UCI Office of Inclusive Excellence

DIVERSITY PLAN TEMPLATE FOR GRADUATE DEGREE PROGRAMS

Office of Inclusive Excellence

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Diversity Plan Template

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A system-wide policy in August 2019 requires all program and unit proposals to include a section addressing contributions to diversity, with *(a) a vision for how the program will advance UC's goals for diversity and (b) a plan that details what steps the program will take in its first five years to move it toward the identification, recruitment, and retention of underrepresented minority students and faculty. The proposal should clearly document the ways in which the program will evaluate its diversity goals.*

A goal of inclusive excellence at UCI is for the campus to become the national leader of inclusive excellence in higher education by 2025, providing a learning environment where all expect equity, support diversity, practice inclusion, and honor free speech. The following worksheets and resources are offered to support individual program proposals to advance inclusive excellence.

Worksheets

General Instructions: If needed, as a first step, please use the worksheets provided to identify special program needs related to diversity and the evidence informing your diversity plan narratives about how your unit or program of interest activities are advancing inclusive excellence in relation to the school and campus priorities.

Unit/Program:

VISION STATEMENT – *[What is the overarching vision guiding your inclusive excellence work? How will your actions shape inclusive excellence in your unit and for the campus?]* Please see attached Inclusive Excellence Glossary.

_____

_____

_____

Guiding Evidence and Questions – *[What evidence informs your unit and/or program about program needs, the status of individuals served, the challenges and opportunities for engaging target populations?]*

Evidence on students *[briefly state]*:

_____

_____

Evidence on faculty *[briefly state]*: _____

_____

_____

Evidence on staff *[briefly state]*: _____

_____

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Action Plan Worksheet

[Briefly identify the goals, actions, leadership and metrics associated with each area of inclusive excellence for programs of interest]

OBJECTIVES	WHAT – actions will be taken?	WHO – is accountable /responsible for completion?	WHAT RESOURCES – will be used?	WHAT ARE LEADING INDICATORS/ WHAT ARE LAGGING INDICATORS?	Start by	End by

Suggested Template for a Diversity Plan

[Briefly summarize worksheet components into a diversity plan for the unit or program of interest]

Diversity Plan Vision Stated Vision for Program: *[Aligns to campus, unit, and department plans]*

| Goal 1: | SMART DESCRIPTION EXAMPLE: Increase yearly enrollment of xx students (students of interest for program) by xx% |

- Year 1 - strategies relevant to examining outreach, admissions practices
- Year 2 - strategies relevant to enhancing outreach, admissions practices and/or reducing barriers to these outcomes; integrates specific diversity resources
- Year 3-5 - strategies relevant to reviewing and improving

| Goal 2: | SMART DESCRIPTION EXAMPLE: Retain diverse students by implementing program x (or related activity relevant to population) |

- Year 1 - strategies relevant to examining mentoring, advising, success, and completion; integrates specific diversity resources
- Year 2 - strategies relevant to increasing mentoring, advising, success, and completion and/or reduce barriers to success outcomes
- Year 3-5 - strategies relevant to improving based on indicators and program priorities.

| Goal 3: |

SMART goal description components:

Specific – to target population and practice

Measurable – through indicators, tools,

Achievable – evidence-based approach to suggest success

Relevant – critical to program priorities

Time-bound – accomplishable within stated time period

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Inclusive Excellence Glossary

Term	Description	Source
affirmative action	Federal policy first enacted by President John F. Kennedy Executive Order 10925 to make active effort to ensure equal treatment of applicants without regard to race, color, religion, sex, or national origin. Subsequent legislation added considerations of additional groups and later dismantled state mandates.	American Association for Access, Equity, and Diversity: https://www.aaaed.org/aaaed/history_of_affirmative_action.asp
Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI)	Designation as an institution of higher education having an enrollment of undergraduate students at least 10 percent Asian American and Native American Pacific Islander students. At least 50% of an institution's degree-seeking students must receive financial assistance under specific federal programs. One of eight federally designated Minority Serving Institution programs established by Congress in 2007 as part of the College Cost Reduction and Access Act.	AANAPISI webpage: https://www.aanapisi.net/
bias	An inclination of temperament or outlook; an instance of such prejudice.	Merriam-Webster
campus climate	The state of learning and learners relative to dimensions concerning the institutional legacy of inclusion/exclusion, the numerical or compositional diversity present, the psychological beliefs and perceptions of individuals about the relations between groups, and the social or behavioral interactions among individuals and groups from different identity backgrounds.	Hurtado, S., Milem, J.F., Clayton-Pedersen, A.R., & Allen, W.R. (1998), *The Review of Higher Education*, 21(3), 279-302.
community	"A group of people with diverse characteristics who are linked by social ties, share common perspectives, and engage in joint action in geographical locations or settings."	MacQueen, K.M., McLellan, E., Metzger, D.S., Kegeles, S., Strauss, R.P., Scotti, R., Blanchard, L., & Trotter, II, R.T. (2001), What is community? An evidence-based definition for participatory public health. American Journal of Public Health, 91(12), 1929-1938.
diversity	Variety or the quality of being diverse between two or more things or kinds.	Online etymology dictionary webpage: https://www.etymonline.com/word/diversity

