

**Plan for Inclusive Excellence  
College of Arts and Sciences  
University of Dayton  
January, 2011**

**Vision Statement for Diversity and Inclusion**

[Approved: October, 2009]

The College of Arts and Sciences at the University of Dayton holds the diversity of human perspectives and gifts to be indispensable resources for the academic quality of the scholarship and artistic activity that its faculty members produce and also for the education of distinctive graduates prepared for lifelong learning, leadership, and service in the multicultural, globally extended communities and institutions of the 21<sup>st</sup> century.

As an academic community devoted to liberal education in the Catholic and Marianist traditions, the College of Arts and Sciences embraces the rich multiplicity of human capability and experience as manifestations of God's creative activity. Faculty, students, and staff alike are called to honor the dignity that all persons share and to promote the respect to which all are entitled. In accordance with Marianist educational philosophy, all members of the College are expected to strive to accept human identities and difference and to invite others into mutual dialogue and collaboration in the midst of diversity.

***Inclusion is an essential dimension of academic excellence.*** The College of Arts and Sciences' intentional commitment to inclusion shapes students' education both inside and outside the classroom, influences the composition of our academic community, and informs the educational and professional climate sustained in our classrooms and workplaces.

- Inclusive excellence in the College means that our students will graduate with the understanding, practical competencies, and self-reflective capabilities needed for informed and ethically responsible life and work in a world marked by diversity and interdependency.
- Inclusive excellence in a university that professes to be a national leader in Catholic higher education means that the College will foster a campus community that is home to a vibrant diversity among faculty, staff, and students.
- Inclusive excellence in the College means that the College's classrooms and workplaces offer a safe, respectful, interculturally responsive, and stimulating environment that supports educational and professional development.

The modes of diversity appropriate to the academic quality of advanced study and scholarship are themselves multidimensional, historically fluid, and culturally variable. Relevant types of human diversity in this context can include, but are not limited to, gender, race, ethnicity, socio-economic class, physical abilities or qualities, sexual orientation, age, religion, national origin, native language, custom, marital or parental status, educational background, political beliefs, and styles of learning. The College aims to welcome all peoples, so as to strengthen the intellectual and creative vitality, fecundity, and rigor of our academic environment.

The College is committed to building its capacity for inclusive excellence and to evaluating its progress toward this vision on an annual basis.

## **Student Learning Goals for Inclusive Excellence**

The College of Arts and Sciences adopted in October, 2009 a vision statement for diversity and inclusion. This vision statement emphasizes the essential role of inclusion in academic excellence. The document affirms that students in the College “will graduate with the understanding, practical competencies, and self-reflective capabilities needed for informed and ethically responsible life and work in a world marked by diversity and interdependency.”<sup>1</sup>

These learning goals are framed by the diversity learning goal set out in the University of Dayton’s 2007 assessment plan: “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.”<sup>2</sup> This goal was developed in the context of the University’s mission statement, strategic plan (2006), and earlier diversity statements, including the “President’s Council Statement on Diversity in Community at the University of Dayton” (2000).

As each of the undergraduate academic programs in the College began to develop a new or revised assessment plan shaped by the University’s learning goals, the College saw a need to construct student learning goals across the entire College that could serve to bridge the broad diversity learning goal in the University plan, along with the learning goal outlined in the College’s vision statement, and the more specific, narrowly tailored outcomes concerning diversity and inclusion that will eventually be articulated in majors- or program-based assessment plans. The learning goals presented below are designed to serve such a bridging function. These goals may be conceived as vehicles through which learning outcomes for diversity developed at the level of a department or program can be connected meaningfully to the University’s overarching diversity learning goal. From this perspective, the College-wide goals have a heuristic function, lending guidance and greater cohesion to the development of department-level learning outcomes for diversity and inclusion.

### College-wide learning goals for inclusive excellence<sup>3</sup>:

#### *KNOWLEDGE*

1. Students will be able to articulate an understanding of their place in the community, country, and world in relationship to multiple others.
2. Students will be able to identify and explain paradigms, or structures, that lead to inequality and injustice.

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<sup>1</sup> The College’s vision statement may be found on-line at [http://www.udayton.edu/artssciences/about/vision\\_diversity\\_and\\_inclusion.php](http://www.udayton.edu/artssciences/about/vision_diversity_and_inclusion.php).

