DIVERSITY ILG WORKING GROUP 2020-2021

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University of Dayton

MEMBERS

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INTRODUCTION

Big Picture Context

Diversity as ILG & Scaffolded Outcomes
Diversity is one of our seven [Habits of Inquiry and Reflection](#) (HIR) outcomes, which have become the equivalent of and are regularly referred to as [UD's Institutional Learning Goals](#) (ILGs):

> *"The University of Dayton will be using the terminology of Institutional Learning Goals (ILGs), effective with the 2017-18 academic year. The previous terminology, used in the Habits of Inquiry and Reflection, was Student Learning Outcomes (SLOs). This change is a reflection that the seven areas above are aspirational value statements; it does not affect how each one is defined." (see footnote in the Habits of Inquiry and Reflection)*

While often seen as merely connecting to the Common Academic Program (CAP), the seven ILGs have become the logic informing the larger aims of the university as a whole, and thus should be imagined as informing not only CAP's direction, but the overall direction of all actions and outcomes for all schools and units on campus, not just CAP.

HIR defines Diversity as:

> *"All undergraduates will develop and demonstrate intellectually informed, appreciative, and critical understanding of the cultures, histories, times, and places of multiple others, as marked by class, race, gender, ethnicity, religion, nationality, sexual orientation, and other manifestations of difference. Students' understanding will reflect scholarly inquiry, experiential immersion, and disciplined reflection."*

This definition is a starting place, but it reflects a multiculturalism model of diversity work, one that focuses more on information about groups rather than engaging the dynamics of power that create, replicate, and perpetuate systemic inequality. To put this another way, HIR "recommends certain developmentally sequenced, programmatic changes that would promote student achievement of the learning outcomes." The HIR definition for Diversity, however, is neither scaffolded nor developmental, nor was this previous [Diversity assessment rubric](#).

Common Academic Program and Diversity
The [Common Academic Program](#) contributes to Diversity learning efforts and is intended to do so in a scaffolded way throughout its curriculum and [components](#), particularly in [Humanities Commons](#), [Principles of Oral Communication (CMM 100)](#), and [Social Sciences Interdisciplinary (SSC 200)](#), but in a more focused way through a [Diversity and Social Justice (DSJ)](#) component.

Faculty from all schools and units are encouraged to [develop CAP-DSJ courses](#) that achieve the learning outcomes they have for their students, align with their own teaching interests, and contribute to the developmental approach and diversity learning outcomes embraced and valued on campus.

> *"We find it highly unusual that the University of Dayton's Diversity and Social Justice CAP component area does NOT specify or feature any delineated or explicit student learning objectives or competencies for student mastery in the area. There has to be an intentional learning target around diversity learning and engagement for students. If not, "diversity" becomes an amorphous goal with no operationalization or traction for the university."* - The Halualani & Associates Diversity Mapping Report (2018).

Diversity ILG Learning Continuum

Drawing from these observations and common questions about the [Diversity and Social Justice (DSJ)](#) Component of the Common Academic Program (CAP), the Diversity and Social Justice Curriculum Fellows came about and were tasked to:

1. Compile and organize resources, readings, and other materials that individuals might find useful in developing and teaching DSJ courses across academic disciplines; such efforts are now available in [this LibGuide](#).
2. Develop guidance about what pursuit of the Diversity Institutional Learning Goal (ILG) may look like at the introductory, expanded, and advanced developmental levels. This guidance may take the form of sample learning objectives, rubrics, and activities appropriate to different levels of engagement.

In their [2019-2020 comprehensive report,](#) the Fellows aimed to provide clarity regarding the DSJ Component of CAP connected to the experiences of all undergraduate students at this university.

The **[Diversity ILG Learning Continuum](#)** is an attempt to make visible the cumulative diversity learning goals for all University of Dayton students. It is presented in a scaffolded format that foregrounds growth over time, one that is developmental rather than merely aspirational. After consideration of peer-reviewed articles discussing inclusive education and curriculum as well as other institutions' diversity-related learning outcomes, the Fellows concluded that there are four dimensions of diversity that should be addressed in helping achieve the Institutional Learning Goal of Diversity:

1. Intersectionality,
2. Social Justice,
3. Bias/Perspective,
4. and Intercultural Competence.

The definitions used by the Fellows for these dimensions came from other University documents related to diversity, for ease of communication across the University. The Fellows developed student learning outcomes at three levels of learning: Beginner, Intermediate, and Advanced. It is hoped that students will achieve the Beginning and Intermediate level outcomes through their first and second year CAP coursework, allowing the CAP Diversity & Social Justice course to focus on Advanced learning outcomes.

Making visible this scaffolded, developmental model is intended to facilitate the incorporation of these aspects into both the curriculum and co-curriculum as a means to hold the university as a whole accountable for the necessary work to meet these goals with students. By intentionally creating an understanding of key ideas and terms, developing the necessary skills to engage these four different domains, and practicing applying these skills and abilities as part of students' holistic educational experience, the University of Dayton can make the Diversity ILG a key aspect of our mission as the university of the common good.

Diversity ILG Working Group

Working Group Charge

Building on these efforts, the Diversity ILG Working Group began convening in 2020-2021 with a three-fold mission:

1. Benchmarking institutions with successful scaffolded Diversity Institutional Learning Goals that draw from both curricular and (co)-curricular work on campus.

2. Mapping the existing (co)-curricular offerings to build campus-wide connections that foreground a complex and robust definition of diversity.
3. Assessing students' learning in CAP DSJ courses in conjunction with the Diversity ILG Learning Continuum to gauge their experiences and provide insights to faculty.

Timeline of Activities

Members of the Working Group met on a monthly basis and split into three teams, each focusing on one of the three goals identified above.

In Fall 2020, all three teams began the groundwork to define their outcomes, set a timeline for activities and developed an approach to achieve those goals.

In Spring 2021, all three teams focused on data gathering including launching the Mapping and Assessment surveys on campus which engaged a range of relevant stakeholders across campus to collect insights pertaining to their goals.

Summer 2021 was dedicated to data analysis, discussing findings and developing a strategy for reporting and sharing insights. Fall 2021 focused on aggregating information into this report and website, seeking feedback and beginning to build a path forward.

What to Expect in this Report?

Beginning with Benchmarking, followed by Mapping and then Assessment, each section presents the scope of the work and the approach taken, outlines the findings, and provides a series of recommendations and set of opportunities for growth and improvement. Additionally, we have put together a website to make the information presented 1) accessible for various audiences including external institutions who are interested in learning about this work, and 2) positioned for updates on a regular basis as this work continues to unfold and draw on previous and existing findings. The **Diversity ILG webpage** falls under the newly launched **Institutional Learning Goals website**, and follows the same approach adopted in this report in terms of information flow (**benchmarking**, **mapping** and **assessment**), but also houses the **Diversity ILG Learning Continuum** and all **Working Groups** efforts contributing to this body of knowledge, including the work of the 2019 CAP DSJ Curriculum Fellows.

BENCHMARKING: PEER INSTITUTIONS

Scope

The goal of this team was to understand the Diversity, Equity and Inclusion (DEI) work being done at other universities, first in regards to identifying if there was a Diversity Institutional Learning Goal present at that university, along with the scaffolding or developmental work connected to that particular ILG. The team then examined the implementation, assessment, and accountability for that ILG and other DEI work associated with the strategic plans underway at those respective universities.

We began by examining the websites of four schools identified by Rona Halualani as having strong curricular/(co)-curricular focus and programming: St. Scholastica, CSU Monterey Bay, University of Michigan, and Mills College. In consultation with the Office of Diversity and Inclusion (ODI), we added thirteen of our peer institutions judged to have substantial Diversity and DEI values motivating their institutions: American University, Creighton University, DePaul University, Hofstra University, Loyola Marymount University, Loyola University of Chicago, Miami University, Ohio University, Santa Clara University, St. Louis University, University of Cincinnati, University of San Diego, and Xavier University.

To guide our work, we developed the following *Main Objective*, along with additional questions we might ask to gather stronger results:

> **Main Objective**: How is diversity, equity, and inclusion work functioning on these campuses at the Institutional Learning Goal level (curricular and (co)-curricular)? We are trying to learn how we can infuse this work into our UD campus broadly and to do so in a coordinated and intentional way.
>
> **Additional Questions For Other Institutions**:
> - How are you imagining the relationship between the curricular and the (co)-curricular?
> - Do you have a campus-wide diversity report that you are willing to share? Would you like to see ours? (share link on ODI website)
> - What has been the implementation process on your campus; how has this proceeded logistically, what are the delivery mechanisms, and how have you been developing this work on your campus?
> - How do you assess your diversity work (curricular and (co)-curricular)? Would you like to see the rubric we are using for our curricular work?
> - As you offer curricular and (co)-curricular learning for your students, how is it aligned with what you offer for faculty and staff development?
> - What has been your greatest success in implementing a diversity-based curriculum across the institution?
> - What is the greatest challenge in implementing a diversity-based curriculum across the institution or the thing you wish you had known when you started this work as an institution?
> - Developing a wide definition of diversity, i.e., including religion, disability, etc.
> - Types of courses and what is popular with students—how is DEI work being used in innovative and transformative ways on your campus?
> - What is the relationship between visible versus invisible work on your campus?
> - How have you been successful at building capacity and developing engagement with these issues?

We also developed this benchmarking rubric to help us gather information from the university websites we visited in a systematic and consistent manner. The collected data and information from this process can be found here.

Once we had gathered information from selected universities, we reviewed the collected data, looking to distill the information into key takeaways that would contribute to the successful implementation of our own Diversity ILG.

Findings

Diversity ILG Implementation Goals
While there is certainly plenty of crossover between these areas, we identified the following five Implementation Goals to help direct subsequent Diversity ILG work:

- Goal 1: Clear Scaffolding of Diversity
- Goal 2: Connections between the Curricular and (Co)-curricular
- Goal 3: Strong Accountability Measures
- Goal 4: Diversity as an Action Plan, not as another layer of Administration
- Goal 5: Assessment that helps foreground change and growth

We have also included a short section highlighting aspects from other institutions that were both helpful and aspirational, but did not directly fit within the above Goals.

Goal 1: Clear Scaffolding of Diversity
As a whole, we found fewer examples of scaffolding in the creation and implementation of developing stronger diversity practices than we expected. We suspect that this may be in part because other institutions are similarly struggling with creating effective models and measures for implementing this type of work. As well, the initial decision by the 2019 Diversity and Social Justice Curriculum Fellows to pursue a scaffolded model for the Diversity ILG when creating the Diversity ILG Learning Continuum was informed by Steve Wilhoit's work with the Vocation ILG Implementation Team, where the focus was on creating a developmental, scaffolded model for Vocation that could be mapped across a student's time at UD. Steve's comments regarding scaffolding highlighted the value that comes with making developmental models visible, and his insights allowed us to resolve several of the questions we were struggling to answer.