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Glossary continued

Term	Description	Source
equity	Providing relevant resources and opportunities to meet the needs of individuals, organizations, or entities. Compared to equality, equity 'levels the playing field' by providing individuals and entities with access to the respective and specific resources and opportunities that may be needed whereas equality provides individuals or entities with the uniform or same resources or opportunities.	American Library Association webpage: http://www.ala.org/advocacy/intfreedom/equalityequity
free speech	Refers to First Amendment protections on the right: not to speak (not to salute the flag), to protest war, to use certain offensive words and phrases to convey political messages, to contribute money to political campaigns, to advertise commercial products and professional services within limits, to engage in symbolic speech (e.g., burning the flag in protest). Free speech DOES NOT INCLUDE circumstances such as: inciting actions that would harm others, making or distributing obscene materials, burning draft cards as anti-war protest, using obscene speech at a school-sponsored event, or advocating illegal drug use at a school-sponsored event.	U.S. Courts webpage: https://www.uscourts.gov/about-federal-courts/educational-resources/about-educational-outreach/activity-resources/what-does
Hispanic Serving Institution (HSI)	An institution of higher education that (a) is an eligible institution; and (b) has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application.	White House Initiative on Educational Excellence for Hispanics webpage: https://sites.ed.gov/hispanic-initiative/hispanic-serving-institutions-hsis/
implicit bias	"Introspectively unidentified (or inaccurately identified) traces of past experience that mediate favorable or unfavorable feeling, though, or action toward social objects."	Banaji, M., & Greenwald, A. (2013), *Blindspot*, New York, NY: Delacorte Press.

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Glossary continued

Term	Description	Source
inclusion	The act of including; the state of being included. In education, this consideration has focused on the treatment of individuals who are different from the majority in terms of race, gender, ability, or other attributes, and considerations to "support all learners in environments to be comfortable together."	Merriam-Webster and Boroson, B. (2017), *Inclusive Education: Lessons from History*. Retrieved at: http://www.ascd.org/publications/educational-leadership/apr17/vol74/num07/Inclusive-Education@-Lessons-From-History.aspx.
Minority-Serving Institution (MSI)	An institution of higher education that serves minority populations and are unique in their missions and daily operations. They include: Historically Black Colleges and Universities, Hispanic-Serving Institutions, Tribal Colleges and Universities, and Asian American and Pacific Islander Serving Institutions.	U.S. Department of the Interior Office of Civil Rights: https://www.doi.gov/pmb/eeo/doi-minority-serving-institutions-program

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Selected Diversity Resources and Tools

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TYPE	DESCRIPTION	WEBSITE
Accountability		
	Academic Personnel Family Friendly Policies – policies to assist academic appointees in balancing the needs of work and family	https://ap.uci.edu/policies-procedures/app/7-40/
	DECADE Mentors – faculty appointees collaborating with Equity Advisors and the Graduate Division to as resources to graduate students and faculty alike. Participate in diverse graduate student recruitment and retention by approving search strategies and instituting best practices	https://inclusion.uci.edu/decade/decade-mentors/
	Equity Advisors – appointees as faculty assistants to deans in their respective schools; participate in diverse faculty recruitment and retention by approving search strategies, implicit bias training, and outreach and family friendly policies to support faculty success.	https://inclusion.uci.edu/advance/equity-advisors/
	Faculty Recruitment Inclusive Excellence Supplement – central funding to support commitments to inclusive excellence in faculty hiring based on the candidates' diversity statements.	https://ap.uci.edu/programs/hiringprograms/inclusiveexcellence/
	UC Principles Against Intolerance – policy by the University of California Regents to promote discovery and disseminate knowledge while expanding opportunities for all and prohibiting discrimination.	https://regents.universityofcalifornia.edu/regmeet/mar16/e1attach.pdf
	UC Regents Policy 4400 – communicates the commitment to diversity governing all University of California activities.	https://regents.universityofcalifornia.edu/governance/policies/4400.html