<sup>2</sup> The University’s learning goals for undergraduates may be found on-line at [http://assessment.udayton.edu/univ\\_level\\_learning\\_outcomes.htm](http://assessment.udayton.edu/univ_level_learning_outcomes.htm).

<sup>3</sup> Initial versions of these College-wide learning goals were constructed by the Ad Hoc College Committee on Student Learning for Inclusive Excellence, which was convened in the Fall Term of 2009 and chaired by Dr. Bill Trollinger in the Department of History. These goals were subsequently reviewed and revised by the College’s Council of Chairs and Program Directors (CCPD) and were also shared with College faculty for their feedback.

## SKILLS

3. Students will be able to communicate appropriately and respectfully with multiple others.
4. Students will be able to work respectfully and effectively in culturally diverse settings.

## REFLECTION / ENGAGEMENT

5. Students will be able to reflect critically on the ways in which their place in the community, country, and world is shaped by intersections of race, ethnicity, nationality, class, gender, sexual orientation, culture, religion, and other manifestations of difference.
6. Students will be able to engage with multiple others with the aim of promoting mutual understanding and social justice.

## Objectives for advancing student learning goals

1. Develop measurable student learning outcomes for diversity and inclusion in all departmental majors and interdisciplinary programs in the College, and revise department and program assessment plans, where necessary, to incorporate these outcomes.
  - a. Use established assessment instruments to measure students' current knowledge, skills, and dispositions in relation to the goals above, in order to evaluate the present state of student learning for diversity and inclusion and identify where improvement is most needed.
  - b. Appoint and support divisional diversity coordinators (two faculty members in each of the College's four divisions) in 2011 to identify resources and plan faculty development programming appropriate to their divisions that will assist departments and programs in constructing measurable student learning outcomes for diversity and inclusion. The dean of the College will convene these coordinators regularly throughout the academic year to identify needs and facilitate the implementation of effective programming.
2. Develop curriculum to deliver the new diversity and social justice component approved for the Common Academic Program (CAP)
  - a. Offer experimental versions of current Humanities Base courses in 2010-11 to explore ways in which student learning for diversity and inclusion might effectively be incorporated into these courses through course materials, revised pedagogy, and co-curricular programming.
  - b. Based on these experimental course sections, develop formal pilots for the first-year humanities components of CAP, and deliver and evaluate these pilots in 2011-13.
  - c. Support continued implementation and evaluation of ENG 100/200 pilot sections in 2010-11.
  - d. Support design of upper-level courses for CAP, especially for the "crossing boundaries" and capstone components (where appropriate), that will meet the diversity and social justice requirement.
  - e. Support the Alumni Chair's faculty workshop on diversity across the curriculum and ensure the workshop's sustainability once funding from the LTC Innovation Grant has been expended.

3. Revise the ASI 150 "Introduction to the University" seminar in order to incorporate clearer, more consistent, and effective emphases upon the University's mission, approved learning goals for all University undergraduates, and the central role of diversity and inclusion in academic excellence. A pilot version of the revised seminar for Discover Arts (UNA) and Discover Science (UNS) students will be constructed for delivery by Fall Term 2012. Based on evaluation of the pilot, a revised and expanded seminar will be offered for more students in Fall Term 2013.
4. Establish in 2011 a new position for a full-time faculty member to coordinate first-year, integrated learning-living communities (LLCs), and have the coordinator facilitate development of co-curricular programming related to diversity and inclusion throughout first-year LLCs. For example, current programming in the "Building Communities for Social Justice" LLC in relation to New Student Orientation and the First Year Read, which focuses on multicultural diversity, could be expanded to other LLCs, where appropriate.
5. Recognize and reward faculty contributions to College diversity initiatives (and also to global and intercultural initiatives) through annual faculty merit evaluations, beginning with 2011 calendar year.

### **Goals for the diversity of the academic community in the College**

The College of Arts and Sciences' vision statement for diversity and inclusion (October 2009) acknowledges that an intentional commitment to inclusion must influence the composition of our academic community. In particular, the vision statement asserts, "Inclusive excellence in a university that professes to be a national leader in Catholic higher education means that the College will foster a campus community that is home to a vibrant diversity among faculty, staff, and students."