Of the examples we did find, two are worth noting. The first is the University of San Diego's Community Engagement Rubric, where Cultural Competency is one of the four areas students' developmental capacity is assessed:

	1 – BEGINNING	2 - DEVELOPING	3 - ACCOMPLISHED	4 – EMERGING LEADERSHIP
Cultural Competency • Defines own culture • Compares different cultures • Differentiates multiple perspectives	Student shows limited self-awareness and minimal recognition of cultural differences.	Student expresses self-awareness, but limited understanding of cultural difference.	Student expresses both self-awareness and understanding of cultural difference.	Student takes responsibility to increase self-awareness and cross-cultural understanding. Student leans into their discomfort with cultural differences..

As noted at the top of the document, this rubric was developed with the "learning goals of the university" in mind, and are intended to be part of the university's path forward in regards to community engagement.

The second is from the University of Michigan's Ross School of Business Identity and Diversity in Organizations BBA Milestone Degree Requirement. As the following excerpt from the Identity and Diversity in Organizations BBA Milestone Degree Requirement offers:

The IDO Milestone Requirement is currently being reimagined to better meet the needs of our students in a world where diversity, equity, and inclusion concepts are continuously evolving. As we roll out changes, it is important that you utilize the appropriate resources to find information relevant to your milestone and graduation year. You are encouraged to rely on the following resources:

First Years (Class of 2025): As first year students, your priority is to become acclimated to Ross and the college experience through BA100. DEI concepts relevant to the IDO Milestone Requirement will be introduced through BA100, but you are not required to complete a milestone during your first year. You are also encouraged to explore co-curricular opportunities to learn more about DEI.

Sophomores (Class of 2024): You will complete your Identity Milestone through BA200. Your instructor, course assistant, and Canvas site should be your first source of information. You can also reference the BBA Bulletin, talk with your academic advisor, or reach out to bbamilestone@umich.edu.

Juniors (Class of 2023): You will complete your Diversity Milestone as part of RIS. Your RIS Canvas site will have information about how to fulfill the requirement. You can also reference the BBA Bulletin, look at your IDO 20-21 Canvas site, talk with your academic advisor, or reach out to bbamilestone@umich.edu.

Seniors (Class of 2022): You will complete your Organizations Milestone through a co-curricular peer-led discussion session and corresponding reflection paper. Additional details about the Organizations Milestone, including how to sign up for your session and turn in your paper, are available on your IDO 19-20 Canvas site. You can also reference the BBA Bulletin, talk with your academic advisor, or reach out to bbamilestone@umich.edu.

It was nice to find an example outside of Arts and Sciences, although the University of Michigan's role as a national leader in this type of work makes such forward thinking initiatives less surprising. Still, the program specific implementation and engagement with DEI as part of a larger university vision offers a strong model, one that is also being developed in Michigan's School of Engineering as well.

Goal 2: Connections Between the Curricular and (Co)-Curricular
In order to develop, sustain, and maintain a community dedicated to the Diversity ILG, the team recognizes that curricular and (co)-curricular opportunities must work together, building upon and complementing each other. More importantly, such offerings must be provided to the campus as a whole—to students, faculty, and staff. The team searched institutions for online evidence of quality interconnectedness of DEI curricular and (co)-curricular programs and have highlighted two noteworthy programs: DePaul University's BUILD Diversity Certificate Program and the University of Michigan's numerous DEI opportunities for students, faculty, and staff.

- *Certificate or Badge Program:* DePaul University's [BUILD](#) Diversity Certificate Program. DePaul's certificate program is simple, clear, and robust with an emphasis on the development of multicultural competence and inclusion. Therefore, the BUILD program provides a good template for UD to consider when pursuing such a certificate or badge.

- *Aligning (Co)-Curricular and Curricular:* [The University of Michigan](#) offers a vast array of (co)-curricular and curricular opportunities for students, faculty, and staff. They have grouped their offerings in alphabetical order according to those three categories (i.e., opportunities for students, faculty, and staff). However, due to the number of offerings, the primary issue with navigating the website is that the University of Michigan does not provide a search engine to help their community members narrow the offerings to those of interest to them. Should UD adopt a similar online platform, it would help our community to have a search engine that would allow students, faculty, and staff to find opportunities of interest to them without having to scroll through the many pages of offerings.

Goal 3: Strong Accountability Measures

Universities with strong accountability measures showed the most promising growth and improvement toward a sustained campus-wide commitment to diversity, social justice, equity, and inclusion. All universities with such measures included DEI work as central to their strategic plan. They provided yearly reports that included information on areas of weakness and needed improvement as well as the measures taken to address specific concerns in the previous academic year. All universities with commendable DEI work demonstrated their awareness that DEI necessitates ongoing and continuous reflection, evaluation, and movement toward strengthening their university communities. With this in mind, institutions with excellent accountability measures also provided multi-year plans.

Of the peer institutions surveyed, the four universities that demonstrated the strongest accountability measures shared a similar process outlined below.

Sample Strategic Objectives/Goals ("B" in graph below):
- make diversity more visible and celebrated
- increase retention of diverse students, staff, and faculty
- provide faculty with the tools to create and foster a diverse, equitable, and inclusive classroom increased faculty and staff attendance at diversity training workshops

Universities employed a variety of processes to strengthen accountability measures. Those include:
- Universities tasked each Department and Unit with the responsibility of determining their own **strategic objectives** in line with their Department/Unit mission. Therefore, the departments themselves would be required to determine their DEI goals and assessments. They then provided a report to the university committee by the end of the academic year.
- Universities provided **data** regarding enrollment, attrition, and retention rates of diverse students, faculty, and staff (some even from up to ten years ago).
- Universities **compared** their data with those of their peer institutions to help determine and justify their action items, strategic objectives, and long-term DEI goals.
- American University has a comprehensive [Two-Year Action Plan for Inclusive Excellence](#) that demonstrates strong accountability measures. For a template of the plan, see figure below.
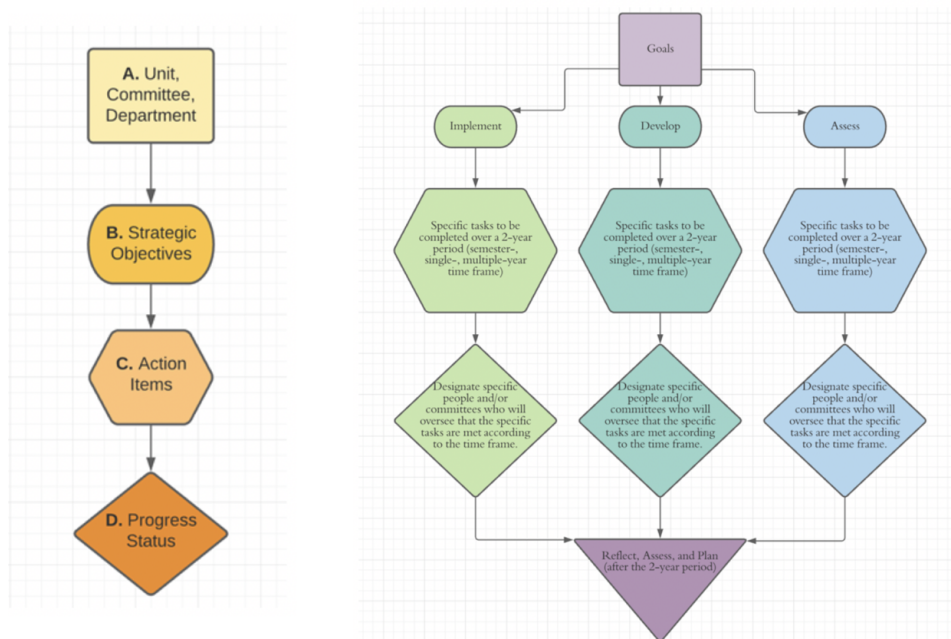
Fig. Template of AU's Two-Year Action Plan for Inclusive Excellence

Goal 4: Diversity as an Action Plan, not as another layer of Administration
If the entire university is to be responsible for increasing our capacity to perform diversity work, accountability measures need to be incorporated broadly and widely across the university, not merely at the top levels of Administration. Similarly, those tasked with being Implementation Leads for this work (at the Department-, Program-, or Center/Institute-level) need to have Unit-level support and regular meetings to build cohesion and direction. Finally, those identified as Implementation Leads should be selected based upon their skill and knowledge of this work, not merely their good will and intention. In conjunction with accountability (Goal 3) and assessment (Goal 5), the development of a successful Diversity ILG requires ownership and engagement of the work being performed. Building upon the University of Michigan's use of Implementation Leads at the Unit-level (see below), we should be identifying and empowering Implementation Leads within Units at the Department-, Program-, or Center/Institute-level.

For example, the work being done at the University of San Diego foregrounds accountability and easily ascertainable assessment of the work being accomplished towards their larger vision. Their Strategic Planning page not only provides yearly reports starting with the 2017-2018 school year, but also houses the USD Strategic Plan, the Strategic Funding Initiative, and the History of the Strategic Plan as part of providing a comprehensive, detailed overview of work being done at USD. The USD Strategic Plan covers the five goals, including Goal 2: Strengthening Diversity, Inclusion & Social Justice, which tracks the Key Performance Indicators (KPIs) for this goal.

