Sustaining Inclusive Excellence at UD

The development and formalization of the *Inclusive Excellence* Diversity Action Plan in May 2016 has helped to establish common ground values and principles for us to chart progress towards measuring, celebrating, and improving (where necessary) diversity and inclusion efforts at the University of Delaware. Below represents a selected list of signature initiatives that have been operationalized and strengthened to sustain these efforts using our guiding principles of action from *Inclusive Excellence* as our template:

1. **Recruit, develop, retain and promote a diverse faculty and staff**

**FACULTY**
- ADVANCE-IT Faculty Fellows organize and present workshops on best practices for faculty recruitment to search committee members in their colleges. Search committee training will be required for all future faculty searches.
- **Biennial Faculty Climate Surveys** will be used to measure challenges and successes in faculty satisfaction, mentoring, and departmental climates.
- **National Center for Faculty Development & Diversity (NCFDD)** seeks to help faculty increase writing productivity, maintain work/family balance, and develop productive alliances at their institutional home.
- **UD Faculty Accountability Program** expands the way that mentoring, support, and accountability occur among faculty.
- **Blue and Gold Professorships** are a retention measure for historically underrepresented and underserved faculty, but is open to all outstanding faculty members.

**In development FY17**
- **Inclusive Excellence Cluster Hire 2021** is an initiative to diversify our faculty compositionally and to stimulate our intellectual economy.
- **Faculty Excellence Initiative** creates opportunities to build on departmental strength by recruiting scholars from historically underrepresented and underserved populations when an opportunity presents itself.
- **Visiting Named Professorships** creates opportunities for faculty from historically underrepresented groups to share their research and scholarship with the campus on a limited term (1-3 years).
- **Post Docs** in emerging fields to help prime the pipeline for the professoriate or research.

**STAFF**
- **The Affirmative Action Plan** will be shared at the beginning of each job search to provide metrics for assessing diversity in a unit and provides goal areas for improving these statistics.

2. **Continue to create and retain a diverse student body**

**UNDERGRADUATE**

**Pipeline Initiatives**
- **SAT Optional Pilot** will provide Delaware residents the opportunity to choose whether or not to submit their SAT/ACT scores as a part of their admission application.
- **UD Scholars Program** is a pre-college/retention program serving first-generation and historically underrepresented and underserved students from Delaware.
- **College Readiness Scholars Institute (CRSI)** is a summer-intensive program that prepares underserved high school students for the college search.
- **The University of Delaware’s Partnership with Give Something Back Foundation** will identify a select number of Delaware high school freshmen over the next three years with the greatest financial need and will help them attend and graduate from UD with zero loans.
Retention Initiatives—
- Blue Hen Success Collaborative (BHSC) will support and enhance academic advising for undergraduate students from initial enrollment to graduation, increasing retention and graduation rates for all students.
- Blue Hen Success Grants Program will make small grants available for eligible students close to graduation who may benefit from the program.
- Coordinator of Student Veterans Services will support the recruitment, admissions, enrollment, and success of student veterans.
- LGBT Program Coordinator will promote the personal development and academic success of undergraduate lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual students.

Initiatives at the College level:
- The College of Health Sciences is developing a plan for a Health Sciences Summer Camp that will expose underrepresented minority high school students to education and careers in health sciences.

GRADUATE Pipeline Initiatives:
- LSAMP—Louis Stokes Alliances for Minority Participation—Bridge to Doctorate Program is a highly competitive program designed to encourage and support UD graduate students pursuing degrees in science, technology, engineering, and mathematics.
- Office of Graduate and Professional Education piloted a 2016 summer project that brought visiting McNair and Student Support Services students to campus for a 10-week pre-graduate summer research and graduate education exposure/application prep experience. Assessment and sustained outreach Fall 16.
- NEH Next Generation PhD implementation grant (1 of 3 nationally) supports interdisciplinary African American public humanities training at the doctoral level and prepares students intentionally for a broad range of careers in and beyond the academy.

Retention Initiatives:
- Office of Graduate and Professional Education (OGPE) is developing programming and professional development workshops for Graduate Scholars.
- OGPE is developing “best practice” training/toolkits for graduate program directors. They will also collaborate with departments on assessing and strengthening retention practices for historically underrepresented and underserved groups.

3. Curricular and Co-Curricular Transformation

UNDERGRADUATE
- The Multicultural Requirement is revised using the diversity competencies model developed by the Center for the Study for Diversity (DC-6). There is a review process for evaluating all current and proposed courses.
- FYE/FYS committee is piloting a diversity module to be included in the freshman academic and co-curricular experience. This module will be required for all FYE/FYS in the 2016-2017 year.
- Perkins Live and Trabant Now Late Night Programming has become a space where diverse students create a sense of community and belonging, and awareness of other substance free campus activities on campus.

In development FY17
- We will begin conversations in the spring with chief diversity advocates in each college to find ways to repurpose underutilized course numbers in departments and colleges to build sustainable educational opportunities for conversations on diversity, equity, inclusion, social responsibility, civic responsibility, and community engagement.
GRADUATE:

- **Professional and Continuing Studies** has funded certificate programs to be developed in 2016-2017 in “Cultural Competency in the Health Professions,” “Career and Life Studies Summer Institute for Students with Intellectual Disabilities,” and “Diversity Leadership” in cooperation with the Office of Equity and Inclusion.
- **UD’s new membership in the NSF funded Center for the Integration of Research, Teaching, and Learning (CIRTL) Network** of research institutions gives graduate students and post-docs access to future faculty professional development opportunities. The CIRTL Network supports the following core values: learning through diversity, learning communities, and teaching as research.