The College's strategic goals for the composition of our academic community are set forth below. The construction of these goals reflects four contextual considerations.

#### **Context**

First, in light of the University's stated aspiration to be a national leader in Catholic higher education, the demographic composition of the faculty and student bodies at Catholic universities nationwide and at the University of Dayton's peer institutions becomes salient. In relation to these comparison classes, UD's full-time faculty exhibits greater gender disparity than do our peer institutions or Catholic institutions nationally. UD also has less racial and ethnic diversity on its faculty, especially with respect to faculty members of Hispanic or Asian descent.

With respect to the undergraduate student body, UD exhibits greater gender parity than do our peer institutions. However, UD's undergraduate student population generally includes significantly lower proportions of students of color than are found at many of our peer institutions.<sup>4</sup>

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<sup>4</sup> These claims about the demographic composition of the UD faculty and undergraduate student body are based on annual reports from the Integrated Postsecondary Education Data System (IPEDS). These reports are available through the Office of the Provost.

Second, the *President's Council Statement on Diversity in Community at UD* (2000) maintains that, in the context of Marianist universities' commitment to "undertake the intellectual life as a form of service in the interest of justice," "Marianist universities have a special concern for the poor and marginalized and a responsibility to promote the dignity, rights and responsibilities of all persons and peoples." In virtue of this perspective toward social justice, the University "seeks to increase the number of students, administrators, faculty and staff from particular groups (e.g., American racial minorities, women, international persons) that historically have been absent or underrepresented in the campus community." This contextual consideration confirms the importance of the demographic comparisons noted above.

Third, the College's learning goals for inclusive excellence (March 2010) highlight the development of abilities in our students that depend, in part, on the diversity of the campus learning community in which students are expected to acquire these competencies.

Fourth, the College has more direct control over faculty hiring than it does over undergraduate student recruitment, in light of Enrollment Management's primary responsibility for undergraduate admissions and financial aid. Faculty members, in turn, have direct authority for curriculum and many of the conditions that influence student learning. Consequently, special attention to the composition of the College's faculty is warranted in the College's strategic planning for diversity and inclusion.

### Goals

The College of Arts and Sciences adopts the following five-year goals in order to progress toward the vision of fostering a campus community that is home to a vibrant diversity among faculty, staff, and students. These goals reflect collective aims for the College as a whole; they are not strict rules for each department's hiring over the coming five years.

#### 1. *Faculty hiring*

- a. The College aims to hire women for at least 60% of its open full-time faculty positions over the next five years. Given dramatic differences in the availability of qualified women candidates for faculty positions across different academic fields, this goal applies to the College in aggregate, not to each faculty search considered in isolation. Nevertheless, all academic departments shall contribute to the realization of this goal over time.
- b. The College aims to hire faculty members from historically underrepresented groups or international faculty members for at least 25% of its open full-time faculty positions over the next five years. Special attention will be given to increasing the representation of faculty of color in the College. As above, each department's ability to contribute to this goal depends, in part, on the availability of qualified candidates in particular academic fields. Nevertheless, all academic departments shall contribute to the realization of this goal over time.

#### 2. *Undergraduate student retention*

The College aims to improve retention of first-year undergraduate students to their second year of study at UD, increasing the retention rate to at least 90% over the next five years, with special attention to the retention of first-year students from underrepresented groups.

### Objectives for advancing faculty hiring goals

1. The College's faculty search procedures will be modified so that demographic data regarding the availability of qualified candidates for faculty positions are shared with search committees and reviewed in the course of developing the advertising and recruiting strategies for each search.
2. Departments will continue to receive special travel funding to support participation in professional meetings or caucuses at professional conferences devoted to the advancement of women and persons of color in the academy.
3. The College will continue its active involvement in the regional LEADER consortium in order to take advantage of special opportunities for the recruitment and retention of women faculty in the sciences.
4. The College will continue to experiment with postdoctoral fellowships in selected fields, where the availability of qualified candidates is likely to be higher than usual, in order to recruit qualified persons of color. The Herbert W. Martin Postdoctoral Fellowship in Creative Writing was advertised in 2009-10, leading to the successful hire of person of color in the Department of English.
5. Revisions in the University's Hiring for Mission retreat will continue to be developed, building upon those made in 2009, so that the integral role of inclusive excellence in the University's Catholic and Marianist mission and in our efforts to hire faculty committed to that mission is made clear.
6. Where appropriate to specific faculty searches, letters of appointment will clarify the faculty members' expected contributions to initiatives in scholarship, teaching, and professional service that advance the College's goals for diversity and inclusion.
7. The dean will continue to report to the faculty each fall on the success of the previous year's faculty searches.

