

**COLLEGE OF LIBERAL ARTS
DIVERSITY, EQUITY, AND
INCLUSION STRATEGIC PLAN**

2025



In Memory

The CLA DEI Committee recognizes the invaluable contributions of Dr. Halcyon Lawrence

Halcyon Lawrence was the inaugural CLA Dean's DEI Fellow, a position created by Dean Chris Chulos.

Halcyon paved the way for the CLA DEI Committee to develop its first DEI Strategic Plan by laying the foundation with a reflection on CLA's DEI values.

In her tenure as Dean's Diversity Fellow, Halcyon accomplished much toward promoting greater collaboration and communication regarding CLA's DEI values and goals. She conducted a DEIJ-related needs assessment of CLA using both survey and discussion methods. Along with Sandra Llera (Psyc) and Iona Ringgold (Former Asst Provost for D&I), Halcyon organized the first CLA DEI Summit in 2023. The purpose was to bring together voices from across the college to facilitate a dialogue on DEI-related needs and opportunities. Based on these discussions, and in collaboration with the CLA DEI Committee, Halcyon also established the first CLA DEI Values Statement. These trailblazing efforts paved the way for the continuation of invaluable DEI work throughout the college.



*"The work is urgent."
- Halcyon Lawrence*



DEI Strategic Planning Goals

CLA's DEI Strategic Plan Goal

The overarching goal of the CLA DEI Strategic Plan is to **acknowledge, recognize, assert, and uphold** the **College Values-Based DEI Statement** wherein all stakeholders, especially those who have been **underserved** and **marginalized** historically and today, are **represented in their studies and work**.

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Curriculum

Outcome

Diversity will be a bedrock of the CLA curriculum.

Action 1	Course Development	Responsible Parties
a.	Encourage faculty to infuse a diversity focus into all curricula.	Department Chairs and Program Directors
b.	Encourage faculty to develop diverse learning opportunities (including study abroad/away, internship, experiential learning, service learning, student research projects and internships, etc.)	Dean's Office, Department Chairs, and Program Directors
b.1	Encourage and support all students to engage in these diverse learning opportunities. Identify and examine barriers to participation as appropriate.	Department Chairs, Program Directors, and Faculty
c.	Encourage development of interdisciplinary courses and/or events on global and cultural perspectives.	Dean's Office, Dean's Fellow for DEI, CLA DEI Committee, Department Chairs, Program Directors, and Faculty
d.	Examine current CLA curricular diversity and engage in subsequent discussions about needs. (For instance, inventory courses for CLA Core 12 [Global Perspectives-76 CLA courses] and Core 13 [Diversity and Difference - 21 CLA courses].	Dean's Office, Dean's Fellow for DEI, CLA DEI Committee, Department Chairs, Program Directors, and Faculty
e.	Encourage faculty to move existing courses into Core 12 or 13 as appropriate.	Department Chairs and Program Directors

Curriculum

Outcome

Diversity will be a bedrock of the CLA curriculum.

Action 2	Program Development	Responsible Parties
a.	Create inventory of DEI-related programs (e.g., Languages, Literatures & Cultures; Women's and Gender Studies, LGBTQ+ Minor, History and Human Rights Minor, Holocaust Certificate etc.).	Dean's Office, CLA Dean's Fellow for DEI, and CLA DEI Committee
b.	Evaluate need for other DEI-related programs.	Dean's Office, CLA Dean's Fellow for DEI, CLA DEI Committee, Department Chairs, and Program Directors
c.	Encourage/support the development and implementation of other DEI-related programs.	CLA DEI Committee, Department Chairs, and Program Directors
Action 3	Programming (Events and Intergroup Dialogues on DEI topics)	Responsible Parties
a.	Keep track of CLA Faculty/Staff programming on DEI topics.	Dean's Office and CLA Dean's Fellow for DEI
b.	Encourage clearer articulation (in marketing and flyers) about the DEI nature of relevant programming.	Department Chairs, Program Directors, and Faculty

Assessment of Curriculum



Assessment Measures May Include:

1. Yearly audit of curricular changes via College Curriculum Committee annual report and meetings' minutes.
2. Every two years inventory to monitor the numbers of DEI-related events offered on a 4-6 year span.
3. Every two years audit number of seats offered in Core 12 and 13 courses, and other diversity courses as identified by chairs and faculty.