They also provide an Implementation Plan for the different Strategic Initiatives connected to Goal 2:

Implementation Plan - Goal 2: Strengthening Diversity, Inclusion, & Social Justice

Legend: Implementation Timeline		Goal 2: Strengthening Diversity, Inclusion, & Social Justice
	Initiate	*Justly represent the breadth and beauty of God's creation in our own community and transform the*
	In Progress	*campus culture to ensure that all community members thrive.*
	Complete	
	Continuous USD Practice	

Metrics: Campus Climate Survey, National Survey of Student Engagment (NSSE), Culturally Engaging Campus Environment Survey (CECE), Documenting Engagement Survey, Research study results, and Institutional Research and Planning Data

Strategic Initiatives: Center for Inclusion and Diversity

Actions		F17	Sp18	F18	Sp19	F19	Sp20	F20	Sp21	F21	SP22	F22	Sp23	F23	Sp24	F24
	2020 Strategic Plan for Diversity and Inclusive Excellence															
	Dialogues and Action (on and off campus)															
	Focused Research on Diversity and Inclusion at USD															

Strategic Initiatives: Faculty and Staff Diversity

Actions		F17	Sp18	F18	Sp19	F19	Sp20	F20	Sp21	F21	SP22	F22	Sp23	F23	Sp24	F24
	Diversity Post-Doc Program															
	Faculty Recruitment and Retention Toolkit															
	Advancing Female Faculty in STEM															
	Employment Advertising Plan															

Strategic Initiative: Catholic Student Focused Initiatives

Actions		F17	Sp18	F18	Sp19	F19	Sp20	F20	Sp21	F21	SP22	F22	Sp23	F23	Sp24	F24
	Create and implement new programs to sustain meaningful Catholic student enrollment (e.g. Torero Promise)															

Strategic Initiatives: Student Diversity

Actions		F17	Sp18	F18	Sp19	F19	Sp20	F20	Sp21	F21	SP22	F22	Sp23	F23	Sp24	F24
	Diversity, Inclusion, and Social Justice in the Core Curriculum															
	Student Recruitment and Enrollment Plan															
	Special Research Programs for under-represented UG Students															
	Black Student Resource Center Initiatives															
	LGBTQ Initiatives															

Strategic Initiatives: Inclusive Campus Environment

Actions		F17	Sp18	F18	Sp19	F19	Sp20	F20	Sp21	F21	SP22	F22	Sp23	F23	Sp24	F24
	Include "Create an Inclusive Environment" in CAS ARRT Guideleines															
	Restructure Student Affiars to be more Student Facing with "Belonging" as the Key Theme															
	New Onboarding and Orientation Experiences for Students, Faculty, and Staff															

Similarly, the Strategic Plan for Diversity, Equity, and Inclusion at the University of Michigan offers clear reporting, progress, and accountability. The Progress Reports for Years 1-4 include, for example, the Year 3 DEI Plan Details, a Tableau-based workbook where you can select a School or Unit, see their Strategic Objectives, look at the Action Items connected to each of the Strategic Objectives, as well see the colored-coded progress that is being made by that School/Unit on that particular Action Item. Under the Campuswide & Unit Plans page, you can find a copy of each Unit's plan, as well as the name and e-mail address of the Implementation Lead for each Unit.

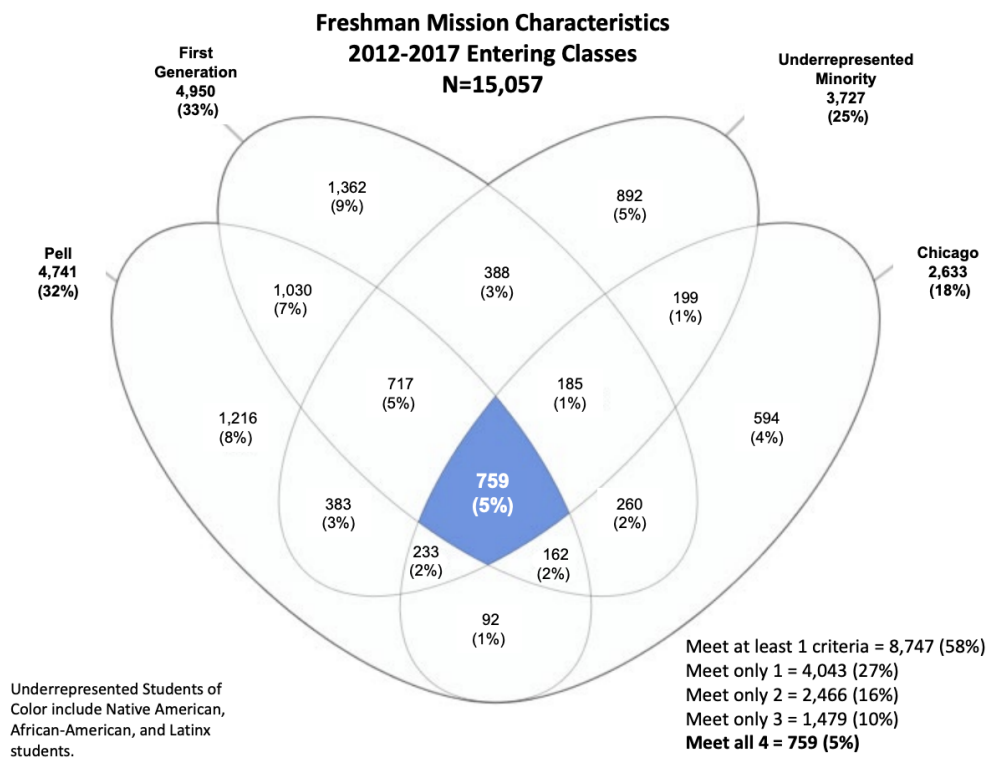Finally, Ohio University's Inclusive Excellence Strategic Plan offers a clear timeline for work being completed (see bottom of the main page), which is mirrored in the PDF of the Inclusive Excellence Strategic Plan Framework (see pages 7-8 of document) along with Implementation strategy (page 12). Similarly, as they have moved into the implementation phase of their larger plan, they have created an Inclusive Excellence Strategic Plan 2021 Action Items worksheet that makes visible the Action Items, including an Area of Focus and a Responsible Unit connected to each.

Goal 5: Assessment that helps foreground change and growth

The role of assessment builds upon the work of accountability, looking to measure and make visible the ongoing work being accomplished, and/or highlight areas where intended actions and goals are not being realized. Strong assessment measures can help redirect attention to deficiencies that become visible or that have not been realized, and can be helpful in tracking progress and change over time. As will be discussed below in more detail, our own assessment work regarding CAP DSJ classes is intended to help measure where we are currently in relation to the Diversity ILG Learning Continuum in order to help identify and develop our path forward.

For example, DePaul's Vision 2018 Final Report offers two different models of tracking this type of information. This graph tracks campus-wide diversity over a four-year period, focusing on both race and gender. It is a bit more traditional in its use of information; gains, albeit small, are made in all areas except for the percentage of undergraduate females over this period. Given that Goal 4 of DePaul's plan was to "foster diversity and inclusion," it would be nice to position this data better than "The share of underrepresented students of color has increased across undergraduates, graduate students and law students" (7).

The second graph below tracks six years of incoming students at DePaul against four mission-based characteristics: Pell Grant students, first generation students, underrepresented minority students, and Chicago students. Seeing the overlap across categories provides a different level of information than this graph. While it would be helpful to understand how these four mission-based characteristics were identified as part of the larger plan and/or particular goal, and see individual years disaggregated to chart progress and change over time, this graph offers information in a more compelling way than the one above.

Freshman Mission Characteristics
2012-2017 Entering Classes
N=15,057

First Generation 4,950 (33%)

Underrepresented Minority 3,727 (25%)

Pell 4,741 (32%)

Chicago 2,633 (18%)

1,362 (9%)
892 (5%)
388 (3%)
1,030 (7%)
199 (1%)
717 (5%)
185 (1%)
1,216 (8%)
594 (4%)
759 (5%)
383 (3%)
260 (2%)
233 (2%)
162 (2%)
92 (1%)

Underrepresented Students of Color include Native American, African-American, and Latinx students.

Meet at least 1 criteria = 8,747 (58%)
Meet only 1 = 4,043 (27%)
Meet only 2 = 2,466 (16%)
Meet only 3 = 1,479 (10%)
Meet all 4 = 759 (5%)

MISSION CHARACTERISTICS

DePaul's Vision 2018 Final Report

Some examples were more specifically focused, as with [A Report on Efforts to Recruit, Retain, and Support Black Students at Mills College](). The document maps out the origins of the document and provides historical context before developing recommendations, action items, and the subsequent assessment of those action items. While this work began in 2014, and this document was dated April 2016, one hopes that the remaining work identified continued.

Finally, [Ohio University's Diversity Dashboard](), housed on the [Division of Diversity and Inclusion's page](), is a Tableau-based page that can be used, for example, to look at the numbers of students from underrepresented groups across five years (2017-2021), student numbers by sex and ethnicity across various units, or faculty/staff numbers for 2019-2020.

Other Highlights
Loyola Marymount made a clear and intentional connection between diversity, equity, and inclusion and their Catholic mission. On their [Diversity, Equity, and Inclusion]() home page, they identify and describe the [Anti-Racism Project]():

> The Anti-Racism Project is rooted in our Catholic, Jesuit, and Marymount identity and university mission, where we regard and treat each other with respect, recognizing the inherent dignity and immutable humanity of all peoples, made in the image of God. We are called to be persons for and with others, acting out of our faith—inclusive of our varied religious traditions and worldviews—toward social justice for all.

Mills College's [Equity, Inclusion, & Social Justice]() page includes commitments to [Gender Justice]() as well as to [Racial Justice](), including their [formal admission policy for transgender and gender-questioning students](), their [Trans Studies Speaker Series](), and their role as a [Hispanic-Serving Institution (HSI)](). Mills' interest in being intentionally intersectional in setting up and presenting the information on this page is worth highlighting.

Recommendations

Ongoing Education
Create a university-wide education plan for faculty and staff to develop our capacity to do this work. This work should be a collaboration between the Office of Diversity and Inclusion, the Learning Teaching Center, and academic units like the College of Arts and Sciences that have a higher number of faculty with knowledge and experience in these areas. This education plan needs to be long term, developmental, and ongoing, not short term or one-off, and needs to start with individual self-work and growth *before* applying this work to the classroom. Without individual self-work and the accompanying self-awareness, needed change regarding diversity will not happen–developing our capacity is as much about individual growth and engagement as it is about content in the classroom, and you cannot transform the classroom until you understand yourself and your intersectional identity in relation to that space. Building a yearly cohort program that is *at least* a semester long, but that ideally covers the entirety of the school year, will allow us to grow our internal capacity to lean into the hard work of developing our capacity to create institutional change regarding diversity.

Curricular Development
In regards to developing our institutional capacity to implement curricular change, the Academic Policies Committee (APC) of the Senate in consultation with CAP Committee (CAPC) needs to develop a 2-3 year plan to implement the Diversity ILG Continuum. This would include adopting a timeline to make advanced-level Continuum outcomes as the requirement for CAP DSJ

courses, restructuring existing courses to move CAP DSJ towards an advanced, third or fourth year CAP component as it was originally intended, developing a stronger method for reviewing courses for CAP DSJ approval (one that foregrounds knowledge of diversity work), identifying ways to continue tracking beginner and intermediate diversity work being done in conjunction with other CAP components as part of our larger mapping and institutional developmental work, and, in conjunction with the University Assessment Committee and CAPC, updating the existing Diversity rubric to better fit with current diversity work.

Curricular and (Co)-Curricular Connections
Building intentional and forward-thinking long term connections between curricular and (co)-curricular areas would help foster new ways to think about diversity-based work on campus. For example, (co)-curricular areas like Student Development partnering with curricular areas like the College of Arts and Sciences to strengthen and develop the Intercultural component of AVIATE. Similarly, curricular academic units like the College of Arts and Sciences collaborating with Enrollment Management to build support and engagement with Flyer Promise cohorts, as well as looking to create new ways to recruit and cohort underrepresented student populations.

