



Academic year 20-21

Action Items to Support Diversity, Equity & Inclusion

FOR COMMENT BY: Friday, August, 28, 2020

Initiate and oversee campus-wide division-level diversity, equity, and inclusion strategic planning and coordination

The Office of Diversity, Equity, and Inclusion (ODEI) will work with every division on campus to create a framework for diversity, equity, and inclusion leadership, strategic planning, and accountability.

There are different structures to accomplish these goals: through a committee chaired by a dean, vice chancellor or designee, or by creating a leadership position devoted to diversity, equity, and inclusion (DEI), such as an associate dean or a director.

Each person that has responsibilities in these structures should go through training. The chairs should serve on a larger campus steering committee, chaired by the interim vice chancellor of diversity, equity, and inclusion (VCDEI), and meet regularly with the chancellor.

Establish a DEI steering committee that includes the chancellor, provost and unit-level DEI leadership

This committee would be chaired by the VCDEI. Its membership would include the chancellor, the provost and executive vice chancellor, and the chairs of each unit's DEI team and/or the administrator from that unit responsible for DEI work.

Subgroups of the DEI Steering Committee:

- Faculty, Institutional Research; Staff and Graduate Student Research Team
- DEI Programmers
- DEI Faculty and Staff Groups
- Student Advisory Council
- Marketing and Communication
- Advancement
- Community Engagement

Identify and address institutional barriers at DU to close the achievement gap between minoritized students and non-minoritized students

Currently, minoritized students at DU have some notable differential outcomes related to their overall success through graduation at DU. While persistence rates for the first three years for minoritized students are comparable to non-minoritized students, the graduation rates (4-year, 5-year, and 6-year) show that minoritized students lag by three to four percent. Understanding that these outcomes are not the result of any deficits, but are systemic and institutional, DU should identify the financial, climate, classroom, and other institutional barriers in place at DU. Having done so, it will invest in specific remedies to address these barriers.

Institute baseline, mandatory training and continued professional development for administration, faculty, staff and students

The University of Denver has the opportunity to be known for giving all of its members the skills to engage in diversity, equity, and inclusion work. The development of these skills is central to improving our culture. This action item will build upon and continue to grow trainings and professional development tailored to the unique needs and perspectives of the DU community. They include:

- **Faculty:** All existing and incoming DU faculty, including adjuncts, are required to complete the Everfi modules on harassment, diversity, equity, and inclusion and implicit bias. And, launching in fall 2020, DU faculty are also required to take the inclusive teaching practices training modules through the DU-created Faculty Institute for Inclusive Teaching (FIIT). There are also opportunities for further professional development offered regularly through FIIT throughout the winter and spring quarters.
- **Chancellor's Cabinet, deans and associate deans:** All leadership will complete the one-hour FIIT inclusive teaching practices training module.
- **Administrators and staff:** All existing and incoming administrators and staff are required to complete the Everfi modules on harassment, diversity, equity, and inclusion and implicit bias.
- **Students:** All incoming undergraduate students are required to complete the Everfi module on diversity, equity, and inclusion, including introducing concepts of identity, stereotypes, bias, power, privilege, oppression, microaggressions, allyship and more. Students are also required to complete this module as part of their Discoveries Orientation experience. Resident assistants (RAs) and Discoveries leaders (DLs) will also complete this module. Going forward, DU could open this up to all undergraduate and graduate students this year.

Articulate, educate, and train on DU's unifying philosophy of diversity, equity, and inclusion, and use metrics to track progress

DU's DEI efforts are missing a unifying philosophy. We need a shared vision to collectively work toward. Diversity, equity, and inclusion are not hollow buzzwords nor boxes to check in our messaging. Instead, they require us to engage deeply, consistently and critically as a community about the shared language, values, and vision of DEI at DU. Some of these ways this could happen to include:

- Offer readings, education, and other programming related to power and privilege
- Bring together DEI programmers across campus to engage in a streamlined and holistic approach

