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# Empowering our Communities:

## *Implementing DEI at UIOWA Workshop*

**College of Liberal Arts and Sciences DEI Student Work Group**

May 16, 2023

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**Welcome**

# Overview

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



# Members

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- 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

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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

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- Promote an inclusive environment
- Build stronger infrastructure to support DEI efforts



# Goals- Student Group

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



# Definitions

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## 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.

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## 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.

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## 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

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- 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



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# **Social Identity Wheel & Reflection**

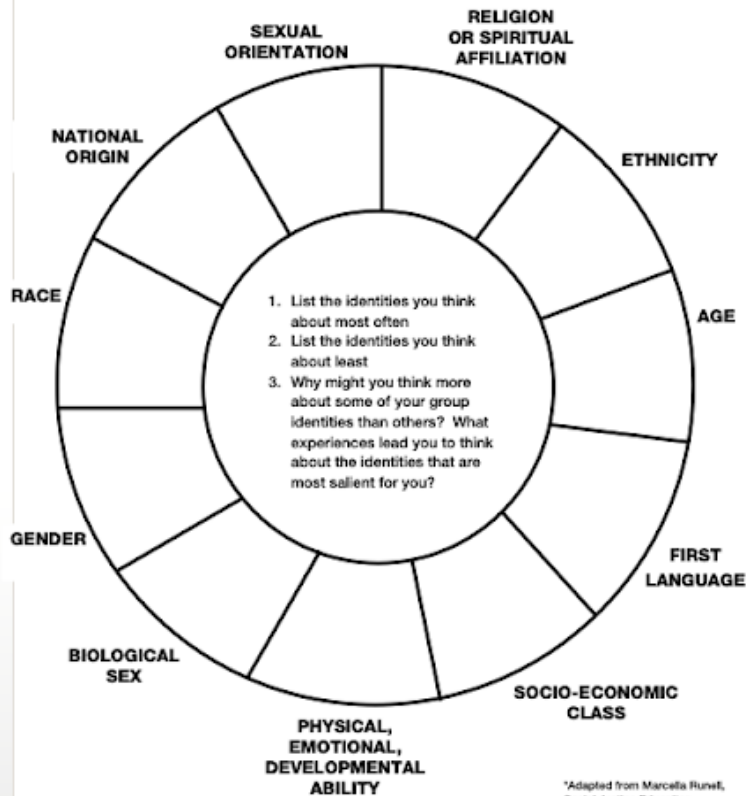
# What We're Doing

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- 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



## SOCIAL IDENTITY WHEEL



\*Adapted from Marcella Runell, Social Justice Education UMass-Amherst and "Voice of Discovery," Intergroup Relations Center, Arizona State University

SOCIAL IDENTITY CATEGORIES	EXAMPLES
Age	Child, Adolescent, Young Adult, Middle Age Adult, Senior/Elder
Ethnicity	African, Anglo, Chican@, Cuban, Dutch, French, Guamanian, Iranian, Irish, Jewish, Lakota, Navajo, Puerto Rican, Vietnamese
First Language	English, Farsi, French, Mandarin, Spanish
Gender	Gender Queer, Man, Woman, Transgender
National Origin	Barbados, Dominican Republic, Ireland, Japan, Puerto Rico, United States
Physical/Psychological/Mental/Learning Ability	Living w/a Disability, Living w/a Chronic Disease, Temporarily Able-Bodied (TAB)
Race	Asian/Pacific Islander, Biracial, Black, Indigenous Peoples/Native American, Latin@, Middle Eastern, Multiracial, white
Religion or Spiritual Affiliation	Agnostic, Atheist, Bahai'l, Christian, Hindu, Jewish, Muslim
Sex	Female, Intersex, Male
Sexual Orientation	Bisexual, Fluid, Gay, Heterosexual, Lesbian, Queer, Questioning
Socioeconomic Class	Owning Class, Upper Class, Middle Class, Working Class, Poor

Created for WOST 187/Fall 2009/ adapted from Lyon, Catalano, Shanks & Runell of the School of Education, Social Justice Education (wiedke)

- 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

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# Activity & Discussion

Please ask if you have any questions!



# Reflection Questions

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**How did you feel during this activity?**

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**What did this activity make you think about?**

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**What are ways we can apply this to our role at the university?**

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# Takeaways

# Campus Resources

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- 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

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- Understand and get to know
- Practicing and encouraging mindfulness
- Create a free-thinking environment
- Advertise and promote various resources





# Implementing DEI Initiatives in Coursework

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- "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*



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# Moving Forward

# Our Plan

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- Create a relationship with the cultural houses and other student organizations
- Create a plan for mentorship