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TYPE	DESCRIPTION	WEBSITE
Programs		
	University of California-Hispanic Serving Institutions Doctoral Diversity Initiative (UC-HSI DDI) – launched in fall 2019, provides competitive grants to UC faculty/administrators and limited graduate student funding to Ph.D. students to promote pathways for students from California Hispanic Serving Institutions.	https://www.ucop.edu/graduate-studies/initiatives-outreach/uc-hsi-ddi.html
	University of California-Historically Black Colleges and Universities (UC-HBCU) Initiative – provides two types of funding to UC faculty (one-year summer research and three-year summer research pathways) to host and mentor graduates from HBCUs at UC campuses to promote UC doctoral student enrollment.	https://www.ucop.edu/uc-hbcu-initiative/
TYPE	**DESCRIPTION**	**WEBSITE**
	University of California President's Postdoctoral Fellowship Program (UC PPFP)/Chancellor's Postdoctoral Fellowships (CPF) – UC PPFP was established in 1984 to encourage outstanding women and minority Ph.D. recipients to pursue academic careers at the University of California. Individual UC campuses offer institutionally-funded CPF programs.	https://ppfp.ucop.edu/info/index.html
Tools		
	UC Information Center – provides searchable data on UC campuses, including student, staff, and faculty demographics, selected outcomes, and 2030 UC dashboard of multi-year goals and priorities.	https://www.universityofcalifornia.edu/infocenter

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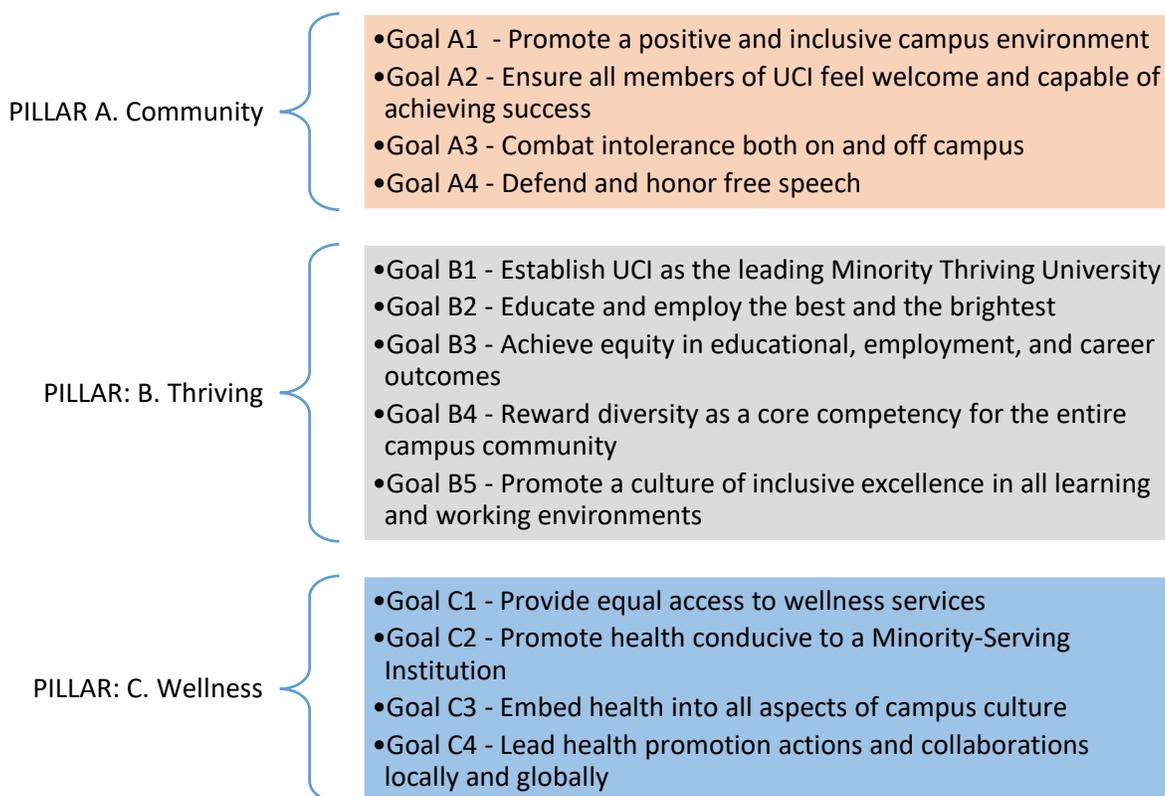| TYPE	DESCRIPTION	WEBSITE
	UCI COMPASS (Comprehensive Analytics for Student Success) – is a homegrown initiative focused on undergraduate student success. The multi-part project brings relevant student data to campus advisors, faculty, and administrators with the goal of providing actionable information to improve student outcomes.	
	UCI Division of Teaching Excellence and Innovation – provides evidence-based pedagogy trainings, one-on-one faculty consultations, and programs to support undergraduate, graduate student, and faculty classroom and online teaching expertise.	http://dtei.uci.edu/
	UCI Office of Equal Opportunity & Diversity Resource pages – provides background on affirmative actions taken by the University, anti-discrimination policies, links to availability statistics (academic and non-academic), among other information.	http://www.oeod.uci.edu/policies/aalinks.php
	UCI Office of Inclusive Excellence – provides an action plan for inclusive excellence, campus resources and inclusive excellence milestones, and climate survey results (coming soon), among other event and information	https://inclusion.uci.edu/
	UCI Office of Institutional Research – provides a data hub of campus enrollments, degree completion, and other demographic information.	https://www.oir.uci.edu/Data-Hub/index.php
	UC Undergraduate Experience Survey (UCUES) – biennial survey conducted on the nine UC undergraduate campuses; provides information about student behaviors, self-ratings on academics, curricular and co-curricular experiences.	https://www.universityofcalifornia.edu/infocenter/ucues-data-tables-main