- Develop a framework to share our institutional histories, so that we all better understand and are better able to respond to resurfacing evidence of DU's complicated racial history and support student engagement with our institutional past
- Develop a framework to make faculty and other key stakeholders promptly aware of DU-specific incidents that impact DU's commitments to DEI and which have an especially negative impact on students. (Often, faculty and other key stakeholder are unaware of events that weigh heavily on students. As a result, students can interpret faculty and university silence as a lack of care.)
- Rethink and roll out a unified DEI web and social media presence
- Reimagine the Diversity Summit and Heritage Months as opportunities for community-wide teach-ins that align strategic university and DEI objectives
- Work with advancement and marketing and communications to develop an authentic story centered on the unifying philosophy to engage with the larger community

Facilitate substantive discussions throughout the year on exploring the term antiracism

Acknowledging that racism has been at DU since its founding and has been amplified in recent years by racist incidents. In addition, longtime actions have reinforced policies and practices that have fallen disparately on racially minoritized groups.

DU will facilitate substantive discussions throughout the year on exploring the term anti-racism. What does it mean? What is it at DU? What are its implications in the context of DU's past, present, and future?

These conversations would revolve around specific outcomes to make recommendations to the DEI steering committee to inform new strategic priorities at the university as well as unit-level strategic planning and professional development.

Conduct a comprehensive review of DEI campus climate workgroups, studies, reports and student demands following by regular updates

There exists an already deep body of institutional knowledge about the past and current challenges of DEI work at DU. It is important to share that knowledge and vigilantly examine and communicate where DU needs to acknowledge and honor the progress we have already made. We also need to identify where we need to invest greater time, thought and resources.

Online archive of previous DEI work and reports

By January 1, 2021, all previous reports, recommendations, assessments, and student demands from the past five years will be documented on the re-imagined DEI portal website. There will be executive summaries of progress. We will identify gaps and create plans with details about prioritization to address them.

Comprehensive assessment strategy to understand, use, and communicate data

In partnership with Institutional Research (IR), graduate student researchers, chairs of DEI committees across campus, and campus leaders could develop a comprehensive assessment strategy with clearly articulated metrics. There would be intentional sharing of this information and education for the campus community. This information could live on the IR website, linked to on the ODEI website, or vice-versa.

Current and future assessment plans

During the fall of 2020, students will receive the Culturally Engaging Campus Environment (CECE) survey. The goal moving forward is to distribute this survey every two years. Meetings will be scheduled to share the collected data to inform DEI planning and progress.

Future data and identity identification

Working with IR, DU could standardize and make more relevant all the data used to chart the progress of DEI work. Currently, there are inconsistencies and gaps in DU's ability to identify, understand, and communicate with minoritized groups.

Communication

Marketing and communications will allocate resources to ODEI to ensure all DEI web content is consistent and updated and to more regularly embed DEI progress and related items of interest in internal communications as well as print and other media, including DU social media.

Grow the ODEI Fellow Program to incubate division-level DEI leadership and support

The ODEI Fellows Program is a pilot project of DU IMPACT 2025. Going forward, the ODEI fellows program could work in the following five areas:

- Support to minoritized faculty or staff
- Infuse diversity, equity, and inclusion development into the core work of colleagues
- Work with leaders in the division to create and monitor unit-level DEI strategic planning and implementation
- Identify and implement best practices for search processes and subsequent retention
- Communicate DEI advocacy efforts within their unit and beyond

With these core areas in mind, the ODEI Fellow Program would grow to support the development of division-level, academic DEI leadership. These leaders could execute the current vision of DEI work at DU, creating greater leadership and accountability at every level of the institution.

Lead chancellor and leadership engagement tours to meet with faculty, staff, and students from Indigenous, Latinx, Black, Asian Pacific Islander, LGBTQ+ and other minoritized communities, informing continued planning and assessment.

DU's leaders must be constantly accessible and willing to understand the emotional and intellectual toll of inequity and inequality at DU. This action item proposes consistent

meetings between the chancellor and key leadership (including but not limited to the provost, vice chancellors and deans) with faculty, staff, and students from minoritized communities. These meetings will inform continued planning and assessment.