Increase Capacity Through Creating New Administrative Positions
The University needs to create new positions to support the growth of this work. Currently, diversity work is often just added on to already existing positions. This is the administrative version of the "add-on" curricular model that tasks people with added work on top of an already significant workload. This work is also often taken up by those who champion inclusion on campus, but for whom this work is not a formal part of their job description, or tasked to those with less hierarchical power, which can limit both the possibilities of success as well as accountability for doing the work effectively. Again, this leads to overburdening, cultural taxation, and a lack of sustainable growth for this work on campus. Creating new positions and hiring new people are key to building our overall developmental capacity. Every academic unit should have a visible high-level person that is tasked with implementing DEI work, minimally at the Assistant Dean level, but preferably at the Associate Dean level. This would create a body of people that could work in conjunction with the Office of Diversity and Inclusion to strategically implement unit-level plans and coordinate efforts across units.

Accountability, Assessment, and a Change in Community Culture
Developing stronger tracking of information, and making that information readily available will help improve our overall accountability
- Track information on enrollment, retention, and graduation of students (as well as faculty and staff) from previous and current years.
- Perform exit interviews for faculty and staff, and widely share the results of those interviews to build an awareness of the experiences compelling faculty and staff to seek new employment opportunities, specifically when directly related to building an equitable and supportive campus culture.
- Make specific goals to be accomplished over multi-year periods (e.g., a University of Dayton DEI 3-Year Strategic Plan).
- In the DEI Strategic Plan, break down specific DEI objectives and goals to be accomplished over multi-year periods. Those objectives and goals will, in turn, be broken down further into specific actionable items that can be accomplished within shorter periods of time (i.e., semester-long, single-year periods). Universities with the strongest accountability measures made publicly available:
  - Deadlines for the completion of action items/specific tasks. See, for example, Ohio University's Strategic Plan, which makes publicly available actionable items that were completed during previous Fall, Spring, and Summer terms.

- - ○ Lists of specific names, committees, and/or offices tasked with the responsibility of ensuring and overseeing the completion of action items by the deadline.
    - ○ Progress updates: action items were labelled as either "completed," "in-progress," "beginning," or "not started." These labels should be updated every semester.
  - Make publicly available the list of units, committees, and individuals who will be responsible for assessing the fulfillment of actionable items.

Opportunities for Growth and Improvement

Incorporating the Diversity ILG Learning Continuum into current DEI Unit Strategic Plans will provide direction and guidance for our path forward as a university, specifically as those plans move from the Unit to individual Departments, Programs, and Centers/Institutes. With so much good will and intention around ongoing DEI efforts, the Continuum can serve as a larger unifying vision for the goals this work is trying to accomplish.

The Diversity ILG Learning Continuum can provide Academic Departments, Programs, and Centers/Institutes as well as non-academic units (both student-serving and otherwise) a vision for how and where to integrate their work as a part of an already imagined scaffolded and developmental plan.

Besides providing explicit direction in identifying the skills and abilities needed to expand both the curriculum and the (co)-curriculum to meet our larger learning goals, it can inform developmental needs of other aspects of larger unit plans, like faculty and staff education. Similarly, explicitly naming this work will also help with recruitment and retention, and will provide clear markers for assessment by identifying what we need to accomplish, both internally and externally.

MAPPING: (CO)-CURRICULAR DIVERSITY OFFERINGS

Scope

The goal of this team was to begin mapping the existing (co)-curricular offerings at UD, and to build campus-wide connections that foreground a complex and robust definition of diversity. In doing so, our intent was to gain a better understanding of diversity learning experiences offered beyond the Common Academic Program Diversity and Social Justice courses, and identify how existing diversity learning experiences are aligning with the Diversity ILG Learning Continuum developed by the Diversity and Social Justice Curriculum Fellows.

We began by conceptualizing the best approach to identifying existing diversity learning offerings from all units and departments on campus. Acknowledging the important and vast work diversity learning experiences offered through (co)-curricular efforts, we wanted to be sure that we received representation from the entire campus. Therefore, we developed a survey that was intentionally marketed and designed to be inclusive and accessible to all faculty and staff across campus.

Using the Diversity ILG Learning Continuum as a guide, we crafted a submission form for campus to share existing diversity offerings. We wanted to be sure to capture:
- What domains of the Diversity ILG Learning Continuum does the offering cover;
- What is the developmental level of the offering;
- Which Department/Unit provided the offering;
- If the offering was a provided in collaboration with another department or unit; and
- If it is a curricular or (co)-curricular offering.

This submission form was disseminated in Spring 2021 through the Provost Office to university faculty and staff, and follow-up emails with key stakeholders engaged in (co)-curricular learning experiences in their Units, Centers and Institutes. In the current version, respondents volunteered to complete this form, sharing information on related diversity work occurring in their programs. The Mapping team adopted a self-assessment/placement approach in which each respondent identified their program's outcomes in relation to the 4 dimensions of the Continuum; the placement was determined by the respondent, not the Mapping team.

In an attempt to capture as many offerings as possible, the form provided space for respondents to list up to three offerings per submission, and respondents were encouraged to submit additional forms if desired. By mapping existing diversity offerings along the Diversity ILG Learning Continuum, we could gain a better understanding of not only where we are successfully providing robust diversity learning experiences but also gain a better assessment of any gaps in our existing university curriculum in providing a holistic diversity learning experience.

A future question for continued Mapping work in this area is to balance respondent's perspective in this process in building a clearer understanding of existing work across the university as a whole.

Findings

A total of 242 offerings were submitted covering all four domains of diversity at all developmental learning stages. While current offerings captured in the survey include experience at each of the development levels, nearly half of the offerings were classified as

intermediate. In addition, the majority of the offerings shared were curricular experiences assessed by the respondent.
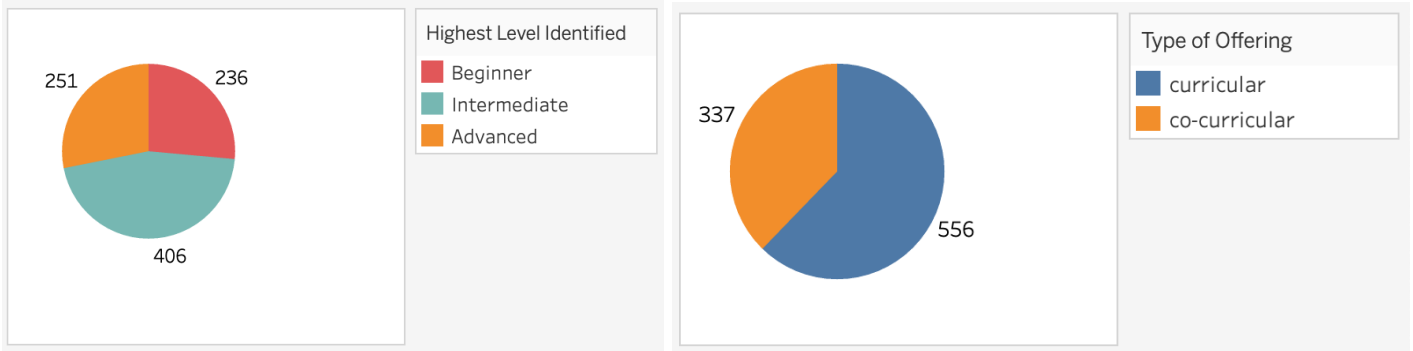

Out of the 242 submissions received, nearly all of the units and divisions across campus shared diversity offerings from their respective area, with most sharing both curricular and (co)-curricular experiences. While the majority of the submissions were provided by the College of Arts and Sciences in the form of curricular learning experiences, (co)-curricular learning experiences were shared by nearly all units.

*Visit **Diversity ILG Mapping** for the full interactive map via Tableau.*

Type of Offering (Highest Level Identified: Beginner, Intermediate, Advanced)

Unit	Domain	curricular (Beginner / Intermediate / Advanced)	co-curricular (Beginner / Intermediate / Advanced)
College of Arts and Sciences	Bias / Perspective	11, 31, 21	10, 8, 3
	Intercultural Competence	8, 33, 21	7, 10, 3
	Intersectionality / Power	17, 28, 19	8, 9, 2
	Social Justice / Inequality	15, 30, 16	12, 6, 2
Financial and Administrative Services	Bias / Perspective		1
	Intercultural Competence		1
	Intersectionality / Power		1
	Social Justice / Inequality		2
Office of Mission and Rector	Bias / Perspective	(small)	5, 9, 3
	Intercultural Competence	2	6, 6, 2
	Intersectionality / Power	1	8, 5, 4
	Social Justice / Inequality	(small)	2, 12, 1
Provost Area	Bias / Perspective	2, 1	2, 3, 2
	Intercultural Competence	2	3, 3, 2
	Intersectionality / Power	2	5, 1
	Social Justice / Inequality	2	4, 2, 1
School of Business Administration	Bias / Perspective	1	
	Intercultural Competence	1	
	Social Justice / Inequality	1	
School of Education and Health Sciences	Bias / Perspective	11, 21, 4	4, 4
	Intercultural Competence	11, 17, 7	3, 3, 2
	Intersectionality / Power	12, 12, 9	4, 2, 2
	Social Justice / Inequality	13, 16, 7	4, 3
School of Engineering	Bias / Perspective	2, 4, 2	(small)
	Intercultural Competence	4, 3	(small)
	Intersectionality / Power	2, 4, 1	(small)
	Social Justice / Inequality	2, 4, 2	2
School of Law	Bias / Perspective	7, 5, 13	2
	Intercultural Competence	5, 8, 12	2
	Intersectionality / Power	6, 5, 14	2
	Social Justice / Inequality	9, 7, 9	3
Student Development	Bias / Perspective	4	6, 14, 3
	Intercultural Competence	4	5, 12, 6
	Intersectionality / Power	4	8, 10, 6
	Social Justice / Inequality	4	5, 13, 3
University Libraries	Bias / Perspective		3
	Intercultural Competence		2
	Intersectionality / Power		3
	Social Justice / Inequality		3

Highest Level Identified: Beginner, Intermediate, Advanced

Domain: (All), Bias / Perspective, Intercultural Comp..., Intersectionality /..., Social Justice / Ineq...

