

**President’s Diversity, Inclusion and Hospitality Task Force Goals**

2021

**Goal # 1- Recognizing that our diversity is a gift from God, and develop comprehensive strategies for attracting and retaining diverse students, faculty, staff, and Board members**

Attracting students from underrepresented populations

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| Outcome | Short | Collaboration | Assessment metric  |
| Improve visibility of graduate and undergraduate scholarship resources for underrepresented populations | x | FP, AA | UD faculty, staff, and students will receive information about scholarship resources  |
| Highlight career opportunities and industry applications of majors for prospective students from underrepresented populations. Inform prospective students from underrepresented populations about internship placements and/or graduate school opportunities | x | AA | majors will post graduate and internship placements broken down by demographics highlighted on their webpage |

Retaining students from underrepresented populations

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| Outcome | Short | Collaboration | Assessment metric  |
| Educate faculty about resources available for student support, faculty participation in the advising process, and advocacy and early intervention for students from underrepresented populations. | x | AA, SA, AT, AS | Provide information for student support services (bridge, trio, ASC etc). Provide training to faculty on best practices in advising and detecting warning signs for intervention  |

Attracting faculty & staff from underrepresented populations

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| Outcome | Short | Collaboration | Assessment metric |
| Create a faculty & staff recruitment and retention standing committee as a subset of PACDIH that is tasked with implementing and monitoring recruitment and retention initiatives | x | HR, AA, PO | Ensure that recruitment and retention programs are properly implemented and percentages faculty and staff from underrepresented populations are reported on an annual basis.  |
| Reach out to community partners serving diverse populations to encourage and support employment applications. | x | EP | Send job postings to community partners serving diverse populations and encourage them to circulate within their networks  |
| Research and implement best practices from national, regional, state, and local resources to adopt and customize processes that foster diverse recruitment and hiring practices. | x | HR, EP | Work with HR and external partners with expertise in diversity recruitment and hiring to develop best practices for recruiting and hiring  |
| New hires need to provide cover letters that show their understanding of diversity and inclusivity. Their past and future experiences, and what they will bring to the university in the future. | x | AA, HR | Add understanding of diversity mandate in job postings to be included in cover letter  |
| A hiring practice seeks to ensure understanding of UD's Mission, our faith identity, and the significance of what it means (and doesn't mean) to be a Christian university. | x | AA, HR | Ensure that questions of faith and mission are incorporated in aspects of the hiring process  |
| Develop a list of posting resources to facilitate applications from a diverse applicant pool (require posting in one of those resources | x | HR, EP | Work with HR and external partners with expertise in diversity recruitment to increase sites for sourcing candidates |

Retaining faculty and staff from underrepresented populations

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| Outcome | Short | Collaboration | Assessment metric |
| Create feedback opportunities that evaluate work-life balance and overall satisfaction of faculty and staff from underrepresented populations | x | HR, AA, PO | Make work-life balance and job satisfaction apart of annual assessment for faculty and staff with the ability to assess faculty and staff from underrepresented populations |
| Recognize diversity, inclusion, and hospitality allies on campus. | x | PO, AA, EP | Create visible networks of allies on campus and within the community that faculty and staff from underrepresented populations will have the ability to access |
| Recognize and highlight achievements of diverse faculty/staff on campus | x | AA, PO | Provided vehicles that allow recognize of achievements that faculty and staff from underrepresented populations |
| Empower and develop community amongst faculty/staff of color on campus. | x | AA, PO | Encourage gatherings both on and off campus to foster community  |

Student Support

Cost Factors

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| Outcome | Short | Collaboration | Assessment metric |
| Develop programming and communication/marketing that highlight the benefits of college (ROI, and value of a UD education). | X | AM, PO, MR, AA, SA |  |
| Connect students to resources and programming in Vocation and Civic Engagement throughout academic career. | X | SA, DV, AA, SA |  |

Pedagogy

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| Outcome | Short | Collaboration | Assessment metric |
| Explore course evaluations along the lines of the campus demographics to learn of outcome differences amongst the student population. | X | AA, HR, SA, AS |  |

**Goal # 2-Foster an inclusive culture that supports all individuals academically, socially, and personal.**

Faculty and Staff Professional Development

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| Outcome | Short | Collaboration | Assessment metric |
| Utilize current programming, i.e. Ally Training, Navigating Similarities and Differences.  | x | SA, AA |  |
| Identify gaps and insert opportunities in Faculty and Staff Orientations.  | x | HR, AA |  |
| Create a Cultural Competence website where all resources can be housed for fac/staff use | x | AA, SA |  |

Foster an inclusive culture that supports all individuals academically

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| Outcome | Short | Collaboration | Assessment metric |
| Looking into a support group for students of color | X |  |  |

Foster an inclusive culture that supports all individuals socially

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| Outcome | Short | Collaboration | Assessment metric |
| Look into how to get student organizations involved | X |  |  |

**Goal # 3- Establish inclusive learning and work environment through effective policies and practices, curriculum and pedagogical approaches, and engagement and formation programming.**