Student Success

Outcome

The student body benefits from and is supported through a diverse learning environment.

Action 1	Inclusive Practices	Responsible Parties
a.	Students are exposed to inclusive teaching practices. These include but are not limited to syllabus accessibility and inclusivity, media accessibility, multimodal office hours, and inclusive classroom practices.	Dean's Office, Department Chairs and Program Directors encourage relevant training. Faculty undertake professional training as applicable.
b.	Students are exposed to similar inclusive practices, such as in their research, service, and advising, throughout their university experience.	Dean's Office, Department Chairs and Program Directors encourage relevant training. Faculty undertake professional training as applicable.
c.	Students are exposed to the opportunity to increase their awareness and appreciation of visible and invisible forms of diversity.	Dean's Office, Department Chairs and Program Directors encourage relevant training. Faculty undertake professional training as applicable.
Action 2	Service Learning	Responsible Parties
a.	Students are encouraged to engage in high impact experiential learning (e.g. field work, service learning, internships, study abroad etc.) that promotes DEI.	Department Chairs, Program Directors, Internship Coordinators, Faculty and Students
b.	Students are provided with opportunities to lead projects or initiatives that promote DEI within the campus or in collaboration with community partners.	Department Chairs, Program Directors, Internship Coordinators, Faculty and Students

Student Success

Outcome

The student body benefits from and is supported through a diverse learning environment.

Action 3	Student Recruitment/Retention	Responsible Parties
a.	Enhance recruitment and retention for historically underrepresented students.	Dean's Office, Department Chairs, Program Directors, and Faculty
Action 4	Student Mentoring	Responsible Parties
a.	All students are offered inclusive mentoring practices that enhance their success.	Listed below
a.1.	Foster peer-to-peer student mentoring.	Department Chairs, Program Directors, Faculty, and Peer-student Mentors
a.2.	Share information about resources and supports on campus throughout students' academic career.	Dean's Office, Department Chairs, Program Directors, and Faculty
a.3.	Encourage faculty and staff to work with and support student-led groups and initiatives.	Dean's Office, Department Chairs, Program Directors, Faculty and Staff



Assessment of Student Success

Assessment Measures May Include:
1. Examination of pertinent answer(s) in student exit interview questionnaire.
2. Internship reports from students as determined by internship syllabi.

Professional Development:

Faculty Outcome

Faculty thrive in a diverse, equitable, and inclusive environment wherein their skills are valued and honed.

Action 1	Enhance Inclusive Pedagogy	Responsible Parties
a.	Empower faculty to utilize inclusive teaching practices through 'Inclusive Teaching Practices Workshop(s)'.	Listed below
a.1	When applicable, faculty are encouraged to design courses that reflect a diverse society.	Department Chairs, Program Directors, Faculty, and FACET
a.2	Faculty are encouraged to make all media employed in the classroom accessible to all.	Faculty (with the assistance of relevant units, such as ADS, OTS, Blackboard Support, etc.)
a.3	Faculty are encouraged to use inclusive language and tone in their syllabi.	Department Chairs, Program Directors, Faculty, and FACET
a.4	Faculty are encouraged to use inclusive language and tone when addressing students.	Faculty
a.5	Faculty may share their pronouns if they so wish.	Faculty
a.6	Faculty are encouraged to learn and use students' preferred names and pronouns, provided that students are comfortable with sharing this information.	Faculty
a.7	Faculty are encouraged to facilitate group work in their classroom to allow students to develop a sense of community and inclusivity.	Faculty
a.8	Faculty are encouraged to adopt inclusive office hours—at different times of the day, in different formats (e.g. online, phone, in person).	Faculty
a.9	Faculty are encouraged to set expectations about valuing diverse viewpoints in the syllabus and at the beginning of the semester.	Faculty

Professional Development: Faculty Outcome

Faculty thrive in a diverse, equitable, and inclusive environment wherein their skills are valued and honed.