Type of Offering: (All), co-curricular, curricular

Unit: (All), College of Arts and ..., Financial and Admi..., Office of Mission a..., Provost Area, School of Business ..., School of Education..., School of Engineeri..., School of Law, Student Developme..., University Libraries

Diversity experiences that include content on bias/perspective were offered by each of the units represented in the responses. Based on the responses received, the majority of the units offering diversity learning experiences around bias/perspective are providing opportunities across developmental levels. However, advanced level bias/perspectives diversity learning experience is consistent for curricular and (co)-curricular offerings despite the majority of bias/perspective submissions being curricular offerings.
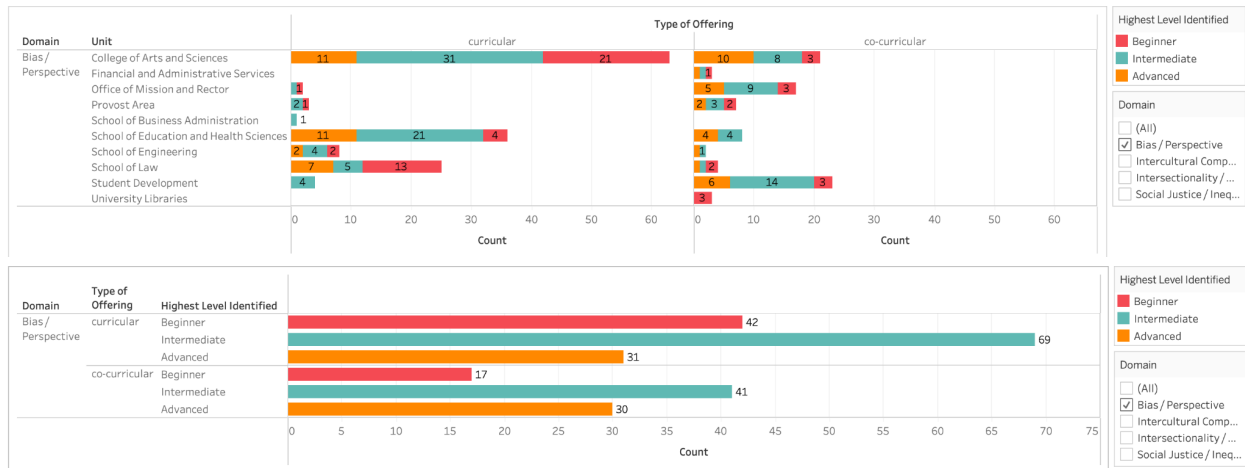
Diversity ILG Mapping (2021). Bias/Perspective Illustrative Example.

While the majority of intercultural competence diversity learning experiences are curricular, the units who submitted offerings provide a more consistent inclusion of developmental levels by (co)-curricular experiences submitted within units. In addition, the developmental levels of the submitted intercultural competence diversity learning experiences are comparable across curricular and (co)-curricular opportunities, with the exception of advanced level opportunities.
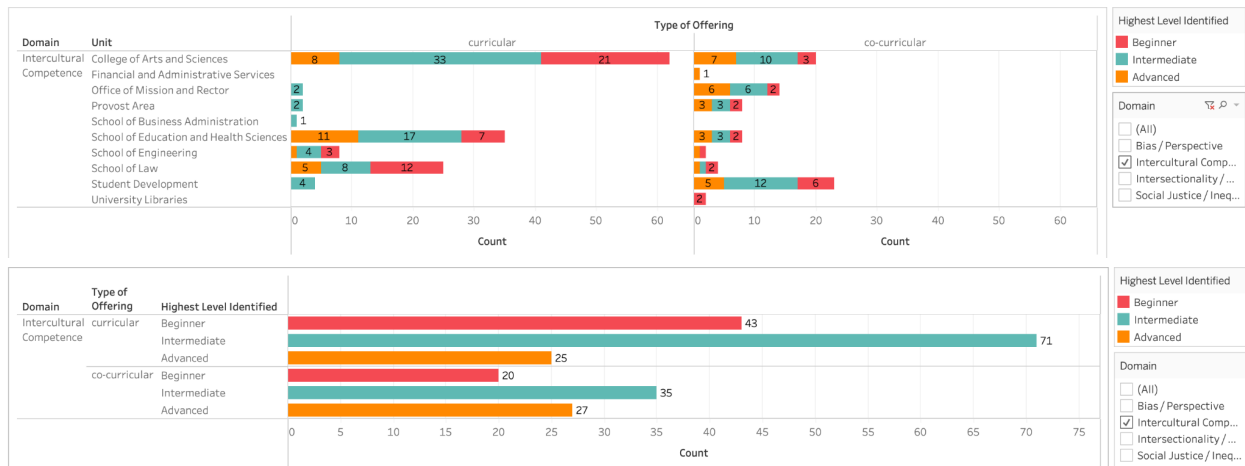
Diversity ILG Mapping (2021). Intercultural Competence Illustrative Example.

Intersectionality/Power diversity learning experiences offered by respondents included (co)-curricular responses for nearly all units represented by submissions. In addition, units represented in the submitted (co)-curricular responses include offerings at multiple developmental levels. The (co)-curricular intersectionality/power diversity learning experiences

submitted are much closer to being equal in frequency compared to the curricular learning experiences shared.
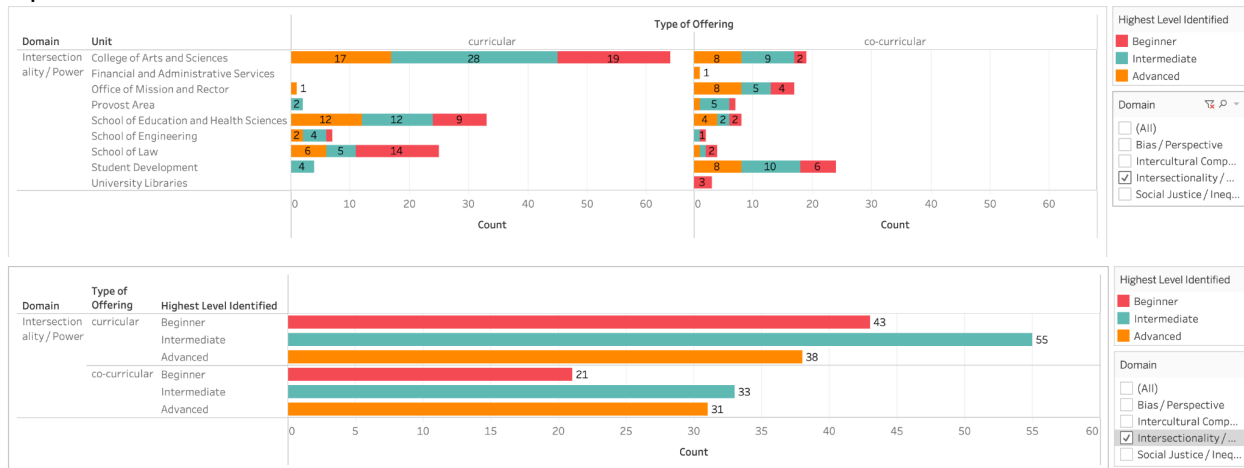
[Diversity ILG Mapping](#) (2021). Intersectionality/Power Illustrative Example.

Social Justice/Inequality diversity learning experiences were provided by all of the units represented in the responses. Even though the majority of offerings included curricular experiences, there was more variety of developmental levels represented in the responses within each of the individual units. While intermediate learning experiences are consistently overrepresented in curricular and (co)-curricular opportunities offered by each unit, beginner (co)-curricular learning experiences were underrepresented in the included social justice/inequality (co)-curricular responses.
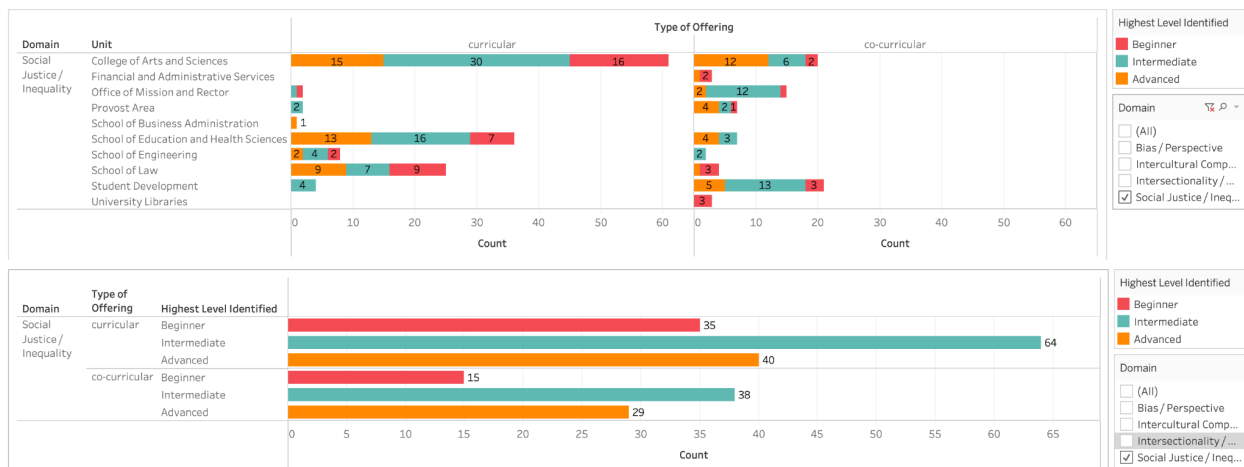
[Diversity ILG Mapping](#) (2021). Social Justice/Inequality Illustrative Example.

Recommendations

In order to fully provide a scaffolded learning experience across diversity, we must ensure that curricular and (co)-curricular opportunities are available at each developmental level. Therefore, a more thorough survey needs to be conducted to ensure diversity offerings at each level are documented and considered in a scaffolded learning experience. Intentional surveying of any diversity learning experiences provided by units not currently represented in the existing data (Advancement, Athletics, Enrollment Management, Marketing and Communications, and UDRI) is recommended. Ongoing mapping work will provide a more accurate representation of existing

offerings and better position the University to identify any gaps and limitations at particular developmental levels or individual domains. Once gaps and limitations have been further defined, resources to support the creation of additional opportunities to address the gaps can be provided. Such intentional coordination would facilitate the intentional transfer of this work across scaffolded levels by allowing those performing subsequent work to directly identify the places where students should have previously encountered the Continuum's four learning dimensions.

In addition to a more thorough survey of existing offerings, consistent and ongoing surveying of diversity learning experiences is recommended. With new courses and programs being created and conceptualized by departments and units on an ongoing basis, establishing mapping practices that are responsive to ongoing curriculum changes is essential. Moreover, consistent awareness of diversity learning experience will provide the opportunity for continual reflection and understanding of any additional gaps or limitations in providing a developmental learning experience that may arise over time.

Once a stronger awareness of existing diversity learning experiences is in place, developing an ongoing process for assessing student learning outcomes is recommended. Ensuring students are successfully achieving the learning objectives as intended and designed at each developmental level of the Continuum is critical to an effective scaffolded learning experience.