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UCI Inclusive Excellence Plan Overview

Summary of Enterprise Plans for Inclusive Excellence

The University of California, Irvine, is committed to recognizing talent as broadly distributed in society. To this end, our campus has undertaken an action plan for inclusive excellence to support all members to maximize their potential. By 2025, the campus envisions becoming a leader in inclusive excellence focused on three pillars: community, thriving, and wellness. These three areas animate the broader UCI Strategic Plan by scaffolding student, faculty, and staff success through an inclusive excellence ecosystem.

Key inclusive excellence goals for the enterprise include:

PILLAR A. Community
- Goal A1 - Promote a positive and inclusive campus environment
- Goal A2 - Ensure all members of UCI feel welcome and capable of achieving success
- Goal A3 - Combat intolerance both on and off campus
- Goal A4 - Defend and honor free speech

PILLAR: B. Thriving
- Goal B1 - Establish UCI as the leading Minority Thriving University
- Goal B2 - Educate and employ the best and the brightest
- Goal B3 - Achieve equity in educational, employment, and career outcomes
- Goal B4 - Reward diversity as a core competency for the entire campus community
- Goal B5 - Promote a culture of inclusive excellence in all learning and working environments

PILLAR: C. Wellness
- Goal C1 - Provide equal access to wellness services
- Goal C2 - Promote health conducive to a Minority-Serving Institution
- Goal C3 - Embed health into all aspects of campus culture
- Goal C4 - Lead health promotion actions and collaborations locally and globally

Strategies - Several strategies focused on collaborative inquiry, applications, and interventions across the campus have been undertaken to support campus efforts related to inclusive excellence. These strategies range from using descriptive analytics to inform intelligent advising, outreach, hiring, and orienting UCI members to campus resources, structures, and engagement opportunities to developing interventions to close

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gaps in structural diversity, academic engagement and outcomes, and professional development. For example, broadening outreach, recruitment, and hire to reflect the structural diversity of California will support more diverse and positive community on campus. Expanding the use of evidence-based inclusive pedagogical practices throughout the undergraduate curriculum and broadening systematic academic advising reviews in core courses will be levers for positive change to support undergraduate student thriving. Examining and strengthening the use of counseling and wellness services will engage UCI constituents in multiple ways to envision and achieve healthy outcomes and lifestyles. At UCI, we are ready to extend opportunities for inclusive excellence and the structural supports needed to ensure equitable and inclusive practices and policies given a legacy of enhancing student, faculty, and staff success, built on leadership and interventions to support valuing diversity.

Key Tools and Performance Indicators – The campus seeks to use a wide range of tools and resources to identify and advance towards inclusive excellence goals. These tools include the human resources connected to inclusive excellence planning, training, and education, including academic unit equity advisors and DECADE mentors engaged in faculty-peer consulting to increase diverse recruitment and retention of faculty and graduate students. These tools also include the campus instruments and scheduled institutional and program review of progress in terms of campus climate (through unit equity review and UCI Campus Climate surveys), as well as enterprise-wide interventions designed to support broader understanding about the nature of bias, best practices in diversifying students, staff, and faculty, and leadership development programs to advance collaborative inquiry from multiple perspectives, pedagogies, and disciplines to advance knowledge, application, and transformation.

Several traditional and emerging indicators will be reviewed and refined in the coming two to five years to promote diversity, equity, and inclusion.

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Examples of key indicators of successful inclusive excellence efforts include, but are not limited to the following:

PILLAR A. Community
- Growth in the number of campus constituents completing implicit bias, diversity courses and ally trainings
- Growth in critical thinking about free speech applications in contemporary society
- Underrepresented minority faculty comprising 25% of UCI Senate faculty

PILLAR: B. Thriving
- Reduction of academic gaps in graduation rates annually for undergraduate student populations, including first generation students, veterans, and students from underrepresented ethnic and racial minority backgrounds
- Annual increases in academic advising reviews
- Broadening undergraduate and graduate student involvement in peer leadership opportunities
- Development and maintenance of co-curricular transcripts

PILLAR: C. Wellness
- Annual increases in resources and uses of wellness opportunities
- Reduced wait times for key counseling services
- Increased student satisfaction with UCI experience
- Increased perceptions of belonging on campus

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