Support and provide resources to address the lived experiences of Black community members at DU

Modeling the resources and focused attention for the Latinx and Indigenous/Native Communities at DU (e.g. Latinx Center at DU), DU will provide resources to address the lived experiences of Black community members at DU.

Response Coordinator

Hiring a response coordinator charged—in collaboration with the Offices of Diversity, Equity, and Inclusion (ODEI), Human Resources (HR), and Student Affairs and under the direction of the VCDEI—with coordinating the University’s response to the systemic and institutional exclusion of Black people at DU.

Relevant units and groups include, but are not limited to, legal, facilities, campus safety, advancement, marketing and communications, deans, associate deans, department chairs, vice chancellors, vice provosts, and the provost.

The response coordinator position could specifically address or identify

- Lack of inclusive physical and social spaces for Black faculty, staff, and students
- Institutional and systematic remedies to address racial battle fatigue experienced by DU’s Black community in the classrooms, offices, and communal spaces

The response coordinator could also identify programs and structures to center and value the Black experience in the intellectual and everyday life of the University. Such programs could include:

- The establishment of a center for Black studies and community engagement
- Protocol for reflection, learning and action programming around Black History Month and the Juneteenth Holiday
- A Black Community Advisory Board comprised of students, staff, faculty, alumni and community members to help set both accountability measures and priorities for DU

The position would also connect, contribute to and reinforce larger diversity, equity, and inclusion efforts by student, staff, and faculty, including the evaluation of anti-bias training, inclusive pedagogical practice development, equity audits, appointments, promotion and tenure practices, division-level DEI leadership and teaching as well as staff evaluations.

Advance faculty diversity and provide professional development, training, and formal mentorship opportunities

DU continues to lag in both its recruitment and retention of minoritized faculty. There are opportunities to amplify our efforts by building on current strengths and developing new tools for university leaders to more aggressively diversify our faculty. These opportunities include:

Continue to build the university's critical race and ethnic studies curriculum and its commitments to its Indigenous initiatives and work to become the premier institution in the Rocky Mountain West for Black and Indigenous studies.

- Develop a target of opportunity hiring initiative to aggressively hire faculty candidates, at any rank and in any discipline, who have an accomplished track record (calibrated to their career stage) of teaching, research or service activities addressing the needs of African-American, Latinx, Native American, Asian Pacific Islander students or communities.
- Invest substantively in growing on- or off-campus initiatives (such as becoming an institutional member of the National Center for Faculty Development) to provide professional development, training, and mentorship opportunities for minoritized faculty to support promotion, tenure and pathways to academic leadership.

Invest in DU's emergence as the nationwide leader in inclusive pedagogy and teaching practices

In 2016, the then Office of Diversity and Inclusion and the Faculty Senate partnered to commit the University of Denver to recruit and train faculty committed to inclusive teaching. In 2017, the Office of Teaching and Learning (OTL) added a full-time director of inclusive teaching. Since that time, the demand for the skills and the scope of the work (in the form of workshops, reading groups, targeted training and multiple one-on-one meetings, evaluations, assessments and planning with individual faculty) has grown exponentially.

The work of the director of inclusive teaching has already begun to transform inclusive teaching at DU and in higher education writ large. Yet, the work is unsustainable without greater investment. This action item proposes growing OTL's ability to center DU as the premier institution in the United States in the creation, delivery and assessment of inclusive pedagogy. This might require investments in a program manager, postdoctoral fellows, and graduate and undergraduate students to not only be sustainable but to grow and develop in an informed and data-driven manner.

Collaborate with the Chancellor's Cabinet to develop a framework for the implementation of the Intercultural Development Inventory (IDI)

The IDI is the only theory-based assessment of intercultural competence. It allows individuals and leaders in organizations to see a personal, as well as institutional, progression and growth. The IDI will give DU the ability to create a professional and personal development baseline and development plan for staff and faculty. The initiative will work with DU's leadership to:

- Develop a comprehensive plan to roll out IDI campus wide
- Establish a baseline and benchmarking for individuals, divisions and units
- Share data and metrics on development over time and where the University falls on the continuum overall for purposes of inclusion, recruiting and retention