Action 2	Intergroup Dialogue	Responsible Parties
a.	The College will encourage inter-group dialogues on DEI topics.	Dean's Office, CLA DEI Committee, CLA Dean's Fellow for DEI, Faculty, FACET, OIIE, and Religious & Spiritual Coordinating Council
Action 3	Pedagogy	Responsible Parties
a.	The College will encourage the creation of a faculty learning community for DEI curriculum development.	Faculty, FACET, Departments' DEI Committee, CLA DEI Committee, and CLA Dean's Fellow for DEI
b.	The College will encourage "How to be Anti-Racist" pedagogical training opportunities for faculty to enhance student success.	Dean's Office, CLA DEI Committee, CLA Dean's Fellow for DEI, FACET, and OIIE
Action 4	Travel	Responsible Parties
a.	Travel funds are available for attendance at events that focus on diversity, equity, and inclusion.	Dean's Office, Department Chairs, and Program Directors
Action 5	Search Advocate Training	Responsible Parties
a.	The College will encourage faculty to train to become a search advocate in faculty searches.	Faculty and Assistant Provost for Diversity and Inclusion

Assessment of Professional Development: Faculty

Assessment Measures May Include:

1. Yearly audit of the number of workshops and related initiatives offered by the college.
2. Deployment of post-event surveys to assess workshop outcomes.

Professional Development Staff

Outcome

Staff thrive in a diverse, equitable, and inclusive environment wherein their skills are valued and honed.

Action 1	DEI Training	Responsible Parties
a.	The College will encourage inter-group dialogues on DEI topics.	Dean's Office, Staff members, CLA DEI Committee, CLA Dean's Fellow for DEI, FACET, OIIE, and Religious & Spiritual Coordinating Council
b.	Staff may undertake/are encouraged to undertake relevant online and in-person training opportunities in DEI topics.	Supervisors, HR, and Staff members
Action 2	DEI Events	Responsible Parties
a.	Staff are encouraged to attend DEI-related initiatives. Supervisors will permit schedule adjustments accordingly.	CLA Dean's Office, Department Chairs, Program Directors, Supervisors, and Staff members
Action 3	Enhance Inclusive Communication	Responsible Parties
a.	Staff should use inclusive language in departmental communications and in website design.	Supervisor, HR Training when applicable

Assessment of Professional Development: Staff

Assessment Measures May Include:

1. Yearly audit of the numbers of workshops and related initiatives offered by the college.
2. Deployment of post-event surveys to assess workshops and initiatives' outcomes.



Faculty and Staff Recruitment and Retention

Outcome

The college engages in strategic recruitment such that all identities are represented. The college also fosters an environment in which all members feel a sense of belonging and have an opportunity for success.

Action 1	Increase the potential for faculty positions to attract diverse candidates.	Responsible Parties
a.	When feasible, departments are encouraged to develop faculty positions in areas of specialty and/or perspective that support diversity in the curriculum and research.	Deans, Department Chairs, Program Directors, search committee members, and departmental members
b.	Widen the scope of searches to reach diverse candidates better.	Listed below
b.1	Dissemination of position descriptions including and beyond the traditional channels (e.g. through direct outreach to HBCU and posting in applicable websites) will be pursued.	Department Chairs, Program Directors, and search committee members
c.	Search advocates will be consistently used in faculty searches.	Department Chairs, Program Directors, and Associate Provost for Diversity and Inclusion
Action 2	Mentoring	Responsible Parties
a.	The college will encourage the usage of a team approach to mentoring to allow faculty and staff to receive input and feedback from various perspectives.	CLA Dean's Office, Department Chairs, Program Directors, and FACET
b.	The college will encourage the development of mentoring opportunities for all, including historically and currently underrepresented groups.	CLA Dean's Office, Department Chairs, Program Directors, FACET, and OIIE

Assessment of Faculty and Staff Recruitment and Retention



Assessment Measures May Include:

1. Yearly audit of new hires by means of Institutional Resources website.
2. Yearly audit of the relation between number of searches and number of search advocates employed.
3. Every two years, audit the number of mentoring programs developed or offered.