4. **Educational/Professional Development and Training**

**Institutional**

- Diversity Education and Awareness has been operationalized using the Valuing Differences module through connecting. All full-time staff will be required to take the course starting September 2016. (HR)
- **The Office of Equity and Inclusion** has a professional development curriculum that will build on the ABCs of Diversity to include more advanced educational and professional development opportunities that include Intercultural Communications, Dialogues on Diversity, Allying and Advocating for Others, Understanding Harassment, and Beyond Title IX: Sex, Gender, and Society.
- Search committee training will be required of all staff positions starting August 2016. Faculty Search Committee Training will be required for search committee members beginning fall 2016.

Initiatives to Support Professional Development and Training in Units and Colleges for Faculty and Staff:

- **Professional and Continuing Studies (PCS)** offers continuing education faculty programs on diversity and inclusion to increase instructor awareness of diversity and inclusion as related to curriculum, teaching and learning styles, and classroom environment in noncredit professional development courses and programs.
- PCS held a Division-wide staff meeting with the Vice Provost for Diversity centered on the Inclusive Excellence diversity action plan to create conversation around goal setting for the unit for the following year.
- PCS is developing a system to identify staff participation in training, education, and public programs related to diversity and inclusion.

5. **Building Community and Improving Campus Climate within UD**

- **The Diverse Learning Environments (DLE) Climate Survey** was completed spring 2016. A public forum will be held to make results available and to discuss strategies for improvement.
- **Office of Equity and Inclusion** has developed diversity education learning objectives that support ongoing professional development opportunities for the campus community that embraces and leverages diversity as a crucial part of an engage learning environment.
- **Res Life—DIVE-In Institute** is a five-week educational series that asks students to reflect on social identity and activism and engage in critical dialogue about various aspects of identity (winterim 2017).
- A committee was charged in the fall of 2015 to evaluate UD’s bias and harassment reporting protocol at UD. In spring 2016, they submitted a report with recommendations that will be considered in 2017.
- **Respect and Civility Committee** is charged with building upon the statement of responsibility [http://www1.udel.edu/main-old/aboutud.html](http://www1.udel.edu/main-old/aboutud.html) that is one of the governing values of respect and civility at the University of Delaware.
- “**We Are Blue Hens**” Student Values Statement (2015) articulates the expectations that UD students have for the student experience and the shared values that they aspire to develop and uphold. This statement has been incorporated into New Student Orientation and 1743 Welcome Days.
The new Senior Associate Director of the Office of Equity and Inclusion will manage the bias and harassment/non-discrimination policy in the same way the Director of OEI manages the sexual misconduct policy, tracking trends, overseeing education and prevention efforts, and striving to prevent the behavior from re-occurring.

The new Assistant Vice President for Student Life Diversity and Inclusion will lead efforts to foster an inclusive, welcoming, and engaging campus climate, to improve the campus climate for underserved student populations, and to enhance the diversity and inclusion initiatives currently offered to strengthen student success.

Initiatives at the College Level:
- The College of Health Sciences (CHS) has appointed a new Associate Dean for Diversity to begin to enhance the culture of diversity and inclusion in the College.
- During 2016-2017, CHS will offer a Diversity and Inclusion speaker series to include topics such as cultural competence in healthcare delivery, mentoring historically underrepresented and underserved students and faculty, OEI diversity training, and health disparities.
- CHS is partnering with the Minority Association of Premedical Students (MAPS) to build community between MAPS, the Center for Premedical and Health Profession Studies, and historically underrepresented physicians and healthcare providers in the region.

6. Community Outreach and Engagement
- The University of Delaware Partnership for Public Education (2016) will mobilize the university’s current research, educational, and public service efforts to complement the work of the Wilmington Education Improvement Commission to improve educational opportunities for students at Delaware schools with high concentrations of low-income and other students at-risk.
- Community Engagement Initiative (2016) will strengthen civic and community engagement in ways that enrich the scholarship and learning of University faculty and students, and help to address challenges facing the communities we serve at all levels, local to global.
- Near-Peer program (2016) will create an opportunity for UD students to mentor area high-school students. Near-Peer counselors will serve as a resource for high school students and their families, especially at-risk and underrepresented students, in matters related to college readiness, student aid, career counseling, or financial literacy.
- The Community Based Organizations Collaborative (2016) seeks to strengthen alliances with CBOs to fortify pipeline programs for first-generation and historically underrepresented and underserved students.

*Developing an Accountability System for Achieving Institutional Diversity Goals:*
As we continue to evaluate where we are with regard to our diversity practices and initiatives, we will have to develop meaningful measures to assess not only the intentionality of such measures, but the effectiveness of these initiatives as well. To this end, we will do the following:

In development FY16/17
- Quality Review Assessment Reports are being completed by all seven colleges in cycles.
- Diversity Mapping: An RFP is being developed to evaluate our diversity and inclusion initiatives campus wide and to develop metrics for maintaining, enhancing, or sunsetting ineffective diversity practices.
- Chief Diversity Advocates for the colleges will complete a yearly report to alert us of the progress being made in the areas of the six guiding principles of action.