. Hear other perspectives and identities.

3. What are ways we can apply this to our role at the university?
   a. HR – therapy availability – how to navigate resources without adding insult.
   b. See and Use resources in a different way.
   c. My role as a student – I think about many social identities and it’s important to remember that students can also benefit – environment for students themselves, a network.
   d. Integrating a lot more students with faculty activities – in my role I interact with a TA role – having more positive interaction among all groups.
   e. Enjoy that we are all together in this workshop— faculty, staff, and students – exchanging positive communication. We are all experiencing the same environment, and we can team up and support change.

4. What were some takeaways?
   a. A place for everyone
   b. Not just in social work
   c. Bigger than you
   d. Appreciate activities like this, no matter where you race sitting on the social identity wheel.
DEI/Multicultural CLAS Student Organizations

Biology:
- Biology DEI Book Club
- Biology DEI Committee

Chemistry:
- Chemistry DEI Committee
- DEI Student Cohort
- Women in Science and Engineering (WISE)
- National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE)

Communication Sciences and Disorders:
- National Student Speech-Language-Hearing Association NSSLHA DEI student liaisons
- Communication Sciences and Disorders DEI Committee

Computer Science:
- Women in Computing Sciences (WiCS)

Enterprise Leadership:
- Women in Entrepreneurship

Geographical and Sustainability Sciences:
- DEI Committee

Health and Human Physiology:
- DEI Committee
- DEI Student Committee

Journalism:
- National Association of Black Journalists Student Chapter

Psychological and Brain Sciences:
- Bridging the Gap in Psyience
Rhetoric:
- Bridging Domestic and Global Diversity
- Friends without Borders
- Global Buddies
- Heart Workshop
- International Student Outdoor Recreation Association
- International Women’s Club

Statistics and Actuarial Science:
- Statistics and Actuarial Science DEI Student Committee

Division of World Languages, Literatures, and Cultures:
- Peer Tutoring for Languages
University-Wide DEI Resources and Organizations

Student Organizations
- African American Council
- Afro American Cultural Center
- Black Student Union
- Black Graduate and Professional Students
- Center for Inclusive Academic Excellence
- The Hubbard Group
- Summer Research Opportunities Program/McNair Program
- Upward Bound
- Women of Colour Network
- Fraternities
  - Alpha Phi Alpha (Alpha Theta)
  - Iota Phi Theta
  - Kappa Alpha Psi
  - Omega Psi Phi
  - Phi Beta Sigma
- Sororities
  - Alpha Kappa Alpha
  - Delta Sigma Theta
  - Sigma Gamma Rho
  - Zeta Phi Beta
- A variety of Latina/o/x Student Organizations
- Latino Native American Cultural Center (LNACC)
- Latinx Council
- Latinx Graduation
- Mujeres Latinas Project/ U Iowa Libraries Iowa Women's Archives
- Multicultural & International Student Support & Engagement
- Pomerantz Career Center DACA & Undocumented Student Resources
- Unidos Living Learning Community
- Women of Colour Network
- Native American Council
- Asian Pacific American Cultural Center
- Pan Asian Council
- Chinese Students and Scholars Association
- Pride Alliance Center
- All-In Living Learning Community
- Women’s Resource and Action Center
- Grateful Hawks
- Campus Diversity Councils
- African American Council
- Council on Disability Awareness
- Council on the Status of Women
- LGBTQ+ Council
- Pan Asian Council

Education (Majors, Minors, Certificates, Programs of Study)

- Native American and Indigenous Studies
- American Studies
- Interdepartmental Studies
- Asian & Slavic Languages & Literature
- Russian, East European, and Eurasian Studies
- International Studies
- South Asian Studies
- Gender, Women’s, and Sexuality Studies Program

Advocacy Programs

- UI Office of Institutional Equity
- UI Center for Human Rights
- International Programs
- Safe Zone Project
- Women’s Resource and Action Center
- Council on the Status of Women
- Rape Victim Advocacy Program
- https://Student Disability Services
- Student Support and Crisis Line
- Collegiate Recovery Program
- International Student and Scholar Services
- Academic Coaching
- Support Groups
- Multicultural & International Student Support & Engagement

Financial Aid and Scholarships

- Iowa First Nations In-State Tuition Program
- Iowa Minority Academic Grants for Economic Success
- Advantage Iowa Award
- Trans Student Support Fund

* This is not a complete list of resources. There are countless organizations that are available to support all people on our campus. *

Created by Carter S., May 2023