Future work on Mapping is being transferred to the Curricular and (Co)-Curricular Education Committee (CCEC) of the [University Inclusive Excellence Committee (UIEC)](). As a part of larger diversity initiatives, they will have the capacity to generate a greater level of response from across the university, including:
- Making visible existing work that contributes to accomplishing the larger Continuum, as well as identifying gaps in the Continuum that need to be addressed.
- Strengthening the intentionality of this work to increase its long-term impact rather than leaving it as aspirational or accidental.
- Balancing information submitted by respondents with a larger vision of the Diversity ILG as a whole, providing the assessment needed to foster stronger application of work and engagement across units.
- Providing a vision of the totality of existing work will help hold the university as a whole accountable when measured across all units.

Opportunities for Growth and Improvement

Diversity learning experiences are being offered in nearly every campus unit through curricular and (co)-curricular formats. In order to establish an effective scaffolded learning experience, a more intentional understanding of how learning experiences at the beginner level are needed to prepare students for learning experiences at the intermediate level, and beyond. Similarly, intentional understanding of how curricular and (co)-curricular learning experiences are providing complementary and developmental learning experiences is critical. Recognition and awareness of how all offerings are contributing to the collective learning experience around diversity will provide students with a more cohesive learning experience that will facilitate deeper learning, more sustained growth, and transformative development. As current Mapping work indicates, there is much happening that is exciting, but it needs to be more widely known and connected to ongoing work as part of an intentional path forward to grow our institutional capacity.

ASSESSMENT: STUDENT DIVERSITY LEARNING OUTCOMES

Scope

Utilizing the Diversity ILG Learning Continuum developed by the Summer 2019 CAP DSJ Fellows, a survey was developed, not as a teaching evaluation, but rather as an assessment tool to inform how students are engaging with DSJ learning within each course, particularly in areas and dimensions of the Continuum.

The assessment included four sections:
- **Identifying Diversity & Social Justice Dimensions**
  A matrix inviting students to rate their knowledge of the four dimensions:
  Bias/Perspective, Intercultural Competence, Intersectionality/Power, and Social Justice;
- **Linking Diversity & Social Justice Dimensions to Coursework**
  Multiple choice questions inviting students to connect these learning dimensions to coursework activities;
- **Connecting Diversity & Social Justice Dimensions to Experiences**
  Short open-ended questions inviting students to reflect on whether/how/where they have applied this knowledge in life experiences, as well as a space to express concerns and challenges facing their learning;
- **Tell us who you are**
  Short questions to collect confidential and anonymous demographics information.

Courses and Demographics

All 60 faculty teaching 57 DSJ courses (77 sections) in Spring 2021 were invited to participate, and 23 elected to disseminate the assessment in 18 courses (23 sections) yielding a total of 340 student answers at 62% response rate. Colleagues who opted-in will receive a course-level results report and partake in a Spring 2022 workshop part of the CAP DSJ-Hangouts to help interpret the results, reflect on lessons learned, and explore how to enhance DSJ student learning.

Students who completed the survey opted to take the assessment either during allocated course time or on their own per instructor's request. This sample reflects a diverse demographic in terms of classification and field of study enrollment per school or college.
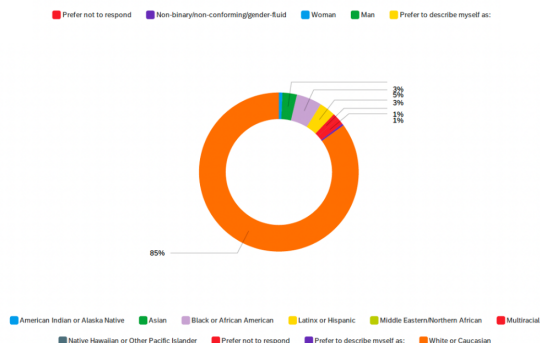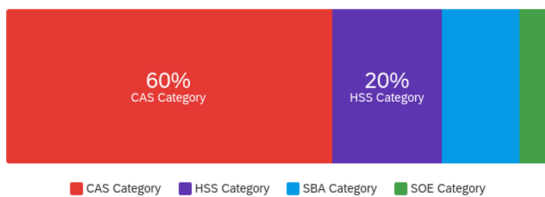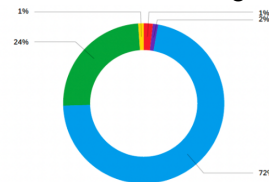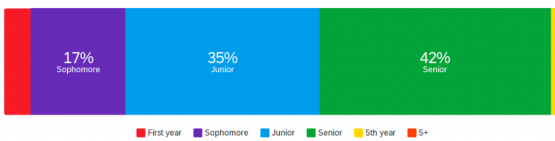
Findings

The findings of this assessment can be found in [this general report](#). The following section aims to provide in a nutshell some key takeaways from this survey centering on student learning experiences and exploring opportunities for CAP Diversity and Social Justice faculty development.

Identifying Diversity & Social Justice Dimensions
Utilizing the Diversity ILG Learning Continuum's dimensions and the learning levels associated with them, students were asked to self-assess their learning and skills at the beginner, intermediate and advanced levels. [This matrix](#) presents the overall findings, but this [series of spreadsheets](#) contextualizes how each question relates to the relevant Continuum dimension and its levels of achievement.

A couple of observations to reflect on:
- DSJ courses are successfully achieving various levels of the learning objectives articulated in the Continuum. This should reinforce the importance of adopting the Continuum's dimensions as a framework for DSJ course design, development and implementation, and review.
- Mirroring this data with the demographics of students, particularly their classification (42% Seniors and 35% Junior standing students), the Continuum can be utilized as a realistic goal and measure to ensure that CAP DSJ courses offer advanced skills in diversity and social justice learning building on previous curricular and (co)-curricular opportunities during a UD student's undergraduate education.

Linking Diversity & Social Justice Dimensions to Coursework
With an attempt to better understand the landscape of DSJ coursework practices, students were asked to identify which activities during the course incorporated the Continuum dimensions, and rate (on a scale 0-5) how impactful they were in terms of developing diversity and social justice competencies.
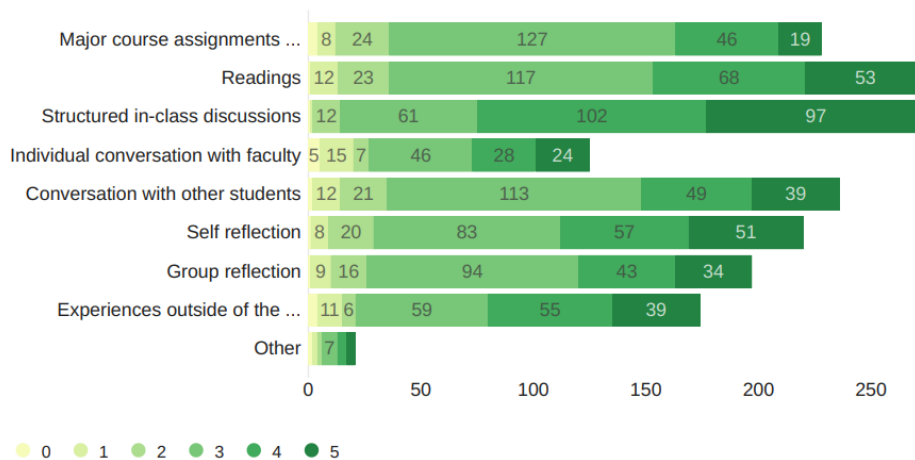
When asked to briefly describe one classroom experience that most impacted their diversity and social justice learning in the course, these categories (responses were coded into multiple categories) surfaced as the top five responses (percent of all respondents (n=220) to the question):

1. 37% Class Discussions
2. 21% Readings
3. 15% Current Events (Critical Evaluation of our Times)
4. 12% Project or Assignment
5. 11% Hearing about others' experiences/thoughts and interactions across difference

Students were very complimentary of class discussions and of the impact of those experiences on their learning. As one student cogently put it: "I would say that our class discussions in general are particularly impactful in that they incorporate student perspectives into an elevated discussion/understanding of the reading and how it's relevant for diversity and social justice-- all of these elements come together cohesively best in class discussion I think."

Many of the other top responses for this question surfaced alongside class discussions. For instance, students who mentioned course readings often did so in the context of talking about how their class discussions drew upon the course readings. Other students indicated that the courses used class discussions to apply historical or theoretical content to current events and students' own experiences.

One important response dynamic that the list above does not communicate is that many students described a particular piece of content or topic rather than a type of learning experience. Because these topics varied by course it was difficult to thematically code in ways that did not replicate the course titles; however, two very general categories of topics stood out as prevalent across many courses:

1. Race and ethnicity in the United States and particularly Black and African American experiences;
2. Experiences of groups outside the United States and focus on international dynamics such as immigration.

As is often the case for similar appreciative inquiry questions, the praise for the quality of teaching was almost palpable in reading these responses. Below is a selection of comments that, while not intended to be representative, describe some of the contours of students' overall very positive reflections on their experiences:

- Group discussions on race at the beginning of the semester was [*sic*] uncomfortable but really good.
- I think that anytime someone gave a personal example about something they had experienced was what impacted my diversity and social justice learning in this course.
- I would say the most impactful experience would be the conversations we have in the classroom. A lot of the topics we discuss are things that I would normally not have the opportunity to have a conversation about, so it was really nice to gain further perspective on issues I may have not personally faced.
- I am a science based major, therefore, I am in this class with people I typically would not be. Group discussions with those that are different than [*sic*] myself are very impactful in my learning.
- This happens every class, but just our discussions on the literature we read. Each reading has a new insight and our professor does a great job explaining the deeper meanings of our assigned readings. They are very applicable to everyday life.
- The connection papers were my favorite because I got to choose various events that were very current to what's going on now and connect it to our learnings.
- Discussing equity / inequality specifically looking at UD as a campus and community.

- I feel like my self reflection after doing readings has been the most impactful in understanding the actions of past cities that have led to some of the events that have recently occurred.