Curriculum and Pedagogy

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| Outcome | Short | Collaboration | Assessment metric |
| At least one of the department's PLOs will be dedicated to D&I and assessed as a part of the annual department assessment. | X | DV, AA, AS, PO |  |
| New course proposals will require a statement of how D&I is addressed\* | X | DV, AA, AS, RO, PO |  |
| Current courses in the program will require D&I to be addressed during program reviews\* | X | DV, AA, AS, RO, PO |  |
| Trio Program to add the McNair post-baccalaureate achievement program -Geared towards increasing minorities and first-generation students’ enrollment in doctoral programs-Collaborate with faculty to conduct research  | X | DV, AA, AS, SA, RO, PO |  |
| Diversity Day- afternoon session to focus on departmental diversity incentives to include speakers/presentations, readings, etc. geared towards discipline-specific diversity needs  | X | DV, AA, AS, SA, PO | Engagement centered  |

\*D&I may not be applicable to every course in the department's curriculum

Policies Related to Engagement and Formation

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| Outcome | Short | Collaboration | Assessment metric |
| Review of student life policies and outcomes with a focus on equity over equality-Review the policy language to review for unintentional bias towards a specific group  | X | SA, AS, PO |  |
| Provide more diversity and inclusion training for Residence Life Staff-Reduce RA responsibilities to focus on student development -Review best practices in holistic mentorship  | X | DV, AS, SA, PO |  |
| Student organizations -add below requirements for SGA funding -Diversity training within the organizations -Ensure that organizational activities are inclusive -Encourage or require cross-group collaboration -Emphasis on service-learning activities -Development of leadership programs  | X | DV, AA, AS, SA, PO |  |
| Diversity Day committee- ensure program coordinators are a representative group of all diversity within the UD community.  | X | DV, AA, AS, SA, PO |  |

Policies and practices related to the work environment

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| Outcome | Short | Collaboration | Assessment metric |
| Spartan scoop and HR announcements – more inclusive announcements related to other cultures.-Inclusion of a multicultural calendar  | X | HR, DV, AA, AS, SA, PO |  |
| Broaden marketing initiatives towards alumni and prospective students to be inclusive relative to culture, faith, and gender.  | X | AD, HR, DV, AA, AS, SA, PO |  |
| Make sure work activities are inclusive and culturally appropriate i.e., Luau becomes summer blast  | X | DV, HR, AA, AS, SA, PO |  |
| Review with HR policies in section III-IV of the employee handbook -are polices updated and does the language utilized cause a discriminatory effect against a particular population  | X | HR, DV, AA, PO |  |

Engagement and Formation: Assessment, Evaluation, Feedback

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| Outcome | Short | Collaboration | Assessment metric |
| Include engagement and formation feedback through campus climate survey and NSSE resources. | X | AM, AA, AS, SA, RO, PO |  |
| Explore the evaluation of departmental areas related to CAS standards. | X | AA, DV, PO |  |

Language

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| Outcome | Short | Collaboration | Assessment metric |
| Explore growth mindset language within communications that deliver “bad news”. Develop messaging that is line with being a teaching and learning institution. | X | AM, HR, DV, AA, AS, SA, PO, MR |  |
| Utilize the development/re-branding of website to include language that is inclusive and hospitable and reflects the diversity of our community and our reach. | X | AM, HR, DV, AA, AS, SA, PO, MR |  |

Programming

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| Outcome | Short | Collaboration | Assessment metric |
| Explore ‘best practices’ for programming related to engagement and formation. | X | HR, DV, AA, AS, SA, PO |  |

**Goal # 4-Develop tools and mechanisms that allow for assessment and evaluation of diversity and inclusion programming.**

**Goal # 5- Develop processes to gather feedback from campus stakeholders.**

Assessment and Evaluation

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| Outcome | Short | Collaboration | Assessment metric |
| * Develop *(applying)* rubrics for assessing *Faith & Values*, *Hospitality*, as well as *Social Justice*
 | x | AA, SA, HR, PO |  |

Grant Writing

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| * Organize *(applying)* the application for the *NetVUE Institutional Saga Grant* to support Goal #4 & #5
 | x | AA, SA, PO |  |
| * Take part in *(analyzing)* consultations with UD’s NetVUE campus contact and pre-session meeting(s) during NetVUE’s 2021 Conference to support a meaningful grant application
 | x | AA, SA |  |

**Goal # 6- Create protocols to determine, assess, and address flash point issues related to incidents of hate, bigotry or intolerance within our campus community.**

Proactive- to keep a campus disruption from occurring

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| Outcome  | Short  | Collaboration  | Assessment metric |
| Lunches with the President.* Allowing diversity student orgs the opportunity to have a “touch-base” lunch President Bullock
 | X | PO |  |
| Discussions around diversity- to include students, faculty, staff, administrators  * Programs on the quads
 | X | HR, AA,  |  |
| Identity Dialogues  | Short  | Collaboration | Assessment metric |
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| Increase the visibility of diversity within student work | X |  |  |
| Add diversity announcements and calendar in the Spartan Scoop and announcement emails.  | X | SA |  |
| Add a Culture Corner segment in the Belltower and UD website with recognitions, awards, and to be a space for campus education.  | X | SA |  |