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# Parting Questions

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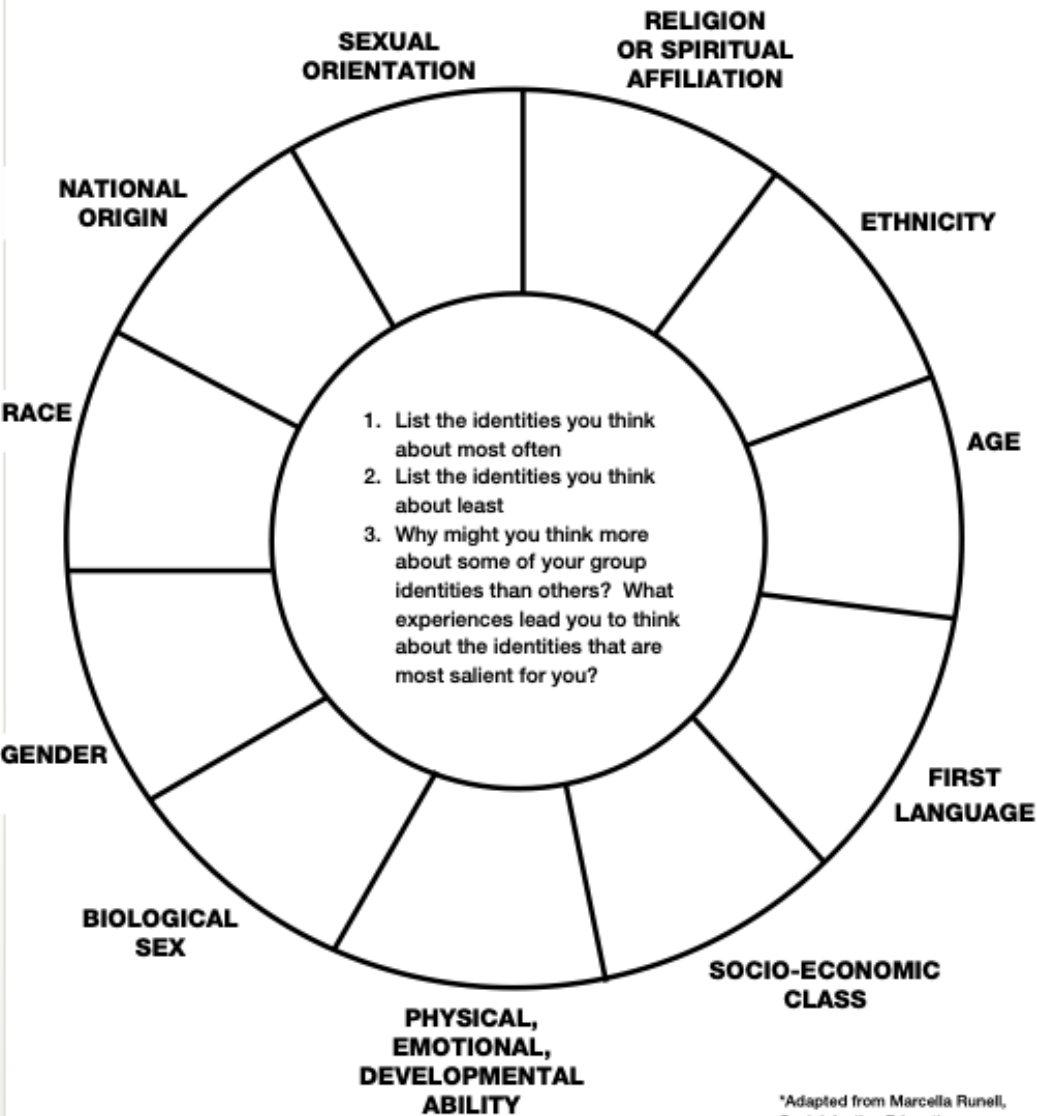
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- What can you and your colleagues do at the ground level to promote and ensure an inclusive learning community?
- What are aspects your immediate department/community can improve to allow for this inclusion?
  - What ways can your department/community partner with other departments/communities to examine institutional issues needing resolve?



**IOWA**

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Created for WOST 187/Fall 2005/ adapted from Lyon, Catalano, Shlasko & Runell of the School of Education, Social Justice Education (w/edits)

1. List the identities you think about the most.	2. List the identities you think about the least.	3. List the identities you would like to learn more about.
4. List the identities with the strongest impact on how you perceive yourself.	5. List the identities that have the strongest impact on how others perceive you.	6. List the identities that have the strongest impact on how you interact with others.



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### Empowering our Communities: Implementing DEI at UIOWA Workshop

#### College of Liberal Arts and Sciences DEI Student Work Group

May 16, 2023

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.

# **Empowering our Communities:**

*Implementing DEI at UIOWA Workshop*

Diversity, Equity, and Inclusion Resources



# 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
  - o Alpha Phi Alpha (Alpha Theta)
  - o Iota Phi Theta
  - o Kappa Alpha Psi
  - o Omega Psi Phi
  - o Phi Beta Sigma
- Sororities
  - o Alpha Kappa Alpha
  - o Delta Sigma Theta
  - o Sigma Gamma Rho
  - o 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. \*