Connecting Diversity & Social Justice Dimensions to Experiences

Diversity ILG Learning Continuum Dimensions in Practice
Whether by engaging in reflections, conversations or demonstrating techniques or utilizing tools to interrupt microaggressions and bias behaviors that adversely impact under-represented communities, students were asked to describe an experience in which they have used any of the Continuum dimensions. These categories (responses were coded into multiple categories) surfaced as the top five responses (percent of all respondents (n=163) to the question:

1. 21% Class discussions
2. 20% Non-class discussions
3. 17% Self-reflection
4. 13% Class readings
5. 8% Multicultural interactions

Regardless of setting, discussions were named most frequently by students as the type of experience where they were able to apply what they had learned in relation to the DSJ dimensions outlined in the Continuum. While classroom discussions offered more structured formats and clearer connections to concepts covered in their coursework, non-class discussions with roommates, family members, and friends were also named by respondents. These were listed as important opportunities for students to not only apply what they learned, but to educate others, challenge their peers to question assumptions or biases, or to dig more deeply into topics to which they had been introduced in class. As one student stated:
> *"One experience that I used the DSJ dimensions in the first matrix was when I was talking [sic] with all of my friend group one night. We all got into a huge fight about exploring our own privileges and acknowledging the elephant in the room that we only had one black friend in our friend group, of whom was most of our friends' first black friend. While this conversation was more of a dispute I think I was able to be helpful and help guide the conversation in a better direction because of the courses and things I have learned within the CAP program."*

Many students also noted self-reflection as an important process that involved the application of DSJ dimensions. While engagement and interaction with others was clearly an opportunity to practice skills necessary to engage in challenging conversations, students demonstrated a knowledge of their own individual biases, privilege, and previously held ideas or beliefs around DSJ concepts. In some instances, that understanding spurred students to pursue further avenues of inquiry around these topics. Below is a selection of comments that reflect this understanding:
- I think now I am able to better understand my implicit biases and can better recognize them in group conversations and can think my [sic] empathetically when large social debates are occurring.
- Going into a new environment, instead of judging, I chose to understand and appreciate others' backgrounds.
- Over the summer with the BLM protests and movements, I was able to examine my own implicit biases and privilege and society. Then, I was able to do something about it by listening to podcasts, reading articles, and watching documentaries to share my knowledge with people thus being a better ally and advocate.

The list of experiences mentioned above does not capture some of the specific thematic content around which such experiences were focused. Examinations of two particular Continuum dimensions surfaced in the comments: bias (9%) and privilege (12%), as an aspect of the dimension of intersectionality/power. These dimensions were clearly connected to the experience of self-reflection. As one respondent stated, "I was able to reflect and understand how implicit bias is seen in everyday things like resumes and job searching and how I would not be as likely to experience that as a white female than as a black female might."

<u>Where Does DSJ Learning Occur?</u>
Given the diverse curricular and (co)-curricular offerings including the nature of our residential campus, better understanding the landscape of spaces and places in which DSJ learning may occur is critical not only to examine closely how the Continuum could be utilized in such venues but also to strengthen all efforts going into a scaffolded diversity learning approach.
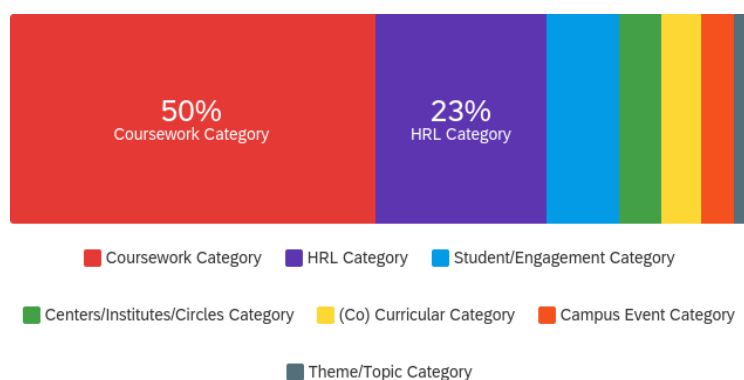
As the graph shows, all respondents (n=315) to the question resulted in these top five categories:
1. 50% Coursework
2. 23% Housing and Residence Life
3. 10% Student Engagement
4. 6% Athletics/Centers/Institutes/Circles
5. 5% (Co)-Curricular

Coursework. Curriculum and classroom remain the primary source (50%) for DSJ learning according to these students. While not asked specifically to provide a course title or number, 25% of respondents identified specific courses that are meaningfully contributing to this experience, of which 15% are CAP designated courses including SSC 200 or Social Science Interdisciplinary (4%) for providing foundational work in this dimension.
> *"In classes, especially in the Core program, we would specifically discuss social justice and diversity and how we can better utilize our knowledge to address situations of inequity in society, especially with food deserts, voting rights, racism, discrimination, and much more."*

Family, Social, and Housing and Residence Life. While only 2% respondents identified stand-alone campus events and exhibits as a space for DSJ learning, Housing and Residence Life serves as a second DSJ learning nexus, encompassing Aviate/PATH events, residence hall/floor meetings, facilitated training and conversations as well as social times with friends, roommates and family.

"I have learned a lot about diversity and social justice in some of my psychology courses as well as in my current living situation with my roommates and having open discussions".

"I have learned about it at home when talking to my sister and parents through dialogue. I also do my own research on the internet, looking at social media and reading articles online about topics I'm not fully aware of."

Student Engagement. Separating Housing and Residence Life from their engagement on campus through student organizations and greek life, 10% of our respondents emphasized the value of such spaces as venues for DSJ learning. While many underscored the nature of hosting events, speakers or attending existing ones on campus, a few spoke of their role leading and facilitating such conversations for their units.

"I have learned an extensive amount about diversity and social justice through my sorority in serving on the diversity, equity and inclusion board. In this position I have done extensive research to prepare and resources and presentations for the entire chapter."
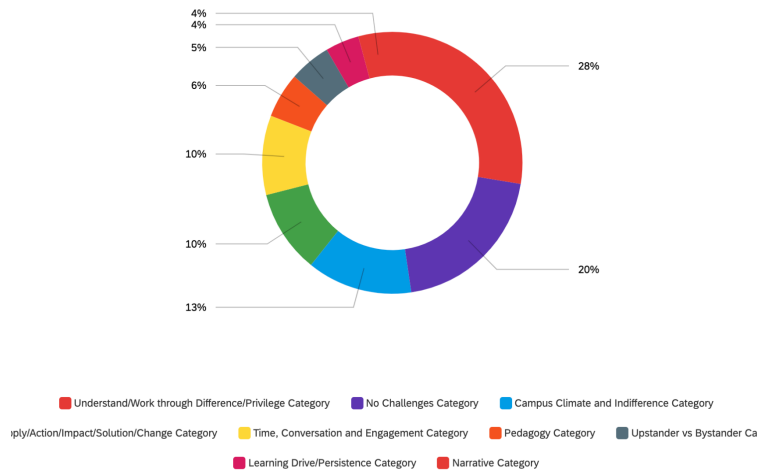
Athletics/Centers/Institutes/Circles. The Multi-Ethnic Education and Engagement Center (MEC), Athletics and Campus Recreation, and Campus Ministry are the leading DSJ learning spaces in this category, showcasing a unique opportunity for strengthening the dimensions presented in the Continuum.

(Co)-Curricular Experiences. Whether working in dining halls such as VWK, in Campus Recreation or internships associated with their programs of study, students are engaging in learning opportunities through training in the workplace that contribute to better understanding diversity and social justice matters in practice. Events taking place on campus are also enriching these experiences.

"I have attended a few Black Lives Matter protests in which I focused on hearing those and educating myself on those experiences around people that do not look like me which was eye-opening as I, and my family were not the subject of the matter at hand."

Challenges pertaining to DSJ Learning

Our students are sensitive to the nature of diversity and social justice conversations, particularly in light of understanding our campus climate and following ongoing events shaping national and global narratives. When asked to raise any concerns or lingering questions they may have regarding their learning, and identify what challenges them the most as they learn about DSJ, these (responses were coded into multiple categories) surfaced as the top five responses (percent of all respondents (n=163) to the question:

Legend:
- Understand/Work through Difference/Privilege Category
- No Challenges Category
- Campus Climate and Indifference Category
- Apply/Action/Impact/Solution/Change Category
- Time, Conversation and Engagement Category
- Pedagogy Category
- Upstander vs Bystander Ca
- Learning Drive/Persistence Category
- Narrative Category

1. 28% Understand/Work through Difference/Privilege
2. 13% Campus Climate and Culture of Indifference
3. 10% Apply/Action/Impact/Solution/Change
4. 10% Time, Conversation and Engagement
5. 6% Pedagogy

Understand/Work through Difference/Privilege. While 20% of the respondents didn't raise any concerns, the majority of students expressing challenges in DSJ learning reflected on their journeys and acknowledged their privilege while also explaining how they find it hard navigating how to face this privilege and work through differences. Three common denominators materialize from these reflections beginning with family upbringing, education prior to UD (particularly in a Catholic context), and identity development during college life. These quotes represent a sample of almost 60 responses articulating these same points in different ways:

- What challenges me most is constantly examining my own privilege in the ways that I did not think of previously.
- The thing that challenges me most is learning to be more aware of my own privilege as a white person in a predominantly-white school.
- I feel that my own privilege challenges me the most. I am aware of it and it makes me uncomfortable in certain situations.
- The biggest challenge is addressing my own biases and recognizing how I unknowingly contribute to problems regarding social justice or diversity.
- I think what challenges me most is that I'm learning that I must keep putting myself in situations where I feel uncomfortable or where I am held accountable for my privilege and bias—so that I can start to unlearn and grow out of the harmful ways I've been socialized as a white woman in America.
- I am challenged by it because I do not come from a place that taught about this as much so it is hard to wrap my mind around sometimes.
- Challenges I have had learning about diversity and social justice would be the way that my upbringing had different values that clashed with what I was learning at first.
- I think that I grew up in a very protected, white community and I wish I was more exposed to alternative viewpoints and racial/ethnic backgrounds.

- I think what challenges me most is understanding that our world has more issues than it appears to the naked eye, and makes me mad that I did not learn about all of this until now!

Campus Climate and Culture of Indifference. Students' reflections on campus climate exhibited strong compassion and sensitivity for the experiences of minoritized groups on campus whether among their peers or faculty.
- I think what challenges my learning about diversity and social justice is the lack of diversity within many of my classes, so many groups are not represented in class discussion. Even when there are a few students from minority backgrounds, I worry that they may not feel comfortable sharing their opinion or outlook because of that lack of diversity on campus. I think it is important that the school prioritizes diversity not only on the campus as a whole, but also within each specific major because I have noticed that some classes or departments have more groups represented than others.
- One concern is the lack of diversity amongst faculty. It would be helpful to learn from faculty who are directly impacted by structures of inequality.
- There is a large group of students who do not take it seriously and think it is a "liberal agenda"
- Students who aren't in the humanities/social sciences are somewhat difficult to reach, and it is difficult to hear from them on their opinions
- My main concern is that there are people on this campus who are very closed off to people different than them, leading to discrimination based on people's race, sexual orientation, views etc.

