Inclusive Excellence:

An Action Plan for Diversity at UD

UNIVERSITY OF DELAWARE

Transformational Change

The diversity idea [is] central to an institution's mission to develop an educated and informed citizenry...noted from this vantage point diversity is no longer simply an end in itself, but a means to fundamentally reconfigure the mission of higher education."

--Damon A. Williams, Strategic Diversity Leadership

Delaware Will Shine
CREATING OUR FUTURE

"UD's success is firmly predicated on our steadfast commitment to diversity, equity, and inclusion...this culture is important for..."

- the perspective of equity and justice,
- educating global citizens,
- improving learning outcomes,
- developing knowledge and critical thinking skills
- enhancing societal impacts
- innovation and creativity

Why Diversity? Why Inclusion?

- Diversity is a core educational value and a guiding principle

- Diversity and Inclusion are key to engaged and inclusive excellence

- *Meaningful* diversity practices significantly increase the quality and value of education for all students.

- Transformative learning experiences
  - enhance critical thinking,
  - promote civic responsibility,
  - enrich formal and informal exchanges amongst students
  - prepare students to navigate in an increasing diverse and global world.

Where We Are

Where We Are Going

- Making progress
- New administrative structures, and academic and research units
- Data and analysis

- From Diversity to Inclusion
- Developed Diversity Statement & 6 Guiding Principles of Action
- Implementing Diversity Blueprint and Action Plan

How We Measure Progress: Ethnic Diversity Index
(James Jones)

Undergraduate Students: From 2007 to 2015, the EDI has steadily increased in small increments from .29 to .39. The trend line shows 80% of the growth in EDI occurring since 2012. This is encouraging for if we project this trend line, we are definitely following an upward trajectory.

EDI for Faculty

- **CT**--Overall, the EDI is low for CNTT faculty (.192) and shows no movement at all—actually declining slightly to .178 in 2014.

- **All Tenure Track:** The EDI has remained steady hovering around .30 and is unchanged since 2007.

- **All Tenured Faculty**: The EDI is low for tenured faculty (.16 in 2007) and only increasing to .20 in 2014, a minimal increase over the 9-year period.

- **All UD Faculty**:   The EDI for URM faculty at UD was .19 in 2007. In 2014, it had increased minimally to .22.

- **Overall:** the EDI for faculty is substantially lower than for students, and unlike students, the EDI has shown virtually no change over the last nine years.

EDI Staff

Data for Staff are only available since 2011, and is organized for Hourly, Non-exempt and Exempt classifications.

- **Hourly**: The EDI for hourly employees (.70+) is the highest of any category.
- **Non-Exempt**: The EDI for non-exempt staff increased minimally from .33 in 2011, to .36 in 2014.
- **Exempt**: The .37 EDI in 2011 for Exempt staff has remained unchanged in 2014.

Diversity Network

- Chief Diversity Advocates
- Executive Council for Diversity Advisory Board
- Diversity Caucuses
- Disability Support Services (DSS)
- Graduate Studies Office
- Center for Teaching and Assessment of Learning (CTAL)
- Faculty Senate's Diversity and Inclusion Action Committee
- ADVANCE-IT
- Institutional Research and Effectiveness (IR)

We Will

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

2. *Continue to create a diverse student body*

3. *[Undertake] Curricular and Co-Curricular Transformation*

4. *[Prioritize] Educational/Professional Development and Training*

5. *Build Community and Improve Campus Climate within UD*

6. *[Develop, Support, and Sustain] Community Outreach and Engagement*

We Are In This Together

How can the Faculty Senate Help?

- Continue to work on ways to incorporate the values of diversity, equity, inclusion, social justice, civic responsibility, creativity and innovation into the university curriculum and the classroom.

- Find ways to value co-curricular activities academically

- Collaborate to create a Common Ground Values document that espouses the principles we consider important in fostering an inclusive and engaged community.

- MOU for classroom culture.

Transformational Change leads to Inclusive Excellence

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