Completing Unit-level DEI Digest Entries

The following list of DEI-related activities and success metrics is designed to offer examples of actions units can take to advance the DEI Digest Priority Goals.

For more information, contact: diversity@uiowa.edu.

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<th>DEI Digest Priority Goals</th>
<th>Example of DEI-related Activities</th>
<th>Examples of Metrics to Measure Success</th>
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| 1) Create an inclusive & equitable campus environment. | • Leadership commitment regarding the importance of diversity, equity & inclusion as critical to the unit’s mission.  
• Diversity, equity & inclusion is integrated in unit’s mission, vision, core values.  
• Programs to advance student, staff, faculty & administrator DEI-related competencies (i.e., knowledge, value, skills).  
• Physical environments promote inclusive and accessible facilities.  
• Unit-level committee to lead diversity, equity & inclusion efforts.  
• Partnerships with organizations representing diverse constituencies (e.g., Diversity Councils, professional associations) and engage stakeholders in identifying strengths and gaps in programs and services  
• Assessment of outcomes related to unit policies and practices to identify areas of disparities; engage in processes to understand and mitigate the disparities; assess and evaluate efforts.  
• Assessment internal and external communications and ensure that visible images and materials are welcoming and inclusive.  
• Implementation of unit-wide educational programs related to DEI  
• Celebration DEI-related achievements through internal recognition, nomination for DEI-related awards, etc. | • Program implementation milestones met  
• Program participation - #s, demographics of attendees  
• Participant evaluation of program quality  
• Equity analysis shows decreasing disparities  
• Visual documents (e.g., posters, tip sheets)  
• Assessment and growth of employee DEI competencies  
• " of DEI-related professional development programs attended  
• Campus climate and SERU data – baseline and change  
• # and % of employees who have completed a BUILD certificate |
| 2) Recruit, retain and develop a diverse campus community (faculty, staff and students). | Staff/Faculty  
• Institutionalize DEI recruitment best practices in all searches (e.g., active and ongoing recruitment, diverse hiring committees, search committee training, clear hiring criteria, proactive communication of work/life commitment).  
• Integrate intentional DEI efforts into employee recruitment programs  
• Pipeline programs (e.g. K-12; undergrad-graduate/professional; postdoc to professoriate)  
• Engagement in local community to create a more inclusive, welcoming community  
• Integrate DEI-related professional development and expectations in leadership positions and programs  
• Use of data to inform the unit’s DEI planning (e.g., workforce demographics, climate survey, HR Retention Reports)  
• Implement search committee trainings on unconscious bias and equitable practices | Faculty Recruitment  
• Demographic composition of recruitment efforts (e.g., applicant pool; short list; on-campus interview; offer extended)  
• # and demographics of candidates identified via active outreach  
• # and demographics of visiting scholars/experts invited to campus  
• # of strategies to actively engage passive candidates; # contacted  
Faculty Retention  
• Four-year/eight-year retention of new hire assistant professors (e.g., Cohort 2009; retained in 2013; 2017);
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| • Strategic attendance at key conferences to identify diverse talent  
• Integration of DEI-related content into position descriptions, ads, and interview processes.  
• Assessment of all job ads are assessed for gender and other biases.  
• Relationships with talented scholars from underrepresented groups via conferences, professional networks, online resources  
• Invitation of diverse slate of scholars to campus to present their research  
• Implementation of strategies to engage “passive applicants,” particularly women scholars and scholars of color | • Five-year/Annual Turnover of Tenured/Tenure-Track Faculty (Cohort of All T/TT faculty 2014/2015/2016/2017/2018: Not separated; retirements; deceased (see Purdue Data Digest)); |  |

| Staff Recruitment  
• Demographic composition of staff, at multiple levels of organization  
• Demographic composition of recruitment efforts (e.g., applicant pool; short list; on-campus interview; offer extended)  
• # and demographics of candidates identified via active outreach |  |

| Staff Retention  
• Retention reports from HR Dashboard, disaggregated by race/ethnicity, gender, etc. |  |

| Undergrad/Graduate Student  
• Student recruitment programs  
• Engagement of constituency-focused groups (e.g., multicultural centers; UI Diversity Councils; community focus groups) | Student Metrics  
• Demographic composition (# and %)  
• Undergrad: 1st to 2nd year retention rates and disparity analysis  
• Undergrad: 4 year graduation rates and disparity analysis  
• Doctoral six-year graduation rates and disparity analysis |  |

| Postdoc and Professional Students | Postdoc  
•  
•  
•  |  |

| Professional Students |  |

| 3) Support curricula, teaching, scholarship and clinical services that advance  
• Academic programs  
• DEI-related academic (credit) courses  
• Population-specific outreach and clinical services | Program enrollment  
• Dedicated budget  
• Program evaluations |  |
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| diversity, equity & inclusion.                                                            | • Professional DEI-related certification training offered on/off campus  
• DEI-related conferences and forums; engage visiting scholars/presenters while on campus.                                                                               | • Assessment of learning objectives                                                                                     |
| 4) Enhance accountability, effectiveness, and collaboration through strategic use of DEI-related data in planning and assessment. | • Completion of unit-level DEI Digest entry to share the unit’s DEI related activities, including established programs and early action steps.  
• Review of DEI-related data points (e.g., composition, ...) for disparate impact on underrepresented U.S. racial/ethnic minorities, women, and other historically marginalized populations.  
• Engagement of historically marginalized populations to interpret data and provide insights into strategies | • Strategic plan goals, strategies, and actions  
• Equity analysis – baseline and change  
• Focus groups conducted and other partnership with underrepresented populations                                                                 |
| 5) Other. Please provide unit-level DEI strategies that do not fit neatly under one of the above goals. |                                                                                                                                                                                                                                      |                                                                                                                          |