Apply/Action/Impact/Solution/Change. A common thread that surfaced conjointly with the challenges to face privilege and differences is the action/application dimension of DSJ learning. Respondents underscored the importance of the conversations and how it's an eye-opening, awareness raising experience, but they also asked for more. They showed eagerness to dig deeper in the content presented, especially in a way that allows them to learn about and utilize tools to apply such learning and make a change in their own lives or those they stand in solidarity with. These quotes capture some of these perspectives:
- I am most challenged by putting what I learn into action.
- I understand the challenges about transgender women in sports, but I'm struggling to find a solution.
- The biggest challenge for me as I learn about diversity and social justice is not knowing what actions I can take/hoping that my actions will help in some way to reduce discrimination and racism.
- I have learned a lot about the topics but not really how to be an ally to those in need.
- The challenge to me is finding equitable solutions. I know teachers aren't meant to give you all the answers, but some more direction for where to go would be appreciated at least by me.
- I guess the biggest challenge I have with learning about diversity is the fact that many conversations that are had never seem to lead to action. I would like to learn how to do more than just discuss issues and to be able to have an actual impact fixing these problems.

While standing as a theme on its own, *being upstander vs. bystander* contributes to this category by 5% of respondents expressing challenges in not knowing what or how to engage even when willing to do so:
- What challenges me most is calling people out when they are discriminating or giving microaggressions.

- What challenges me most is learning how to use my voice when things happen around me.

Time, Conversation and Engagement. Adding to the pattern of skills needed to apply to DSJ learning, respondents found it often difficult to engage in conversations whether in classroom (time constraints) or outside the course settings:
- I often have a hard time entering the conversation, I find it easy to listen to what others have to say, but I can be shy when it comes to entering the conversation.
- I would say that the most difficult part about diversity/social justice is being willing to step out of your comfort zone to be able to have conversations about stuff you might be ignorant about/have less knowledge about.
- What challenges me the most is how to talk about these issues outside of class without offending anyone or saying the wrong thing. It is also challenging because I want to help but do not know exactly how to do that.

Pedagogy. While the questions around classroom experience provide in greater detail what constitutes an impactful learning experience, certain challenges were raised in this section. Some revolve around the course not delving deeper into DSJ elements, and instead making broad connections to these dimensions or not providing practical skills that lead to application and advocacy. Students also highlighted the importance and challenges of continuous learning and finding resources to persist in the DSJ learning space beyond the completion of the course. Coupled with the pedagogy angle, this adds up to 10% of respondents identifying the need to acquire skills to continue on this self-learning journey beyond the designated DSJ Course.

Recommendations

The findings of this report should encourage the CAP Office, the DSJ Coordinator and DSJ faculty to engage in deeper conversations around DSJ learning in three areas including: course design, assessment, and intentional connections between DSJ Courses and (co)-curricular opportunities.

DSJ Course Design
Pre-Course Design
- As part of their plan to implement the Diversity ILG Continuum, the Academic Policies Committee (APC) of the Senate in consultation with CAP Committee (CAPC) will require faculty interested in designing new DSJ Courses to consult with the DSJ Coordinator to discuss their desired Continuum dimensions. This would help bring a cohesion to the DSJ courses as a unified advanced-level outcome aiming to engage advanced competencies, but more importantly align learning closely with the Diversity ILG efforts.
- While course content will vary given the creative premise of DSJ courses and the comprehensive nature of the Continuum, self-development and self-reflection are both necessary in the course design process. Faculty should utilize tools (to be created and drawn from the assessment itself and the Diversity ILG Learning Continuum) that would guide them in developing their course learning objectives and aligning them with the Diversity ILG.
- Similarly, School/Unit-level committees reviewing CAP course proposals should utilize tools (to be created and drawn from the assessment itself and the Diversity ILG Learning Continuum) that would guide them in providing constructive and cohesive feedback to the faculty developing the course, and aligning these efforts with the Diversity ILG at large.

<u>Post- Course Design</u>
- Newly designed/approved CAP DSJ courses will be expected to administer the [CAP DSJ assessment](#) at least in the first year the course is offered. This would provide the faculty with ongoing self-development professional opportunities to test how the course is resonating with the students and adapt accordingly to achieve the desired course learning objectives, and support their 4-year review assessment materials.
- School/Unit-level review bodies, such as the Academic Affairs Committee in the College of Arts and Sciences, are the first review checkpoint for the course design and review process. Membership of these bodies play a critical role in advancing the efforts of ILGs' implementation at large and DSJ learning specifically. To continue moving this work forward, the Academic Policies Committee (APC) of the Senate in consultation with the CAP Committee (CAPC) needs to determine the best path for approving CAP DSJ courses in conjunction with the Diversity ILG Continuum: either implementing a new review group specifically for these course, or strengthening the capacity of existing School/Unit-level review bodies in understanding the intricacies of the Continuum, especially as more DSJ courses are being proposed and offered in professional Schools in addition to the College of Arts and Sciences.

DSJ Learning and Other Spaces
It is critical to examine the question of *"where diversity learning is happening?"* in order to strengthen the value and contributions of CAP DSJ Courses. From a scaffolding perspective and in light of the information provided by the Mapping team of this working group, better understanding the landscape of (co)-curricular opportunities could meaningfully enhance the DSJ course learning experience. While Housing and Residence Life as well as Student Engagement on campus encompass a significant portion of such learning, it is critical to highlight the low engagement levels represented in this survey by Centers and Institutes with missions to advance Diversity ILG through various venues including research, advocacy and experiential learning opportunities. With Campus Recreation, MEC and Campus Ministry leading among the 6% respondents, less than 1% identified the Brook Center, Human Rights Center and Study Abroad as venues for such learning. A careful examination of how (co)-curricular learning can intentionally and explicitly connect to DSJ learning specifically and/or Diversity ILG efforts at large is necessary. These aspects should be an intentional component of any conversations that occur regarding building stronger links between curricular and (co)-curricular work moving forward.

Opportunities for Growth and Improvement

CAP DSJ provides faculty with a sandbox to channel their creative talents and passionate interests, while simultaneously enriching diversity learning offerings at the University. Supporting faculty development in this arena is critical to enhance both pedagogy and impact, and there's an opportunity to reframe the DSJ narrative by centering the Continuum in conjunction with the student learning experiences. Drawing from the challenges presented in this assessment, there's an eagerness for hopeful, change-making, solution, practice and action-driven learning outcomes articulated by our students. The desire for action often prefaces knowledge of self and others, which tends to replicate problems (particularly when driven by paternalism and/or the white savior complex). The Continuum frames these goals through three levels ranging from understanding of key terms and definitions, to development of skills needed, to application of skills and knowledge. Pursuing this work in a cumulative, developmental way would provide the students enrolled in DSJ courses with the Advanced knowledge and tools to confidently engage in the space and enhance and renew the existing range of DSJ course offerings, but, more importantly, it would make Diversity ILG language accessible to faculty across schools and units

incentivizing them to pilot and experiment designing new courses. To do this work effectively, we need to not only strengthen the role the Diversity ILG plays in CAP, but also build ongoing educational opportunities for faculty and staff to keep us moving forward.

MOVING FORWARD

Roll-out Plan

Upon the publication of this report and website associated with it, the Diversity ILG Working Group will engage in a series of conversations around the findings, recommendations and opportunities for growth and improvement with various stakeholders including leadership, CAP committee and work groups, faculty and staff, as well as students.

- Report and Website publication under Provost ILGs website
- Report announcement via the Office of the Provost
- Report announcement via University Campus Digest
- Soft launch and presentation at the 2022 Learning Teaching Forum on January 6, 2022; 11:00 am
- CAP DSJ Faculty Workshop through a DSJ Hangout on February 2, 2022; 12:20-1:10 pm, with focus on interpreting their individual feedback, reflecting on lessons learned, and exploring how to enhance DSJ student learning
- Report presentation at two Inclusive Excellence Academy Sessions on February 23, 2022; 9:00-10:30 am and 1:00-2:30 pm
- Open Forum for faculty and staff (TBD)
- Open Forum for students facilitated by Student Government Association and engaging other interested student organizations such as BATU (TBD)
- Conversation with the Office of Diversity and Inclusion to help position the Diversity ILG Continuum in relation to the roll-out of the University DEI Strategic Plan (TBD)
- Conversation with CAPC, with focus on the 2-3 year plan to implement the Diversity ILG Continuum (TBD)
- Conversation with CAP Coordinators (Humanities Commons, Principles of Oral Communication, and Social Science Interdisciplinary), with focus on scaffolded diversity learning (TBD)
- Conversation with the Provost Council (TBD)
- Conversation with Academic Senate entities including ECAS and APC, especially given the CAP 5 year review process for the DSJ component (TBD)
- Conversation with University Inclusive Excellence Council and subcommittees, with focus on Mapping transition process and implementation of Continuum (TBD)

Work for Spring 2022

In addition to the roll- out work described above, we need to begin institutionalizing some of the Working Group's practices while continuing to move this work forward:

- Extending awareness of the best practices for scaffolding as a process as it relates to our diversity outcomes, and making sure that our work connects with current experiential as well as theoretical approaches
- Researching ways to build stronger curricular and (co)-curricular connections, and facilitating a conversation around creating a university-wide accepted definition of (co)-curricular to help direct and develop this work
- Disseminating the CAP DSJ Assessment in Spring and Fall 2022 CAP DSJ courses to gather new data, and continue building assessment efforts

There is also continuing work that needs to be taken up, but that will not be completed by the end of Spring 2022:

- Developing assessment and revision plans to ensure that the Continuum continues to reflect current best practices happening across the university
- Helping coordinate and facilitate adoption of the Diversity ILG Continuum as a framework with CAP, specifically as it advances CAP DSJ development
- Facilitating the visibility of enrollment and retention tracking data (primarily student, but also faculty and staff) to help with assessment and accountability
- Securing grants to support ongoing faculty and staff development to build our capacity, and exploring opportunities to share the Diversity ILG Working Group's findings, efforts, and research at national conferences and through publication opportunities

2021-2022 Working Group

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ACKNOWLEDGMENTS

QUICK LINKS

- Diversity ILG Website
    - [Overview](#)
    - [Diversity ILG Learning Continuum](#) | [Download](#)
    - [Benchmarking](#) | [Mapping](#) | [Assessment](#)
    - [Working Group](#)
- Diversity ILG Benchmarking
    - [Benchmarking Rubric](#) | [Data Report](#)
- Diversity ILG Mapping
    - [Submission Form](#)
    - [Interactive Mapping via Tableau](#)
- Diversity ILG Assessment
    - [Spring 2021 CAP DSJ Assessment (Qualtrics Survey)](#)
    - [Spring 2021 CAP DSJ Assessment Courses](#)
    - [Spring 2021 CAP DSJ Assessment General Report](#)
- CAP DSJ Fellows
    - [2018-2019 DSJ Fellows report](#) | [LibGuide](#)