### Objectives for advancing student retention goal

1. Seek base budget support to establish a full-time director in the College for first-year student retention, with special attention to the retention of students of color. Seek on-going budgetary support for the current staff liaison position between the College and the Office of Multicultural Affairs.
2. Improve the early-warning academic intervention system in the dean's office for first-year students, coordinating more efficiently and effectively with the Office of Student Success and the Office of Multicultural Affairs.
3. In collaboration with the Office of Multicultural Affairs, strengthen the peer mentoring program for first-year students of color, beginning with academic divisions that have the largest concentration of incoming students. This program would be coordinated by the new retention director, in conjunction with assistant deans and academic advisors.
4. Expand and communicate more effectively about co-curricular programming related to diversity and inclusion, particularly in relation to the curriculum for first-year students and in coordination with Student Development programming.
5. Report to faculty and to assistant deans each fall on first-year student retention, and analyze data for non-returning students to determine where and how academic interventions should be made in future.

## **Goals for inclusive climate among faculty, staff, and students in the College**

The College of Arts and Sciences' vision statement for diversity and inclusion affirms that "the College's classrooms and workplaces [will] offer a safe, respectful, interculturally responsive, and stimulating environment that supports educational and professional development" (October 2009). In accordance with the College's 2009 Campus Climate Action Plan, the following goals are set forth in order to foster a more inclusive and developmentally-supportive climate for faculty, staff, and students. The goals presented in earlier sections of this plan should also contribute to improvements in the climate of the College's classroom and workplaces.

1. The College will support and require expanded training for supervisors of faculty and staff and evaluation of supervisors' skills in developing and working with a diverse faculty, staff, and student body.
2. The College will continue to develop communication structures through which faculty members can address, openly or confidentially, climate-related issues in the College of particular concern to them.
3. The College will support opportunities for academic leadership development and advancement for women and persons of color.
4. The College will establish new structures for recognizing the work of staff and involving staff persons in College-wide communication and dialogue.
5. The College will support pedagogical training and co-curricular programming designed to foster more inclusive classroom environments.

## **Objectives for advancing goals for inclusive climate**

1. The College, in conjunction with the Learning Teaching Center (LTC), will support development of training programs for department chairs, directors, and dean's office personnel specifically designed to improve supervisors' skills in working with a diverse faculty, staff, and student body.
2. The College will actively promote leadership development for women faculty and staff members and faculty and staff of color, e.g., through participation in Leadership UD, the HERS Institute, appropriate ACE conferences, and the Marianist Educational Associates program. Candidates' abilities to foster inclusive workplace climate will be considered when evaluating applications for department chair, director, and dean's office appointments.
3. Mid-term evaluations of department chairs and program directors will be revised to assess effectiveness in fostering an open and inclusive climate in department or program work spaces and classrooms.
4. The dean will continue to host women's faculty forums each year, in addition to the annual dinner for College women faculty in the College, for open discussion of issues of concern to women faculty members.
5. The dean will continue to host throughout the year regular forums over breakfast and lunch for open discussion of issues of concern to faculty members.
6. The College will establish a new structure for recognizing and communicating the on-going contributions and accomplishments of staff members.
7. The dean will continue to host meetings of all College staff each semester for open discussion of issues of concern to staff members.
8. The College will revise its process for annual evaluation of staff in order to make these evaluations more substantive, meaningful, and goal-oriented.
9. The College, in conjunction with the LTC, will support development of a series of faculty workshops on classroom management, with special attention to inclusive classroom practices.

10. The College will promote the revision of departmental procedures for peer evaluation of teaching to include rubrics specifically designed to address classroom climate.
11. The College will expand and communicate more effectively co-curricular programming related to diversity and inclusion, especially in relation to the curriculum for first-year students. (This objective also reinforces goals for student learning and for student retention stated above.)

Approved by the Council of Chairpersons and Program Directors (CCPD)  
College of Arts and Sciences  
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